

- Mid-Term Evaluation report -

To the Client organization and the Consortium
Building of Resilient Learners, Teachers and Education Systems
South Sudan and Uganda

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Consortium members:

Client organization;

- Client organization IBIS (contract lead, technical advice and sits on the PMU).
- Client organization Novib (co-contract lead, technical support and training).
- Client organization Uganda (PMU and national coordination/representing at relevant working groups).

National partners;

- AVSI Uganda (implementation of project activities in Lamwo district, including Palebek refugee camp, in Uganda).
- AVSI South Sudan (implementation of project activities in Torit, South Sudan).
- CDI (implementation of project activities in Kapoeta, South Sudan).
- Client organization South Sudan (PMU and national coordination/representing at relevant working groups).
- Uganda National Teachers' Union UNATU (advocacy at the national level, as well as leading the process of strengthening of teacher unions with Education International).
- Forum for African Women Educationalists Uganda FAWEU (leads on safety issues and gender).
- Luigi Giussani Institute of Higher Education LIGHE (leads on TEPD and associated training).

Global partners;

- European Union
- Education International (EI); focus and lead on global advocacy, as well as sitting on the PMU.
- Columbia Teachers College (independent research partner)

Government:

- Seven district education government officials in South Sudan and Uganda.

The following stakeholders at 12 schools/centres in South Sudan and the AEP centres in Uganda:

- 51 male and female learners
- 47 male and female teachers
- 12 head teachers
- 9 PTA representatives

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Acronyms

AEP	Accelerated Education Program
ALP	Accelerated Learning Program
CPD	Continuing Professional Development
DAC	Development Assistance Committee
DRR	Disaster Risk Reduction
EC	European Commission
EI	Education International
EIE	Education in Emergencies
EU	European Union
GRP	Gender Responsive Pedagogy
FAWEU	Forum for African Women Educationalists
IEE	Interagency Network for Education in Emergencies
KII	Key Informant Interview
LGIHE	Luigi Giussani Institute of Higher Education
MEAL	Monitoring, Evaluation, Accountability and Learning
PLE	Primary Leaving Exam
PTA	Parent Teacher Association
PMU	Project Management Unit
PSS	Psycho Social Support
SMC	School Management Committee
SRH	Sexual Reproductive Health
TEPD	Teacher Education Professional Development
TLCs	Teacher Learning Circles
UN	United Nations
UNATU	Uganda National Teachers Union
UNHCR	United Nations High Commissioner for Refugees
WFP	World Food Programme

1. Mid Term Evaluation team

Table 1: Contact details for each Mid Term Evaluation team member

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2. Executive summary and recommendations



Head teacher of School 9 Primary School in Lamwo District, Uganda.

2a. Executive summary

The principle of **the project** is that all children and out of school youth should be provided access and the opportunity to attend and complete a primary school level educational programme. At the core of the project is the support to 42 AEP/ALP schools/centres in the project (24 in Uganda and 18 in South Sudan). At the mid-term of project, an estimated 3151 (M-1482:F-1669) learners¹ had been reached, out of a planned 5728.

The project also aims to ensure quality, sustainable and resilient educational opportunities for refugees and host communities in northern Uganda and IDP's and host communities in South Sudan. Related to the implementation of accelerated education programmes (AEP) and accelerated learning programmes (ALP) the project enhances the professional competences of teachers through a continuous teacher training, coaching and support with AEP teachers and teacher in the primary schools hosting the AEP centres. Out of an original goal of supporting 665 teachers, 777 (M-551:F-226) teachers have completed the TEPD and its various included modules.

The overall purpose of this independent mid-term evaluation has been to provide an evidence-based assessment of the extent to which project outcomes have been realised. Through the participation of 139 individuals in key informant interviews (KIIs), including consortium members and other project stakeholders, as well as 12 observations of AEP/ALP teachers and a detailed desk review, the evaluation has assessed how the project is being implemented and the progress towards achieving the expected outcomes and results

¹ Client organization (2020) Annual Report 2019 – 2020 to the European Commission 'Resilient Learners and Teachers and Education Systems in South Sudan and Uganda'.

achieved. A full update of the project logframe impact and outcome indicators has also taken place. This report also documents the adaptability of the project to the Covid-19 pandemic, as well as appropriateness of the project design. The methodology for this evaluation has also focused on the development of trends to ensure reliable and useable findings and recommendations. Below is a summary of the findings according to the Development Assistance Criteria (DAC)² and the evaluation questions.

DAC: Efficiency

The consortium is working well in terms of the overall governance structure, AEP/ALP task teams, Teacher Education and Professional Development (TEPD) task team, advocacy task team, cross-border learning events, national coordination meetings and the consortia meetings (every quarter 3). Exceptions to this trend relate to a more effective system for online information sharing³. In terms of the factors that have contributed to the consortium working well overall, a key factor has been the consortium model of global to local/local to global. This has been facilitated by the Project Management Unit (PMU) with the national and global members/project partners.

In addition, each consortium member has been selected based on their knowledge and experience, meaning that they have been able to harness their own specialised areas. In terms of challenging factors to the consortium working effectively, one area where challenges were seen was within advocacy. Although the updated logframe results show that achievements have been made in this area, there is potential for even more collaboration between consortium members in this area. In addition, although the project has made efforts to strengthen MEAL during the course of the project, there are some gaps in the MEAL reports/data.

Connected to this, there have been challenges obtaining the range of information needed to inform the EU reporting templates from the centres/districts in both countries. Other external challenges affecting the project relate to the impacts of the Covid-19 pandemic, both in terms of the practicalities of implementation and on the levels of stress of teachers and learners. When looking at the project budget, this was on track as of February 2020, with 42% of the budget spent before the mid-term point and with most planned activities in progress. Funds are indicated as being consistent with activity implementation. Following this, given the impact of Covid-19 on project activities (as discussed later in this report), it may be the case that some planned expenditure on activities will not be made within the remaining project timeline.

DAC: Effectiveness

Inclusivity:

The design of the project is inclusive in terms of age and sex, with considerations made and action taken in both of these areas. The TEPD training for teachers includes Gender Responsive Pedagogy (GRP), with members of the Parent Teacher Associations (PTA) and School Management Committees (SMC) also trained in these areas. The results of observations of teachers during lessons (later in this report) also highlighted that teachers often utilise participatory and conflict sensitive teaching methods, which are likely to contribute to the inclusion of learners from different backgrounds (eg. host communities, internally displaced people (IDP) and refugees). It was noted that participatory teaching methods had some challenges, partially exacerbated by some external factors that are described in this section.

² <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

³ 8 KIs (consortium members) during interviews for the evaluation. For the two areas of the project; 'overall governance structure' and 'AEP/ALP task teams', in each case one KI said that they 'neither agreed or disagreed' that the area was working well. A consortium member commented that the AEP/ALP task teams do not meet regularly enough, although when they do they are effective meetings. It was also indicated that there is more scope for an online system for information and file sharing between the consortium. Although a 'Box' account has been set up it is rarely accessed.

Following this, as noted in the section of findings for ‘efficiency’ there is potential to more accurately monitor and evaluate inclusion in terms of age by monitoring the ages of learners, as well as considering other areas of ‘inclusivity’, such as people with disabilities. This includes as part of routine project monitoring systems.

The locations of the centres included in the project enable access to the groups the project planned to include in terms of refugees, IDPs and host communities. Some external social economic barriers identified were that early marriage and/or pregnancy and low valuation of girls attending school is contributing to girls dropping out or not enrolling in school. This could be an area for further review in terms of further strengthening the community outreach and sensitisation activities.

INEE criteria:

Four INEE criteria⁴ were selected for inclusion in the evaluation by the evaluation team, based on their particular relevance to the project. The criteria were;

1. The centre or school has a disaster risk reduction or emergency preparedness plan in place.
2. The disaster risk reduction or emergency preparedness plan has been updated since January 2020.
3. The school practices simulation drills and/or evacuation plans for expected and recurring disasters.
4. Emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical,

The results showed that the best performing criteria was; ‘the centre or school has a disaster risk reduction or emergency preparedness plan in place’. This was met in four of the 12 centres in the evaluation sample, mixed across South Sudan and Uganda. One criteria was met in one centre; ‘the disaster risk reduction or emergency preparedness plan has been updated since January 2020’. Two of the four selected INEE criteria were not met in any of the 12 centres in the sample (‘the school practices simulation drills and/or evacuation plans for expected and recurring disasters’ and ‘emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical, cognitive and mental disabilities’). The full table with the results for each of the 12 centres in the sample in South Sudan and Uganda can be seen in **Annex A2**.

UNCHR Accelerated Education Principles:

Further to this, 18 UNCHR principles for accelerated education and their associated action points⁵ were included in the evaluation. Of the 18, 14 were met (78%), 3 were partially met (16%) and one was not met (6%). Of the 3 that were partially met, 2 of these relied on responses from the head teachers of the 12 centres in the sample. In these 2 cases, only 8 or 9 head teachers responded, leaving gaps in the findings. The responses that were received were mainly positive. The principle area that was not met is as follows; ‘budget for maintenance and upkeep of facilities at the schools (3a). Only one head teacher from one centre in the sample said that there was such a budget. The other 11 head teachers said ‘no’ or ‘I don’t know’. The full table with the results for the project can be seen in **Annex A3**.

DAC: Impact

When considering the impact of the project, this evaluation has firstly considered impact in terms of the change from the baseline values to the mid-term indicator results, for the impact and outcome indicators in the project logframe. Following this, there has been a close analysis of the enabling and challenging factors to the achievement of the indicators.

Logframe indicator results:

In this report, the updated logframe includes a ‘traffic light’ system to indicate the status of each impact and outcome indicator, as follows;

Green = target & baseline exceeded.

⁴ <https://inee.org/standards>

⁵ <https://www.unhcr.org/59ce4f727>

Yellow = baseline exceeded. The target was not met.

Red = there is an indicator value but the baseline and target both not met.

The results of traffic light system was summarised as follows;

For the 3 impact indicators;

- Impact indicators 1 and 2 were 'green'.
- Impact indicator 3 I, relating to integration from AEP/ALP to the formal school system, was 'red' (nb. the value for impact 3 was taken from a previous calculation made for 2019-2020 by another source. Data was not available to calculate this indicator for 2020-2021).

For the 20 individual outcome indicators;

- 10 outcome indicators were 'green'.
- 8 outcome indicators were 'yellow'.
- 2 outcome indicators were 'red'.

The two outcome indicators that were in 'red' at the mid-term were;

- **Oc2.1.3.** % of contingency budget for education provision aftershocks reserved in the district/national budget in targeted areas

- **iOc2.1.1.** % Accuracy of up to date (no more than 1 year old) data collected at school level in targeted areas

It should also be noted that the following indicator, which was in 'yellow', had exceeded the baseline and target for the academic year 2019-2020 but missed the target and baseline in 2020-2021. It was indicated that the exam results were negatively affected by the Covid-19 pandemic;

- **iOc 1.1.2.** % of targeted M/F learners meeting minimum standard of grade⁶ proficiency at the end of AEP.

Synthesis of enabling and challenging factors:

A synthesis of the main internal/external⁷ enabling and challenging factors to the achievement of project impact and outcomes has been carried out, in relation to the indicators in the logframe. These were factors identified by the 145 KIs, as well as by the evaluation team in places. The factors have been grouped into six themes as follows, in order of importance/most frequently described: 1) supporting learning outcomes for learners; 2) training and support to teachers to increase the quality of education; 3) support from and within the local community; 4) safe environment for teaching and learning; 5) the external socio-economic context; 6) improving education systems.

Within each of these themes, the main and specific enabling and challenging factors have been described. The aim of this has to provide the project with evidence about what is contributing to the success of the project, the areas that could be further strengthened and what is the most important to learners, teachers and other stakeholders.

For example, within the most significant theme of 'supporting learning outcomes for learners', the enabling factor that was the most frequently described was 'guidance and counselling by teachers/learner specific follow up'. This was linked to outcome indicator 1.1.1 (coping with cope with stress, shocks and uncertainty). In terms of challenging factors, within this theme, an internal challenge was not enough learning materials/textbooks/delays in provision (particularly relevant during home learning, due to Covid-19 school closures), as well as the external challenge of the impact of the Covid-19 pandemic on the emotional wellbeing of teachers and learners.

⁶ iOc 1.1.2 (exam results); the mid-term evaluation calculated this based on internal project data on ALP exam pass rates.

⁷ Internal and external here means broadly internal or external to the project or in-control/out-of-control. Some factors may not fit exactly into each of these categories and, in these cases, have been designated as closely as possible).

The second most significant theme identified during the analysis was; ‘training and support to teachers to increase the quality of education’. Within this theme, the first two individual enabling (and internal) factors in the table above were the most frequently mentioned. These were; ‘TEPD content quality and/or specific components of teachers’ and ‘engaging style of the TEPD trainers, e.g. participatory methods, group work’. These were both also the most popular response when the teachers were asked to state three things they liked about ALP or AEP, in no particular order. The teachers also described internal and external factors that they found challenging - these were also in relation to the TEPD and in other areas of support.

Following this it is notable that two of the other themes related the external environment, including support from the local community to learners and teachers, as well as the socio-economic context, with the impact of Covid-19 having a notable effect on the project activities.

All of the themes, with their enabling and challenging factors as presented in this sub-section, provide more insights into what has facilitated and hindered the achievement of the project impact and outcomes.

Observations of teachers:

Further supporting the enabling factor stated by learners in the previous sub-section, relating to good quality teaching, is the results of observations of teachers. The mid-term indicator value relating to the quality of the teaching by the AEP and ALP teachers in both countries (iOc.1.2.1), is based on the analysis of recorded observations of 12 male and female teachers by the evaluation team, with the observations collected by the implementing partners. A criteria/checklist was developed by the evaluation team and is presented in **Annex A1**. The overall indicator result is 50% (54% in Uganda and 47% in South Sudan). This combines participatory, gender sensitive and conflict sensitive teaching methods. It can be seen that this result/score has not met the project target of 65%. At the same time, there has been positive progress since the baseline study, which placed the value at 41%. It can also be seen that ‘teachers using gender sensitive methods’ (62%) performed the most well, followed by ‘conflict sensitive methods’ (55%) and then ‘participatory methods’ (33%). To provide a further breakdown of these results, please see the findings below. These findings indicate where the AEP/ALP teachers have had trends of particular success, as well as highlighting the specific areas for further support.

DAC: Relevance

The evaluation has found that the intervention objectives and design respond to the beneficiaries needs and priorities in several key areas including. This includes a baseline study and a separate exercise to review the project indicator targets. Further to this, the TEPD package has been designed and pitched at the right level for the ALP/AEP teachers, according to the teachers themselves. A potential gap in meeting needs and priorities is the Bridging Course. A 3-month curriculum has been developed to provide younger learners (age 6-12) with skills they made need to enter directly into formal education, such as language skills and other strategies. The curriculum has been developed but the course itself has not yet been possible to implement, due to issues with external coordination, as well as the impacts of the Covid-19 pandemic. In terms of how the project has adapted to the Covid-19 pandemic, the ALP/AEP learning and support services continued during the Covid-19 pandemic in 2020. It is also indicated that the services have returned to pre-covid levels. The project also adapted advocacy activities to address the effects of the pandemic on project stakeholders. There were some understandable challenges, including delays in the roll out of TEPD in South Sudan due to logistical constraints, as well as internal and external challenges with the home learning during the school closures.

DAC: Coherence

There are several core examples of how the project is coherent, in terms of designing the project in the framework of internationally recognised criteria for Education in Emergencies and Accelerated Education. In addition, the project participates in the existing coordination mechanisms, as well as working with other education (including government) actors to develop and participate in key initiatives and national plans for

education. This also includes work to support advocacy aims, for example, in relation to the rights of refugee teachers.

Nexus

The humanitarian, development and, when appropriate, peace Nexus refers to the interlinkages between humanitarian, development and peace actions. The Nexus is an operational framework that entails complementarity and coherence between emergency relief, development and peacebuilding as well as coordination between actors. The Nexus also involves changes in financing (such as moving towards multi-year funding, less-earmarked assistance, flexible funding, and simplification of financing mechanisms)⁸. The evaluation found that the project has responded appropriately to each part of the nexus. In terms of some specific examples, in the humanitarian context, the project started by addressing an emergency, supporting refugee and displaced children and young people, as well as children and young people in the host communities.

Looking at the development aspect of the nexus, where the majority of the project 'sits', the project encompasses and supports longer term development such as; building quality, sustainable and resilient educational opportunities (including in collaboration with other actors). This also includes working alongside or within national accelerated education policies and plans and advocating for the inclusion of refugee teachers and schools into the national system. For peacebuilding, it is indicated that the ALP/AEP is contributing to social cohesion through refugees, IDPs and host communities learning together in the same classrooms. This gives an opportunity for developing understanding, also in a conflict sensitive/participatory teaching environment, as well as through life skills development.

DAC: Sustainability

The main trend was that the project is sustainable, in terms of continuing after the project has ended with sustainable outcomes. This was stated by the majority of the KIs. The project has achieved several key activities/outputs to contribute towards sustainability. For example, including education government officials in monitoring visits to the AEP and ALP centres, as well as the formation of the Teaching Learning Circles (TLCs). In addition, the TEPD, including the coaching system, established by the project with the Primary Teachers College (PTC) to support the AEP teachers. In South Sudan the project has supported the recognition of the National Teachers Union both locally and internationally. The union is now a member of the Global Alliance of Teachers Unions - it has also been admitted into Education Internal membership.

One internal challenging factor for sustainability was a need for more resources for capacity to lead the project's work and the many layers of the project. For example, to manage the systems, materials and to train other schools and develop connections to influence the system. Other challenging factors external to the project include; challenges for some learners to integrate into the formal system due to being overage, teacher turnover, challenges with the integration of the AEP/ALP teachers in the formal schools and communities where the centres are based and barriers accessing teacher colleagues in both countries.

⁸ <<https://reliefweb.int/report/world/triple-nexus-questions-and-answers-integrating-humanitarian-development-and-peace>>

2a. Recommendations

A series of recommendations have been developed, which directly link across all of the evaluation findings. The aim of the recommendations is to contribute to learning and the planning of the remainder of the project by the stakeholders, as well as assisting in the design of any future projects. The recommendations are based on evidence generated during this evaluation, as well as consideration of the local context and feasibility (in conjunction with the consortium).

Recommendation		Recommended responsible actors
AEP and ALP learning outcomes:		
Action now		
1	INEE; it is recommended that the status of the four selected INEE criteria are followed up at all AEP and ALP centres in the whole project, including at the locations where this is reportedly a DRR plan in place (to verify that they are up to date and accessible to all teachers, learners and other staff at the centres) ⁹ .	PMU
2	UNHCR AE principles; based on the results of how the project has performed against the UNHCR AE principles ¹⁰ , it is recommended that the following principal areas, which were partially met, be followed up at all centres in the project. These are as follows; <ul style="list-style-type: none"> Resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment (3b). Provide information to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence (3c). Build inclusion, gender-sensitivity and protection practices into the AEP teacher training (5b). It should be noted that a lot of work has already been carried out to develop a gender considerations action plan for the project, as described later in this report.	PMU, supporting implementing partners
3	Teaching and learning materials; consider the possibility to invest in the development of a textbook specifically for the ALP and AEP, to fill the gap in learning materials, as well as to consolidate the separate documents/materials they are allocated. This would also be beneficial in the event of any home learning in the future. In terms of where the text book could come from, this would depend on further investigation by the consortium, for example, if text books are available or if something new could be feasible to produce, with relevant external stakeholders in the country or globally.	Consortium lead, PMU with relevant partners
4	Safe learning environment; key informants in South Sudan indicated that corporal punishment may be taking place at schools and/or centres (School 2ALP and School 5 Primary ALP in South Sudan). Verbal abuse from teachers to AEP/ALP learners was also mentioned by 4 learners in South Sudan and 4 in Uganda. Two learners in South Sudan described harassment (the nature of this was not mentioned) and two teachers in Uganda said that there was incidents of fighting	Implementing partners

⁹ <https://inee.org/standards>. The four standards included in this evaluation were; 1. the centre/school has a disaster risk reduction or emergency preparedness plan in place. 2. the disaster risk reduction or emergency preparedness plan has been updated since January 2020. 3. the school practices simulation drills and/or evacuation plans for expected and recurring disasters. 4. Emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical, cognitive and mental disabilities.

¹⁰ UNHCR 'Accelerated Education' <www.unhcr.org/accelerated-education-working-group.html>

	between learners. It is recommended to review these areas with all of the centres included in the project, to learn more about the presence of these issues and how they could be addressed.	
5	Safe learning environments; to further ensure conflict sensitive environments, review reporting mechanisms that learners can use, as well as teachers, to report any form of abuse including physical abuse, verbal abuse, bullying or harassment. Ensure that learners and teachers know about the mechanisms and are confident to use them.	
For future projects:		
6	Cost of PLE exam fees; review the possibility to include the costs of PLE exam fees into a future project budget - or identify another mechanism to cover this cost as needed (e.g. a mechanism for learners to apply for their fee to be covered, according to certain criteria).	Consortium lead, PMU
7	Add more funding for complementary and supplementary T&L materials	Consortium lead, PMU
8	Include budget for AEP and ALP centre maintenance	Consortium lead, PMU
9	Include budget for bigger classrooms and/or different furniture to better accommodate older learners and to enable participatory learning methods (i.e. moving away from benches facing the teacher and board).	Consortium lead, PMU
10	Support to learners; review if it is possible to engage with Social Workers to help reach out to girls who are married early and/or pregnant in terms of bringing them back to school.	PMU, supporting implementing partners
11	Learning timetable; research if even more flexibility would be possible in the learning timetable, to allow for seasonal changes (agriculture and weather-related) and mitigate the possibility of learners not attending classes for such reasons. If not, a notable number of respondents from South Sudan in particular suggested that materials to protect them from the rain would be helpful (book bags, umbrellas or raincoats and boots).	PMU, supporting implementing partners
12	Investigate additional solutions for older learners to transition to lower secondary - and not to primary school. This was described as an issue for older learners by some partners, who struggle to integrate into formal school with learners who are several years younger than them.	
13	Plan for home-based learning during temporary school closures; it is recommended to consider a more in-depth rapid assessment with teachers and learners of what has worked/not worked for learners and teachers during remote/home-based learning in 2020 and 2021, to inform future planning and contingency plans in the event of any future temporary school closures. This could include a specific look at who the vulnerable learners might be and why they are vulnerable/what needs they may have to support their participation (e.g. one example of vulnerable learners could be menstruating girls). In addition to the home learning itself and what resources and support by both learners and teachers etc. are needed, this should also include the additional support that learners may need upon returning to the in-person classes (e.g. assessment of knowledge gaps, additional counselling). This should include questions to assess the extent to which more vulnerable learners were engaged in the home-based learning and/or supported by their household members.	Consortium lead, PMU with relevant partners
14	Distance to the school/centre; approximately 15 learners in South Sudan mentioned the distance to the school from home was an issue, compounded by incidents of poor weather. INEE guidelines state that schools are less than 3km from home. It is therefore recommended to	

	review if this is in place. If it is not in place for some learners, review options about what is possible to assist learners who live far from the school (eg. some home learning built in or assistance to cover the costs of transport).	
15	<p>Flexible learning; this recommendation turns the current model of co-location of the centres at the formal primary schools on its head, as well as moving away from increasing the integration of AEP/ALP teachers at schools and in the school systems.</p> <p>Co-location of the centres at primary schools makes sense in some respects but it also present a few barriers. For example, there was a trend of teachers who said that the classrooms are crowded and this is a barrier to participatory methods (also seen in the observations of teachers during the evaluation). Noise was also flagged as an issue by learners and noted in the video observations. Older learners may also potentially feel discomfort at being in the primary learning space. Distance to the school is also an issue for some learners in South Sudan. Flexible learning means holding classes closer to learners homes in community spaces. Class schedules can then be more flexible and responsive to learner and household needs. This may also support the integration of AEP/ALP teachers in communities (noted as a challenge in some areas) as their role in the community will be more visible.</p>	
TEPD and support to teachers:		
Action now		
16	TEPD course length; it is recommended to continue evaluating each TEPD course with teachers (e.g. review the end-of-course feedback forms). For example, although the style/delivery of the training is strongly indicated as not being an issue but the length of course may be worth reviewing further, as well as monitoring any other ongoing feedback from the teachers.	Implementing partners, supported by other relevant partners and PMU
17	TEPD; regarding the quality of teaching, in relation to participatory, gender sensitive and conflict sensitive teaching methods, it may be useful for partners to use the criteria that was utilised for the observations of teachers (developed for this evaluation) as a checklist. The checklist could be used to support the monitoring visits by partners to centres and coaching of teachers. Peer models could be utilised, as they are supported by the evidence. Noting that a number of teachers said they also received support from organisations outside the consortium as well as supervision from local education officials, it would be helpful to coordinate the type of training and support to which they have access. Combining this information with the data from periodic classroom observations and/or other MEAL-related surveys can enable a robust TEPD model in which areas of skill development need are aligned with training to improve their skills.	Consortium lead, PMU with relevant partners
18	<p>Specific areas of additional coaching for AEP and ALP teachers; the observations of teachers and surveys identified the following areas where teachers need additional support. A further review is initially recommended to investigate if the emphasis should be on the TEPD trainers or on the training materials. Such support could also be taken on by partners during the routine monitoring/coaching visits to the AEP/ALP teachers;</p> <p><u>South Sudan</u></p> <p>Gender sensitive teaching methods:</p> <ul style="list-style-type: none"> • The teacher treats all children equally regardless of gender, nationality, etc. • Girls have equal access to textbooks. <p>Conflict sensitive teaching methods:</p> <ul style="list-style-type: none"> • Uses positive reinforcement action. • Provides constructive action. • Learners work is displayed in the classroom. 	Relevant partners, supported by PMU

	<ul style="list-style-type: none"> Review if corporal punishment is used in the ALPs (and if feasible at the formal schools). <p>Participatory teaching methods:</p> <ul style="list-style-type: none"> Using a variety of teaching methods and teaching materials. Uses a variety of methods for asking questions. Checking for understanding. Visits students desks to help. Students work in small groups or pairs/range of activity types. The project should consider additional materials for teachers to use to enable the teachers to do this <p>Uganda</p> <p>Gender sensitive teaching methods:</p> <ul style="list-style-type: none"> The extent to which girls are seated near the front of the classroom. Girls have equal access to textbooks. <p>Conflict sensitive teaching methods:</p> <ul style="list-style-type: none"> Uses positive reinforcement action. Provides constructive action. Learners work is displayed in the classroom. <p>Participatory teaching methods:</p> <ul style="list-style-type: none"> Uses a variety of methods for asking questions. Visits students desks to help. <p>Students work in small groups or pairs/range of activity types.</p>	
For future projects:		
19	Ensure that the TEPD includes information about prevention and reporting mechanisms for learners and teachers, as well as PSS and individual teacher and/or learner performance plans.	
20	Review conflict sensitive topics within he TEPD; for example, does the TEPD contain sufficient and relevant information regarding conflict sensitive teaching methods, including positive discipline and addressing suspected bullying. In addition, review the inclusion of pro-active and direct ways to promote more social cohesion between different groups attending the AEP/ALP in the same classroom (e.g. IDPs and host community members; refugees and host community members).	Consortium lead, PMU with relevant partners
21	Reconsider length of TEPD course to increase its length, to ensure all content can be covered as in-depth as needed.	Consortium lead, PMU with relevant partners
22	Exchange visits; review the feasibility of implementing a budget for exchange visits for teachers to visit other centres to exchange learning and ideas online, in the context of the Covid-19 pandemic. This could also be part of the TLC approach.	Implementing partners, supported by other relevant partners and PMU
23	Teacher accommodation; there was a trend of AEP/ALP teachers who said that a source of stress was not having any or adequate accommodation near to the centre – or not being able to avoid to rent accommodation. Consider including funds in the budget to support teachers in this way, if accommodation is hard to access or connect with shelter clusters/working groups and local government to support this area. Lack of accommodation said that lack of affordable accommodation was a source of stress for them.	Consortium lead, PMU with relevant partners

24	Physical school security; connect with relevant actors or clusters/working groups to review and improve the physical security at the school/centres (i.e. fences, security personnel).	PMU, supporting implementing partners
Education systems:		
Action now		
25	School management; review the possibility to include how the AE teachers could be part of the school management (e.g. the SMC). This could further support the AEP and ALP within the schools. May also contribute to project sustainability.	Implementing partners, supported by other relevant partners and PMU
For future projects:		
26	The indicator; ‘iOc2.1.3. % of targeted schools that have functioning and inclusive school management committees (SMC)’ and the indicator regarding the PTA, is calculated using two pieces of information; the number of times the SMC (or PTA) meets per year the proportion of females and males who are members. It is recommended to add a further piece of information for the calculation; ‘the proportion of SMC and PTA members who are AEP or ALP teachers’ (suggest the % is proportional to the number of formal and AE teachers).	
27	PTA/SMC; produce PTA and SMC manuals that are given to schools so that they can be in position do a refresher internally and have key information to hand.	Implementing partners, supported by other relevant partners and PMU
28	Incentives for the PTA and SMC; review the possibility to include incentives for the PTA and SMC based on their activities in current and future projects, for items such as fuel/transport.	Consortium lead, PMU with relevant partners
Advocacy:		
Action now		
29	Advocate for inclusion of TEPD content in TTC curriculum	
30	Age groups; if feasible, review the age groups of learners included in the programme for possible advocacy (e.g. expand to include people aged over 18 in Uganda; align the age groups of learners in Uganda and South Sudan; also, the level of inclusion of learners with disabilities).	
Ways of working by the consortium:		
Action now		
31	MEAL systems and project data; it may be beneficial to conduct a further review to understand any specific gaps in MEAL and how to support the partners to fill these (including the need for additional resources such as a MEAL staff member).	PMU with relevant partners
For future projects:		
32	System for project data collection; consider the use of technology such as Kobo toolbox to collect project monitoring data, in a set and consistent format with the relevant disaggregations	Consortium lead, PMU

	(e.g. M/F, age). This should include consideration of what data is needed to calculate the impact, outcome and output indicators. Kobo is easy to utilise and data can be captured offline. This could also include partners and other consortium members using Kobo to record their project activities, this could feed into project management system to track progress. The Excel worksheet for recording the data could also be set up to enable pivot table reporting for the project's routine analysis/quick evaluation of the project progress.	with relevant partners
33	There are some gaps in the project monitoring data affecting a small number of outcome indicators (e.g. project data not captured by age, the overall enrollment rates in the catchment areas (impact 1), completion rate at the AEP/ALPs (impact 2), dropping out rates (oc1). Although there is information about how to broadly calculate each indicator in the project MEAL framework, the process for calculation each impact and outcome indicator would benefit from a review by Client organization. This also includes including a column in the MEAL framework to confirm the source of each needed piece of information/data, as well as to define the wording of each indicator (e.g. for impact 1, what is meant by 'at school', is this primary and secondary school - does this include vocational?	Consortium lead, PMU with relevant partners
34	Specifically, individual and longitudinal tracking of students; it is recommended that systematic follow up is being made about the learners both during the programme as well as what they are doing after they have completed (or dropped out of) the programme. This would be important information to capture as part of the routine project MEAL system, to understand more student motivation as well as about the long term impact of the project. It would also inform impact indicator 3 (integration into the formal education system). For example, this could include three stages; 1) A brief exit interview, with support from the PMU and by the national partners, with a cross-section of learners from the ALP and AEP to ask them if they are willing to share information about their future plans and provide contact details for future follow up. 2) A short follow-up phone call or text message with the same learners 6 – 12 months later. 3) Recording the information from both interviews anonymously (e.g. by centre, age, sex). The consortium lead, PMU and partners evaluate this to understand what can be learnt from this information. Further to this, longitudinal tracking is not commonly captured for ALP and could provide a valuable addition to studies/evidence external to the project In addition, it may be that there are other impacts from this project that are not currently recorded (e.g. due to completing the AEP/ALP there is increased household wealth, increased level of wellbeing, increased peace in communities). A theory of change model/diagram could also assist with this area ¹¹ .	Consortium lead, PMU with relevant partners
35	Accountability; brief reference was made during the data collection by a partner to feedback/complaints boxes for teachers and learners at the centres, to give their feedback to the project. These were not mentioned by the teachers or learners – there were also no examples of such feedback being included in the project MEAL system. It is recommended to review the accountability systems, to what extent they are used, if they are anonymous and/or how responses are given to teachers and learners and how feedback is used in project planning. This includes feedback from learners and teachers to the partners or Client organization, as appropriate. In addition, accountability systems from the partners to Client organization should also be reviewed to ensure they are meeting recognised standards ¹² . Overall, teachers, learners and partners could be included in a consultation to enable this review - and to see if any other	PMU with relevant partners

¹¹ INEE 'AE M&E toolkit and theory of change sample' <<https://inee.org/resources/accelerted-education-programme-monitoring-evaluation-toolkit>>

¹² <https://corehumanitarianstandard.org/the-standard>

	mechanisms for feedback may be more effective. Of course such systems also need to be practical and feasible for Client organization and partners to manage and follow up.	
36	Enhancing inclusivity; the project has made strides to be inclusive in a range of areas. To build on this, in future projects, consider how other aspects of inclusivity could be incorporated into the project design, implementation and MEAL system (e.g. people with disabilities, other vulnerable groups).	Consortium lead, PMU with relevant partners
37	EU reporting templates; it was indicated by the consortium that there can be challenges obtaining all the information needed from the implementing partners to inform the EU reporting templates. To this end, the evaluation team will offer a short session to the PMU on suggested changes in how data can be captured and managed.	Already completed by the evaluation team

3. Purpose of the project and the evaluation

The purpose of the 'Building Resilience in Crises through Education' (Education for Life) project is to build quality, sustainable and resilient education opportunities for refugee children, displaced children and children in host communities in South Sudan and Uganda. The primary aim is to improve access to quality primary education for learners between the ages of 6 – 25 years, in both formal and non-formal education systems, ultimately measured by the overall objective; 'contribute to improved access and completion of safe, quality education for learners in fragile and crisis affected environments'. This is measured through three indicators relating to refugee, IDP and host community children and youth (male and female) in targeted areas. The indicators focus on the percentage of children and youth who are enrolled in school, the percentage that complete school and the percentage integrated into the public school system.

This overall objective of the project is supported by a series of outcomes that work to build resilience in their life skills in terms of; playing an active citizen role, preventing conflict/s and learning technical skills to lead a productive life.

The project is working to achieve these outcomes through the following model;

- The Accelerated Learning Program (ALP) model for learners, with 18 centers in South Sudan.
- Through 3 Accelerated Education Program (AEP) schools and 21 formal primary schools in Uganda.
- By improving the skills of teachers to support the target learners, by addressing the capacity needs for teacher professional development of primary level school teachers.

The overall purpose of this independent mid-term evaluation has been to provide an evidence-based assessment of the extent to which project outcomes have been realised (to guide all stakeholders to take corrective actions and make adjustments where applicable). The evaluation has assessed how the project is being implemented and the progress towards achieving the expected outcomes and results achieved. This report documents the adaptability of the project to the Covid-19 pandemic, as well as appropriateness of the project design and lessons learnt, in order to improve implementation and quality of results.

4. DAC criteria and evaluation questions

The table below summarises the mid-term evaluation objectives/evaluation questions that have been included in this evaluation. All DAC criteria¹³ have been included, with some of the associated evaluation questions being specific to this evaluation.

Table 2: DAC criteria and evaluation questions included in the evaluation

DAC: Efficiency
Examine the ways in which the project is working (implementation process) and the extent to which they are supportive of the project to deliver project results.
Examine the enabling and hindering factors during project implementation.
The extent to which the costs of the project intervention are justified by its results, taking alternatives into account?
Analyse project budget performance for Uganda (to measure the extent to which funds are consistent with activity implementation).

¹³ OECD 'DAC evaluation criteria' <www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Analyse project budget performance for South Sudan (to measure the extent to which funds are consistent with activity implementation).
DAC: Effectiveness
The extent to which project objectives are achieved at the results level (with reference to impact comparing baseline to mid term impact and outcome indicator values)
Have the benefits reached the target group as intended?
Are the benefits distributed fairly and across target groups?
DAC: Impact
The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.
DAC: Relevance (elements of relevance)
The extent to which the intervention objectives and design respond to beneficiaries needs and priorities.
The extent to which the intervention objectives and design respond to the capacity of teaching staff.
The extent to which the intervention has been adapted to changes in the context.
DAC: Sustainability
To measure if the project is achieving the intended outcomes on resilience and system change (responded to under effectiveness)
What is the likely sustainability of the outcomes for resilience and system change, with a focus on ALP in South Sudan, AEP in Uganda and TEPD?
Make clear recommendations that will ensure sustainability of the project outcomes after the end of the project with a focus on ALP in South Sudan, AEP in Uganda and TEPD.
DAC: Coherence (elements of coherence)
Is the intervention designed within and using existing systems and structures such as coordination mechanisms at the country or sector levels?
Explore and document how well the project is positioned within the humanitarian/development nexus.
Overall key lessons and recommendations:
Examine the project governance structure (including project task teams - AEP/ALP, TEPD and Advocacy) and to what extent the established ways of working and provide recommendations.
Review the project adaptability to the Covid-19 pandemic, with a specific focus on AEP/ALP, TEPD and Advocacy and to what extent the established ways of working facilitated the response and make recommendations where applicable.
Identify key lessons and propose practical recommendations for the remaining period of the project.

5. Deliverables and outputs

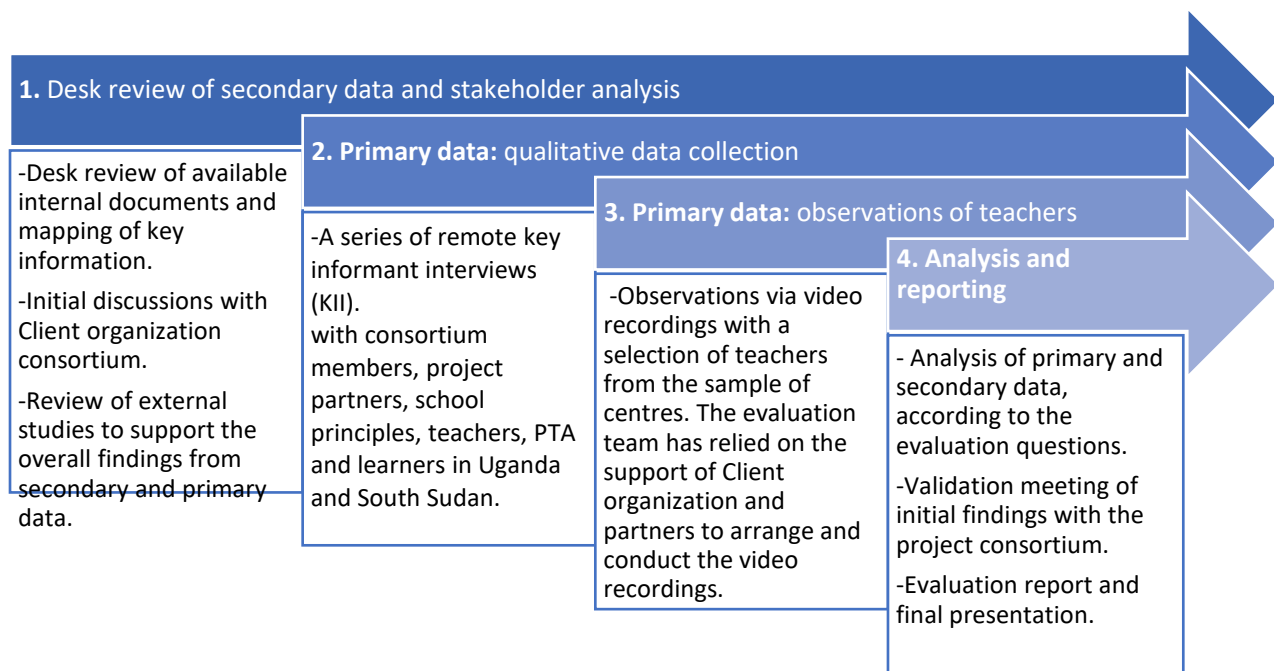
Table 3: Summary of evaluation deliverables

	Deliverable/outputs
1	Inception Report and set of data collection tools.
2	Update the log frame and make suggestions for additional indicators where applicable.
3	A draft report with clear recommendations.
4	Conduct 3 final meetings/presentations for the consortium/Client organization PMU to validate the findings and changes to the log frames.
5	A final presentation for the consortium for the purpose of validating the report and disseminating findings.
6	A final Mid Term Evaluation report, with a clean data set and transcriptions for the study to be submitted at the end of the study.

6. Methodology

6a. Overall mid-term evaluation process

Figure 1: Diagram to summarise the evaluation process



Desk review

The desk review has taken place in two stages during this mid-term evaluation;

1. A desk review of project document, which aimed to inform the evidence in relation to all learner groups (i.e. female, male and the age groups of learners within 6-25 years of age). The main types of data analysed during this stage of the evaluation were qualitative, combined with quantitative data, i.e. baseline data from the projects. A gap analysis was also conducted to see if any further information was needed from Client organization consortium partners for the desk review.
2. This evaluation has also focused on the calculations of the outcome indicators in the project logframe. For some of these, project monitoring data was used, such as enrolment and attendance data from AEP/ALP centres (for other indicators primary data was collected during the evaluation).

6c. Disaggregation for data collection and analysis

- **Countries:** secondary and primary data has been collected and analysed for the whole project, together for Uganda and South Sudan. Any key differences between the two country projects will be noted, with any available explanation for why.
- **Project indicators and results:** the evaluation has reported on the DAC criteria and evaluation questions. This has included calculation of the impact and outcome indicators, according to the available primary and secondary data.
- **Sex and age disaggregated data and analysis:** the sex and age disaggregation amongst learners, as applied in the project log frame. Approximate age groups within the larger group of 12-25 have been reflected on by the application of learning levels (e.g., level 3, level 4).

6d. Approach for primary data collection and sample

6di. Data collection approaches

- The evaluation team have conducted 26 key informant interviews (KIIs) directly by telephone/Skype with global partners, national partners, other stakeholders and consortium leads/members.
- 119 KIIs have been conducted remotely with stakeholders at the AEP/ALP centres in Uganda and South Sudan (learners, teachers, head teachers and PTA representatives). This was due to the travel limitations posed by Covid-19. Telephone or online means were not readily available. National partners mobilised these KIs to complete interview forms, which were then emailed to the evaluation team. These KIs also completed consent forms. The interview transcripts were anonymous¹⁴.
- Recorded observations of AEP/ALP teachers to assess the quality of teaching have been videoed by the national partners and transferred to the evaluation team. The teachers completed specific consent forms for this purpose. The recordings were then analysed by the evaluation consultants against a set criteria developed by consultant Jen Steel. The criteria for the observations of teachers is in **Annex A1**.
- Focus group discussions have not been included in this evaluation, due to the nature of remote data collection and the limitations posed by Covid-19 of grouping people together at this time.
- The full samples for this evaluation are presented in the tables below.

6di. Sample of ALP and AEP centres

Out of a total 42 AEP/ALP centres in the project (24 in Uganda and 18 in South Sudan), 12 centres were included in the evaluation sample, these are presented in the table below. The centres were selected to represent different catchment areas within both countries, as well centres that supported host communities, refugees and IDP learners.

Table 3: Sample of the 12 ALP and AEP centres included in the evaluation

SOUTH SUDAN	
Juba	School 1 ALP
	School 2ALP
	School 3
Torit	School 4 ALP
	School 5 ALP
	School 6 ALP
Kapoeta	School 7 ALP
	School 8 ALP
UGANDA	
School 9 parish	School 9 Primary School AEP
Refugee settlement	School 10 Primary School AEP
	School 11 Primary School AEP
	School 12 Primary School AEP

¹⁴ 'Anonymous' in this case means that names of the KIs at the centres were not asked for on the interview transcripts. The name of the AEP/ALP centre and country was asked for. All data from the interview transcripts was transferred to an Excel document for analysis and has been stored by the evaluation team offline, along with the interview forms. The analysis spreadsheet does not contain names or addresses of these KIs. The KIs at the centres did complete consent forms with their names. The anonymous transcripts and the Excel document containing all of the data have been sent by email to Client organization.

6diii. Sample of key informants

In total, 139 individuals were participated in key informant interviews (KIIs), including consortium members and other project stakeholders, as well as 12 observations of AEP/ALP teachers. The sample is summarised below¹⁵¹⁶.

Table 4: groups included in KIIs and number of KIIs

Project consortium members		
1	Client organization IBIS	Consortium lead
2	Client organization IBIS	Consortium lead
3	Client organization Novib	Consortium co-lead
4	Project Manager	PMU
5	National coordinator Client organization Uganda	National coordinator
6	National coordinator Client organization South Sudan	National coordinator
7	Uganda National Teachers' Union (UNATU)	National partner
8	Luigi Giusani Institute of Higher Education (LGIHE)	National partner
9	Forum for African Women Educationalists - Uganda chapter (FAWEU)	National partner
10	CDI South South	National partner
11	AVSI Foundation South Sudan	National partner
12	AVSI Foundation Uganda	National partner
13	Education International	Global Partner
14	Education International	Global Partner
15	Teachers College, Columbia University	Independent research partner
17	Teachers College, Columbia University	Independent research partner
Education Government officials		
18	State ministry of education, Torit, South Sudan	
19	State ministry of education, Torit, South Sudan	
20	State ministry of education, Kapoeta, South Sudan	
21	State ministry of education, Kapoeta, South Suda	
22	State ministry of education, Juba, South Sudan	
23	State ministry of education, Juba, South Sudan	
24	State ministry of education, Lamwo, Uganda	
Other key stakeholders		
25	EU representative	
26	UNCHR representative	

¹⁵ The evaluation team, with the support of partners, have exceeded the planned/agreed sample of teachers and learners as set out in the proposal and inception report to Client organization. The evaluation team, with partners, made efforts to obtain a larger sample size than planned of level 3/4 learners and AEP/ teachers, to increase the reliability of the findings and have a larger % of respondents. It should be noted that several surveys from learners were not possible to include because they either arrived too late or were not entirely legible or not possible to open. Nevertheless the agreed sample of learners and teachers was exceeded. In addition, the planned sample of 12 head teachers and consortium members was met. The planned sample of 12 PTA representatives was not met, 9 PTA surveys were completed.

¹⁶ In terms of the inclusion of level 3 and 4 learners and teachers only, this was recommended by the Client organization Uganda PQM. This was to enable a sample to be taken from these specific groups. This has meant somewhat representative data (not completely random sampling) could be collected from these groups (i.e. final level AE male and female learners and teachers). Therefore, it should be noted that the primary data from learners and teachers relates to level 3 learners/teachers in Uganda and level 4 leaners/teachers in South Sudan.

Stakeholders at the ALP/AEP centres		
27-38	Head teachers in South Sudan and Uganda	12 head teachers
38-47	PTA representatives in South Sudan and Uganda	<p>9 PTA representatives (from 9 of the 12 in the sample (not included as could not be contacted; School 7 ALP in Kapoeta and Dr. John Garang ALP and School 2ALP in Juba).</p> <p>Female PTA: 1 survey Male PTA: 8 surveys</p>
48-92	Level 3 learners Uganda and level 4 learners South Sudan	<p>51 learners in total, across 12 of the 42 AEP/ALP centres in the project. (27% of the 200 learners; level 4 in South Sudan and level 3 in Uganda).</p> <p>Female learners: 21 surveys Male learners: 30 surveys</p> <p>South Sudan: 28 surveys Uganda: 23 surveys</p> <p>This sample would normally represent 90% confidence level and 10% margin of error, In this case, the sample selection was not fully randomised and depended to a degree on who was available. KIs were mobilised by the national partners.</p>
93-139	Teachers in South Sudan and Uganda	<p>47 teachers in total, across 12 of the 42 AEP/ALP centres in the project. (27% of the 200 learners; level 4 in South Sudan and level 3 in Uganda).</p> <p>Female teachers: 17 surveys Male teachers: 30 surveys</p> <p>This sample would normally represent 90% confidence level and 10% margin of error. In this case, the sample selection was not fully randomised and depended to a degree on who was available. KIs were mobilised by the national partners.</p>
Observations of ALP/AEP teachers		
12	Approx 1 x hour long observation per 12 centres in the sample in South Sudan and Uganda.	Video Recordings were conducted the partners

6div. Selected INEE criteria and UNHCR Accelerated Education principles

Inter-agency Network for Education in Emergencies (INEE) and UNHCR Accelerated Education (AE) principles/action points have been included in the design of the project, to ensure that global best practice is accounted for, as well as linking global standards to the local level. Four selected INEE criteria and 18 selected UNHCR Accelerated Education (AE) principles have also been included in the evaluation and the analysis, to assess the performance of the project against these criteria and principles. The results of this can be seen in the findings section of this report and in the **Annexes A2** and **A3**.

6dv. Other key information about the methodology

Two of the outcome indicators studied in this evaluation have required definitions of terms. These are definitions for 'shocks, stresses and uncertainties (outcome indicator 1.1) and for the level of life skills of learners (intermediate outcome 1.1.1). A list of life skills to applied to the evaluation was developed with the project partner LGIHE. The definitions can be seen in **Annexes A4** and **A5**. In addition, information about quality assurance and limitations and solutions for the methodology, can be seen in **Annexes A6** and **A7**. Other supplementary information is presented in the remaining annexes, such as information about quality assurance, limitations of the methodology, numbers of teacher trainings and trainings with PTAs/SMCs and the data collection tools.

7. Steps of the analysis

Following the KIIs and observations, with the support of the project national partners, the findings and responses from each KII were entered into an online analysis system. The whole primary data set was saved into an Excel document, which then allowed cleaning and analysis. The primary data was combined with secondary data, where relevant, to enable the analysis. The analysis has included several overall components, to inform the evaluation questions. These are described below.

7a. Calculation of impact and impact indicators:

One of the key evaluation questions is to evaluate the project at the result level, as well as to evaluate the indicators for resilience. To do this, the evaluation team has calculated the impact and outcome indicator values, as well as identifying the trends according to each indicator area. Please see a further explanation in the points below;

- Each impact and outcome indicator has been calculated individually, based on the specific requirements of each one. For example, several of the indicators rely on monitoring (secondary) data collected during routine project monitoring and evaluation processes by Client organization and partners. This covers indicators that relate directly to the project, such as enrollment and dropout rates at the centres included in the project. Indicators such as these have included monitoring data from all centres in the project, not just the 12 centres in the sample included in this mid-term evaluation.
- Other indicators, such as the 'increase in life skill levels of learners', the level of 'feeling safe at the centres' by learners and teachers or the 'functionality and inclusivity of the Parent Teacher Associations (PTAs) or School Management Committees (SMCs)'. Such indicators rely on data that is not collected in routine project MEAL. Therefore, this mid-term evaluation has collected data specifically to inform such indicators.
- The method to calculate each impact and outcome indicator based on the existing project monitoring, evaluation, accountability & learning (MEAL) framework. The evaluation team has also studied each indicator and built on the existing MEAL framework. For example, the previous process for calculating the increased level of life skills amongst learners is the same but the evaluation team has developed a more detailed definition of the term 'life skills'. In the case of life skills, this was based on the input and advice of the project partner LGIHE. The evaluation team has also separated the indicators out into separate

components, where relevant, to increase the accuracy of the calculations (e.g., the indicator for 'quality of teaching methods' has three elements).

- The time frame for the indicator values collected and calculated during this mid-term evaluation is from the start of the project in 2018 to the time of the data collection (between February and June 2021). In some cases, where data is available, results are divided between 2018-2020 and 2020-2021. In these cases, the values for each of these two years gives a clearer indication of how the Covid-19 pandemic has affected the results.
- The steps applied to calculate each indicator in this evaluation could also be used in future project evaluations, to enable accurate comparison at different time points.
- The full explanation of how each impact and outcome indicator has been based in this mid-term evaluation can be seen in the footnotes with the updated logframe in the findings section of this report.

7b. Qualitative and quantitative data analysis

The KII tools consisted of open ended and quantitative style questions to inform the evaluation questions. For example, several areas of enquiry included Likert scales to generate numeric values, which have helped to generate trends (i.e. with response options including agree, somewhat agree, disagree etc.). The open-ended questions have corresponded to the Likert scales or been 'stand-alone' open ended questions. The quantitative data has also informed the calculation of impact and indicator values.

7c. Thematic analysis

Development of enabling and challenging factors, grouped by theme:

To enable more in-depth analysis, enabling and challenging factors have been identified from the primary data across several evaluation questions, grouped by theme where possible. Throughout the findings section, the factors are referenced by the number of key informants who stated each factor, to give an indication of the significance of each one. An overarching meta-analysis has taken place of all the identified factors to enable analysis of which are the most important themes of enabling and challenging factors to project impact, outcomes and quality.

8. Evaluation findings

8a. Findings; DAC: Efficiency

“The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way (established ways of working)”.



TEPD training of teachers in South Sudan.

The consortium is working well in terms of the overall governance structure, AEP/ALP task teams, Teacher Education and Professional Development (TEPD) task team, advocacy task team, cross-border learning events, national coordination meetings and the consortia meetings (every quarter 3). Exceptions to this trend relate to a more effective system for online information sharing¹⁷. In terms of the factors that have contributed to the consortium working well overall, a key factor has been the consortium model of global to local and local to global. This has been facilitated by the project design and communication from the PMU. Client organization IBIS has also been systemically and effectively managing the relationships within the other consortium leads. In addition, each consortium member has been selected based on their knowledge and experience, meaning

¹⁷ 8 KIs (consortium members) during interviews for the evaluation. For the two areas of the project; ‘overall governance structure’ and ‘AEP/ALP task teams’, in each case one KI said that they ‘neither agreed or disagreed’ that the area was working well. A consortium member commented that the AEP/ALP task teams do not meet regularly enough, although when they do they are effective meetings. It was also indicated that there is more scope for an online system for information and file sharing between the consortium. Although a ‘Box’ account has been set up it is rarely accessed.

that they have been able to harness their own specialised areas, including training each other. In terms of challenging factors to the consortium working effectively, although the updated logframe results show that achievements have been made in the area of advocacy, there is potential for even more collaboration between consortium members in this area. In addition, although the project has made efforts to strengthen MEAL during the course of the project, there are some gaps in the MEAL reports/data. Connected to this, it should be noted that there have been challenges obtaining the range of information needed to inform the EU reporting templates from the centres/districts in both countries. Other external challenges affecting the project relate to the impacts of the Covid-19 pandemic. When looking at the project budget, this was on track as of February 2020, with 42% of the budget spent before the mid-term point and with most planned activities in progress. Funds were indicated as being consistent with activity implementation. It was noted that, given the impact of Covid-19 on project activities, it may be the case that some planned expenditure on activities will not be made within the remaining project timeline.

8ai. Examine the project governance structure and implementation process (including project task teams - AEP/ALP, TEPD and Advocacy) and to what extent the established ways of working support the project to deliver results

This section presents the findings in relation to the project governance structure, the task teams as well as working with partners and learning events. The project governance structure consists of Client organization IBIS as the contract holder for the project, with overall responsibility. Client organization Novib is the co-applicant and also provides technical support. There is also a Project Management Unit (PMU) and a Steering Group (who provide general oversight and overall steer to the project, ensuring the project and the consortium stay on track compared to the original project and vision. The PMU are based in Client organization's country office in Kampala, Uganda. The PMU hold responsibility for the timely implementation and coordination for activities between the consortium partners in Uganda, South Sudan and globally. Client organization's role is also to support and build the capacity of national partners where necessary during implementation.

In relation to several selected areas of the project, the evaluation found that the main trend is that they are working well (overall governance structure, AEP/ALP task teams, Teacher Education and Professional Development (TEPD) task team, advocacy task team, cross-border learning events, national coordination meetings and the consortia meetings (every quarter 3). Exceptions to this trend relate to a more effective system for online information sharing¹⁸.

In terms of the factors that have contributed to the consortium working well overall, the evaluation found that a key factor has been the consortium model of global to local/local to global. This has been facilitated by PMU across project partners. In addition, each consortium member has been selected based on their knowledge and experience, meaning that they have been able to harness their own specialised areas.

Several consortium members commented that the different partners complement each other well. These two factors have been a powerful combination for bringing together expertise and experience from different organisations. Client organization has also focused and invested in this approach when designing the project, as well as the PMU¹⁹ routinely communicating and sharing information with partners, as well as regular training sessions, cross-border learning events and coordination meetings. Client organization IBIS has been

¹⁸ 8 KIs (consortium members) during interviews for the evaluation. For the two areas of the project; 'overall governance structure' and 'AEP/ALP task teams', in each case one KI said that they 'neither agreed or disagreed' that the area was working well. A consortium member commented that the AEP/ALP task teams do not meet regularly enough, although when they do they are effective meetings. It was also indicated that there is more scope for an online system for information and file sharing between the consortium. Although a 'Box' account has been set up it is rarely accessed.

¹⁹ 8 KIs (consortium members) during interviews for the evaluation.

systemically and effectively managing the relationships within the other consortium leads²⁰. The box below gives an example of the partners working together in practice. Exchange visits by national partners between South Sudan and Uganda may further enhance collaboration and learning²¹.

TEPD: one of the national partners in the consortia, LGIHE, leads on the TEPD component of the project, also with an advocacy focus. To implement TEPD, LGIHE has support from UNATU, with training materials developed by FAWEU. LGIHE also train the tutors/train-the-trainers of the TEPD. These teacher trainers have the support of the other national partner organisations to deliver the training to the AEP/ALP teacher²². The partners also provide regular support and supervision to teachers, delivering materials and coordinating logistics for the training.

In addition, partners learn from each other's expertise²³, for example, partners training other partners. Examples include gender responsive programming and gender mainstreaming in teacher training, which was hosted by FAWEU^{24,25}. In addition, collaborating together has enhanced outcomes, as well as enhancing their individual roles and mandate in the project. Underpinning this is the global to local/local to global model of the consortium, enabled by Client organization through investments in coordinating with the global and national partners²⁶.

In addition, the national and global partners were also reported to be motivated and committed to the project²⁷. Consortium members have also been flexible and adapted to different working practices during the Covid-19 pandemic. For example, a project budget review/realignment has been taking place and partners are adapting their activities accordingly. The consortium has also adapted to greater online working due to the Covid-19 pandemic²⁸.

In terms of challenging factors to the consortium working effectively, although the updated logframe results (later in this report) show that achievements have been made in the area of advocacy, going against this trend, there is potential for even more collaboration between consortium members in this area²⁹. One consortium member said; "individually we are very effective but together we are not as effective". In terms of other internal challenging factors, it is indicated that there were some delays in the initial project start up, specifically affected the timing of the baseline study and the roll-out of the MEAL system. These have now been implemented, although some gaps remain in the MEAL system, including staff resources³⁰.

Following this the project has made ongoing efforts to strengthen MEAL during the course of the project. For example, partners are systematically collecting data from the centres for the project, the indicator targets

²⁰ KII (consortium member) during interviews for the evaluation.

²¹ 1 KII (national partner Uganda) during interview for the evaluation.

²² The TEPD Working Group partners are: AVSI Foundation South Sudan, AVSI Foundation Uganda, Community Development Initiative (CDI), Columbia University, Forum for African Women Educationalists (FAWE) Uganda, Luigi Giussani Institute of Higher Education (LGIHE), Client organization South Sudan, Client organization Uganda, Uganda National Teachers' Union (UNATU).

²³ 5 KIs (consortium members) said during interviews for the evaluation that a key factor that has made consortium work is that the different members bring their own specific areas of expertise and knowledge to the project. This includes the project management role of Client organization.

²⁴ 3 KIs (consortium members) noted during interviews for the evaluation that training from other partners had been very useful.

²⁵ 1 KI (PMU) said during an interview for the evaluation that there had been a review exercise during the project with partners, which had studied the views of the partners on the functioning of the consortium. During this, a main trend was that the partners felt that trainings, the learning events and the task teams had supported them.

²⁶ 10 KIs (consortium members) during interviews for the evaluation.

²⁷ 3 KIs (consortium members) during interviews for the evaluation.

²⁸ 3 KIs (national partners) noted during interviews for the evaluation

²⁹ 3 KIIs (consortium members) during interviews for the evaluation.

³⁰ 2 KI (consortium members) during interviews for the evaluation.

have been reviewed and updated, a method has been defined to calculate logframe indicators, there have been exercises to harmonise the data collection tools, evaluations and there have been monitoring visits by the PMU. It was noted that there are some gaps in the MEAL reports/data³¹. A factor underlying this was suggested as being the need for a dedicated MEAL staff member³². Connected to this, it should be noted that there have been challenges obtaining the range of information needed to inform the EU reporting templates from the centres/districts in both countries³³.

Other external challenges affecting the project relate to the impacts of the Covid-19 pandemic, with factors such as staff working from home or dealing with sickness, having affected some general project ways of working (such as information sharing)³⁴. Also, some planned events have not been able to go ahead, such as an E-Motive exchange visit relating to the digital collection of project monitoring data. Poor roads and bad weather in South Sudan had also prevented some planned visits for project activities³⁵. Staff turnover in the implementing partner organisations has affected the continuation of communications and activities at times³⁶. Lastly, internet connection in both South Sudan and Uganda has at times been unreliable and hindered the ability to communicate with national partners³⁷.

“We made a very deliberate process of selecting partners and checking what their complementary role would be within this project. They were chosen on that basis and playing those envisioned roles” (Client organization).

“It is very useful to share ideas cross border and understand what the other partners are going through, as well as being able to learn from each other” (national partner, Uganda).

“The PMU has been challenged by the Covid-19 situation which has made it difficult for them to travel - but they have been good at following up on efforts needed” (consortium lead member).

8a.ii. Analyse project budget performance for Uganda and South Sudan

The summary of budget versus expenditure for the project, from start of implementation until February 2020 is as follows;

	Euros
Total budget	
Cumulated costs	
Difference of cumulated costs till present and budget as per contract/addendum	

The budget performance was on track as of February 2020, with 42% of the budget spent before the mid-term point and with most planned activities in progress. Funds are indicated as being consistent with activity implementation. At the same time, given the impact of Covid-19 on project activities (as discussed later in this report), it may be the case that some planned expenditure on activities will not be made within the remaining project timeline. Examples include;

- Remaining consultations and printing/dissemination of the Code of Ethics.
- Capacity development for education stakeholders on data collection and management.
- Regional multi-stakeholder consultations completed.
- The already developed bridging curriculum implemented.

³¹ 1 KI (PMU) and noted by the evaluation team.

³² 2 KIIs (consortium members) during interview for the evaluation.

³³ 1 KI (consortium members) during interview for the evaluation.

³⁴ 3 KIIs (consortium members) during interviews for the evaluation.

³⁵ 3 KIIs (consortium members) during interviews for the evaluation.

³⁶ 2 KIIs (consortium members) during interviews for the evaluation.

³⁷ 2 KIIs (consortium members) during interviews for the evaluation.

8b. DAC: Effectiveness

The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

The design of the project is inclusive in terms of age and sex, with considerations made and action taken in both of these areas. The TEPD training for teachers includes Gender Responsive Pedagogy (GRP), with members of the Parent Teacher Associations (PTA) and School Management Committees (SMC) also trained in these areas. The results of observations of teachers during lessons (later in this report) also highlighted that teachers often utilise participatory and conflict sensitive teaching methods, which are likely to contribute to the inclusion of learners from different backgrounds (eg. host communities, internally displaced people (IDP) and refugees). It was noted that participatory teaching methods had some challenges, partially exacerbated by some external factors that are described in this section.

Following this, as noted in the section of findings for 'efficiency' there is potential to more accurately monitor and evaluate inclusion in terms of age by monitoring the ages of learners, as well as considering other areas of 'inclusivity', such as people with disabilities. This includes as part of routine project monitoring systems.

The locations of the centres included in the project enable access to the groups the project planned to include in terms of refugees, IDPs and host communities. Some external social economic barriers identified were that early marriage and/or pregnancy and low valuation of girls attending school is contributing to girls dropping out or not enrolling in school. This could be an area for further review in terms of further strengthening the community outreach and sensitisation activities.

This section of findings also looks at the performance of the project against selected Inter-agency Network for Education in Emergencies (INEE) standards and UNHCR Accelerated Education principles.



Teacher and students School 9 Primary School, Uganda.

8bi. Have the benefits reached the target group and are distributed across the target groups as intended?

When looking at the number of learners the project has aimed to include, according to output 1.1.1, the overall and original project target was 6,788 learners. In 2020 that target was reduced from 6,788 to 5,728 (M: 3,198 – F: 2,530), due to a delay in the implementation of the Bridging Curriculum. To date a total of 3,489 (M-1,751:F-1,7538) learners have been reached both in South Sudan and Uganda. According to these numbers, there is a shortfall so far of 2239 learners.

In terms of the target groups of learners, the groups are; male and females aged 6-25, including refugees, host communities and IDPs. The project has reached all of these groups³⁸.

A key enabling factor to this has been that the AEP and ALP centres have been hosted in schools and locations that access different groups of learners the project aims to include. This relates to refugees, IDPs and host communities. Also, in terms of accessibility, policies in Uganda and South Sudan for learners to attend accelerated education (6-18 in Uganda and 6-25 in South Sudan) enables the project to include the groups of learners in need of these services³⁹. In terms of accessibility, it was noted that in Uganda, there are other locations outside of Palebek refugee camp not included in the project where there are also young people who need the project services⁴⁰.

When looking at the distribution of benefits, the trend was the benefits of the project are distributed fairly across the target groups of learners⁴¹. In terms of inclusion, the evaluation has looked specifically at some key areas, which are summarised below.

Gender sensitivity:

- Similar proportions of males and female learners are enrolled in the project⁴².
- A plan for 'Gender Responsive Pedagogy (GRP) by the partner FAWEU, which has been based on a gender needs assessment. The has been included in the TEPD for ALP/AEP teachers⁴³.
- Some teachers have received training in GRP (but training is still needed for others).
- GRP training for over 200 SMC and PTA members has been provided by the project partners.
- Provision of dignity kits for female learners in South Sudan⁴⁴ (due to an external programme)⁴⁵.
- Segregated WASH facilities for learners and teachers; girls' safe spaces; support for pregnant learners.

A factor that has been a challenge at times to the inclusion of girls in the project is early marriage and early pregnancy. This is compounded by a perception within communities that this should prevent school attendance⁴⁶. There can be, in general, a low valuation of girls attending school⁴⁷.

Inclusion of learners and teachers from different groups:

- The results of observations of teachers during lessons (later in this report) highlighted that teachers often utilise participatory and conflict sensitive teaching methods, which are likely to contribute to

³⁸ KIIs with 12 respondents (district education government officials and consortium members) 7 KIIs said 'yes'; 4 KIIs said 'to some extent' 1 KI said 'I don't know'.

³⁹ KII with an education government official in Lamwo district, Uganda during the mid-term evaluation.

⁴⁰ KII with an education government official in Lamwo district, Uganda during the mid-term evaluation.

⁴¹ KIIs with 11 KIIs (district education government officials and consortium members) during the mid-term evaluation.

⁴² 14 KIIs (consortium members and government officials in both countries) during interviews for the evaluation.

⁴³ 2 KIIs (consortium members) during interviews for the evaluation.

⁴⁴ 2 KIIs in South Sudan (consortium members) during interviews for the evaluation. The kits were noted by several learners.

⁴⁵ The dignity kits have been provided in South Sudan by an external programme called Girls Education in South Sudan (GESS) <<https://girlseducationsouthsudan.org/>>

⁴⁶ KIIs with several teachers, as well as project partners, in both countries.

⁴⁷ 1 KII with a national partner in South Sudan during the evaluation.

the inclusion of learners from different backgrounds (eg. host communities, internally displaced people (IDP) and refugees).

- The project has supported refugee teachers from South Sudan in Uganda. This has included their participation in the project as AEP teachers, as well as advocating for their rights as teachers (e.g. Teacher payment continuation for refugee teachers during COVID-19 school closures).

In general, it is noted that the systematic project MEAL activities and future evaluations could also look at other areas of inclusivity (eg. the inclusion of people with disabilities);

8bii. INEE criteria and UNCHR Accelerated Education Principles

INEE criteria: four INEE criteria⁴⁸ were selected for inclusion in the evaluation by the evaluation team, based on their particular relevance to the project. The criteria were;

1. The centre or school has a disaster risk reduction or emergency preparedness plan in place.
2. The disaster risk reduction or emergency preparedness plan has been updated since January 2020.
3. The school practices simulation drills and/or evacuation plans for expected and recurring disasters.
4. Emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical, cognitive and mental disabilities.

Results⁴⁹:

- The results show that the best performing criteria was; ‘the centre or school has a disaster risk reduction or emergency preparedness plan in place’. This was met in four of the 12 centres in the evaluation sample, mixed across South Sudan and Uganda.
- One criteria was met in one centre; ‘the disaster risk reduction or emergency preparedness plan has been updated since January 2020’.
- Two of the four selected INEE criteria were not met in any of the 12 centres in the sample (‘the school practices simulation drills and/or evacuation plans for expected and recurring disasters’ and ‘emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical, cognitive and mental disabilities’).
- The full table with the results for each of the 12 centres in the sample in South Sudan and Uganda can be seen in **Annex A2**.

UNHCR framework for accelerated learning; 18 principles and their action points were included in the evaluation, based on their relevance to the project.

Results⁵⁰:

- Of the 18 included UNCHR principles and associated action points⁵¹, the evaluation found that 14 were met (78%), 3 were partially met (16%) and one was not met (6%).
- Of the 3 that were partially met, 2 of these relied on responses from the head teachers of the 12 centres in the sample. In these 2 cases, only 8 or 9 head teachers responded, leaving gaps in the findings. The responses that were received were mainly positive.
- The principle area that was not met is as follows;

⁴⁸ <https://inee.org/standards>

⁴⁹ The results for the 4 INEE criteria are based on interviews during the evaluation, with 12 head teachers at the 12 ALP/AEP centres in the evaluation sample.

⁵⁰ The results for the 18 UNCHR principles are based on interviews during the evaluation, with 12 head teachers at the 12 ALP/AEP centres in the evaluation sample.

⁵¹ <https://www.unhcr.org/59ce4f727>

1. Budget for maintenance and upkeep of facilities at the schools (3a). Only one head teacher from one centre in the sample said that there was such a budget. The other 11 head teachers said 'no' or 'I don't know'.
- The full table with the results for the project can be seen in **Annex A3**.

8c. DAC: Impact and updated logframe

The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

This section presents the extent to which the project objectives were achieved at the results level, through the comparison of the targets for each outcome and intermediate outcome indicator, as well as the baseline indicator values against the mid-term results.

In the updated logframe on the next page, a 'traffic light' system has been used in the logframe, as follows;
Green = target & baseline exceeded.

Yellow = baseline exceeded. The target was not met.

Red = there is an indicator value but the baseline and target both not met.

It should also be noted that different date ranges have been applied, depending on the type of indicator and the available data. For example, the exam results have been looked at for an academic year. Whereas status of lifeskills has compared before the project started in 2018 to the time of data collection, in 2021.

Here is a summary of the results of traffic light system;

For the 3 impact indicators;

- Impact indicators 1 and 2 are 'green'.
- Impact indicator 3 I, relating to integration from AEP/ALP to the formal school system, is 'red' (nb. the value for impact 3 was taken from a previous calculation made for 2019-2020 by another source. Data was not available to calculate this indicator for 2020-2021).

For the 20 individual outcome indicators;

- 10 outcome indicators are 'green'.
- 8 outcome indicators are 'yellow'.
- 2 outcome indicators are 'red'.

The two outcome indicators that are 'red' are;

Oc2.1.3. % of contingency budget for education provision aftershocks reserved in the district/national budget in targeted areas

iOc2.1.1. % Accuracy of up to date (no more than 1 year old) data collected at school level in targeted areas

It should also be noted that the following indicator, which was 'yellow', had exceeded the baseline and target for the academic year 2019-2020 but missed the target and baseline in 2020-2021. It was indicated that the exam results were negatively affected by the Covid-19 pandemic;

iOc 1.1.2. % of targeted M/F learners meeting minimum standard of grade⁵² proficiency at the end of AEP.

After the logframe is a synthesis of the enabling and challenging factors to the project impact and outcomes.

⁵² iOc 1.1.2 (exam results); the mid-term evaluation calculated this based on internal project data on ALP exam pass rates.

8ci. Updated logframe at the project mid-term

Overall objective impact: contribute to improved access and completion of safe quality education for learners in fragile and crisis-affected environments.				
Indicators	Target	Baseline	Result March 2019 – February 2020	Result March 2020 – February 2021
Impact 1. % of refugee, IDP and host community children and youth (M/F, aged 6 – 25) enrolled at school, in the targeted areas in South Sudan and Uganda ⁵³⁵⁴ .	20%	TBD	Overall result: 58% Male: 58% Female: 58% South Sudan: <i>data not available</i> Uganda: 58%	<i>Data not available</i> ⁵⁵
Indicators	Target	Baseline	Result March 2019 – February 2020	Result March 2020 – February 2021
Impact 2. Completion rate of learners in the AEP/ALP programme (M/F, aged 6- 25), in the targeted	80%	Not available	Overall result: 31% Male: 30% (of all males) Female: 28% (of all females) South Sudan: 5% Uganda: 55%	Overall result: 97% Male: 96% (of all males) Female: 99% (of all females) South Sudan: 97% Uganda: 97%

⁵³ Impact 1 (enrolment); note that this indicator result is for Q1 2020 as this was the available data. This indicator definition was planned to be as follows; the denominator is the total number of children age 6-25 (M/F) in the catchment areas of the project. The numerator is the total number of children age 6-25 (M/F) enrolled in both AEP and formal schools. However, school data disaggregated by age was not available. The indicator value is the total enrollment figures for the schools, not by age. To summarise, this indicator has been calculated as follows but the results are not wholly reliable due to discrepancies in the available raw data;

⁵⁴ Impact 1 (enrolment); for general information for future projects; 'Net Enrollment Rate' can be calculated (i.e. the number of children of official primary school age who are enrolled in primary education as a percentage of the total children of the official school age population https://www.un.org/esa/sustdev/natlinfo/indicators/methodology_sheets/education/net_enrolment.pdf).

However, without school age data, 'Gross Enrollment Rate' can be calculated. i.e. number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education <http://uis.unesco.org/en/glossary-term/gross-enrolment-ratio>).

⁵⁵ This refers to formal schools and AEP/ALP. The evaluation team received for the whole community school age population for Q1 2020, for Uganda only. The evaluation team were informed that the data for South Sudan was not available for any project years.

areas in South Sudan and Uganda ⁵⁶⁵⁷ .				
<p>Also in relation to completion rates, where data was available, the completion rates are presented below for the centres in the evaluation sample, comparing 2019/2020 to 2020/2021. The table below shows the completion rates have improved over time by centre, which reflects the overall result above.</p>				
South Sudan		Uganda		
2019-2020	2020-2021	2019-2020	2020-2021	
School 4: 3%	School 4: 98%	School 10: 38%	School 10: 100%	
School 5: 6%	School 5: 100% (nb. data includes learners from the formal school)	School 9: 83%	School 9: 100%	
School 6: 0%	School 6: 64%	School 11: 48%	School 11: 86%	
	Dr. John Garang: 95%			
	Gumbo Basic: 100%			
	Gudele: 100%			
	School 7: 100%			
	School 8: n/a no candidate learners enrolled			

⁵⁶ Impact 2 (completion rates); this indicator definition was planned to be calculated and has been calculated in this evaluation follows; the denominator is the enrollment numbers per AEP and ALP cohort (data from all of the centres supported by the project) eligible to sit the Primary Leaving Exam (AEP/ALP supported by the project). Numerator: the total number from that cohort (data from all of the centres supported by the project) that passed the PLE. Ideally, this should be tracked by cohort, with individual and longitudinal tracking of students in place to show a student's progression, including enrollment by age, level and year.

⁵⁷ Impact 2 (completion rates); an explanation for the difference in the results between 2019-2020 and 2020-2021 is that project data was not captured year to year in the same way. Therefore calculation methods can't be standardised. "While it is feasible that completion rates increased in year 2 of the project, it is also feasible that year 1 and year 2 figures are not completely accurate given challenges with data collection and validation across both years and as influenced by changes to programming resulting from school closures caused by the COVID-19 pandemic."

Indicators	Target	Baseline	Result March 2019 – February 2020 ⁵⁸	
Impact 3. % of refugee, IDP and host community children and youth (M/F, aged 6- 25) integrated in the public system (public schools), in the targeted areas in South Sudan and Uganda.	75%	63%	47% (n.b. the result above has been taken from the project logframe completed in 2020) ⁵⁹	
Oc 1: Improved resilience of learners and teachers in targeted areas in South Sudan and Uganda.				
Indicators	Target	Baseline	Results March 2018 – February 2021	
Outcome 1.1. % of targeted M/F learners (6-25) and M/F teachers feel better able to withstand shocks, stresses, and uncertainties for both refugee and host communities ⁶⁰ .	Learners: 70% Teachers: 80%	Learners: 60% Teachers: 52.5	Overall learners: 65% Overall teachers: 68%	
Indicators	Target	Baseline	Result March 2019 – February 2020	Result March 2020 – February 2021

⁵⁸ Impact 3 (integrated into the public schools); the value is not calculated for 2020-2021 as the data was not tracked/available to inform this year. The value from the logframe calculations made in 2020 have been used here. The means to report on this indicator were not available.

⁵⁹ Data was not available to calculate integration into the public system, follow up of learners is needed as part of MEAL systems.

⁶⁰ Oc1.1. % of targeted M/F learners (6-25) and M/F teachers feel better able to withstand shocks, stresses, and uncertainties for both refugee and host communities; the calculation of this indicator was based primary data during the mid-term evaluation, utilising a sample of 12 AEP and ALP centres. Within the centres, 51 learners M/F (level 3 in Uganda & level 4 in South Sudan) and 45 teachers M/F.

Oc1.2. Enrolment rate of M/F learners (aged 6-25) in targeted areas Uganda and South Sudan for refugee, IDP and host communities ⁶¹ .	20%	16%	Overall result: 58% Male: 58% Female: 58% South Sudan: n/a Uganda: 58%	<i>Data not available</i>
Indicators	Target	Baseline	Result March 2019 – February 2020	Result March 2020 – February 2021
Oc1.3. Dropout rate of M/F learners (aged 6-25) in targeted areas in Uganda and South Sudan for refugee, IDP and host communities ⁶² .	7%	11%	Overall result: 53% Male: 50% Female: 55% South Sudan: 59% Uganda: 21% (note the overall value was 13% for 2019-20, in the 2020 logframe)	Overall result: 35% Male: 34% Female: 34% South Sudan: 35% Uganda: 25%
Further to this, when looking at the twelve centres that were included in the sample for this evaluation, the results for dropping-out rates are in the table below				
South Sudan		Uganda		
2019-2020	2020-2021	2019-2020	2020-2021	

⁶¹ Oc1.2. (enrolment rate); calculation focused on enrollment at all schools in the catchment areas of the project. Numerator: Number of children (learners) in refugee, IDP and host communities registered in an academic year. Denominator: Total number of children (learners) refugee, IDP and host communities Please note the following about this calculation; the only data available is for the gross and net enrolment rates. Therefore, the percentage presented is for the percentage of the GER that is comprised of NER. The number of registered candidate learners enrolled in first term is available, and this figure is used as the denominator. The number of persons who passed the PLE is not available, but “dropped out from PLE” is and this figure is presumed to be the number of those who didn’t pass the PLE and thus the numerator becomes the number who sat the PLE minus those who “dropped out from PLE.” The result for School 5 surpasses 100% and it is noted that “Learners registering for PLE includes learners from other AEP centres or learners not attending the AEP classes”, which may explain this.

⁶² Oc1.3. (dropout rate); please note that for the academic year 2020-2021, project data was not kept on which levels students were in, except for level 1 and candidate learners. Drop-out rates were presented as only level 1 and level 2 learners, while level 3 and/or Level 4 learners continued via home learning. However, since non-ALP centre registrants are also included in the home learning calculations, the drop out figures plus the home learning figures are larger than the first term enrolment figures. As a whole, the available data does not facilitate a clear idea of what students actually dropped out across the four levels. The calculation used is nonetheless the number of students who dropped out as a % of those enrolled in first term.

Dr. John G: 54%	Dr. John G: 55%	School 9: 1%	the figures for Uganda show significantly higher dropout rates than initial enrolment rates – data not reliable.	
Gumbo Basic: 30%	Gumbo Basic: 16%	School 10: 32%		
Gudele: 72%	Gudele: 38%	School 11: 25%		
School 4: 71%	School 4: 24%	School 12: no data		
School 5: 70%	School 5: 42%			
School 6: 72%	School 6: 38%			
School 7: 41%	School 7: 41%			
School 8: 71%	School 8: 16			
iOc 1.1: Learners in targeted areas in Uganda and South Sudan have improved social, cognitive, and emotional learning outcomes.				
Indicators	Target	Baseline	Results March 2018 – February 2021	
iOc 1.1.1. % of targeted M/F learners with increased level of life skills such as interpersonal, collaboration, communication skills ⁶³ .	85%	77%	78.2% The indicator value above is from the mid-term evaluation primary data, based on the responses of the sample of learners about questions relating to their level of life skills. In terms of the project outputs, the project target is to reach 5210 learners with life skills. Of these 1378 (M-715, F-663) have been reached. Ug-932 (M-492, F-440) and South Sudan 446 (M-223, F-223).	
Indicators	Target	Baseline	Result March 2019 – February 2020	Result March 2020 – February 2021

⁶³ iOc 1.1.1. % of targeted M/F learners with increased level of life skills such as interpersonal, collaboration, communication skills; the calculation of this indicator was based on primary data during the mid-term evaluation, utilising a sample of 12 AEP and ALP centres. Within the centres, 51 learners M/F (level 3 in Uganda & level 4 in South Sudan) and 45 teachers M/F.

iOc 1.1.2. % of targeted M/F learners meeting minimum standard of grade ⁶⁴ proficiency at the end of AEP programme ⁶⁵	70% annually	Tbc	Overall result: 76% Male: 75% Female: 77% South Sudan: 78% Uganda: 58%	Overall result: Male (Uganda only): 57% Female (Uganda only): 46% South Sudan: not available ⁶⁶ Uganda: 54%
Indicators	Target	Baseline	Results March 2018 – February 2021	
iOc1.1.3: % of targeted M/F learners with increased level of emotional stability	60%	25%	Overall result: 66%	
iOc 1.2: Safer and better quality teaching and learning in formal and alternative educational systems in targeted areas in Uganda and South Sudan				
Indicators	Target	Baseline	Result May 2021	
iOc.1.2.1. % of targeted M/F teachers and educators using participatory methods and gender and conflict sensitive approaches.	65%	41%	Result: 50% (47% for SS and 54% for Uganda) % teachers using gender sensitive methods: 62% (61% for SS and 63% for Uganda) % teachers using conflict sensitive methods: 55% (53% for SS and 57% for Uganda) % teachers using participatory methods: 33% (27% for SS and 42% for Uganda) <i>(results based on video observations of teachers during the evaluation)</i> <i>(note the overall value was 28% for 2019-20, in the 2020 logframe)</i>	

⁶⁴ iOc 1.1.2 (exam results); the mid-term evaluation calculated this based on internal project data on ALP exam pass rates.

⁶⁵ iOc 1.1.2 (exam results); During this mid-term evaluation, this indicator has been amended from: ‘% of targeted M/F learners with improved end of year results’, which had a target of 70%. It was not possible to calculate ‘improved end of year results’, i.e., comparing year to year end of year tests. The evaluation team discussed with Client organization that in this evaluation the item that would be evaluated is as follows; ‘% of targeted M/F learners meeting minimum standard of grade proficiency at the end of AEP programme’ (this refers to the PLE). The indicator result for 2020-2021 is only available for Uganda, with an overall result of 54%. This may not be comparable to the target or the result for 2019-2020, as these may have been calculated in different ways.

⁶⁶ iOc 1.1.2 (exam results); data not available for South Sudan due to delays/Covid-19

Indicators	Target	Baseline	Result March 2018 – February 2021
iOc.1.2.2. % of targeted M/F learners and teachers feel safer at school	Learners: 75% Teachers: 70%	Learners 57.9% Teachers 31.6%	Learners: 77% Teachers: 48%
Indicators	Target	Baseline	Result March 2018 – February 2021
iOc.1.2.3. M/F learners' and teachers' perception of the quality of teaching and learning experience (criteria covers; teachers engage learners, gender sensitive approaches and conflict sensitive approaches) ⁶⁷	Learners 80% Teachers 65%	Tbc	Overall learners: 88% Overall teachers: 64%
Oc 2: Improved resilience of education systems in Uganda and South Sudan			
Indicators	Target	Baseline	Results March 2018 – February 2021
Oc2.1.1. % schools in targeted areas apply disaster risk reduction plan	75%	33.3%	Overall results for all centres/schools in the project: 50% (Nb. 8 centres provided a response, of the 12 in the sample as follows). School 9 AE Centre: Yes School 3 ALP Centre: Yes School 1 ALP Centre: Yes School 4 ALP: Yes Ogali Hill AEP Centre: No School 5 ALP: No

⁶⁷ When looking at the contribution of TEPD on methods used in each of the 3 areas of quality teaching, according to the teachers, it should be noted that the teachers' self-perception of the frequency with which they use the referenced methods was higher than the observed frequency. This is not uncommon. It is also important to note that the methods of calculation are different.

			Singuita ALP Centre: No School 11 Primary School: I don't know
Indicators	Target	Baseline	Results Madrrech 2018 – February 2021
Oc2.1.2. % of teachers who are confident in dealing with learners from different back grounds (refugees, IDPs, learners with disabilities) provided by the government in targeted areas:	75%	40%	Overall teachers: 70% <i>(note the overall value was 28% for 2019-20, in the 2020 logframe)</i>
Indicators	Target	Baseline	Results March 2018 – February 2021
Oc2.1.3. No. of Alternative education programs for example bridging/ catch up, accelerated learning & education programmes provided by the government in targeted areas	1	1	1 In South Sudan there is the existence of a six-component national AES for over-age learners, of which ALP is one ⁶⁸ .
Indicators	Target	Baseline	Results March 2018 – February 2021
Oc2.1.3. % of contingency budget for education provision aftershocks	Tbc	Tbc	Juba (South Sudan): no budget (these funds are provided by UNICEF and other agencies according to Client organization South Sudan). Kapeota (South Sudan): No budget Torit (South Sudan): not received data

⁶⁸ In Uganda, due to coordination and alignment with the EiE Working group, a bridging curriculum has also been developed but not yet implemented due to Covid-19 and later COVID 19 and the temporary school closures.

reserved in the district/national budget in targeted areas			Lamwo (Uganda): not received data
iOC 2.1: Improved school management and quality data collection and management			
Indicators	Target	Baseline	Results March 2018 – February 2021
iOc2.1.1. % Accuracy of up to date (no more than 1 year old) data collected at school level in targeted areas	90%	80%	50% ⁶⁹
Indicators	Target	Baseline	Results March 2018 – February 2021
iOc2.1.2. % of targeted schools that have functioning and inclusive parent teacher committees (PTA) ⁷⁰	65%	45%	100% <i>(note the overall value was 80% for 2019-20, in the 2020 logframe)</i>
Indicators	Target	Baseline	Results March 2018 – February 2021
iOc2.1.3. % of targeted schools that have functioning and inclusive school management committees (SMC)	80%	43%	86% <i>(note the overall value was 80% for 2019-20, in the 2020 logframe)</i>

⁶⁹ The project partners are collecting data from the schools/centres to inform project MEAL. However, there are gaps in the data needed to inform the indicators. It is indicated that this is in part because such information is not systemically recorded by the schools (e.g. gross enrolment by level/grade, by year, by age). Overall, the availability of the data was not sufficient to inform with enough detail across the core education information/statistics that the project aims to collect.

⁷⁰ This indicator was calculated based on two thresholds (according to the MEAL framework for the project); the PTA meeting three or more times per academic year and having a more than 30% female members. The results are based on interviews with PTA representatives in nine ALP/AEP centres, 6 in South Sudan and 3 in Uganda (3 PTA representatives did not complete surveys as they were not possible to contact. This was also the case for iOc 2.1.3 (SMC).

Indicators	Target	Baseline	Results March 2018 – February 2021
iOc2.1.4. % targeted schools involve PTAs in planning and decision making.	85%	76%	88%
iOc 2.2: Policies and programmes in favour of displaced/refugee/host populations and teachers supported by stronger evidence base.			
Indicators	Target	Baseline	Results March 2018 – February 2021
iOc. 2.2.1. No. of existing policies and programs implemented at different levels (National, District, sub county and school/ community) in targeted areas	4	TBD	<p>2</p> <p>Policies national:</p> <ul style="list-style-type: none"> • Education in Emergencies Response Plan (Uganda) <p>Policies district:</p> <ul style="list-style-type: none"> • Kapoeta district ALP and pastoral education (South Sudan)
Indicators	Target	Baseline	Results March 2018 – February 2021
iOc2.2.2. number of relevant policies adopted and/or revised (to which the project has contributed)	2	0	<p>10</p> <p>South Sudan:</p> <ol style="list-style-type: none"> 1. Kapoeta district ALP and pastoral education policy (South Sudan) 2. Establishment of an official South Sudan Teachers Union 3. UNATU have supported refugee schools to be recognised as formal schools under the Ministry of Education (not necessarily a change in policy but a significant and sustainable achievement). <p>Uganda:</p> <ol style="list-style-type: none"> 4. Teacher payment continuation for refugee teachers during COVID-19 school closures. Approval of the AEP curriculum by the Ministry of Education and Sport and related guidelines 5. FAWE-developed guide on gender sensitive education taken up and distributed by the Ministry of Education and Sport

			<p>6. Continued payment of capitation grants in Uganda</p> <p>Global:</p> <p><i>Education International has advocated the following successfully:</i></p> <ul style="list-style-type: none"> • To UNESCO to include issues around refugee teachers in the Global Convention on the Recognition of Qualifications concerning Higher Education (2019). • To UNESCO to include issues around refugee teachers in its input to the UN General Secretary's SDG Report (2019). • To include a policy on the rights of refugee teachers and students in the UN Refugee Forum's pledging framework (2020). • To include its recommendations on migrants and refugees in the UN Special Rapporteur on the Right to report to the United Nations General Assembly (2021).
Indicators	Target	Baseline	<p>Results</p> <p>March 2018 – February 2021</p>
iOc 2.2.3. % of produced research pieces shared at national, regional and international policy making fora and platforms⁷¹	80%	0	<p>100%</p> <p>Actions relating to global policy change;</p>

⁷¹ Other evidence based pieces are as follows;

- Client organization (2019) Teachers for Change: Supporting teachers for gender-transformative education in South Sudan.
- UNATU (2021) Guidance on re-opening of Schools and Education Institutions (a tool for reopening schools in light of COVID-19, focusing on indicators of readiness).
- Client organization Uganda and FAWEU (2021) The Situation of, and Impact of COVID-19 on school going girls and young women in Uganda.
- Education International (EI) (2021) Promoting the Education of Refugees and Internally Displaced Peoples during COVID 19. Lesson from the Education for Life Project in Uganda and South Sudan.
- "Falk, D., Shepard, D., and Mendenhall, M. (2019). In their words: Teacher well-being amidst displacement and fragility in Uganda and South Sudan.
- Bo, M.A. (2019, October). Teacher Stories: Francis - Refugee Settlement, Uganda,
- Consortium partners of 'Education for Life', Building Resilience in Crisis through Education (2020) School Teachers in Crisis Contexts.
- Falk, Danni and Mendenhall, Mary 'In their own words: The well-being of accelerated education teachers and learners in displacement' (Columbia University).

			<ol style="list-style-type: none"> 1. Education International (EI) (2021) UNESCO convinced to include issues around refugee teachers in the Global Convention on the Recognition of Qualifications concerning Higher Education. 2. Education International (EI) (2021) UNESCO were convinced to include issues around refugee teachers into UNESCO's input to the UN General Secretary's SDG Report. 3. Education International (EI) (2021) A policy on the Rights of refugee teachers and students was included in the UN Refugee Forum's pledging framework. 4. Education International (EI) (2021) UN Special Rapporteur on the Right to Education agreed to include EI recommendations on migrants and refugees in her report to the United Nations General Assembly. <p>Participation in a panel: UNESCO GEM and Education International. (2019, November). Real Talk about Partnerships: Examining Process, Priorities, and Power in Educational Partnerships</p> <p>In progress:</p> <ul style="list-style-type: none"> • Education International (EI) <i>Guide on Blended Teaching and Learning</i> • Education International (EI) Dialogue forum on the education response to displacement: Insights from the 2019 GEM Report and project • Client organization (2021) <i>COVID 19 and Female Learners in South Sudan</i>. • Client organization Uganda and FAWEU (2021). <i>Impact of COVID 19</i>. • Client organization. (TBC). <i>Gender Responsive Pedagogy</i> • Client organization. (TBC). <i>Analysis of the Funding of the Education Response Plan for Refugees and Host Communities</i>. <p>Furthermore, consortia representatives attended and/or participated in 16 fora relevant to policy and/or programme design for education supporting displaced and/or host populations.</p> <p><i>(Note the value for this indicator was 10% in 2019-20, in the 2020 logframe)</i></p>
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- Case Study: Falk, D., Shephard, D., & Mendenhall, M. (2019). Teacher well-being amidst displacement and fragility in Uganda and South Sudan (case study). Teachers in Crisis Contexts: Promising Practices in Teacher Management, Professional Development, and Well-being. Inter-agency Network for Education in Emergencies.
- CIES Annual Conference Presentation: Mendenhall, M., Falk, D., and Shephard, D. (2021). In their own words: The well-being of accelerated teachers and learners in displacement. CIES 2021, Virtual, April 28, 2021.
- WERA Conference Presentation: Shephard, D., Falk, D., and Mendenhall, M. (2021). "My teachers make me feel alive": The contribution of teacher-learner relationships to learner well-being in South Sudan and Uganda. World Education Research Association (WERA), Virtual, July 9, 2020/1.

8cii. Synthesis of enabling and challenging factors to impact factors that have enabled or challenged indicators to be met

This section presents a synthesis of the main internal/external⁷² enabling and challenging factors to the achievement of project impact and outcomes (in relation to the indicators in the logframe). These were factors identified by the 145 KIs, as well as by the evaluation team in places. The factors have been grouped into six themes as follows, in order of importance/most frequently described: 1) supporting learning outcomes for learners; 2) training and support to teachers to increase the quality of education; 3) support from and within the local community; 4) safe environment for teaching and learning; 5) the external socio-economic context; 6) improving education systems.

Within each of these themes, the main and specific enabling and challenging factors have been described. The aim of this has to provide the project with evidence about what is contributing to the success of the project, the areas that could be further strengthened and what is the most important to learners, teachers and other stakeholders.

For example, within the most significant theme of 'supporting learning outcomes for learners', the enabling factor that was the most frequently described was 'guidance and counselling by teachers/learner specific follow up'. This was linked to outcome indicator 1.1.1 (coping with cope with stress, shocks and uncertainty). In terms of challenging factors, within this theme, an internal challenge was not enough learning materials/textbooks/delays in provision (particularly relevant during home learning, due to Covid-19 school closures), as well as the external challenge of the impact of the Covid-19 pandemic on the emotional wellbeing of teachers and learners.

The second most significant theme identified during the analysis was; 'training and support to teachers to increase the quality of education'. Within this theme, the first two individual enabling (and internal) factors in the table above were the most frequently mentioned. These were; 'TEPD content quality and/or specific components of teachers' and 'engaging style of the TEPD trainers, e.g. participatory methods, group work'. These were both also the most popular response when the teachers were asked to state three things they liked about ALP or AEP, in no particular order. The teachers also described internal and external factors that they found challenging - these were also in relation to the TEPD and in other areas of support.

Following this it is notable that two of the other themes related the external environment, including support from the local community to learners and teachers, as well as the socio-economic context, with the impact of Covid-19 having a notable effect on the project activities.

All of the themes, with their enabling and challenging factors as presented in this sub-section, provide more insights into what has facilitated and hindered the achievement of the project impact and outcomes.

According to the synthesis, the top mentioned factors affecting the impact and outcome indicators have been grouped into six themes and are presented in the tables below, with additional information under each table. The percentages in the tables represent the proportion that each factor was identified during the analysis, within the designated theme.

⁷² Internal and external here means broadly internal or external to the project or in-control/out-of-control. Some factors may not fit exactly into each of these categories and, in these cases, have been designated as closely as possible).

	Internal enabling factors:		
1. Theme:	Guidance and counselling by teachers/learner specific follow up by teachers (according to learners)	Activity clubs for/teaching learners about lifeskills (according to learners)	Good teaching and/or enjoy learning (according to the learners)
Supporting learning outcomes for learners	22.1%	18.5%	12.7%
(298 internal enabling factors stated by key informants across the whole evaluation/data collection, 11 internal challenging factors stated and 176 external challenges stated)	Internal challenging factors:		
	Not enough learning materials/textbooks/delays in provision (particularly relevant during home learning, due to Covid-19 school closures)		
	72.7%		
	External challenging factors:		
	Fear of becoming unwell due to Covid-19 (according to learners and teachers)	Feeling isolated due to Covid-19 (according to learners and teachers)	Fear of losing job/income due to Covid-19 (according to teachers)
	Worried about missing out on learning and exams due to school closure due to Covid-19 (according to teachers)		
	29.2%	17.3%	8.3%
			8.3%

Within the most important identified theme (of grouped enabling and challenging factors); ‘supporting learning outcomes for learners’, across all of the interviews with key informants in both countries, the enabling factor that was the most frequently described was ‘guidance and counselling by teachers/learner specific follow up’. There was no notable difference in these responses between South Sudan and Uganda. The analysis found that this was directly linked to outcome indicator 1.1.1 (coping with cope with stress, shocks and uncertainty). This indicator saw an improvement from baseline to mid-term, although the target was not exceeded.

The second most important enabling factor within this theme was ‘activity clubs for/teaching learners about lifeskills’. This was also stated by learners as another main way to help cope with stress, shocks and uncertainty. The ALP/AEP teachers also described which clubs they thought helped to improve the level of life skills of the learners (linked to intermediate outcome indicator 1.1.1). The teachers stated up to three clubs each, with the most popular response being ‘health and hygiene clubs’ (23.5% of all responses), peace club (16% of all responses), debate and communication club (14.8%), games & sports (11.1%), agriculture club (9.9%) and child rights clubs (9.9%).

The third most stated enabling factor within this theme was ‘good teaching and/or enjoy learning’. This was the most popular response when the learners were asked to state three things they liked about ALP or AEP, in no particular order. When looking this data collection question in isolation, 121 items were listed in total by the 49 learners.

In terms of challenging factors, these were all out of control/external to the project. The main factors were a result of the Covid-19 pandemic, relating to concerns and worry about becoming unwell, feeling isolated,

teachers worrying about losing the teaching job and also learners being concerned about missing out on learning opportunities. The home learning may have alleviated some of the concerns about missing out on education and exams.

The analysis showed some other external challenges which were mentioned less frequently but are still of note. One of these was reports of noise outside of the accelerated education centre classrooms and how this is a distraction to learning. The underlying cause of the noise may be the busy environment, with the centres being co-located at primary schools (nb. a relatively high level of noise outside the classrooms was also noted in the video observations during this evaluation). Several teachers in South Sudan also said that the ALP centre classrooms were overcrowded and there was not enough desk space (nb. adolescent learners also need more space in the classroom). This also poses challenges for participatory teaching methods, as described in this evaluation report. Lastly, approximately 15 learners in South Sudan mentioned the distance to the school from home was an issue for accessing the centres, compounded by incidents of poor weather

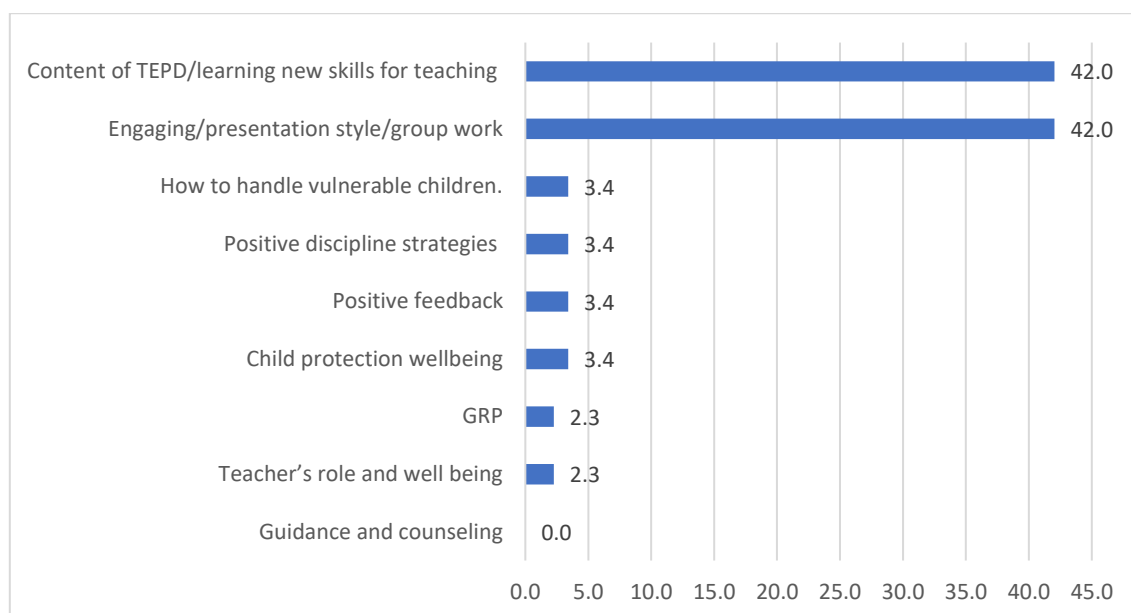
	Internal enabling factors:		
2. Theme	TEPD content quality and/or specific components of teacher training, e.g. risk in education, life skills, stress management and PSS⁷³ (according to teachers)	Engaging style of the TEPD trainers, eg. participatory methods, group work (according to teachers)	Regular monitoring and coaching by partners, possibly with government or other stakeholders as well (according to teachers and consortia members)
Training and support to teachers to increase the quality of education (135 factors described)	27.4%	27.4%	14.1%
	Internal challenging factors:		
	TEPD course too short for the content (according to teachers)	Not enough handout materials on TEPD (according to teachers)	
	48.6%	31.4%	
	External challenging factors:		
	Lack of access to affordable accommodation near the schools/centres (according to teachers)		
	27.5%		

The second most important theme identified during the analysis was; ‘training and support to teachers to increase the quality of education’. Within this theme, the first two individual enabling (and internal) factors in the table above were the most frequently mentioned. These were; ‘TEPD content quality and/or specific components of teachers’ and ‘engaging style of the TEPD trainers, e.g. participatory methods, group work’. These were both also the most popular response when the teachers were asked to state three things they liked about ALP or AEP, in no particular order. When looking this data collection question in isolation, 88 items were listed in total by the 47 teachers. The figure below shows all the responses to this question. The results

⁷³ Psycho Social Support

above are different to the table below, as the table above reflects the context of the entire evaluation and the figure below is just focusing on one specific question posed to the teachers.

Figure 3: What teachers like about the TEPD training in South Sudan and Uganda (percentages of all responses, with teachers listing up to three likes each)



Further to this, 'TEPD content quality and/or specific components of teacher training' was also the most important factor mentioned by teachers in both countries in relation to withstanding stress. In relation to this data collection question only, this factor was stated 45.5% of times. This was followed by 'peer to peer support amongst teachers' (stated 24.2% of times in relation to withstanding stress by teachers in both countries) and 'Stress management activities at the school, like playing sport' (mentioned 9.1% of times). In relation to the peer-to-peer support amongst teachers, this was described mainly by teachers in Uganda and this may be due to the Teacher Learning Committees (TLCs) that have been implemented in Uganda. In South Sudan they have not yet been established, these are planned for August and September 2021. It should be noted that, despite this, there is a trend of peer-to-peer support already in place in South Sudan⁷⁴. Exchange visits by teachers between centres may also further enhance peer-to-peer learning⁷⁵.

In terms of internal challenging factors in relation to support for AEP/ALP teachers, the three main factors according to the teachers were; TEPD course too short to cover all of the content in a digestible manner (although there was a trend that the teachers liked the engaging style of the trainers), not enough handout materials on TEPD and lack of access to affordable accommodation near the schools/centres. The main external challenging factors was the issue with a lack of affordable teacher accommodation, which was described by the teachers when they were asked what prevents them from coping with stress (outcome indicator 1.1.1).

	Internal enabling factors	
4. Theme:	Teachers presence/are approachable (according to learners)	Participation in school clubs (according to learners)
Safe environment for teaching and learning	66.7%	23.3%
	External enabling factors	

⁷⁴ KIIs (several teachers and a national partner in South Sudan) during interviews for the evaluation.

⁷⁵ 1 KII (national partner in South Sudan) during interview for the evaluation.

(30 internal enabling factors and 66 external enabling factors stated)	Physical security at the school, such as fences (according to teachers and learners)	School/classroom environment, including ventilation (according to learners)
	40.9%	21.2%

Another key theme identified during the analysis was; ‘safe environment for teaching and learning’. The main internal enabling factor across the evaluation within this theme was; ‘teachers presence/are approachable’, ‘participation in school clubs’. These factors were all stated by learners. They were also connected to the outcome indicator 1.2.2; ‘% of targeted M/F learners and teachers feel safe’.

Further to this, other work to create a safe environment by the project has included the establishment of Children Protection Committees and/or Children Safety Clubs are part of safety net mechanisms for children led by partner FAWEU. As of 2020, they had been established at 10 schools/centres⁷⁶. The Children Protection Committees have been working with the communities to agree plans of actions in relation to child protection issues⁷⁷. A national partner in Uganda noted that the protection committees are also a factor in reducing drop out rates from the programme.

Also within this theme, the main external enabling factor according to teachers and learners combined was; ‘physical security at the school, such as fences’ (conversely, 2 teachers and 2 learners in South Sudan said that there was not enough physical security at the school/centre which was making them feel unsafe). The second most important external enabling factors was related to Covid-19; ‘school/classroom environment, including ventilation’. This was according to the learners only. Both of these factors also related directly to the intermediate outcome indicator 1.2.2 ‘% of targeted M/F learners and teachers feel safer at school’.

In addition, the main ways the PTA work to enable learners and teachers feel safe mainly linked to the Covid-19 pandemic, through the provision of facemasks/hand sanitiser/hand washing facilities, as well as ensuring social distancing regulations and provision of PSS for teachers⁷⁸.

“there is no fence around the school and sometimes there are intruders – this makes us uncomfortable” (male learner, School 1 ALP centre, South Sudan).

External challenging factors:	
5. Theme; external socio-economic context (54 factors mentioned)	
Covid-19 has hindered project activities, such as school closures, country visits, bridging programme, planning activities (according to consortium members).	25.9%
Long distance from home to school, in South Sudan (according to learners)	16.7%
Poor weather in South Sudan (according to learners, teachers and partners)	13%
Early marriage and early pregnancy, including perception in community that this should prevent school attendance (according to teachers and national partners in both countries)	7.4%
Context is volatile and fragile, especially in South Sudan, this poses general, overall challenges (according to consortium members)	7.4%
Economic hardships meaning learners do not regularly attend classes, combined with pull factor of other programmes offering cash for work, in both countries (according to national partners)	5.6%

⁷⁶ Client organization (2020) Annual Report to the EU; Resilience Learners, Teachers and Education Systems in South Sudan and Uganda (March 2019 – Feb 2020)

⁷⁷ Ibid

⁷⁸ 21 KILs (all PTA representatives and head teachers in both countries) during interviews for the mid-term evaluation.

Several external challenging factors to the project outcomes and impact were identified across the evaluation, which were grouped into the theme; ‘external socio-economic context’. These are in the table above. It can be seen that the main external challenge within this theme has been the Covid-19 pandemic. Other long-standing factors that existed before the pandemic include the distance that learners walk to school in South Sudan, poor weather in South Sudan, early marriage and early pregnancy (in both countries), volatile context mainly in South Sudan and economic hardships for learners.

Apart the factor relating to Covid-19, these factors, as stated by the key informants, were all directly linked to outcome indicator 1.3, which relates to reducing the dropping out rates of learners from the programme. Although these factors are external to the project, there have had discussions with some of the PTAs in South Sudan about the issue of early marriage and early pregnancy and how this might be addressed⁷⁹. The project has also worked with organisations such as UN Women to advocate to allow girls who are pregnant or breastfeeding to attend school, which has been adopted at the national level in Uganda, with the next step ideally being to engage teachers and other individuals to promote safety at schools⁸⁰.

“Teenage pregnancy has affected many female learners from completing the programme. The culture of early marriage among communities has also affected learners, who suffer the burden of providing livelihoods for their families” (national partner, Uganda).

	Internal enabling factors	
6. Theme:	PTA; regular meetings/active members and/or supportive members	
Improving education systems, according to PTA members and partners (24 internal enabling factors and 12 internal challenging factors mentioned)	41.7%	
	Internal challenging factors	
	Not enough incentives for the PTA and SMC members	
	50%	

Another important theme was ‘improving education systems, according to PTA members and partners’. Within this theme, the main internal enabling factor was; ‘PTA; regular meetings/active members and/or supportive members’, according to the PTA members and partners. This has been designated within the theme; ‘improving education systems’.

This linked to intermediate outcome indicator 2.1.2, which focuses on have functioning and inclusive parent teacher committees. Underlying this was the motivation and regular meetings organised by the PTAs⁸¹ and training for the PTA members including their roles and responsibilities, data collection, risk mapping and conflict assessment⁸².

An example of a positive impact from the PTA relates to the Primary Leaving Exam (PLE) fees. At two ALP centres in Ikwoto, South Sudan, the PTAs supported/aided with the paying of examination fees for children who could not afford to do so⁸³.

“In 2018 the school management structures of PTA and SMC were dormant and some did not know their roles. The project has facilitated and oriented them on their roles and revived the functionality of the structures” (Client organization staff member, Uganda).

⁷⁹ KIIs with 2 project partners in South Sudan.

⁸⁰ KII with a project partners in Uganda.

⁸¹ KIIs with 6 PTAs in South Sudan and 2 PTAs in Uganda during the evaluation.

⁸² KIIs with 3 national partners in South Sudan and Uganda during the evaluation.

⁸³ KII with a project partner in South Sudan.

In terms of internal challenging factors in relation to the PTA and SMC, these were; more training is needed for the PTAs and SMCs (more than the current approx. 2 times per year) and that the PTA and SMC manuals need to be adapted to members with lower levels of literacy⁸⁴, lack of incentives/contributions for the PTAs and SMCs⁸⁵. It was also stated anecdotally that the authority held by the head teachers challenges the ability of the PTAs and SMCs to make decisions, although further information about this was not provided⁸⁶.

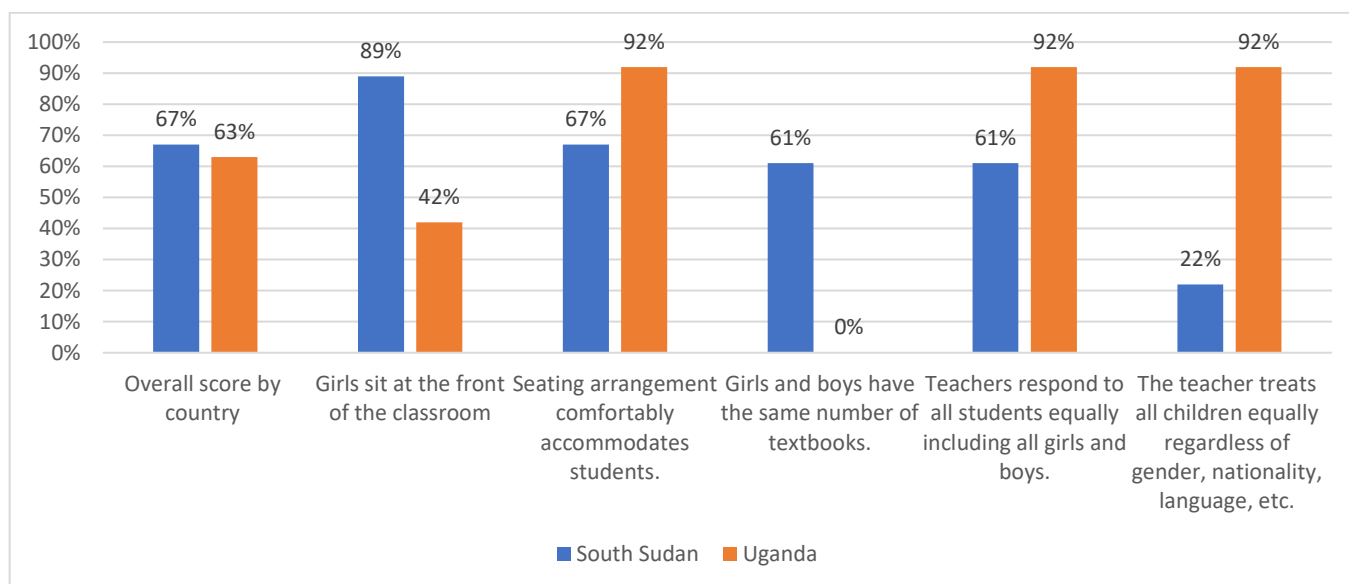
8ciii. Results of the observations of teachers

Further supporting the enabling factor stated by learners in the previous sub-section, relating to good quality teaching, is the results of observations of teachers. In addition, the mid-term indicator value relating to the quality of the teaching by the AEP and ALP teachers in both countries (iOc.1.2.1), is based on the analysis of recorded observations of 12 male and female teachers by the evaluation team, with the observations collected by the implementing partners. A checklist was developed by the evaluation team and is in **Annex A1**.

The overall indicator result was 50% (54% in Uganda and 47% in South Sudan). This combines participatory, gender sensitive and conflict sensitive teaching methods. It can be seen that this result/score has not met the project target of 65%. There has been positive progress since the baseline study, which placed the value at 41%. It can also be seen that 'teachers using gender sensitive methods' (62%) performed the most well, followed by 'conflict sensitive methods' (55%) and then 'participatory methods' (33%). To provide a further breakdown of these results, please see the findings below. These findings indicate where the AEP/ALP teachers have had trends of particular success, as well as highlighting the specific areas for further support.

Gender sensitive teaching methods:

Figure 4: Observation of teacher practice regarding gender sensitive teaching methods



⁸⁴ KIIs with 3 national partners and 1 SMC in South Sudan and Uganda during the evaluation.

⁸⁵ KIIs with 3 PTAs, 1 in South Sudan and 2 in Uganda and KIIs with several PTA representatives and one SMC member (in both countries) during the evaluation.

⁸⁶ KIIs with 2 partners in South Sudan during the evaluation.

In addition, during the evaluation surveys, the AEP and ALP teachers were asked which teaching methods they have implemented as a result of TEPD training, in relation to gender sensitive teaching, conflict sensitive teaching and participatory methods. For gender sensitive teaching methods, the teachers listed up to three methods each with 84 factors listed overall. The top responses are listed below;

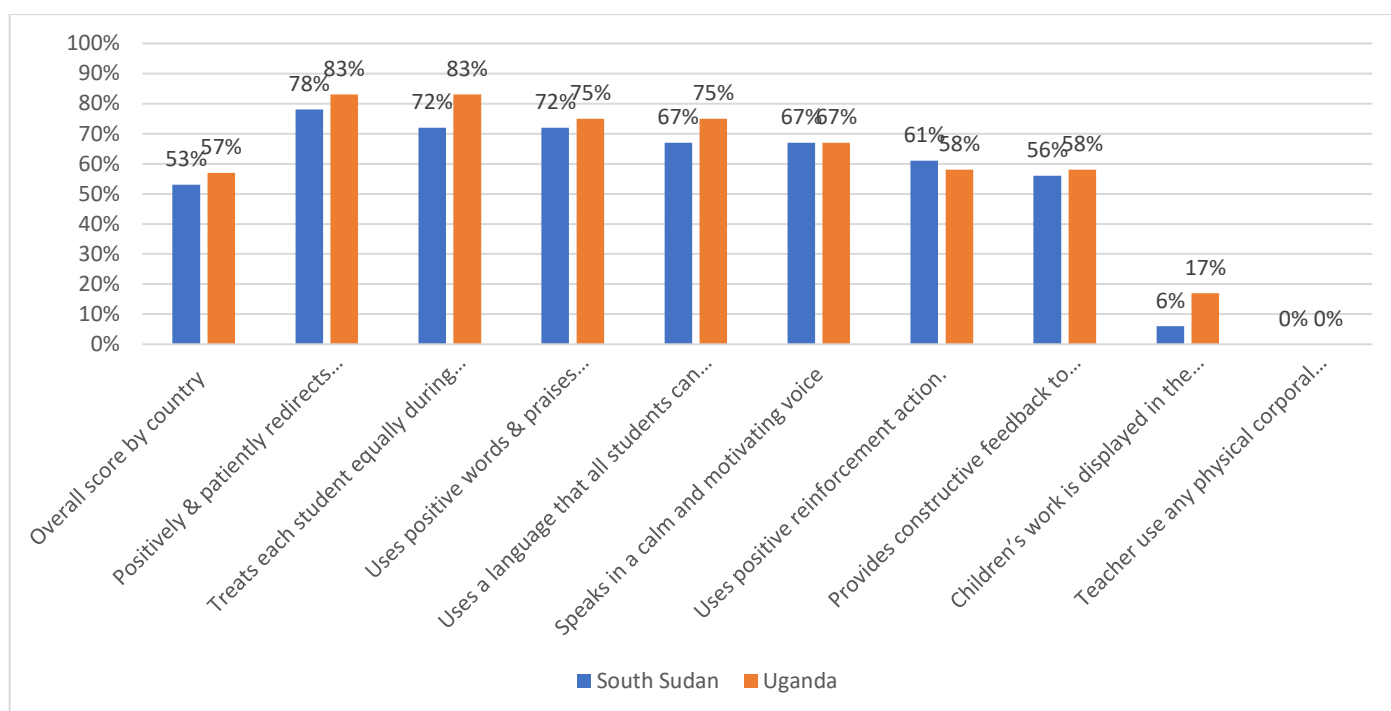
- 'I treat and respond to all learners equally' (42.9%, of overall 84 factors listed by the teachers).
- 'I use language that is gender sensitive' (15.5%)
- 'I provide equal praise and disciplinary measures regardless of gender' (9.5%).

It can be seen that these top factors, according to the teachers, do align with the results of the observations, as presented in the figure above, especially in Uganda. In the figure, responding to and treating all learners equally was among the top two methods observed in Uganda. The observations of these particular areas in South Sudan had lower results. An internal challenging factor is that the Gender Responsive Pedagogy training has not yet been rolled out with all teachers supported by the project. An internal challenging factor may be that the Gender Responsive Pedagogy training has not yet been rolled out with all teachers supported by the project.

A summary of all areas where further support is recommended (either through the TEPD and/or through coaching from partners) is in the list of recommendations, which is with the executive summary of this report.

Conflict sensitive teaching methods:

Figure 5: Observation of teacher practice regarding conflict sensitive teaching methods



In addition to the observations of AEP and ALP teachers, the teachers were also asked which teaching methods they use as a result of the TEPD training, in relation to conflict sensitive methods⁸⁷. The teachers listed up to three methods each, with the top method listed below;

⁸⁷ When looking at the contribution of TEPD on methods used in each of the 3 areas of quality teaching, according to the teachers, it should be noted that the teachers' self-perception of the frequency with which they use the referenced methods was higher than the observed frequency. However this is not uncommon. It is also important to note that the methods of calculation are different.

- 'I avoid corporal punishment and/or use positive discipline' (26.7%, of overall 75 factors listed, according to the teachers).
- 'I use positive words & praise/not aggressive' (24%).
- 'Treats and responds to all equally' (22.7%).

When comparing to the results of the recorded observations of teachers above, it can be seen that any use of corporal punishment was not observed during any of the observation. This also aligns with what the teachers said about their main methods of conflict-sensitive teaching (and is also a policy in Uganda, not to use corporal punishment in schools). The second two methods stated by teachers were also two of the most observed methods during the observations.

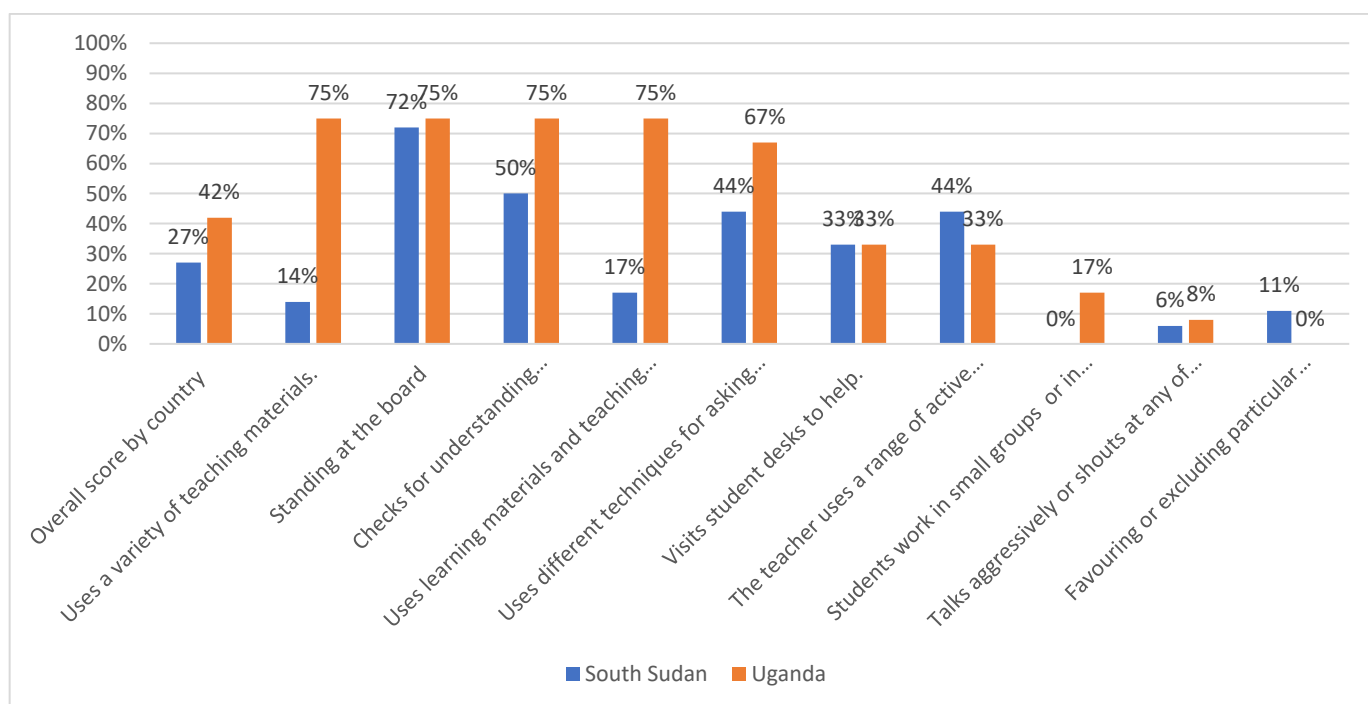
Following this, regarding corporal punishment, it should be noted that one national partner in Uganda said that it can still be used in the schools included in the project (they did not specify if they were referring to the formal school or the ALP centre). A learner in School 2ALP centre in South Sudan indicated that corporal punishment is used (again, they did not specify if they were referring to the formal school or the ALP centre).

Verbal abuse from teachers to AEP/ALP learners was also mentioned by 4 learners in South Sudan and 4 in Uganda. Two learners in South Sudan described harassment (the nature of this was not mentioned) and two teachers in Uganda said that there was incidents of fighting between learners.

In addition, although out of control of the project, another learner at School 5 ALP in South Sudan said that teachers in the formal school carry big sticks around with them. According to all of these results relating to conflict sensitive teaching, a summary of all areas where further support is recommended, is in the list of recommendations, which is with the executive summary of this report.

Participatory teaching methods:

Figure 6: Observation of teacher practice regarding participatory teaching methods



According to the results of the observations in the figure above, there is a gap between the level of participatory methods used between the two countries, with these methods being used more in Uganda than in South Sudan.

The AEP and ALP teachers were also asked which teaching methods they have implemented as a result of TEPD training, in relation to participatory methods⁸⁸. The teachers in both countries stated that the main way they use participatory methods is through a variety of teaching methods. According to the results of the observations in the figure above, this aligns with the findings for Uganda but not for South Sudan. Given that this was the lower performing area of teaching overall, as well as the results being lower for South Sudan than Uganda, it is recommended that coaching of teachers in participatory teaching methods is a focus in both countries – particularly in South Sudan. Specific recommendations to build on participatory teaching methods are listed in the recommendations section of this report.

8d. DAC: Relevance

The extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

The evaluation has found that the intervention objectives and design respond to the beneficiaries needs and priorities in several key areas, including a baseline study and a separate exercise to review the project indicator targets. Further to this, the TEPD package has been designed and pitched at the right level for the ALP/AEP teachers, according to the teachers themselves. A potential gap in meeting needs and priorities is the Bridging Course. A 3-month bridging curriculum has been developed to provide younger learners (age 6-12) with skills they made need to enter directly into formal education, such as language skills and other strategies. The curriculum has been developed but the course itself has not yet been possible to implement, due to issues with external coordination, as well as the impacts of the Covid-19 pandemic. In terms of how the project has adapted to the Covid-19 pandemic, the ALP/AEP learning and support services continued during the Covid-19 pandemic in 2020/21. It is also indicated that the services have returned to pre-covid levels. The project also adapted advocacy activities to address the effects of the pandemic on project stakeholders. There were some understandable challenges to this, including delays in the roll out of TEPD in South Sudan due to logistical constraints, as well as internal and external challenges with the home learning during the school closures.

8di. The extent to which the intervention objectives and design respond to beneficiaries needs and priorities.

The following points summarise how the project responds to needs and priorities;

- **Baseline study;** a baseline study⁸⁹ was carried out by an independent consultant on behalf of the EU-Client organization consortium to inform the project, covering 16 ALP centres in South Sudan and 24 schools in Uganda, in the locations where the project is based.
- **Project indicator targets;** the project targets have been adapted during the project to the context⁹⁰.

⁸⁸ When looking at the contribution of TEPD on methods used in each of the 3 areas of quality teaching, according to the teachers, it should be noted that the teachers' self-perception of the frequency with which they use the referenced methods was higher than the observed frequency. However, this is not uncommon. It is also important to note that the methods of calculation are different.

⁸⁹ Education for Life Baseline Survey Report

⁹⁰ Client organization (2020) Annual Report; Resilience Learners, Teachers and Education Systems in South Sudan and Uganda (March 2019 – Feb 2020)

- **TEPD and support to teachers;** TEPD training is pitched at the right level for the ALP/AEP teachers, in terms of meeting and building on existing skills and being in the appropriate languages⁹¹. Teachers also spoke about the relevance of the training in helping them address the needs of different learners and those who have experienced trauma, develop their own teaching aids, improve their lesson planning, and implement different classroom management strategies including positive discipline.
- **Gender Responsive Pedagogy (GRP);** the Forum for African Women Educationalists Uganda (FAWEU)s GRP) model specifically focuses on creating gender responsive academic environments by exploring the various ways of making the teaching and learning processes responsive to the specific needs of girls and boys. A gender needs assessment informed the incorporation of GRP into one of the modules of the TEPD (the Child Protection, Wellbeing and Inclusion module, developed by the Luigi Giussani Institute of Higher Education (LGIHE)⁹².
- **Bridging Course;** a potential gap in meeting needs and priorities is the Bridging Course. A curriculum has been developed to provide younger learners (age 6-12) with skills they made need to enter directly into formal education, such as language skills and other strategies. This identified need and 3-month long course has the potential to benefit children to enable them to enrol in formal primary education at the correct level/grade for their age. The course itself has not yet been possible to implement, due to two main reasons;
 - Not enough alignment and coordination with the Education in Emergencies (EiE) working group⁹³.
 - The Covid-19 pandemic has limited some activities in 2020 and 2021⁹⁴.



Learner collecting learning materials in Torit, South Sudan. AVSI South Sudan.

⁹¹ 42 teachers and 10 head teachers in South Sudan and Uganda responded to the question; 'Is the TEPD training pitched at the right level for teachers, in terms of meeting and building on your previous skills/the previous skills of teachers?' Overall, 84% KIs stated 'yes'. Further analysis showed that 83% of the respondents were in South Sudan, 86% of the respondents were in Uganda, 90% of male respondents, and 76% of female respondents.

⁹² Forum for African Women Educationalists Uganda (FAWEU) report on 'Gender Responsive Pedagogy (GRP)'

⁹³ 2 KIs with consortium member and also noted by an external stakeholder.

⁹⁴ 3 KIs (3 consortium members) during the evaluation.

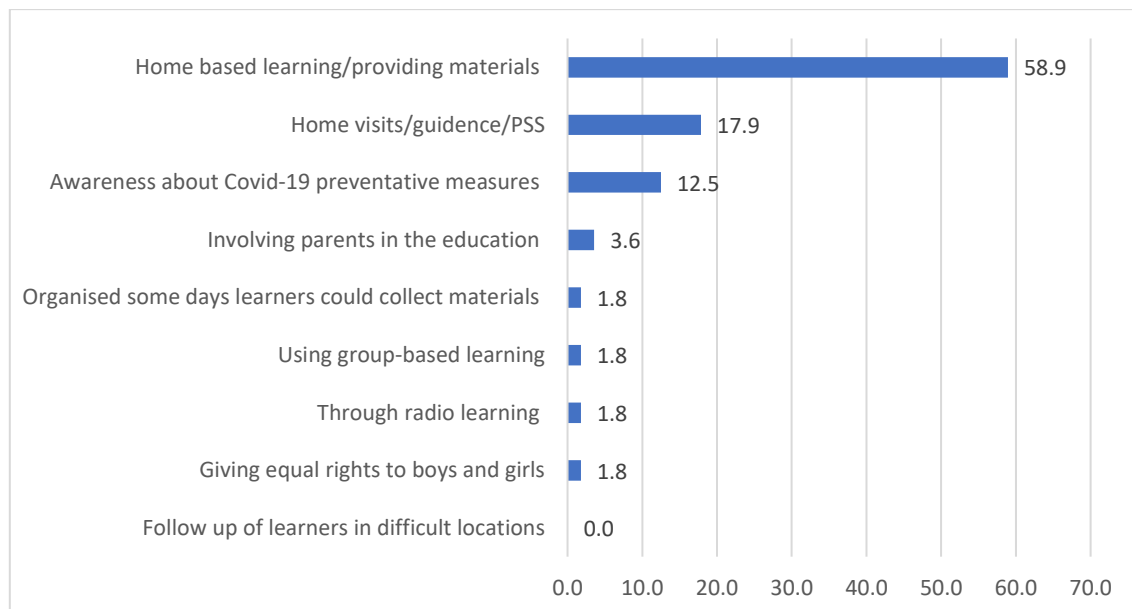
8dii. The extent to which the intervention has been adapted to changes in the context and adapted to the Covid-19 pandemic.

Learning outcomes for learners:

The ALP/AEP learning and support services continued during the Covid-19 pandemic in 2020⁹⁵. Initially, the ALP/AEP teaching and other activities were maintained at the centres before they were temporarily closed due to Covid-19, by implementing physical distancing measures⁹⁶. Following this, the majority of learners, teachers and head teachers said that the teaching and learning had kept on track during the closures⁹⁷.

Further to this, the ALP/AEP teachers were asked to list up to three ways in which they had adapted the teaching to any changes in the context. The 47 teachers each gave up to three ways in which they had done this, in no particular order. There were 56 individual responses given and the figure below shows each response as a percentage of these 56 responses. The majority of the responses focus on the Covid-19 pandemic and the temporary closures of schools/centres.

Figure 7: How teachers have adapted the teaching to changes in the context in South Sudan and Uganda (percentages of all responses, with teachers listing up to three methods each)



The main way in which the teachers adapted the teaching methods was through the provision of homebased learning materials, with 58.9% of the overall responses. This reflects the main enabling factor to continuation of the teaching and learning, the ability of teachers to go into communities to support learners during school

⁹⁵ 3 KIIs (2 partners in South Sudan and 1 partner in Uganda) during the evaluation.

⁹⁶ 3 KIIs (national implementing partners, 2 in South Sudan and 1 in Uganda) during the evaluation.

⁹⁷ 50 learners responded to the question; 'were you able to keep on track with your learning/classes during the covid-19 pandemic during 2020?' 68% of the learners responded 'yes' and 32% responded 'somewhat'. Of those who said they were only able to do so 'somewhat', 56% were in South Sudan and the remainder in Uganda, while 56% were male and the remainder were female. 88% of teachers also said that learners were somewhat able to stay on track during the closures. Amongst head teacher respondents, 86% said they were able to keep on track with their responsibilities during the school closures. Only one respondent in Uganda said she was only able to do so to some degree. Amongst teacher respondents, 62% said they were able to keep on track with their lessons during the school closures. Of those who said they were only able to do so to some degree, 60% were in South Sudan and the remainder in Uganda, while 60% were male and the remainder were female. However, 3 respondents from consortium partners did question the project's adaptability to the pandemic but amongst them the messaging was mixed.

closures, as well as teaching via radio programmes⁹⁸ and continuous follow-up by teachers including PSS. Raising ‘awareness about Covid-19 preventative measures’ with the learners was also noted in some cases.

Across all KIIs for the evaluations, in terms of challenges to sustained relevance during the pandemic, the respondents mentioned beliefs in communities that Covid-19 was not a real threat, with resultant poor hygiene and prevention practices in the home. It was also indicated by project partners that there was a learner preferences for income generating activities instead of home-based learning during the school closures.

In terms of reopening the schools/centres in the first half of 2021, prior to the reopening in both countries, partners engaged in discussions with local authorities about preparing the schools. The project partners also conducted training with PTAs/SMCs/community leaders and teachers in Covid-19, as well as training on how to support community learning groups. The project supported head teachers and PTAs to provide the centres with hand washing facilities and facemasks. Following this, at the time of the data collection, it was indicated that services for ALP/AEP learners had returned to pre-covid levels in terms of availability⁹⁹.

Advocacy:

- Education International (EI) and Client organization IBIS have jointly developed advocacy messages in response to the Covid-19 pandemic and the impacts on boys and girls, to support the Education for Life project (as well as other stakeholders, activists and policy makers). EI have also researched and written a policy brief¹⁰⁰ to identify the key challenges of Covid-19 and the education of refugees and IDPs, as well as to provide recommendations to tackle these challenges.

Consortium ways of working:

- Consortium members received the same level of contact and information from the project, as compared to before the pandemic¹⁰¹.

TEPD and support for teachers:

- In terms of challenges to adapting to the Covid-19 pandemic, the logistical challenges posed in South Sudan, combined with the pandemic, has meant that the Trainer of Trainers for the TEPD training has moved at a slower pace, compared to in Uganda¹⁰².
- Internet connectivity issues in South Sudan and Uganda has made it challenging to carry out teaching activities online.
- There was not a dedicated training for teachers on how to support home learning and develop home learning packages
- It was indicated that in Uganda there was a trend of parents of learners not supporting the home-based learning. There were also instances of learners taking on paid jobs due to economic hardships that prevented them from completing all of the lessons¹⁰³.

“Teachers in South Sudan by themselves and without support from government or local authorities developed home learning packages for learners and partners supporting them in printing these” (consortium member).

⁹⁸ Noted by several learners during KIIs.

⁹⁹ Two national partners in South Sudan said that services for learners returned to pre-covid levels in terms of availability. One national partner in Uganda said the services has somewhat returned to pre-covid levels. The same three partners believed that, overall, the learners on track to complete the studies as planned, with the teaching itself and the TEPD training at the same level of quality.

¹⁰⁰ Nwokeocha, S Professor PhD, in conjunction with Education International (March 2021) Policy Brief; Education of Refugees and Internally Displaced Persons in the Context of Covid-19 (the Education for Life Project in Uganda and South Sudan.

¹⁰¹ 2 KIIs (including a global partner) during the evaluation.

¹⁰² 1 KII (national partner) during the evaluation.

¹⁰³ 1 KII (national partner in Uganda) during the evaluation.

“Children, youth and parents in and around Torit town and Ikwotos were reached with key messages through Voice of Eastern Equatoria 97.5 FM Radio. AVSI SSD in collaboration with Torit state Ministry of Education organised and implemented radio talk shows on Voice of Eastern Equatoria 97.5 FM Radio where students, PTA members, teachers and officials from the AES directorate participated in these events. The participants disseminated messages on a number of themes and topics (e.g. education as a right, enrolment, and attendance in the ALP centers, PSS, PTA, GBV, as well as tolerance and diversity among children and youth in schools and communities” (national partner, South Sudan).

8e. DAC: Coherence

The compatibility of the intervention with other interventions in a country, sector or institution.

There are several core examples of how the project is coherent, in terms of designing the project in the framework of internationally recognised criteria for Education in Emergencies and Accelerated Education. In addition, the project participates in the existing coordination mechanisms, as well as working with other education (including government) actors to develop and participate in key initiatives and national plans for education. This also includes engaging with external decision/policy makers to work towards advocacy aims, for example, in relation to the rights of refugee teachers. In addition the project sits on all three parts of the humanitarian-development-peacebuilding nexus, with greater prominence in the development element.



Learner in Juba, South Sudan. By Mustafa Osman

8ei. Intervention designed within and using existing systems and structures such as coordination mechanisms at the country or sector levels

- The design of the project includes the AEWG, selected INEE criteria, UNCHR AE guidelines, Save the Children guidelines and that the TEPD incorporates the TiCC guidelines, which was verified during the evaluation.
- The project is well aligned into the existing coordination mechanisms at national and state/district level. In South Sudan, both Client organization and AVSI participate in the Education Cluster in Juba and Torrit. In Uganda AVSI, LGIHE, Client organization and UNATU participate in the EiE working group (the coordination of the Bridging program is a good example of how the projects bridging program is coordinated and aligned with other organisations' work in this area)¹⁰⁴.
- Through the ongoing ECHO EiE project, Client organization participates in the EiE coordination group with NRC and participates in the continued rollout of the Teachers in Crisis and Conflict (TiCC) package¹⁰⁵.
- In South Sudan, Client organization has taken part in the rollout of the National Education Plan (2017-2021) in partnership with the National Education Coalition.
- Client organization and the project partners have influenced policies with the National Education Coalition in South Sudan. This is in the Education Sector working groups and the Parliamentary education committees and Partners in Education Group.
- A teacher trade union in South Sudan has formally been established and will continue to work for the improvements in the teaching profession and working conditions
- The project has carried out capacity-building workshops on membership recruitment and advocacy for the rights of refugee teachers, organised for Uganda National Teacher Union representatives and facilitated by Education International. UNATU has developed an advocacy strategy focused on teacher policies. One concrete output has been a National Consultative Workshop on the inclusive education in conflict and crisis in the Education Sector Plan and the inclusion of teachers in social dialogue. Within the education framework in Uganda, the consortium and especially UNATU and FAWEU, has engaged with the development and implementation of the new Education Sector Plan (2018-2021).
- The project has also conducted a pilot test of the AEP MEAL framework, in collaboration with UNHCR at regional level.

8eii. How and well the project is positioned within the humanitarian/development nexus

The humanitarian, development and, when appropriate, peace nexus refers to the interlinkages between humanitarian, development and peace actions. The Nexus is an operational framework that entails complementarity and coherence between emergency relief, development and peacebuilding as well as coordination between actors. In general, the Nexus also involves changes in financing (such as moving towards multi-year funding, less-earmarked assistance, flexible funding, and simplification of financing mechanisms)¹⁰⁶.

¹⁰⁴ 4 KIIs (consortium members) during the evaluation.

¹⁰⁵ Project proposal and validated during participatory workshop with project partners.

¹⁰⁶ <<https://reliefweb.int/report/world/triple-nexus-questions-and-answers-integrating-humanitarian-development-and-peace>>

Although the project sits in all three areas of the nexus, overall it is more in the development part of the nexus than in the humanitarian and peacebuilding elements – with the conclusion being that the project has responded to the nexus appropriately.

The figure below summarises where the project sits on the nexus, according to interviews with consortium members during the evaluation. The figure on the next page demonstrates how the project sits in all three areas of the nexus, humanitarian, development and peacebuilding. The evaluation found that the project has responded appropriately to each part of the nexus.

Figure 8: Illustration of where the project sits in the triple humanitarian/development/peacebuilding nexus



8f. DAC: Sustainability

The extent to which the net benefits of the intervention continue or are likely to continue.

There are a range of reasons to justify this finding, that span across the whole project. The project has achieved several activities/outputs to contribute towards sustainability, for example, the inclusion of education government officials in monitoring visits to the AEP and ALP centres with the partners, as well as the formation of the Teaching Learning Circles (TLCs). In addition, the TEPD, including the coaching system, established by the project with the Primary Teachers College (PTC) to support the AEP teachers. Also, in South Sudan the project has supported the recognition of the National Teachers Union both locally and internationally. The union is now a member of the Global Alliance of Teachers Unions - it has also been admitted into Education Internal membership. One internal challenging factor for sustainability is a need for more resources for capacity to lead the project's work and the many layers of the project. For example, to manage the systems, materials and to train other schools and develop connections to influence the system. Other challenging factors external to the project include; challenges for some learners to integrate into the formal system due to being overage, teacher turnover, challenges with the integration of the AEP/ALP teachers in the formal schools and communities where the centres are based. Also, there are some challenges accessing teacher colleges in both countries.

8fi. The likely sustainability of the outcomes for resilience and system change, with a focus on ALP in South Sudan, AEP in Uganda and TEPD

The main trend was that the KIs considered the project to be sustainable, in terms of continuing after the project has ended with sustainable outcomes¹⁰⁷.

Enabling factors:

Several education systems and capacity building initiatives have been established by the project that will contribute to the sustainability of the education outcomes. These are listed below;

- The enabling environment for AEP and ALP at the national level, for example, the progress made strengthening AEP guidelines and TEPD being approved in both countries, as well as defining the Bridging Curriculum in Uganda
- The TEPD, including the coaching system, established by the project with the Primary Teachers College (PTC) to support the AEP teachers is contributing to sustainability¹⁰⁸.
- Inclusion of district education government officials in some monitoring visits of the centres by partners means that this system is more likely to become formally established and strengthen links between the AE centres and the education authorities.
- The formation of TLCs in each school. Teachers are able to share challenges and solutions with each other and work together to plan lessons and support each other (peer to peer learning)¹⁰⁹.

¹⁰⁷ KIs were asked; 'do you think that the project is sustainable in terms of continuing after the project has ended and sustainable outcomes?' The respondents comprised of 7 education government representatives, 6 national partners, 1 global partner and 3 Client organization consortium leads/PMU. The results were as follows; 76% of the respondents answered 'agree' or 'strongly agree', 12% of the 17 respondents answered 'neither agree or disagree', 12% of the 17 respondents answered 'disagree'.

¹⁰⁸ 1 KII (national partner, Uganda) during the evaluation.

¹⁰⁹ 1 KII (national partner, Uganda) during the evaluation.

- In South Sudan the project has supported the recognition of the National Teachers Union both locally and internationally. The union is now a member of the Global Alliance of Teachers Unions - it has also been admitted into Education International membership.
- Child protection committees have been strengthened/developed¹¹⁰.
- Teachers have become more accountable to the education authorities¹¹¹.
- PTAs are likely to continue into the next few years¹¹².
- Each learner who completes the AE programme then has the opportunity to join formal education or other opportunities, based on passing the Primary Leaving Exam (PLE) which provides that opportunity to join the formal education system¹¹³.
- The researched and developed policy briefs can be used for advocacy in the future.
- The project has been able to adapt to the temporary school/centre closures during the pandemic.
- For the future, the project is continuing work to integrating the TEPD and PSS approach at the national level, in the relevant coordination forums¹¹⁴.

¹¹⁰ 1 KII (national partner, Uganda) during the evaluation.

¹¹¹ 1 KII (education government official, South Sudan) during the evaluation.

¹¹² A key component of the education systems at the AEP and ALP centre level is the establishment and strengthening of the PTAs. Five district level education officials in South Sudan said that the project has built the capacity of teachers, PTAs and SMCs in South Sudan. The Client organization PMU also noted this success. There were also 11 respondents who answered the question 'how likely is the PTA to continue into the next few years'? The respondents were a mix of PTA representatives and head teachers across 8 AEP/ALP centres in Uganda and South Sudan. The results were as follows; 64% of the respondents answered 'very likely', 27% of the respondents answered 'somewhat likely', 9% (1) of the respondents answered 'not likely'.

¹¹³ Four national partners responded to the question is there a "pathway that enable individual learners to reintegrate at a corresponding level in the formal system, vocational education or employment?" Three 'strongly agreed' or 'agreed' and one 'disagreed'. The partner who agreed said that there is not a formal pathway but each learner who completes the AE programme then has the opportunity to join formal education or other opportunities. They also said that passing the Primary Leaving Exam (PLE) provides that opportunity to join the formal education system. The two partners who 'strongly agreed' said that learners who pass the PLE are able to enroll in the formal system.

¹¹⁴ KIIs with 7 national and global partners and two Client organization consortium leads/PMU during the evaluation.



Teacher prepping home school/lockdown packages before distributing it to the pupils. By Museruka Emmanuel

Challenging factors:

- One internal challenging factor relating to sustainability is a need for more resources for capacity to lead the project's work and the many layers of the project. For example, to manage the systems, materials and to train other schools and develop connections to influence the system.
- In terms of challenging factors out of the control of the project, it was indicated that there are challenges to overage students fully integrating in the formal education system after completing ALP or AEP. For example, if they are several years older than their peers in the formal system or over the age of 18 it can be challenging¹¹⁵.
- Following this, language barriers can place students in a grade lower in the formal system than their cognitive skills would have them be placed – again meaning that they may be overage and then often struggle to integrate into the formal system¹¹⁶.
- Teacher turnover in primary schools¹¹⁷ and not enough teachers/teaching materials¹¹⁸.
- Some challenges with the integration of AEP and ALP teachers into formal schools where the AE centres are based. This is important for sustainability, in the sense that there is cooperation between the formal primary and AE teachers. Additionally there is the need for a conducive working environment for the AE teachers¹¹⁹.

¹¹⁵ 1 KII (national partner) during the evaluation.

¹¹⁶ 2 KIIs (national partners) during the evaluation.

¹¹⁷ 1 KII (national partner, South Sudan) during the evaluation.

¹¹⁸ 1 KII (education government official, Uganda) during the evaluation.

¹¹⁹ 50 KIIs who answered the question 'Do you think that teachers of the AEP/ALP are treated differently to teachers at the formal primary school?' The respondents comprised of 33 teachers, 8 head teachers and 9 PTA representatives, across the 12 AEP/ALP centres in the sample in Uganda and South Sudan. The results were as follows; 50% of the respondents answered 'we are treated the same as the teachers in the formal school'. A respondent at School 9 AEP in Uganda commented that responsibilities are assigned equally among formal and AEP learners and teachers. 46% of the 50 respondents answered

- In Uganda, it was reported that the community can be hostile towards the teachers who are not from the district (from School 11 and School 12 AEPs in Lamwo, Uganda)¹²⁰.
- It was indicated the project would benefit from greater coordination and collaboration with the teacher training institutes, e.g. roll out of TEPD at the institutes would enhance sustainability¹²¹.
- In terms of training teachers, it was noted that the capacity/resourcing of teacher colleges in South Sudan is less than that of those in Uganda, and that many have even shut down because of the various crises affecting the country. A respondent from Uganda noted that teacher training institutes are not easily accessible for trainees¹²².

“When we look at the recruitment of teachers at AEP and staff incentives, the district is now involved. In the future these schools could become formal schools – we give them guidance on recruitment. The project has given a number of benefits” (Education government official. Lamwo district, Uganda).

8g. Success stories

In addition, the following impact stories are extracts taken from Most Significant Change exercise during the project by Client organization Uganda (National Coordinator). Although they are all based in Uganda, they highlight different areas of the project.

AEP; a learner in Level 3 at School 9 AEP centre, Uganda.

“Life has not been easy for in the past years, as I had to struggle to be in school. I lived with my stepmother in Gulu, where I was schooling previously. While there, I tried very much to study hard to secure my future. However, my stepmother would always pay fees for my other siblings, leaving me out even if daddy had sent all the fees. I would study but fail to do exams at the end of the term due to nonpayment of school fees. My grandfather had heard about an education opportunity that AVSI Foundation had started here at School 9 Primary School. So he decided to come to school to inquire about the opportunity, whether it was for only orphans or otherwise. I had already stayed home for one year without attending school when my grandfather secured for me a place in level 2 at School 9 AEP centre because he couldn’t afford to pay the extra charges in the formal system. In March 2019, I was able to get back to school again and I felt, “I was free at last!”

Coping with stress, a teacher by profession teaching Mathematics and Social Studies within the Accelerated Education Program in School 9 Primary School, , Uganda:

“Through the AVSI Foundation, I started working as a Teacher in School 9 Primary School under the project. The PSS (Psycho Social Support) training has enabled us to handle our Stress. That is majorly by taking into consideration of doing some sports related exercises. I have also received financial support that is ever since I got engaged in the Project, my monthly salary is higher than that I was getting before and we always receive allowances whenever there are trainings being carried out”.

‘sometimes we are treated differently to the teachers in the formal school’.. 4% (2) of the 50 respondents answered ‘we are often treated differently to the teachers in the formal school’ (Ikwoito ALP and School 2school in South Sudan). No additional explanation was provided by the respondents. Analysis also suggests that ‘school administration not supporting the AEP or ALP’ is a challenging factor in some centres (KIs at School 10 AEP and School 11 AEP in Uganda and John Garang ALP and School 4 ALP in South Sudan). A recommendation made by a teacher at School 4 ALP was that, if AE teachers could be part of the school management (e.g. the SMC), this would better represent the AEP and ALP programmes at the schools – and may contribute to their sustainability. The evaluation team did not know if this would be a feasible recommendation or not.

¹²⁰ KIIs (AEP teachers in Uganda) during the evaluation.

¹²¹ 1 KII (education government official, South Sudan) during the evaluation.

¹²² 1 KII (partner in South Sudan) during the evaluation.

TEPD; a tutor of professional educational studies, Uganda:

"I appreciated Peer teaching and teacher Learning Cycle (TLC) because it encouraged teachers to come together set goals and brainstorm on the solutions to the challenges. I have tried to involve learners in making instructional materials and gave the activity as part of the course work and at the start, many students at college resisted and currently the situation has changed. There is need for continuous follow up and this will encourage the project to document successes and challenges facing the project. Tutors should be involved and will give feedback both positive and negative feedback and address challenges".

Training of trainers, a tutor at Kitgum CORE PTC in Kitgum town, Uganda:

"I am a tutor at Kitgum CORE PTC in Kitgum town. I have participated in several trainings delivered by Luigi Giussani Institute of Higher Education (LGIHE). I attended the trainings as a TOT in order to deliver the same trainings to the teachers in . As an individual, I have learnt so much from these trainings. I have gained more skills and knowledge in handling children, I know the risk factors".

Life skills, a Primary 5 learner at School 12 Primary School, Uganda:

"I never knew I was sitting on my talents and abilities until when I joined child rights club. I had a friend who was a club member in 2019 and she would tell me to join the club but I feared because the club had bigger girls and boys from both formal and AEP. She kept saying my character was good and could easily fit the club. Each time my friend would go for club activities I would admire but still had my fears. (However), participating in club activities like debate has greatly built my self-esteem, confidence and communication skills. I can now communicate confidently, articulate issues and present myself well in public".

9. Conclusion

Across the spectrum of impacts and outcomes the project aims to achieve, at the mid-term point the project has achieved positive change in the majority of the project areas, when compared to the baseline. The actual logframe targets have also been met in all three impact indicators and in more than half of the outcome indicators. Where targets have not been met, some of these indicator areas have been negatively affected by the Covid-19 pandemic. The project also includes and meets many internationally recognised international quality standards such as the relevant INEE and UNHCR AE guidelines. This evaluation has found that other cross-cutting areas have been met or incorporated to some degree, as explained in the analysis. This includes gender responsive programming, as well as DAC criteria of impact, efficiency, relevance, coherence, relevance and sustainability.

A review of the budget shows that the mid-term results indicate that the costs of the project up to February 2020 were justified. Having said that, due to the Covid-19 pandemic some outputs are not yet fully achieved. There are plans in place by the project to address these as feasible.

When looking at the project ways of working, the model of the consortium has been a major contribution to its success. The model links local to global and global to local, with national partners taking the lead in implementing activities and providing continuing advice and valuable inputs about technical aspects of the project, including monitoring/coaching support to ALP/AEP teachers and advocacy. Client organization has made significant investments in this approach, including the support and capacity building with national partners. This will be a key contribution to the sustainability of the project and the education systems.

Following this, this evaluation has identified and provided a full synthesis of the main factors that have enabled and hindered the planned outcomes and impacts. These factors have been categories as internal/in control of the project and external/out of control of the project.

The main challenges to the project were a result of the Covid-19 pandemic, relating to concerns and worry about becoming unwell, feeling isolated, teachers worrying about losing the teaching job and also learners being concerned about missing out on learning opportunities. The home learning that has taken place may have alleviated some of these concerns. Other external challenges faced by teachers and learners include, at times, overcrowded classrooms and noise from the general school environment, which is impacting on the ability for teachers to utilise participatory teaching methods. It was also noted that, especially in South Sudan, early pregnancy and marriage is negatively affecting school attendance amongst female learners, compounded by community perceptions in places. In terms of the project activities, some activities have been delayed due to the pandemic. The consortium have already adapted where feasible to meet this changing context.

The recommendations section of this report (with the executive summary) presents some potential solutions to these and other identified challenges. This aim of the recommendations is to contribute to the planning of the remainder of the project by the consortium, as well as assisting in the design of any future projects.

In terms of longer-term impact, following the success of the adoption of the newly approved AEP programme by the education districts, the AEP and ALP programmes have shown that they provide a springboard for learners who complete the programme and the PLE.

For example, a Lamwo District Education Government Official in Uganda said that many of the AE learners have sat the national examination and many have joined senior secondary school, including a higher proportion of girls than usual. Others are anecdotally reported by four project partners in South Sudan and Uganda to have joined vocational training or commenced business activities¹²³. (The project also has a strong emphasis on gender in terms of including girls and boys in the project, which in itself is significant especially in South Sudan, as well as the project building the capacity of teachers to include gender sensitive methods in their teaching.

A district level education government official in South Sudan also said that the ALP teachers are now able to deliver effective lessons as a result of the TEPD training. The evaluation team also noted the immense effort of the consortium members in making TEPD materials and rolling these out, based on global good practice (the project is also working on the presentation and launch of the materials, integrating these with the ministries). A second education government official in South Sudan said that the amendments to the teachers' code of conduct now include AE. This is also a tool that will continue to be used beyond the project's life and will help ensure safe schools for all.

Other longer-term impacts include the recognition of the National Teachers Union in South Sudan, both locally and internationally. The union is now a member of the Global Alliance of Teachers Unions. In addition, advocacy work has resulted in the approval of the AEP curriculum by the Ministry of Education and Sport in Uganda.

The success at district level in the inclusion of education in emergencies into the district annual budget, even if it is still among the unfunded priorities of the district, is already an achievement for the project. Key project messages/recommendations have been included in UNHCR and UNESCO outcome documents/statements, as well as the numerous other policy briefs and studies that have been developed, with more underway.

¹²³ Nb. there is not a definitive system to follow up and document the next steps of all the learners.



Community awareness on AEP in 2019, refugee settlement. AVSI Uganda.

Annexes

A1. Criteria for the observations of teachers

The table below presents the criteria for the observations of teachers that was developed specifically for this evaluation (over two pages). For each criteria, a four point check list of; 'always, often sometimes or never' was used for the analysis.

	% of targeted M/F teachers and educators using participatory methods.	% of targeted M/F teachers and educators using gender sensitive approaches	% of targeted M/F teachers and educators using conflict sensitive approaches
1	The teacher uses a variety of teaching materials. For example, posters, charts, flip charts, labels, songs, local materials, students' work, other materials with text.	Holds equal academic and behavioural expectations of all students regardless of gender (E&J 2019)	The teacher talks aggressively or shouts at any of the students (use verbal punishment). For example, humiliating punishment, such as loud shouting, bullying or laughing making the students feel uncomfortable.
2	The teacher uses learning materials and teaching aids effectively to enhance student learning.	Provides equal praise, punishment, and other disciplinary measures to all students regardless of gender.	The teacher uses positive reinforcement action. For example, frequent positive verbal reinforcement observed AND

			teacher recognizes students in other ways.
3	The teacher moves around the room to monitor student behavior and interactions.	Provides students with equal opportunities for class participation regardless of their gender.	The teacher models how to be respectful and courteous to others in class. Teachers avoid physical corporal punishment
4	The teacher is favouring or excluding particular students. For example, teacher looks at, responds to or speaks to mainly particular students, while obviously neglecting others.	Provides students with equal opportunities for class participation regardless of their gender.	Teachers avoid verbal punishment
5	The teacher uses positive words and praises students' good behaviour, their work, and their improvements.	Teachers respond to all students equally including all girls and boys (ILET)	
6	The teacher positively and patiently redirects students' negative behaviour.	Uses language and expressions that are gender-sensitive (Enoc)	
7	The teacher uses physical corporal punishment. For example, such as beating.	Integrates some principles of gender equality and sensitivity in class discussion (E&J 2019)	
8	The teacher checks for understanding throughout the lesson.	Utilizes gender-neutral language and representation as a criterion for learning evaluation (E&J 2019)	
9	The teacher gives all students the opportunity to participate in learning.	Designs a classroom seating arrangement that enables equal student participation (E&J 2019)	
10	The teacher uses more than one teaching method. Eg. Lecture, teacher model, group work, independent work.	Employs cooperative learning activities and other teaching strategies that promote equal and active participation among students regardless of gender (E&J 2019)	
	Students ask questions.	Accepts and treats all students in class without biases, especially in terms of gender (E&J 2019).	
11	The teacher uses different techniques for asking questions. Eg. Asking the whole class, calling on individual students by name, asking the questions in group work, open and closed questions.	Creates a classroom environment that supports equal opportunities for all students regardless of gender (E&J 2019).	
12	The lesson supported different learning styles and abilities. Eg. Visual, auditory, kinesthetic, and tactile, students that finish at different speeds.		
13	The teacher uses different groups for activities: the whole class, subgroups, pairs, and individuals (at least 2 per lesson).		
14	The teacher uses a range of active learning strategies. Eg. Games, songs, drawings, debates, role play, etc		
	The teacher asks questions about students' lives, their opinions, and their experiences. Holds equal		

	academic and behavioural expectations of all students regardless of gender (E&J 2019)		
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A2. Results for the mapping of selected INEE criteria

Table 6: Results for the mapping of selected INEE criteria

Selected INEE criteria	Results	School 11 Primary AEP	School 9 Primary AEP	Oguli Hill AEP	School 12 AEP	School 3 ALP	School 5 ALP	Singuita ALP	School 1 ALP	School 4 ALP	AIC Ikwoto ALP	Gumbo ALP	School 8 ALP
The centre or school has a disaster risk reduction or emergency preparedness plan in place.	Met in 4 of 12 centres	Did not know	Yes	No	No	Yes	No	No	Yes	Yes	Did not know	Did not know	Did not know
The disaster risk reduction or emergency preparedness plan has been updated since January 2020.	Met in 1 of 12 centres	n/a	To some extent	n/a	n/a	Yes (2021)	n/a	n/a	Did not respond	Did not respond	n/a	n/a	n/a
The school practices simulation drills and/or evacuation plans for expected and recurring disasters.	No responses	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond	Did not respond
Emergency preparedness plans, including school evacuation plans, should be developed and shared in ways that are accessible to all, including people who are illiterate and persons with physical, cognitive and mental disabilities.	Met in 0 of the 12 centres	n/a	Did not know	n/a	n/a	Did not know	Did not know	n/a	Did not know	Did not know	n/a	n/a	n/a

A3. Results for the mapping of selected UNHCR AE Principles

Table 7: Results for the analysis of selected UNHCR AEP Principles

			Evidence	
Guideline no.	Guideline	Guideline met by the project?	Primary data (mid-term evaluation 2020-21)	Secondary data
Learners:				
PRINCIPLE 1:	AEP is flexible and for over-age learners			
1a	Target over-age, out-of-school learners. AEPs are typically for children and youth aged approximately 10-18. (NOTE: for this programme, age range is 7-18)	Yes		Described in project design and logframe. The AE age range is 6-18 in Uganda and 6-25 in South Sudan.
1b	In collaboration with the Ministry of Education (MoE) or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP.	Yes	This is communicated by the project and agreed with the local education authorities government. The age range for the condensed three years of primary school education is 12-18 in Uganda and an expanded age range of 12-25 in South Sudan.	
PRINCIPLE 2:	Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction			
2b	Prioritise the acquisition of literacy and numeracy skills as the foundation for learning.	Yes	All 12 Head Teachers interviewed for the mid-term evaluation said yes to this statement.	

2d	Adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender-sensitive and inclusive education practices.	Yes	The mid-term evaluation found that the main item they liked about the centre is 'good teaching'. This was followed by 'I enjoy learning at the centre'. They also stated that the environment at the school, good treatment of them by the teachers and interacting with peers/friendships was also important.	The project was designed to be for older learners (condensed three-year primary for young people aged 12-18 years in Uganda and 12-25 years in South Sudan) ¹²⁴ .
PRINCIPLE 3:	AE learning environment is inclusive, safe and learning-ready			
3a	Budget for maintenance and upkeep of facilities	No	Results available for 12 of the 12 centres in the evaluation sample. Of these, 3 head teachers said 'yes' there is as budget for maintenance and upkeep of facilities (School 3 and School 1a, South Sudan and School 10 in Uganda). The other 7 head teachers said 'no' (School 11 and, School 10 in Uganda and Gumbo, School 3 and School 8 in South Sudan). The head teachers of the remaining centres in the sample said 'I don't know'.	
3b	Resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment.	Partially met	Results available for 8 of the 12 centres in the evaluation sample. Of these, six head teacher said 'yes' or 'somewhat' that the AEP and ALP centres are resources with a safe shelter, classroom furniture and teaching and learning supplies and equipment. These are School 11, School 9, School 10 AEPs in Uganda and Gumbo, School 3, School 5 and Dr. John Garang ALPs in South Sudan. The head teachers at Singaita and School 8 ALPs in South Sudan said they did not know.	
3c	Provide information to students and teachers on reporting	Partially met	Results available for 9 of the 12 centres in the evaluation sample. Of these, all eight head teachers	

¹²⁴ Client organization IBIS proposal to the EC 'Education Opportunities in Fragile and Crisis Affected Environments'.

	mechanisms and follow-up of exposure to violence and gender-based violence.		said 'yes' that information is provided to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence. These are School 11, School 9, School 10, Gumbo AEPs in Uganda and School 3, School 5, Singaita and School 8 ALPs in South Sudan. The head teachers at and School 4 ALP in South Sudan said they did not know.	
Teachers:				
PRINCIPLE 4:	Teachers are recruited, supervised and remunerated			
4a	Recruit teachers from target geographic areas, build on learners' culture, language and experience and ensure gender balance.	Yes		<p>Geographic areas:</p> <p>- In South Sudan, 44 ALP teachers were planned to be recruited from two of the project locations/catchment areas. The centres in Uganda were pre-existing AEP centres¹²⁵.</p> <p>Gender balance:</p> <p>- As of 2021, there are 822 teachers in the AEP and ALP programme, in ALP/AEP centres and in formal schools; 69.5% male and 30.5% female¹²⁶.</p> <p>(To give some additional content, it was noted in the evaluation that is not possible to hire South Sudanese teachers in Uganda)¹²⁷.</p> <p>The AEP/ALP teachers were recruited by the government to teach in the formal schools hosting the ALP centres. The teachers applied to PTA and head teacher. Head teacher selected together with payam¹²⁸ local authorities.</p>

¹²⁵ Project proposal to the EU.

¹²⁶ Consolidated project monitoring data 2020-21

¹²⁷ KII with a national partner during the mid-term evaluation, 2021.

¹²⁸ A payam is the second-lowest administrative division, below counties, in South Sudan.

4b	Ensure teachers are guided by – and, where appropriate, sign – a code of conduct.	Yes		<p>-The project partner AVSI draft the contracts for the teachers. These are signed by the teachers and the Director for Alternative Education System. The Director can also dismiss teachers e.g. for misconduct.</p> <p>-Teachers also sign a code of conduct with the ministry as part of their initial employment.</p> <p>-Monitoring is done by AVSI and MOEST – ministry submits monthly reports to AVSI e.g. on what the government social workers has done and class room observations. Classroom observations are also carried out by AVSI each month.</p> <p>-In terms of teacher attendance, this is checked on a basis. AVSI pays incentives based on teacher's time sheets.</p> <p>-Lastly, teachers signed contracts with Client organization. Teachers sign the format used by the Education Cluster, also signed by government.</p>
4c	Provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities.	Yes	The partners are visiting schools regularly and also doing joint supervision with local authorities and/or UNCHR in some locations ¹²⁹ .	
4d	Ensure teachers receive fair and consistent payment on a regular basis, in line with the relevant education authority or other implementers, and commensurate with the hours they teach.			<p>The project follows national standards in line with ministries of education. Partners expense reports are verified and audited. In Uganda the project has further raised the issue with the Education in Emergencies working group that a UNHCR partner working in a host school did not pay the same salary. The project partners also pay the AEP and ALP teachers incentives. Further to this, the EU agreed that the project could pay the salaries of the AEP/ALP teachers supported by the project during the temp. school closures due to Covid-19.</p>

¹²⁹ Client organization consortium lead.

				Some teachers are volunteer teachers, meaning that they had completed secondary education but did not go to teacher training institute. The project pays them incentives ¹³⁰ .
PRINCIPLE 5:	Teachers participate in continuous professional development			
5a	Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and accelerated learning pedagogy.	Yes		Out of the project target of 665 teachers, 777 (M-551:F-226) have been trained. [Ug = 420 (M-275:F-145) and SSD = 357 (M-276:F-81)]. Modules/topics include; AEP curriculum, Risk of Education, Pedagogy, Curriculum & Planning, Child Protection, PSS, TLC, Gender Responsive Pedagogy ¹³¹ .
5b	Build inclusion, gender-sensitivity and protection practices into the AEP teacher training.	Yes	The results of the observations of teachers during the evaluation were as follows; <ul style="list-style-type: none"> % teachers using gender sensitive methods: 62% Supporting this, of the 47 teachers in the evaluation, 44 said that the TEPD had enabled them to design and deliver more gender sensitive teaching.	During the course of the project, partner FAWEU has worked with the TEPD lead LGIHE to include GRP into the TEPD for ALP and AEP teachers. This is ongoing.
5c	Ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction.	Yes	Partners are visiting schools regularly and also doing joint supervision with local authorities. In Uganda, TLCs have also supported this. In South Sudan, TLCs have been delayed due to COVID 19 and are planned for 2021-22 ¹³² .	

¹³⁰ Information from consortium lead during the evaluation.

¹³¹ Project consolidated data sheet, 2020-2021

¹³² Client organization consortium member.

5d	Work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional development for AEP teachers.	Yes	<p>The evaluation found that four project partners (LGIHE, CDI South Sudan, AVSI South Sudan, AVSI Uganda) answered 'yes' to the question; 'does the project work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional development for AEP teachers?'.</p> <p>TEPD I the relevant ministries in South Sudan have approved the teacher training (not yet formally certified)¹³³.</p>	
Programme management:				
PRINCIPLE 6:	Goals, monitoring and funding align			
6a	Develop, apply and regularly report using a monitoring and evaluation framework linked to programme goals and plans.	Yes		There is a framework in place that states how each impact and outcome indicator on the project logframe should be calculated and when (e.g. baseline, midline). There is documented evidence of the project reconfirming the intervention logic during the course of project, helping to ensure that the project goal remains relevant to the needs. There is also documented evidence of the project adapting the project targets according to the context ¹³⁴ .
PRINCIPLE 7:	AE centre is effectively managed			
7b	Set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion,	Partially met		Project data is routinely collected by the project partners and reported on an annual basis, which focuses on the key components of the project. The data is grouped by country, centre and by male and female. The data is not recorded by age for each learner, which would add value. Although the programme is designed for overage learners

¹³³ Client organization consortium member.

¹³⁴ Client organization (2020) Annual Report 2019 – 2020 to the European Commission 'Resilient Learners and Teachers and Education Systems in South Sudan and Uganda'.

	and learning, disaggregated by gender and age group.			(i.e. 12+), including data by age in the MEAL system would be important to analyse if the programme is meeting the needs by age, to know if the curriculum could be further tailored, to meet any other potential needs/issues for particular ages, to better able support learners as they transition from the programme to formal education etc.
PRINCIPLE 9:	Alignment with MOE Policy Frameworks			
9a	Include strategies and resources that ensure AEP learners can register for and sit examinations that provide a nationally recognised certificate.	Yes		Learners in the project attending the centres included in the project sit a final exam (PLE), which provides a nationally recognised certificate. The number of learners who sit the exam is recorded by the project.

A4. Definitions applied for outcome indicator 1.1 'stress, shocks and uncertainties'

Shock - emotional and psychological trauma is the result of extraordinarily stressful events that shatter your sense of security, making you feel helpless in a dangerous world¹³⁵.

- Confusion, difficulty concentrating; Anger, irritability, mood swings; Anxiety and fear; Guilt, shame, self-blame; Withdrawing from others; Feeling sad or hopeless; Feeling disconnected or numb.

Stress - stress describes a person's physical or emotional response to the demands or pressures of daily life¹³⁶.

- Chest pain or a feeling like your heart is racing / Headaches, dizziness or shaking / Muscle tension or jaw clenching / Stomach or digestive problems; Exhaustion or trouble sleeping / Exhaustion or trouble sleeping; Headaches, dizziness or shaking; Muscle tension or jaw clenching; Stomach or digestive problems; Withdrawing, desire to be alone and away from family and friends.

Uncertainty - a state of limited knowledge where it is impossible to exactly describe the existing state, a future outcome, or more than one possible outcome¹³⁷.

- Increased tension; irritability; conflict with others; Feeling overwhelmed; Changes in your mood, often without warning; Sleep disturbances.

¹³⁵ www.helpguide.org/articles/ptsd-trauma/coping-with-emotional-and-psychological-trauma.htm

¹³⁶ <https://my.clevelandclinic.org/health/articles/11874-stress>

¹³⁷ <https://www.iup.edu/counselingcenter/self-help/uncertainty/>

A5. Definitions applied for intermediate outcome indicator 1.1.1 'lifeskills'

The learners were asked about their level of lifeskills during the evaluation. The table below summerises the lifeskills, which were developed for this evaluation with the partner LGIHE. They are based on what life skills it would be expected the learners to be taught at the centres and/or at the activity clubs. For each life skill, the learners were asked to what extent they apply it in their lives (I never do this (0 points), I sometimes do this (0.5 points), I always do this (1 point)).

· I listen attentively to others when they are talking.
· I am concerned when people are sad.
· I am happy when others are happy.
· I can easily tell whether what I did was right or wrong.
· I am able to tell the best way of handling a problem.
· I am able to give reasons for my opinions.
· I think about myself a lot.
· I pay attention to my inner feelings.
· When I have a problem, I first find out exactly what the problem is.
· I think about the future and try to prevent problems before they happen.
· When faced with a problem, I try to determine what caused it.
· After choosing a solution to a problem, I put it into action.
· I do not leave class until my class work is completed.
· I hand in my book for marking whenever it is required.
· I inform the teacher when I am going to be absent from the lesson.
· I successfully complete what needs to be done during the day.
· I am in class before the first morning lesson.
· I give reasons for my opinions.

A6. Quality assurance

The purpose of this Annex is to summarise the methods of primary data collection, with the steps that have been taken to ensure quality assurance.

Table 8: Methods of primary data collection and steps to ensure quality assurance

Key informant interviews (KII)		
Stakeholder sample	Steps for quality assurance	Software to be utilised
<ul style="list-style-type: none"> - Each consortium partner (national and global). - Sample of ALP centers in South Sudan. - Sample of primary schools in Uganda. - Sample of ALP centers in Uganda. - PTA representatives in South Sudan. - PTA representatives in Uganda. - Representative from Government Ministry. 	<p>The KII tools are attached to this report. The questions reflect and inform the evaluation objectives/evaluation questions. Tools were refined as needed during the inception and data collection phase, to adjust any questions that were not completely clear.</p> <p>The KIIs included open ended questions to enable more in-depth responses, which were analysed for trends across all data collection. KIIs also included quantitative style approaches, giving the ability to develop numeric values, trends and mitigate the effects of bias. For example, Likert scales and lists. The following approaches are employed in the KIIs (in addition to the open-ended qualitative questions);</p> <ul style="list-style-type: none"> • Likert scales to enable effective analysis and generation of trends. • Asking participants to list the greatest successes, challenges, impacts, recommendations and the enabling/blocking factors in certain areas. • Open ended questions have also enabled a range of views, perspectives and explanations to be collated, which support all aspects of the evaluation. 	<p>The qualitative data will be coded. This will enhance the analysis and easier identification of findings and trends.</p>
Observations of teachers		
Stakeholder sample	Steps for quality assurance	Software to be utilised
<p>Please see table 8 above</p>	<p>The observations have involved direct observations of teachers through recordings on WhatsApp or another software, with the support of the project partners who have taken the recordings and sent them to the evaluation team. One purpose of the observations was to inform the indicator calculation relating to quality teaching. One of the consultants, an education specialist, developed a criteria (Annex A2) to conduct the analysis of the observations. The criteria covers the three elements of quality teaching as stated in the indicator for quality teaching in the project logframe. The observations were conducted across the sample of 12 centres in South Sudan and Uganda, with female and male teachers, to enable a varied sample and to capture the teaching at a range of centres. This will enable the evaluation team to develop an indicator value that reflects a range of locations and is more representative of the whole project.</p>	<p>WhatsApp or another form of software as appropriate.</p>

A7. Limitations and solutions of the methodology

Research methodologies often contain certain limitations that are important to acknowledge so there is transparency about the reliability of results. Two key potential limitations were identified during the design stage of the evaluation methodology. These have been described below, with the approaches that have been taken to mitigate the limitations during the evaluation process.

1. Limitation: the COVID-19 global crisis may affect the ability to obtain data in a timely way. It may not be possible to travel internationally to the programme countries. Individuals or groups may be more challenging to contact or less willing to attend KIIs and the survey.

Mitigating factors/solutions: advanced planning allowed for contingency time to be built in. This was in case it took longer than expected contact individuals or groups and invite them to participate. This also allowed for others to be contacted in any cases when individuals/groups did not respond. In addition, remote data collection has meant that participants did not have to travel to data collection venues or meet in groups for the purposes of this evaluation.

2. Limitation: the study methodology asked for recall of events from the past. Such research methods usually rely on the assumption that an individual's memory of events is generally accurate, consistent, and reliable. Psychological research into memory processes indicates that this may not always be the case. Research suggests that recollections tend to be 'broadly true' rather than strictly accurate and that errors in remembering specific details tend to increase as the time since the event lengthens¹³⁸. It has been shown that stress, trauma, and depression can influence memory and recall¹³⁹.

Mitigating factors/solutions: as it is important to acknowledge that an individual's memory of their situation may not be 100% accurate, specific details such as the dates on which that assistance was provided need to be verified from more than one source (triangulation). An expectation of 'broadly true' has been taken into account. Inconsistencies in individual accounts may be more appropriate than expecting memories to be completely accurate¹⁴⁰.

3. Limitation: a limitation that was raised by Client organization during the inception phase was that it may be challenging to obtain some official records that are needed to inform some of the outcome indicator values, as they may not be available (especially in South Sudan).

Mitigating factors/solutions: the evaluation team asked the implementing partners and the Client organization Project Manager for assistance with collecting such needed records to enable the calculation of logframe indicator values – who have done an excellent job obtaining the available data.

¹³⁸ Herlihy J, Turner S (2015) Untested assumptions: psychological research and credibility assessment in legal decision-making. *European Journal of Psychotraumatology*. May.

¹³⁹ Few R, McAvoy D, Tarazona M, Walden VM (2014) Contribution to Change. An approach to evaluating the role of intervention in disaster recovery. Client organization publications.

¹⁴⁰ Ibid

A8. Number of trainings; teacher trainings (TEPD)

When counting each teacher once, out of the project target of 665 teachers, 777 (M-551:F-226) have been trained. By country this is as follows;

- Uganda; 420 (M-275, F-145)
- South Sudan; 357 (M-276, F-81)

The full list of training topics/sessions includes the following;

- AEP Curriculum.
- Risk of Education.
- Pedagogy, Curriculum & Planning.
- Gender Responsive Pedagogy.
- Teacher's Role & Well-being; Child protection and well-being.
- Training of both ALP and Primary teachers on COVID 19 in the 9 schools supported by (TOT) to train learners.
- PSS training for teachers in the 9 EU supported schools to train learners.
- Training for the teachers to manage the radio program for learners in the villages of 9 schools.

A9. Number of sessions of capacity building with PTA and SMC members

Table 9: Number of sessions of capacity building with PTA and SMC members

	AEP Centre/School	Category	Partner	SMC			PTA			RWC			Grand total		
				M	F	Total	M	F	Total	M	F	Total	M	F	Total
South Sudan															
1		IDP	Client organization SSD	3	1	4	4	1	5				7	2	9
2		IDP	Client organization SSD	5	1	6	8	3	11				13	4	17
3		IDP	Client organization SSD	2	2	4	3	1	4				5	3	8
4		Host	Client organization SSD	4	1	5	8	2	10				12	3	15
5		IDP	Client organization SSD	4	2	6	8	2	10				12	4	16
6		IDP	Client organization SSD	2	1	3	4	1	5				6	2	8
7		IDP	Client organization SSD	3	2	5	4	3	7				7	5	12
8		IDP	Client organization SSD	4	2	6	7	3	10				11	5	16
9		Host	Client organization SSD	3	2	5	5	3	8				8	5	13
10		Host	AVSI SSD	10	3	13	13	6	19				23	9	32
11		Host	AVSI SSD	9	4	13	11	6	17				20	10	30

12		Host	AVSI SSD	11	2	13	12	12	24				23	14	37
13		Host	AVSI SSD	10	3	13	10	5	15				20	8	28
14		IDP	CDI SSD	16	5	21	18	10	28				34	15	49
15		Host	CDI SSD	12	3	15	16	9	25				28	12	40
16		IDP	CDI SSD	17	6	23	21	14	35				38	20	58
17		Host	CDI SSD	14	5	19	18	8	26				32	13	45
18		Host	CDI SSD	10	2	12	15	10	25				25	12	37
19		Host	CDI SSD	6	5	11	8	10	18				14	15	29
20			Client organization SSD										37	40	77
SSD Total				145	52	197	193	109	302	0	0	0	375	201	576
	AEP Center/School	Category	Partner	SMC			PTA			RWC			Grand total		
Uganda															
No				M	F	Total	M	F	Total	M	F	Total	M	F	Total
19	School 11	Refugee	AVSI UG	13	1	14	3	3	6	0	0	0	16	4	20
20	School 12 p/s	Refugee	AVSI UG	6	2	8	5	5	10	0	0	0	11	7	18
21	School 9	Host	AVSI UG	4	2	6	5	1	6	0	0	0	9	3	12
22	School 10	Refugee	AVSI UG	6	1	7	4	1	5	1	0	1	10	2	13
Uganda Total				29	6	35	17	10	27	1	-	1	46	16	63
	AEP Center/School	Category	Partner	SMC			PTA			RWC			Grand total		
No				M	F	Total	M	F	Total	M	F	Total	M	F	
Overall Totals (SSD+UG)				174	58	232	210	119	329	1	-	1	421	217	
Final grand total of people trained (may include double counting for the management of radio learning)															639

A10. List of data collection tools

Please note the following KII tools are attached as separate documents with this report. It is important to note that, especially for tools C and D, that these tools provided a guide and not every informant will be able to answer every question. During data collection, the interviewer tailored the questions to each informant.

- A** KII survey – Client organization national coordinators & national implementing partners
- B** KII survey – national partners
- C** KII survey – Client organization project managers, consortia members, global partners, EU
- D** KII survey – Government education offices and intuitional stakeholders
- E** KII survey – head teachers/SMC
- F** KII survey – teachers
- G** KII survey – learners
- H** KII survey – PTA