Earth, Life & Social Sciences
Kampweg 5
3769 DE Soesterberg
P.O. Box 23
3769 ZG Soesterberg
The Netherlands

www.tno.nl

T +31 88 866 15 00

TNO report

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QEIP Evaluation -
Results & Recommendations

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Author(s)	Hester Stubbé and Gemma Corbalan
	Reviewed by Ernst Suur, Rachel Newberry, Frida Nyberg and Marijn Rijken
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Summary

In 2010 War Child Holland (WCH) started a program aimed at improving the quality of education in governmental primary schools in Northern Uganda and Karamoja sub-region - Quality Education Improvement Plan (QEIP). QEIP uses a community based approach, involving all school stakeholders, with the aim to increase relevance and sustainability by putting the ownership of the activity with the children, school, community, local leaders and district. Through improving the quality of education and engaging parents, the approach aims to address some of the root causes of children dropping out of school. Meaningful participation of children is prompted by providing a platform for their opinions and views to be heard and enabling them to take part in the decision making process.

The four key elements for quality education are: (1) Motivated and qualified teachers, (2) Conducive learning environment, (3) Transparent and accountable administration, and (4) Involvement of parents and caregivers. The intended results of QEIP are: (1) Improved quality of education, (2) Increased enrolment and retention of young people, and (3) Increased parental and community support for education.

Four years after the start of the programme, War Child Holland wants to evaluate the QEIP. The three goals of this evaluation are to (1) Investigate the perceived effectiveness of the QEIP, (2) Establish if the QEIP motivates meaningful participation of stakeholders, and (3) Collect suggestions for improvement of the QEIP and its implementation. The research methodology was specifically designed to fit this evaluation and includes a literature study, interviews, focus group meetings, observations and statistics. All school stakeholders were involved. A more detailed description of the research methodology can be found in TNO 2014 R11461 QEIP Evaluation – Research Methodology.

Overall the impressions of the QEIP in the schools are consistent. This means that the data collected is reliable. The overall impression of the QEIP is positive.
All school stakeholders were very pleased with the program and the approach chosen by WCH. They especially appreciated the fact that WCH works *with* the schools to support the schools in achieving their own goals. Furthermore, they value the fact that WCH is available for a longer period of time. It also helped that there was some budget to e.g. improve the school, teacher housing or install solar power.

All schools formulated intended activities for all four elements of the QEIP.
Most activities intended focused on a Conducive learning environment, least on Transparent and accountable administration. In general, more activities were implemented than intended, except for Transparent and accountable administration. This difference between activities intended and implemented is probably due to the fact that the intended activities were described in a rather vague way. Because of this several activities were implemented that covered one intended activity.
The activities most mentioned were: make a school plan, improve the attitude of teachers, improve the attitude of pupils, improve cooperation between teachers and pupils, and between teachers and parents, improve teacher housing, improve classrooms and install solar power. The intended results also covered all four elements, with again the most intended results for a Conducive learning

environment and the least for Transparent and accountable administration.
The intended results most mentioned were a better relationship between teachers and pupils, a better relationship between teachers and parents, more motivated and involved school stakeholders, better enrolment, better performance and less drop out. School stakeholders perceive that most of these intended results have been achieved. The statistics do not always support this. One reason for this is that only seven schools provided statistics, and only three of these gave data separately for boys and girls. This means that the findings are not robust. The other reason might be that it is too soon to see these results: it may take some time for the improvements to have an effect on better performance, increased enrolment and decreased drop out. There seems to be an increase of enrolment of girls in the grades 1, 2 and 3, though. And Primary Leaving Examination scores of girls show a slight increase.

All schools started with training on roles and responsibilities for stakeholders.
This initial training was well received and essential to sensitize stakeholders.
In general, participation was a key element to success. Schools that managed to involve all stakeholders, were able to implement more activities and achieved more perceived results. A conducive learning environment starts with a safe learning environment, so safety is something that should be addressed first. Awareness of the Code of Conduct and educational leadership had a positive effect on this: corporal punishment was reduced. Interventions worked best if a number of interventions together supported one intended result. Time management of teachers e.g. could be supported by improvement of teacher housing, a school lunch and awareness of the code of conduct. Because teachers do not need to travel in the morning they can be in school in time. Because there is lunch, they do not need to leave the school to eat. Finally, understanding that being in time and teaching the children is part of the job as a teacher stimulates them to do their job. We also found that the purchase of materials can contribute to the QEIP goals, but only if they are a means to an end, and not a goal in themselves. More books in themselves will not improve the quality of education, but if the books are used to better prepare the pupils for their examination this will lead to better academic performance.

We can conclude that the QEIP has had a positive effect on the quality of education: all stakeholders are very positive about the QEIP, relations and cooperation between stakeholders has improved, the safety of the school (building) has improved, motivation, respect, and academic performance have improved and drop out has decreased. Statistics do not always support this (yet), but they are based on incomplete data. Meaningful participation has increased, also of children and young people. The most important suggestions for improvement are to train stakeholders to facilitate the QEIP training themselves; support strong educational leadership; help schools to learn from each other; specifically involve younger children; keep records of enrolment, drop out and PLE scores, separately for boys and girls; and perform a baseline study at the start of the QEIP.

Contents

1 Introduction

> - WCH started the QEIP in Uganda in 2010
> - This evaluation of the QEIP has three aims:
>   1 investigate perceived effectiveness,
>   2 does it motivate meaningful participation of stakeholders, and
>   3 suggestions for improvement.
> - All relevant stakeholders were involved
> - Quantitative and qualitative research methods were used
> - This report describes the results of the evaluation
> - There is a separate report on the research methodology

In 2010 War Child Holland started a program aimed at improving the quality of education in governmental primary schools in Northern Uganda and Karamoja sub-region - Quality Education Improvement Plan (QEIP). QEIP uses a community based approach, involving all school stakeholders, with the aim to increase relevance and sustainability by putting the ownership of the activity with the children, school, community, local leaders and district. Through improving the quality of education and engaging parents, the approach aims to address some of the root causes of children dropping out of school. Meaningful participation of children is prompted by providing a platform for their opinions and views to be heard and enabling them to take part in the decision making process. QEIP has been implemented in Gulu, Amuru, Nwoya, Otuke, Alebtong, Pader, Agago, Kitgum and Abim Districts under different projects funded by Oxfam Novib, MSF II and WCH.

The four key elements for quality education are:
1 Motivated and qualified teachers
2 Conducive learning environment
3 Transparent and accountable administration
4 Involvement of parents and caregivers

The QEIP activities at the school level focus on the four pillars (also school stakeholders) of education: pupils, teachers, school management and community. It aims to support the ability and commitment of each pillar to perform the best of their capacity in addressing motivational and other prevalent issues affecting quality of education in schools.

The results of QEIP are:
1 Improved quality of education
2 Increased enrolment and retention of young people
3 Increased parental and community support for education

1.1 QEIP evaluation

The evaluation of the QEIP program has the following aims:
1 Conduct a qualitative and quantitative evaluation of the approach to investigate the (perceived) effectiveness of the QEIP on the four key elements in order to create an evidence base for the project that can be used for further fund raising opportunities for WCH in Uganda and globally.

2   Additionally, the research aims at investigating to which extent the QEIP motivates meaningful participation of stakeholders, especially that of children and young people.

3   Provide suggestions for QEIP facilitators in order to (a) improve the module to be used at the different project locations and (b) provide suggestions on how to replicate the approach in other WCH WPAs as well other interested organisations and countries.

1.2　Research method

To assess the (perceived) effectiveness of the QEIP approach, three levels of research were performed, looking at the (1) intentions of the stakeholders, (2) the actual implementation, and (3) the (perceived) effect of the implementation. All relevant stakeholders: children, teachers, school administration and the community were involved in the research. In addition to this the relevant District Education Officers (DEO) and War Child Holland (WCH) employees were interviewed. To enable triangulation, several types of research instruments were used: study of written materials, interviews, focus group discussions, questionnaires, and observations. The research was carried out by a team of five researchers: Simon Peter Ouma, Brenda Openy, Sylvia Atto, Fred Otile and Frida Nyberg, coordinated by Frida. The researchers were trained on how to use the instruments and how to collect the data.

For more information about the research method see: QEIP Evaluation – Research methodology (TNO 2014 R11461).

1.3　Project deliverables

1   Research methodology and evaluation instruments to evaluate the QEIP approach (see QEIP Evaluation – Research methodology (TNO 2014 R11461);

2   Transfer of knowledge on how to do research (see QEIP Evaluation – Research methodology (TNO 2014 R11461);

3   Evaluation report including:
- Actual evaluation of the QEIP approach
- Suggestions for improvement concerning both the actual implementation and the QEIP module;
- Recommendations and suggestions to facilitators on how to replicate the module at different project locations and other WCH WPAs as well other interested organisations and countries.

1.4　This report

This report summarizes the results of the evaluation of the QEIP program and offers suggestions and recommendations for improvement.

2 Results

- 14 schools participated, 10 had completed the QEIP.
- Most instruments were used in most schools.
- Only seven schools provided statistics.
- The data collected are reliable (triangulation).
- The overall impression of the QEIP is good:
  - School determines what needs to change,
  - WCH supports for a longer period of time,
  - Available budget for improvements.
- Intended activities for all four elements of the QEIP.
- Most activities intended for Conducive learning environment.
- Least activities intended for Transparent and accountable administration.
- More activities implemented that intended, except for Transparent and accountable administration.
- Most important activities:
  - Make a school plan,
  - Improve the attitude of teachers,
  - Improve the attitude of pupils,
  - Cooperation between teachers and pupils,
  - Cooperation between teachers and parents,
  - Improve teacher housing,
  - Improve classrooms,
  - Solar power.
- Intended results for all four elements of the QEIP.
- Most results intended for Conducive learning environment.
- Least results intended for Transparent and accountable administration.
- More results perceived than intended, except for Transparent and accountable administration.
- Most important perceived results:
  - Better relationship between teachers and pupils,
  - Better relationship between teachers and parents,
  - All stakeholders more motivated and involved in school improvement,
  - Better enrolment and academic performance, less drop out.
- Statistics show trends, no robust findings:
  - Increase enrolment girls in grades 1, 2, and 3,
  - Increase PLE scores for girls.

A total of 14 schools participated in the research. Ten of these had completed the QEIP program (in 2011 or in 2012), the other four were still ongoing; they started in 2013. The table below shows which instruments were used per school and how many people participated.

Table 1   Overview of instruments used per school.

School	HT-I	T-I	T-FG	P-I	P-FG	PTA-I	PTA-FG	OBS	IND	QUEST
Pece PS Gulu	1	1	10	2	10	1	5	Yes	Yes, No stats	15
Layibi Techo PS Gulu	2, deputy HT	1	13	2	10	1	9	Yes	Yes, No stats	12
Palukere PS Amuru	No, not available	1	5	2	10	1	7	Yes	Yes, Gaps	5
Labongogali PS Amuru	1	2	13	2	10	1	8	Yes	Yes	8
Anaka Central PS Nwoya	Partly	1	8	2	10	1	8	Yes	Yes, Gaps	8
Anaka P7 PS Nwoya	Not available	1	Not good	2	12	1	12	Partly: rain & thunder	Yes	8
Abim PS Abim Karamoja	1	2	15	2	29	1	4	Partly	Yes, gaps	10
Adea PS Karamoja	Not available	No	3	2	10	1	6	Not available	No	2
Amackide PS Otuke	1	1	4	2	10	1	7	Yes	Yes, partly	5
Aleri PS Otuke	1	Not available	6	1	4	1	11	Yes, no pupils	Yes, gaps	6
Arwot PS	1	Partly	8	2	15	1	6	Yes	Yes	9
Ajonyi PS	1	1	4	2	10	Not willing	9	Yes	Yes	5
Ojwina	1	3	7	2	10	Not available	Not available	Yes	Yes	7
Nancy school of the deaf	1	1	7	Yes	10	No	4	Yes	Partly	7

HT-I   Head Teacher interview.
T-I   Teacher interview.
T-FG   Teacher Focus group discussion.
P-I   Pupil Interview.
P-FG   Pupil Focus group discussion.
PTA-I   Parent Teacher Association Interview.
PTA FG   Parent Teacher Association Focus group discussion.
OBS   Researcher Observations.
IND   Indicators (observations by researchers) (statistics).
QUEST   Teacher Questionnaire.

Figure 1   Children's focus group meeting, drawing activity.

Overall we can conclude that most instruments were used in most schools.
In general, stakeholders appreciated that WCH made the effort to follow up on the QEIP program. They felt this was consistent with the QEIP approach, where WCH people would come back and monitor the implementation of QEIP. For some schools participating in the evaluation, this evaluation came a long time after they had finished QEIP; some of the stakeholders initially involved were not there anymore. The interviews with Head Teachers, teachers and PTA were the most difficult to arrange. There were various reasons for this: in some schools the head teacher was not available because of other meetings, in others because of planning issues; some schools had forgotten to arrange the necessary stakeholders to be interviewed. The same goes for the PTA: in one school the PTA was at a district meeting, in other schools parents did not want to cooperate because their travel expenses were not paid.
Observations (IND) were done in most schools. In one school this was not possible because of heavy rain and thunder.
The indicators, enrolment, drop out, performance, number of teachers, etc., were provided by most schools. On the other hand, there were discrepancies between what pupils said and what was provided by the school administration. On top of that there was not enough information about the school environment to draw robust conclusions. E.g. enrolment may increase, but this can be the result of an increase of children with the right age who live near the school, not because of the QEIP. For this reason it was decided to use the indicators at a qualitative level.

2.1 Reliability of data collected

The research method is mostly based on qualitative instruments. To guarantee the reliability of the data collected, triangulation was used: information on specific subjects was collected with various instruments (interviews, focus group meetings, questionnaires, observations and indicators). In addition, data was collected from all relevant school stakeholders (pupils, teachers, school administration, parents, and DEO). When the data collected - with various instruments and from several stakeholders - show a consistent impression of the school, this impression is reliable.

In the QEIP evaluation we found overall consistent impressions of the schools. This means that the reliability of the data is high. In the details there were some differences, though. E.g. teachers would say there is no more corporal punishment in the school, where pupils said corporal punishment has decreased. Another example is that of the separate toilets for boys and girls. Many schools would indicate that there are separate toilets. The pupils, however, mention that the boys use the same toilets as the male teachers, and the girls share with the female teachers.

2.2 Overall impression of QEIP

All stakeholders indicate that they were very pleased with the QEIP program and the approach chosen by WCH. They mention several reasons for this:

- The school determines what needs to change
  WCH works *with* the school and helps the school stakeholders to achieve their own goals. Some schools mention that this is different from the approach of other iNGOs, they do not always consult the schools.
- WCH supports the school in achieving its own goals
  WCH facilitates meetings with all relevant stakeholders, and provides training; about the QEIP method, roles and responsibilities and other school related subjects. This helps schools to adopt a different, more participatory method, to address the challenges schools face. Some teachers mention that they actually cried during the first meeting: they had never sat down together before to think about how they could change their school for the better. They felt this was very positive.
- WCH comes back/is available for a longer period of time
  All schools mention that they appreciated very much that the QEIP program lasted two years and that WCH employees came back regularly to ask how things were going. This stimulated the school to keep on working and implement their plans. Schools describe their WCH contacts as friendly and pleasant, and they still know their names, even when the program was concluded two years ago.
- Materials/budget provided
  During the QEIP, WCH also provided budget to e.g. improve the school, teacher housing, water facilities, solar power, lightning arrester, and books/examination materials. This was very much appreciated: if the conditions in which education is provided are really bad, it is difficult to improve the quality of education.

The most repeated suggestion for QEIP was that WCH should continue the program and keep supporting the schools.

At district level there was support for QEIP as well. All DEOs said they were correctly informed of the program and asked to participate. They felt the WCH approach was in line with district level plans and priorities. The level of cooperation described by the DEOs varies between: WCH supports the schools to achieve their own goals; WCH works according to our district plans; WCH is carrying out our district plans.

2.3   Activities, intended and implemented

In this evaluation, stakeholders were asked to mention the activities they intended to implement and the activities they had actually implemented. The activities mentioned were then mapped to the four elements of QEIP:
1   Motivated and qualified teachers;
2   Conducive learning environment;
3   Transparent and accountable administration;
4   Involvement of parents and caregivers;

Figure 1, below, shows how many different activities, intended and implemented, relate to the four elements of QEIP. Some activities matched more than one element of QEIP. In those cases the activities were placed in both categories.
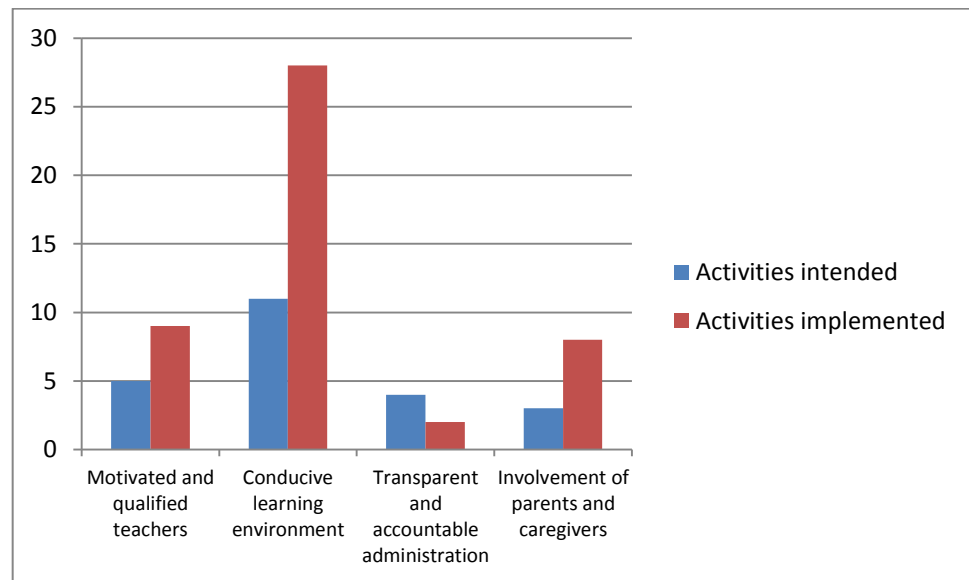

Figure 2   Number of activities intended and implemented in relation to QEIP goals.

It is clear that most intended activities (11) focus on the Conducive learning environment. Many of the intended activities in this category relate to the safety of the school (building), like solar power, lightning arrester and improvements of classrooms. Others aim at improving the pupils' attitude toward education and involving them actively in the lessons. There were five intended activities for Motivated and qualified teachers. All these aimed at improving the motivation and quality of teachers. E.g. 'improve the attitude of teachers' and 'improve the quality of teaching'. None of them focused on qualification of teachers. Three activities were aimed at involving parents, e.g. 'involve parents'; and four focused on the Transparent and accountable administration, e.g. 'make a school plan', 'implement school plan'.

For Motivated and qualified teachers, Conducive learning environment and Involvement of parents and caregivers, more activities were implemented than intended. The reason for this is probably that the intended activities were described at a higher level, e.g. 'involve parents'. For every intended activity described at a higher level, two or more actual activities were implemented, e.g. 'organize parents' days', 'PTA meetings' and 'training on roles and responsibilities'. This is not the case for Transparent and accountable administration. A few activities (4) were intended, and only two were implemented. The reason for this is not clear.

Appendix A gives an overview of all the different activities intended and implemented by the schools per stakeholder. Overall we found many similar activities in all the schools, although some activities were only mentioned by one or a few schools.

2.3.1   *Activities intended*
Overall it was very difficult to collect data on the intentions the schools had at the start of QEIP. All schools mention that they made a SWOT analysis in a multi-stakeholder meeting, facilitated by WCH. This SWOT analysis served as the basis for a school plan in which the intentions were written down by the school. Only a few SWOT analyses were available for this evaluation. The schools did have school plans, but these were not available for this evaluation.

Because there was no baseline study for the participating schools, we had to use a retrospective method - asking stakeholders at the end of the program what their intentions were when they started. A disadvantage of a retrospective method is that people cannot always remember when they had certain thoughts or intentions.

These intentions show many similarities with the QEIP goals, which suggests that the QEIP activities work to support the QEIP program. Overall the intentions mentioned in this evaluation were phrased in a rather vague way, e.g. 'implement school plan'; 'involve parents'. The actual activities were much more concrete.

2.3.2   *Activities implemented*
Stakeholders talked freely of all the activities and plans they implemented in the schools. However, the interviews and focus group meetings made clear that there were/had been other iNGOs involved in the same schools. This makes it hard to establish which elements of the implementation can be addressed to the QEIP and which were actually initiated and paid for by other programs. We have asked the stakeholders about this specifically, but sometimes they did not know themselves.

Many activities were implemented by the schools. In general we find the same type of actions and interventions in all the schools. Some schools do more, others do less; some are more successful than others. Although lack of success is in most cases attributed to the environment: 'The parents are not willing', educational leadership seems to play an important role in this as well. A head teacher who embraces the QEIP and shows leadership towards teachers and students seems to increase the number of activities implemented. Although there is a national Code of Conduct for teachers, training on this code and monitoring teacher behaviour according to it, seem to have a positive effect as well.

In general there is a feeling that stakeholders find it easier to remember the materials and improvements that were made to the school building and the surroundings (the *hardware* of QEIP) than the actions taken to improve participation, attitudes, and motivation (*software*). When talking about the *software,* the WCH training and meetings were always mentioned by pupils, teachers and parents, even by teachers who were not there when this took place. There is a general feeling that these trainings have made a huge difference.

2.3.3   *Activities, discussion*

The data show that the activities intended that were described in a more detailed way, were more often implemented than the activities intended that were described in a more vague way. There can be two reasons for this: when an activity intended is described in a rather vague way, it is difficult to implement it. An activity must be concrete and clear before it can be implemented. On the other hand, it is possible that stakeholders are able to describe the activities intended in more detail when they have actually implemented it. Although this shows that it is worthwhile to stimulate schools to phrase their intentions and plans in a more concrete and detailed way, it is not possible to say if the description of the activity is the cause or the effect of its implementation. The fact that the *hardware* of QEIP is remembered more easily than the *software* is something that can be expected in the context of Uganda: it is easier to remember concrete things. This supports the idea that specific attention to the software will help them to implement their intended actions and to see what they have achieved.

2.4   **Results, intended and perceived**

Stakeholders were asked to mention the results they intended to achieve and the results they perceived the QEIP had attained. Figure 2, below, shows how many results, intended and perceived, relate to the four QEIP goals.
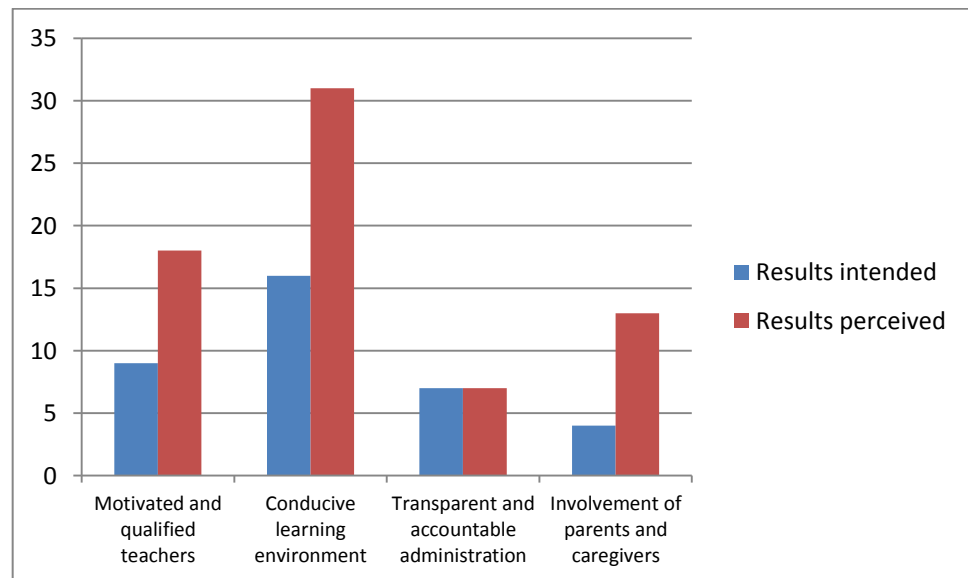

Figure 3   Number of results intended and perceived.

As with the activities, most results (16) were intended in the category Conducive learning environment. Examples of these are: 'improve cooperation between teachers and pupils', and 'safe school environment'. Nine intended results were described for Motivated and qualified teachers; examples are: 'teachers' Code of Conduct', good teaching habits' and cooperation with parents'. Seven intended results belong to the category Transparent and accountable administration. Examples are: 'monitor activities', and 'increased enrolment'. Involvement of parents and caregivers only had four intended results, like 'regular PTA meetings' and a parents' day'.

Figure 4   'Talking compound'.

In all categories the intended results were perceived, in three categories even more results were perceived than intended (Motivated and qualified teachers, Conducive learning environment and Involvement of parents and caregivers. Again the number of perceived results can be explained by the level of detail: intended results were mostly described in a more general way, whereas the results perceived were more specific. One intended results can therefore lead to two or more perceived results. For example: the intended result 'improve cooperation between teachers and parents' relates to the perceived results: (1) parents are more willing to come to school, (2) parents attend meetings and (3) parents value teachers.

Appendix B gives an overview of the results intended and perceived.
Because there was no baseline, and hardly any information on the situation of the school, we cannot draw any objective conclusions about the outcome. Qualitative data show that perceptions about the importance of education have changed, though.

It was not possible to observe in the classrooms, during the lessons. As a result we cannot support the perceived improvements of teacher behaviour and student-centred learning with more objective data. Because of the reliability of the data collected about a better cooperation between pupils and teachers, we can conclude that the conditions for a conducive learning environment have been achieved.

2.4.1 Results, intended

As with the activities intended, it was clear that results intended focused on the overall QEIP goals. The intended results were mostly phrased in a detailed and concrete way, which makes it easier to compare them to the perceived results. Many of the results intended focus on participation. Participation supports all elements of the QEIP, but is also an element of QEIP in itself.

2.4.2 Results, perceived

In general, all the stakeholders in all schools are very positive about the outcome of QEIP. They experience a better atmosphere in the school, better cooperation between the stakeholders and more parental involvement. They feel more ownership of the school, and thus take a more active role in improving it.
They also mention increased enrolment, decrease of drop out, and especially girls who stay in school. These perceived results could not be supported by statistics (see paragraph 2.5).

2.4.3 Results, discussion

Stakeholders have the feeling that a combination of interventions has started a positive development, which in turn increases motivation, enrolment and decrease drop out. E.g. Teacher absenteeism was a problem for many schools at the start of the QEIP. Several activities aimed to address this issue: improve teachers housing, a school lunch/school garden (this allows teachers to stay close to the school), training on the Code of Conduct (this helps teachers to understand that they should show certain behaviour) and monitoring of teacher behaviour (to reinforce the right behaviour). Together, these activities have influenced teacher absenteeism in a positive way.

2.5 Statistics

In this evaluation, statistics about enrolment, Primary Leaving Examination (PLE) and drop out were gathered as well. Only half of the schools provided information on PLE and enrolment. Only one school gave information on dropout rates. Monitoring of these data should be part of Transparent and accountable administration, one of the elements of the QEIP. The fact that schools did not, or could not, provide this information shows that this goal has not been reached. This is, however, a general challenge; in education and health record keeping is not great.

2.5.1 Statistics enrolment

All stakeholders mention that the enrolment has increased and that especially the enrolment of girls has increased. Seven of the 14 schools have provided statistics about enrolment over the years. Two schools provided information about 2014 only. As these statistics cannot be compared with the years before, they could not be used. The seven schools provided data on enrolment for two or more years. To be able to compare the data, an average pupil enrolment has been calculated. This is shown in Table 2, below.

Table 2   Enrolment over the years, average per school.

	2011 (3 schools)		2012 (5 schools)		2013 (6 schools)		2014 (5 schools)		% B/G	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
P1	79	86	76	78	73	78	79	83	49	51
P2	65	72	64	67	61	58	67	70	49	51
P3	91	85	73	73	66	69	77	75	50	50
P4	118	117	81	85	82	90	77	93	48	52
P5	92	109	81	80	79	62	72	70	50	50
P6	76	70	67	66	54	37	60	58	53	47
P7	59	44	39	31	35	22	36	24	58	42
% B/G	50	50	50	50	52	48	50	50		

Table 2 shows that over the years the enrolment of boys and girls is more or less proportionally divided (50%). The introduction of QEIP does not seem to have an effect on this. Looking at the different grades, though, Table 2 shows that the enrolment of girls in the lower grades is slightly higher than that of boys.
The enrolment of boys in P6 and P7, however, is (much) higher than that of the girls.
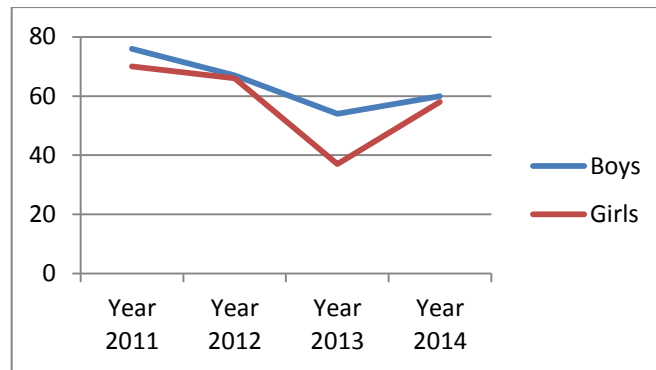

Figure 5   Enrolment in P6 for boys and girls, over the years.

Figure 5 shows that for P6 this discrepancy can be attributed to a very low enrolment of girls in 2013. In the other years – before and after 2013 - enrolment of boys and girls is more or less the same. The low enrolment in 2013 can be due to a number of external factors; information on this is not available. This does not support the perceived increased enrolment since the QEIP.
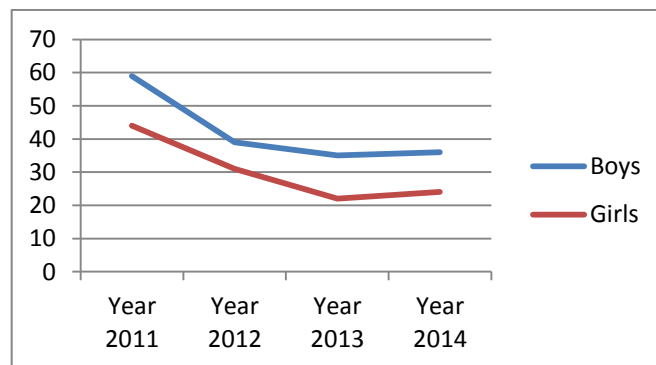

Figure 6   Enrolment in P7 for boys and girls, over the years.

Figure 6 shows that in P7 the difference in enrolment between boys and girls is constant over the years. Although there is an increase of enrolment in the year 2014, enrolment does not reach the levels of 2011 and 2012, and girls' enrolment does not increase more than boys' enrolment.

It is not possible to draw strong conclusions about the effect of QEIP on enrolment, because of the following reasons:

- This is an overall analysis, individual schools may very well show an increased enrolment.
- This analysis is based on incomplete information. Only half of the schools provided enough information, and there are differences between the schools in the amount of information provided: some schools shared data from 2008-2014, others only shared data on 2013-2014.
- There was no demographic information of the communities, it was therefore not possible to match a lower or higher enrolment with information on the number of children that had a school-going age in that area.

2.5.2 Statistics drop out

Only one school provided data on drop out. Drop out was more or less the same for boys and girls, and the trend over the years does not show a decrease of drop out. This means there is not enough information to conclude if QEIP has a positive effect on the number of pupils that drop out of school.

2.5.3 Statistics PLE performance

Seven schools provided information on the Primary Leaving Examination (PLE) for the years 2009-2013. One school gave data on the years 2009-2012, and one school gave information on 2013 only. The data of these two schools was not used in the analysis. Of the seven schools that provided PLE results, three schools distinguished between boys and girls, the other four only gave overall numbers.
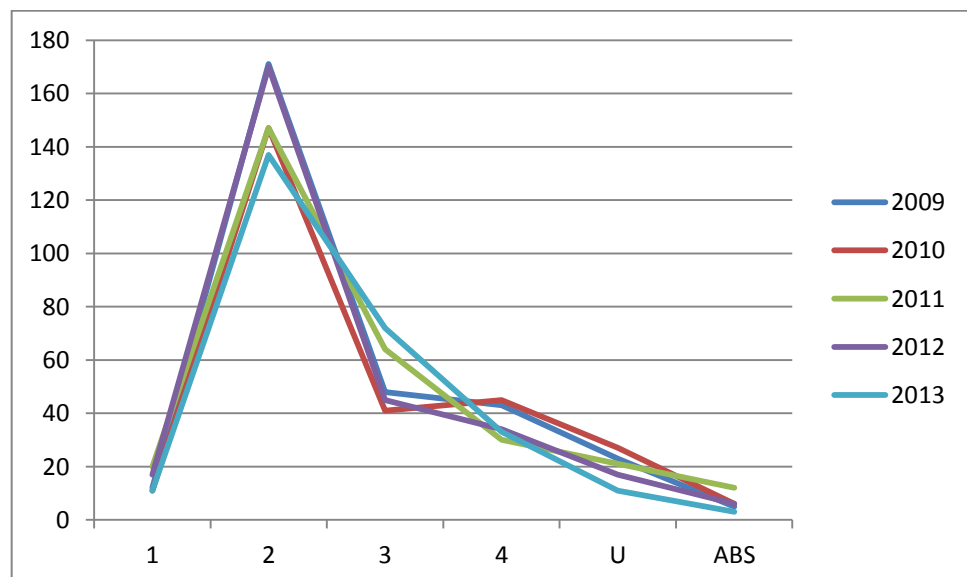

Figure 7   Number of pupils per PLE score per year.

Figure 7 shows that the number of pupils that take the PLE seems to increase slightly from 2011 to 2012, but decreases again for 2013. This is not statistically significant. The PLE-scores follow the same pattern over the years: Only a few pupils have the highest score, most pupils score DIV2 and DIV3 and DIV4 are scored more or less equally. In 2013 more pupils score DIV3 than DIV4, but in 2012 this was the other way round. The number of pupils that failed or were absent stays more or less the same over the years.

The data do, therefore, not support the perceived result that academic performance of pupils has improved. Possible explanations for this are:

- Performance in the classroom may not be reflected in scores on a formal test.
- Only seven schools provided information on the PLE-score. It is possible that the situation in the other seven schools is different.
- The PLE is taken at the end of primary education. Since QEIP started only a few years ago, it is possible that the number of pupils taking the PLE will increase and/or PLE-scores will improve in the coming years.

Looking at the data that distinguish between boys and girls, there are some interesting observations. The overall number of pupils taking the PLE stays more or less the same over the years. The participation of girls, however, increases from about 25% in 2009 to about 32% in 2012 (the data for 2013 is for two schools only). This is partly due to the lower enrolment of girls in P7 (see Figure 4), but there must be other reasons for this as well. Overall boys perform better than girls.
The difference between boys and girls has decreased over the years, though. Boys' performance has stayed more or less the same, girls' performance has improved (see Figure 8).
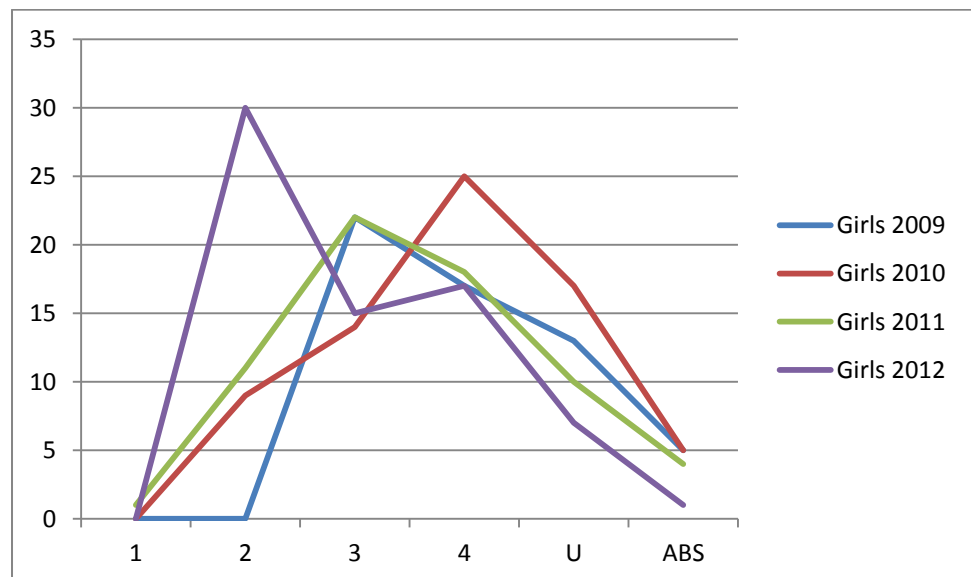

Figure 8   PLE-score of girls over the years.

Although the number of schools that provided information about girls is very small (3), and the number of girls taking the PLE is small as well, Figure 6 does show that the number of girls that fail decreases over the years and the score most often obtained per year shifts from 4, to 3 and even 2 over the years. Although this is only an observation, and not a robust conclusion, it is a promising trend.

3   Relation between activities and outcome

> - All schools started with training on roles and responsibilities for stakeholders.
> - This initial training was well received and essential to sensitize stakeholders.
> - Participation is a key element to success.
> - A conducive learning environment starts with a safe learning environment.
> - Awareness of Code of Conduct has a positive effect.
> - Educational leadership has a positive effect.
> - Interventions work best if a number of interventions together support one intended result.
> - Materials can contribute to the QEIP goals, but only if they are a means to an end and not a goal in themselves.

Looking at the different schools and the activities they implemented and the results they perceived, we can draw conclusions about the QEIP elements and best practices of the QEIP methodology.

All schools started with a training on roles and responsibilities for all stakeholders (workshop on the quality of education). This training helps to sensitize stakeholders about their own role and their responsibilities in improving the school. Pupils and parents understand the importance of education, teachers become more aware of children's rights and alternative ways of discipline and the PTA realizes that their role is to monitor the school and the teachers. This proves to be a very good start of QEIP. However, the success of QEIP depends on the activities the school implements after the initial training. When stakeholders keep on working on implementing the activities intended, they are more successful.

Participation is a key element to success. A school can only improve if all stakeholders work together. E.g. pupils cannot become more motivated if teachers do not treat them in a more friendly way and involve them actively in the lessons. In the same way, teachers will improve their ways of teaching sooner, if parents show an interest and respond to invitations to visit the school. On top of that, stakeholders will only keep to rules and regulations, if these are determined and monitored. E.g. teachers need to be in time, and they should not drink alcohol. If the Code of Conduct is discussed and monitored, the chances of them adhering to this increases. WCH takes the first initiative to invite all stakeholders and involve them in the initial training. This usually works very well. Some schools keep on involving all their stakeholders, others do not know how to do this, or are not able to get the commitments. The success of QEIP depends on the level of participation – commitment and willingness to improve their school - after the initial training.

Figure 9   Children's focus group meeting.

A conducive learning environment starts with a safe learning environment. Schools that implement activities to improve the safety of the learning environment are more successful than school that do not. A safe learning environment is determined by physical safety and by the feeling that you are accepted as a pupil.
Physical safety: safe school building and school yard, safe road to walk to school, no corporal punishment, no fighting between pupils, separate toilets for boys and girls, safe dormitories, no love relations between teachers and pupils, sanitary pads and instruction for girls about their period.
Accepted as a pupil: you are allowed to make mistakes and given the chance to participate actively during the lessons.

The data show that most schools start with the physical aspects of safety and some have also addressed the teaching and learning elements of a conducive learning environment. There were differences between the schools: some school had a higher level of physical safety from the start.
In general we can conclude that the physical safety must be improved before the teaching and learning elements of a conducive learning environment can be successfully implemented. E.g. being allowed to make mistakes does not work as long as there is corporal punishment in the school.

The Code of Conduct, and a workshop on this, seems to be a powerful instrument. Many schools struggle with absenteeism of teachers - and pupils - alcohol abuse and corporal punishment. The schools that discuss the Code of Conduct, together with stakeholders, and monitor the behaviour of teachers and pupils according to this code, seem more successful in improving their school. There does seem to be an additional influence on behaviour: educational leadership. A head teacher who is respected and who is both friendly and firm has a positive influence on teacher behaviour.

Some schools see materials like solar power and books as a goal in themselves. Other school see them as a means to an end. Schools that use materials to achieve an overall goal, seem more successful in improving the quality of the school.
There are two reasons for this: awareness of an overall goal (1) supports good use of the materials, and (2) stimulates the use of various activities and stakeholders to achieve that goal together, materials can be a part of that.

For more information on the influence of materials on reaching the school goals, see Appendix D.

4   Suggestions for improvement

- Stakeholder suggestions:
  - More budget;
  - Continue the QEIP;
  - Schools share experiences about QEIP.
- Suggestions based on evaluation:
  - Train stakeholders to facilitate the QEIP training themselves;
  - Support strong educational leadership;
  - Help schools to learn from each other, using lessons learned and best practices;
  - Specifically involve younger pupils;
  - Perform a baseline study at the start of the QEIP;
  - Keep records of enrolment, drop out and PLE-scores;
  - Collect data for boys and girls separately, instead of general data;
  - Support and stimulate school to be specific and detailed about activities and results.

Suggestions for improvement given by the stakeholders mainly focus on two aspects:
1 WCH should give more budget to buy more materials;
2 WCH should continue the project and keep supporting the schools.

Schools feel that new teachers should have the same initial training. Turnover of teachers leads to a loss of knowledge. In addition to that WCH should involve parents and the community more. They would also like to share experiences with other schools, to learn from each other.

In addition to the suggestions for improvement given by the stakeholders, this evaluation has provided some other suggestions for improvement as well.

The schools would like to keep on working on the activities they planned, but the general feeling is that this will be difficult without the support of WCH. First of all the high turnover of teachers is a challenge. Even during the QEIP program, which lasts for two years, teachers would come and leave. On the other hand, it can also be the result of the situation in Uganda, as described by one of the DEOs: 'Because of the war many people have learned to be dependent and expect to receive things for free. It is now difficult to involve them without paying them and asking them to contribute actively.'

The QEIP method is based on training and facilitation to enable schools to reach their own goals. This works very well as long as WCH is present. When WCH leaves (after two years) most schools struggle to keep up the good work. This is probably due to the fact that WCH takes an active role in stimulating school improvement. Schools cooperate, but seem unable to take the lead themselves. To achieve this, the method should be very clear and well described: what do the WCH facilitators do, and why? From the beginning a few stakeholders per school should be involved and trained to be able to take the lead and facilitate the training themselves. Strong educational leadership is part of this. As one school said: 'WCH trained us on how to involve the community, this has helped us a lot'. Other schools

just say: 'WCH should involve our community more.' From the beginning of collaboration with schools, WCH should have the exit strategy in mind to increase the sustainability of the QEIP.

WCH could help schools to learn from each other. Best practices should be shared in school visits, and lessons learned from this evaluation could be used to define the most effective activities in specific situations. There is a delicate balance between participatory methods and sharing best practices. Participatory methods will start from scratch and build on the involvement of all stakeholders. They will together determine what they will do to improve the school. Bringing in examples might disturb this process and make the stakeholders feel they cannot decide themselves. Still, schools could benefit from the experience and best practices of others. In relation to this it is important to relate activities to intended results. This increases the chance of reaching your goals.

WCH could stimulate schools to involve younger pupils as well. Participation of pupils seems to be an integral part of the QEIP, but schools find it easier to involve older pupils than the younger ones.

Schools should use a baseline evaluation and information on enrolment and PLE-scores to determine if their activities have the intended effect. In this evaluation this information was not available or incomplete, which made it impossible to draw robust conclusions about the effect of the QEIP. It is best to collect gender specific data.

Support and stimulate schools to keep records of statistics on enrolment, drop out and PLE scores. This helps them to see if their interventions work, and to adjust them if they do not. It is best to collect gender specific data.

Finally, schools should be stimulated to formulate their intentions and activities in a detailed way. This can be done in a school plan, but writing a school plan is not enough; it is more about the level of detail. This has a positive effect in itself, even when the plan is not very good. All stakeholders should be involved and be aware of the overall intentions and activities. This evaluation has shown that intentions that were described in a specific and detailed way (in interviews, focus group meetings and questionnaire), were much more likely to be implemented, than intentions that were more vague. An example of a more vague description is: 'involve parents'. The more specific and detailed examples referring to the same subject are: 'organize a parents' day' or 'have one PTA meeting a month'.

5 Conclusion

> - Perceived effectiveness:
>   - All stakeholders are very positive about the QEIP;
>   - Relations and cooperation between stakeholders has improved;
>   - The safety of the school (building) has improved;
>   - Motivation, respect, and academic performance have improved;
>   - Drop out has decreased;
>   - Statistics do not always support this, but they are based on incomplete data.
> - Meaningful participation, of children and young people:
>   - Participation has increased;
>   - Pupils have been more involved, but children not as much as young people.
> - Suggestions for improvement:
>   - Train stakeholders to facilitate the QEIP training themselves;
>   - Support strong educational leadership;
>   - Help schools to learn from each other, using lessons learned and best practices;
>   - Specifically involve/facilitate involvement of younger pupils;
>   - Perform a baseline study at the start of the QEIP;
>   - Keep records of enrolment, drop out and PLE-scores;
>   - Collect data for boys and girls separately, instead of general data;
>   - Support and stimulate schools to be specific and detailed about activities and results.

The aims of this evaluation were to:
1 Investigate the (perceived) effectiveness of the QEIP;
2 Investigate to which extent the QEIP motivates meaningful participation, esp. that of children and young people;
3 Provide suggestions for QEIP facilitators to improve the module and provide suggestion for replication.

This chapter describes the results per evaluation aim.

5.1 (Perceived) Effectiveness of the QEIP

All stakeholders in all schools are very positive about QEIP. Especially the participatory approach is very much appreciated. They benefit from the training and support, and improve themselves, some more than others. The overviews show that many activities were implemented, and that many results were perceived. Schools have learned to cooperate with their stakeholders, decisions are taken by all, and they have improved their schools with materials like solar power and a school garden. Some of these materials seem to have more or a different impact than others, either because one material can have impact on several issues, or because of the way in which they were implemented: if materials were used to achieve another goal this had more impact than a material that was a goal in itself. Overall motivation, respect and perceived academic performance has increased, which in turn helps to increase perceived enrolment. The statistics on enrolment and

performance do not always support this. But this can be due to the fact that information was incomplete and that an increase of PLE-score may take longer.

All pupils experienced positive effects: the relation between teachers and pupils has improved and they are more aware of the importance of education. They are proud to be part of their school and work together with the other stakeholders. Girls seem to have benefited most from the openness about their period and the provision of sanitary pads. It makes it possible for them to stay in school. Their PLE scores seem to have improved as well, although this could not be supported by statistical analysis. Boys especially mention the school yard, sports, clubs and the possibility to play and run. This makes it easier for them to concentrate in class.

All teachers were positive as well. They mention that they now understand how to support their pupils, instead of using corporal punishment. The most positive effect was created by teacher housing, school lunch/garden and solar power. These interventions allowed them to spend more time on teaching, which benefited the pupils. They also feel that the relationship with parents has improved, which is very motivating.

All parents take the education of their children more seriously. They take up their role as one of the stakeholders of the school. This shows in an increased commitment to the school, visible in school visits, paying the school fees and the contribution in time and materials to school improvements.

DEOs were positive about the QEIP as it fell in line with their district plans. Some were more involved than others, but they all appreciated the fact that they were involved from the beginning.

5.2   Meaningful participation, of children and young people

All stakeholders mention that the QEIP has helped them to work together to improve the school. The participation of pupils was part of this. Pupils were involved in decision making, in workshops about quality education and in the clubs (hygiene, school garden, debating, sports, music & dance). They take different roles; they can be the chairman of a club. They are very aware that this can help them to have a better job later in life. Because of this they feel respected, listened to and proud of their school. This motivates them to learn, stay in school and respect their teachers.

In this evaluation, pupils have been included as well: there were interviews and focus group meetings with pupils. The ages of the pupils that participated varied between 14-17. They supported the overall feeling that pupils participated in the school improvement. However, they did mention that some of the activities, like decision making, were only open to the older pupils. They suggested that the younger pupils should be involved as well. This may imply that meaningful participation of children has only partly been achieved.

5.3　　Suggestions for improvement

Schools want to keep on working in this way after the QEIP has ended. Many of them do not know how to do this themselves, though. This is partly due to the turnover of teachers: when teachers leave the school, the knowledge they have goes as well. On the other hand, the QEIP approach is new to them, and it is difficult for them to use it without external facilitation.

The schools could benefit even more if WCH not only supported them during the QEIP, but also trained them to be able to do this themselves. School stakeholders should be able to take up the WCH role to ensure sustainability of QEIP. To achieve this, the QEIP goals, the actions WCH takes to achieve them, and their relation should be very clear and well described. This should be written down and trained. Schools with a head teacher that showed educational leadership took up this role more easily. This shows that educational leadership should be supported as well.

WCH could help schools to learn from each other. Best practices should be shared in school visits, and lessons learned from this evaluation could be used to define the most effective activities in specific situations. There is a delicate balance between participatory methods and sharing best practices. Participatory methods will start from scratch and build on the involvement of all stakeholders. They will together determine what they will do to improve the school. Bringing in examples might disturb this process and make the stakeholders feel they cannot decide themselves. Still, schools could benefit from the experience and best practices of others. In relation to this it is important to relate activities to intended results. This increases the chance of reaching your goals.

WCH could stimulate schools to involve younger pupils as well. Participation of pupils seems to be an integral part of the QEIP, but schools find it easier to involve older pupils than the younger ones.

Schools should use a baseline evaluation and information on enrolment and PLE-scores to determine if their activities have the intended effect. In this evaluation this information was not available or incomplete, which made it impossible to draw robust conclusions about the effect of the QEIP.

Finally, schools should be stimulated to formulate their intentions and activities in a detailed way. This can be done in a school plan, but writing a school plan is not enough; it is more about the level of detail. This has a positive effect in itself, even when the plan is not very good. All stakeholders should be involved and be aware of the overall intentions and activities. This evaluation has shown that intentions that were described in a specific and detailed way (in interviews, focus group meetings and questionnaire), were much more likely to be implemented, than intentions that were more vague. An example of a more vague description is: 'involve parents'. The more specific and detailed examples referring to the same subject are: 'organize a parents' day' or 'have one PTA meeting a month'.

A   Activities intended and implemented

| Activities intended	Activities implemented
Administration	
Making a school plan/work plan, together	Introduction workshop/activity about SWOT and school plan
Implement school plan	
Supervise teaching	
	Facilitation of co-curricular activities like sports and clubs
Participation	
Invest in/organize participation with all relevant stakeholders	Parents' day, PTA meetings, games & sports
	Pupils, teachers, parents and DEO are involved in decision making
Pupils	
Improve the attitude of pupils	Training on: children's rights, importance of education and roles & responsibilities
	Clubs: gardening, debate, sports, music & dance, health, etc.
	Girls: training on early marriage, and sanitary pads
	Study tour
	Prize for best pupil
Increase enrolment/attendance	
Increase pupils' performance	
Teachers	
Improve the attitude of teachers	Training on children's rights, importance of education and roles & responsibilities
	Parents' day, PTA meetings
	Prize for best teacher
Improve the quality of teaching	Study tour
School environment	
Clean (toilets, water, school yard)	Toilets, Cleaning equipment
Safe (free from violence, safe buildings/fence)	Tree planting, lightning arrester, solar power
Conducive learning environment	Training on children's rights, importance of education and roles & responsibilities
Parents	
Involve parents	Training on roles & responsibilities
	Parents' day, PTA meetings
Parents support children	Training on roles & responsibilities
Materials	
Teacher housing	Teacher housing
School garden	School garden
Solar power	Solar power
Lightning arrester	Lightning arrester
Books	Books
Examination materials	Examination materials

Activities intended	Activities implemented
Classrooms	Classrooms (more and improved: windows, concrete floors)
	Classroom furniture
Toilets & washing facilities	Toilets
	Sanitary towels
	Rubbish pit
	Tree planting
	Talking compound
	Cleaning equipment
	Sports equipment
	Kitchen
	Dormitories for pupils
	Borehole or water tank

B Results intended and perceived

Results intended	Results perceived
Administration	
Good leadership	1 school praises new head teacher
Teachers' code of conduct	Reduced corporal punishment
	Less alcohol
Transparent administration	
Have a school plan/work plan	Work plan
Monitor activities	Better monitoring of school
More teachers/better teacher pupil ratio	In some schools more teachers
Participation	
Cooperation between teachers and pupils	Better counselling of girls
	Teachers involve pupils in lesson activities
	Better relationship between teachers and pupils
	Participation in decision making
	Better communication skills pupils
Cooperation between teachers and parents	Teachers share issues /ideas with school stakeholders
	Parents know roles & responsibilities
	Parents are more willing to come to school
	Parents participate in school activities
	Parents attend meetings
	Parents participate in school activities
	Parents attend meetings
	Improved parent teacher relationship
	Parents contribute to school (fee, materials)
	Parents see the value of teachers
Pupils	
Time management (be there and be on time)	Better time management
Improved academic performance	Increased performance, better learning
	Improved English
Respect (other pupils and teachers)	More respect, sharing
	Pupils do not fight the teachers anymore
Increased enrolment	Better enrolment, boys and girls
Decreased drop-out	Less drop-out
Improved motivation for learning	Pupils more motivated, more commitment
All children can attend the school	
Teachers	
More friendly to pupils	Corporal punishment reduced, friendlier
Time management	More punctual, enough teaching
Follow code of conduct	Better time management
	Less alcohol
	Less corporal punishment
Good teaching habits	Better cooperation between teachers
	More responsible and better attitude for education
	Teachers carry out regular testing
	More active in class and school activities
	Follow up on drop-out
	Improved reading and writing skills

| Results intended	Results perceived
Parents	
Cooperation between parents and teachers	Parents are more willing to come to school
	Parents attend meetings
	Parents value teachers
Regular PTA meetings	1-4 PTA meetings a year
Parents' day	Parents come to parents' day
Parents support children (fee and attendance)	Parents listen more to children
	Parents help with homework
	Parents follow children's performance
	Increased inspection by PTA
School environment	
Conducive learning environment	More learning materials
	Clubs & sports
Clean school environment	Clean school environment, rubbish pit
Safe school environment	Talking compound, safe school
	Not safe because of road
	Tree planting
	Slashing of school yard
Materials	
More and improved classrooms	Doors and windows are better
	Furniture
	Classrooms painted
Toilets	Separate toilets boys/girls
	Washing tanks
Solar power	Solar power
Rubbish pit	Rubbish pit
Lightning arrester	Lightning arrester
Sports facilities	More sports facilities, equipment & uniforms
	More sports participation
Books	Text books
	Examination materials
Sanitary towels	Sanitary towels
	Teacher housing, built or improved
	Borehole
	Kitchen in school yard
	School garden
	Reparation of teacher housing

C   Statistics
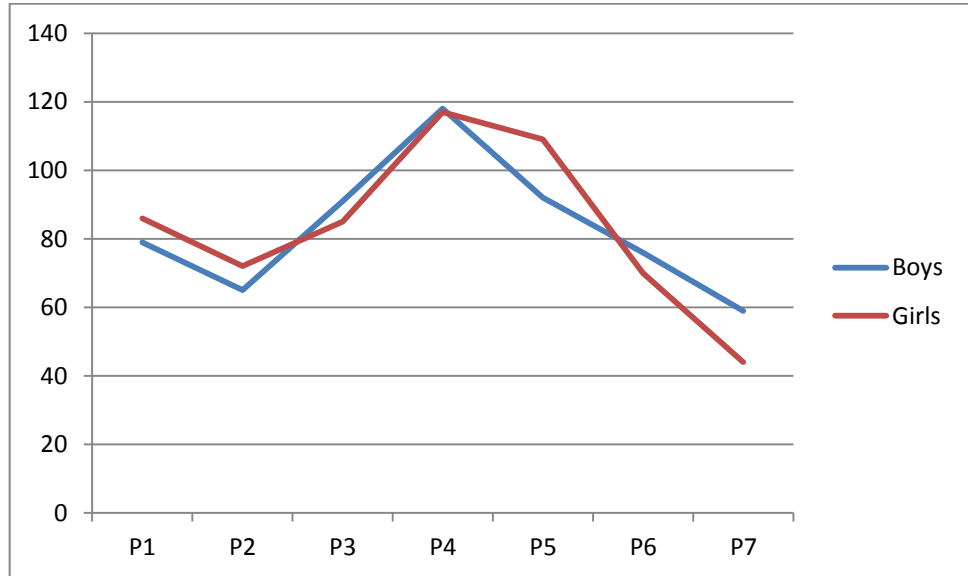
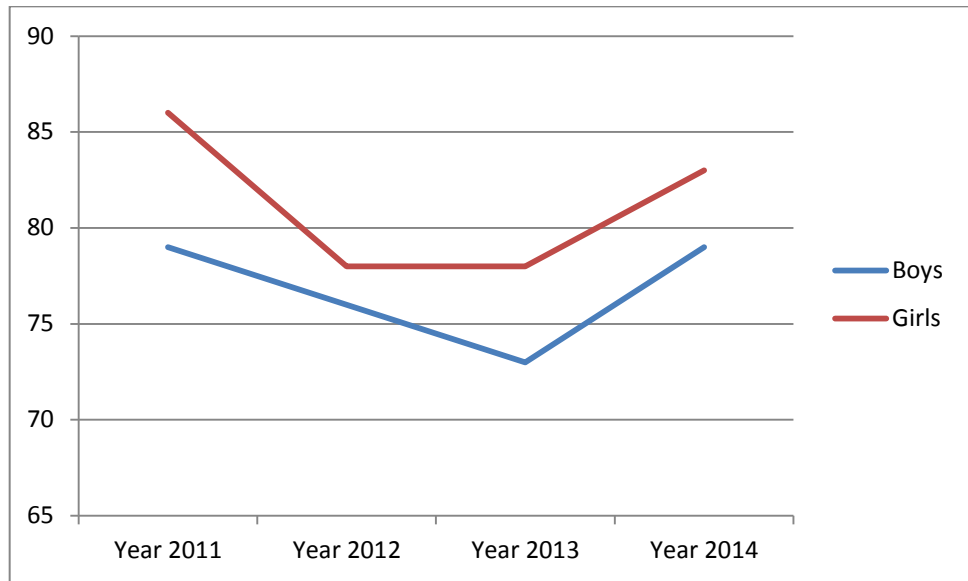Average enrolment in 2011, boys and girls, per grade.
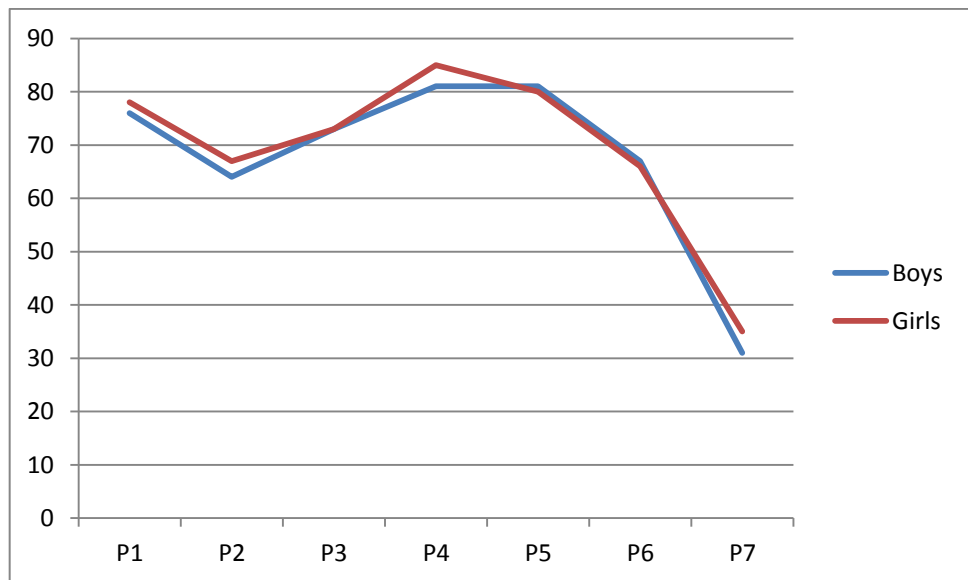
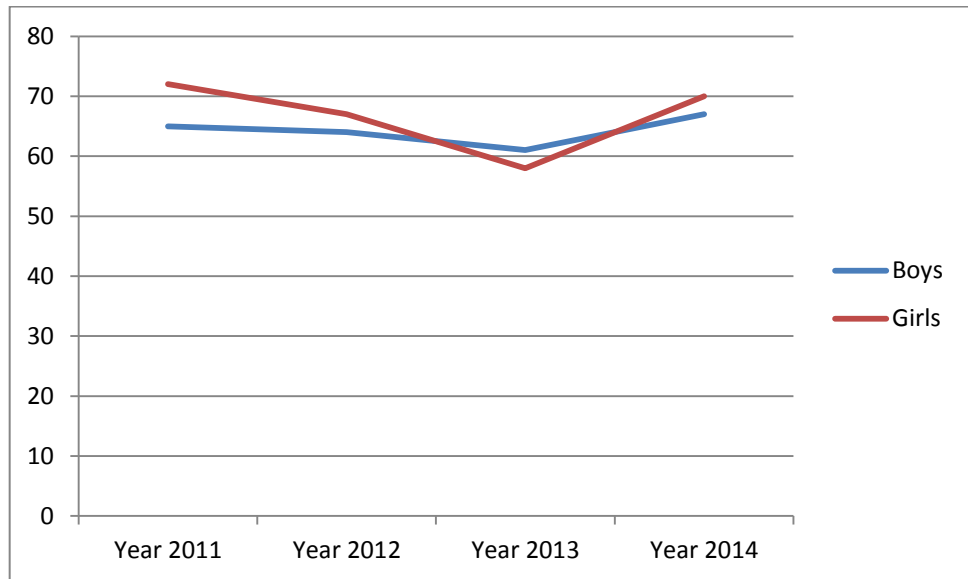Average enrolment in 2012, boys and girls, per grade.
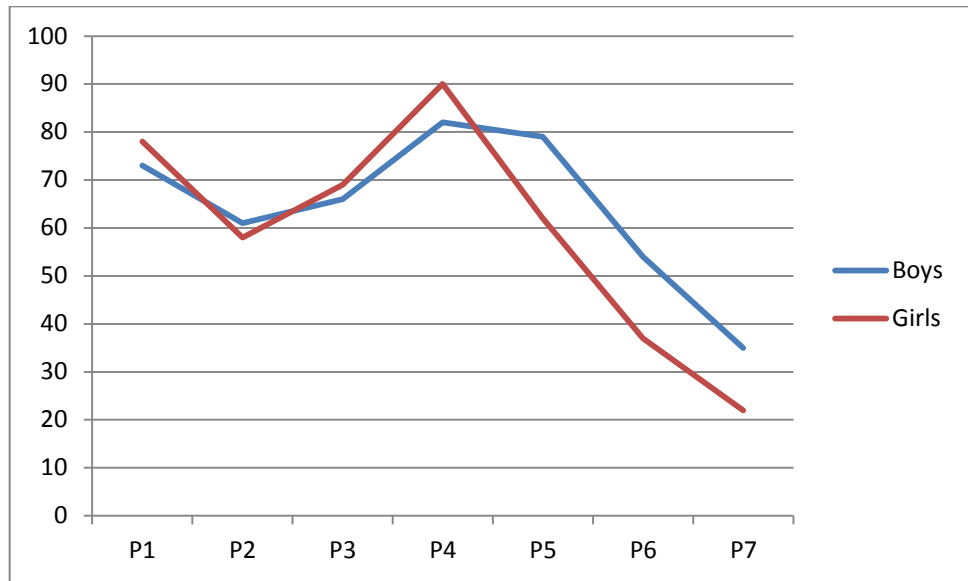
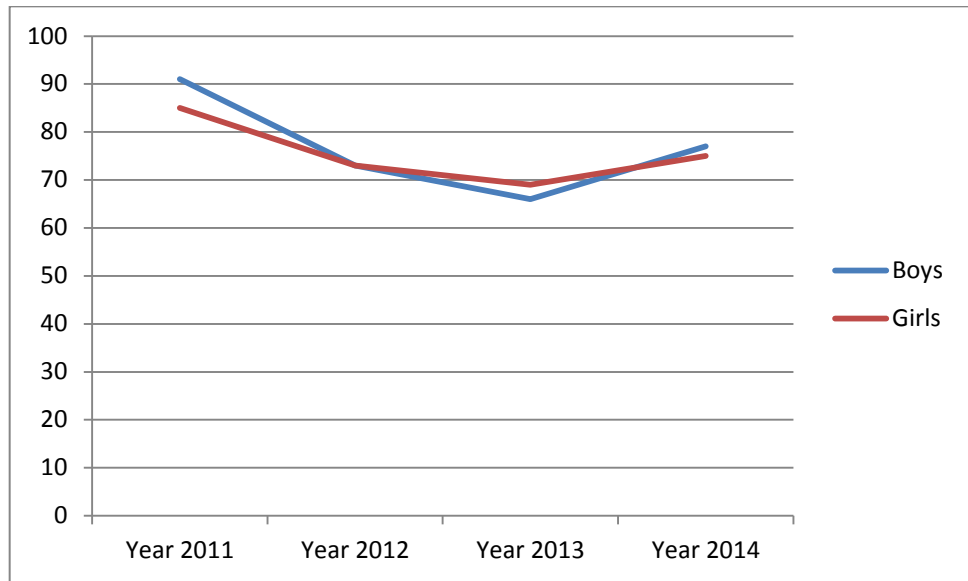Average enrolment in 2013, boys and girls, per grade.
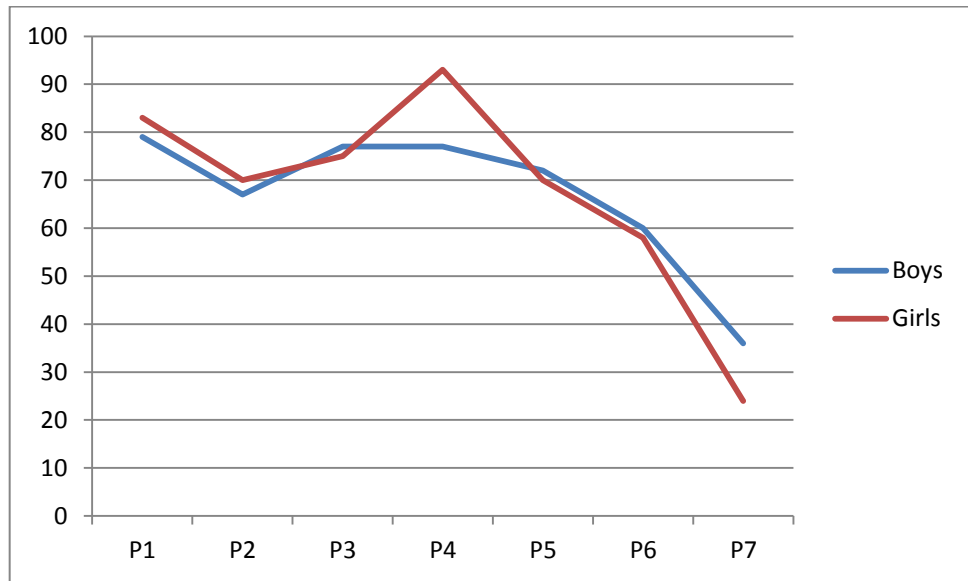
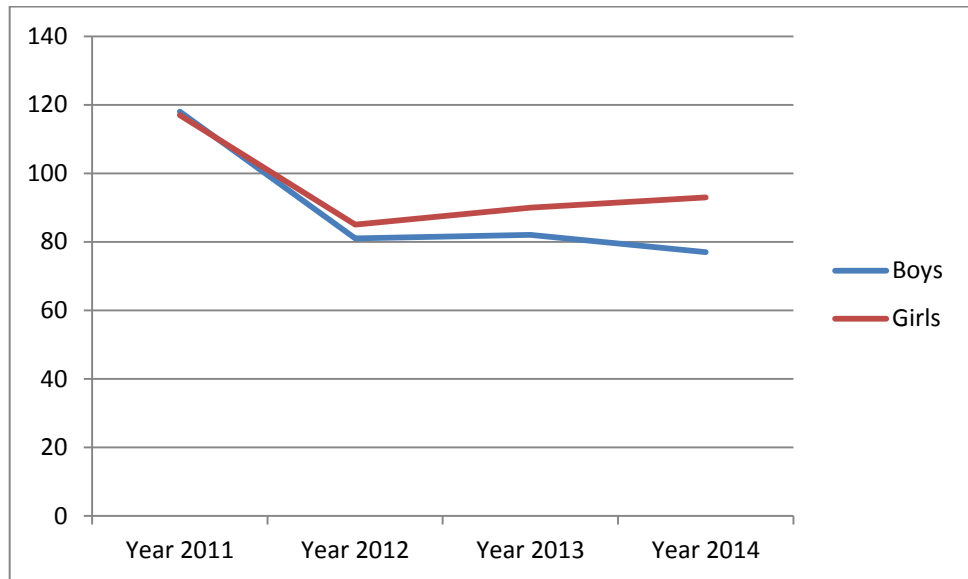Average enrolment in 2014, boys and girls, per grade.

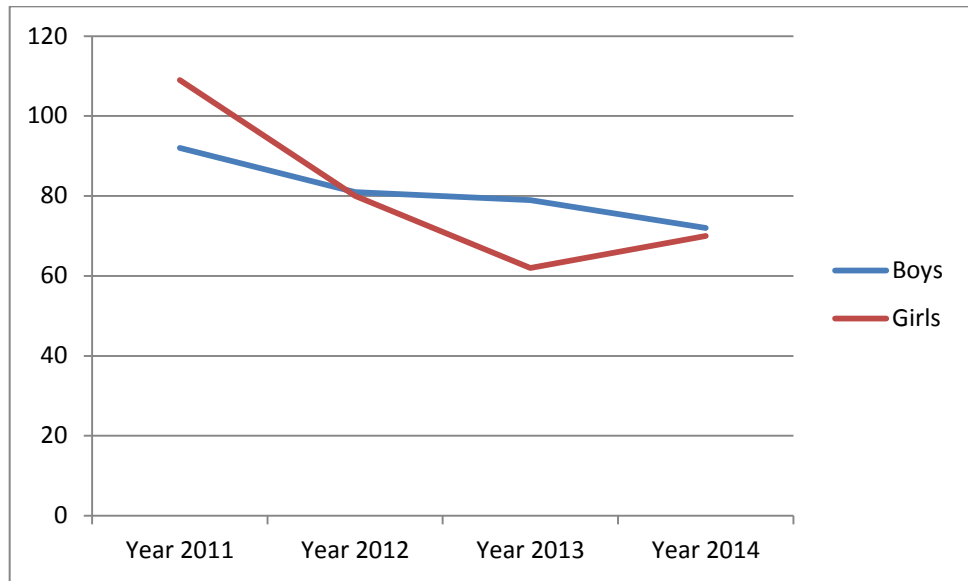Average enrolment in P1, boys and girls, per year.
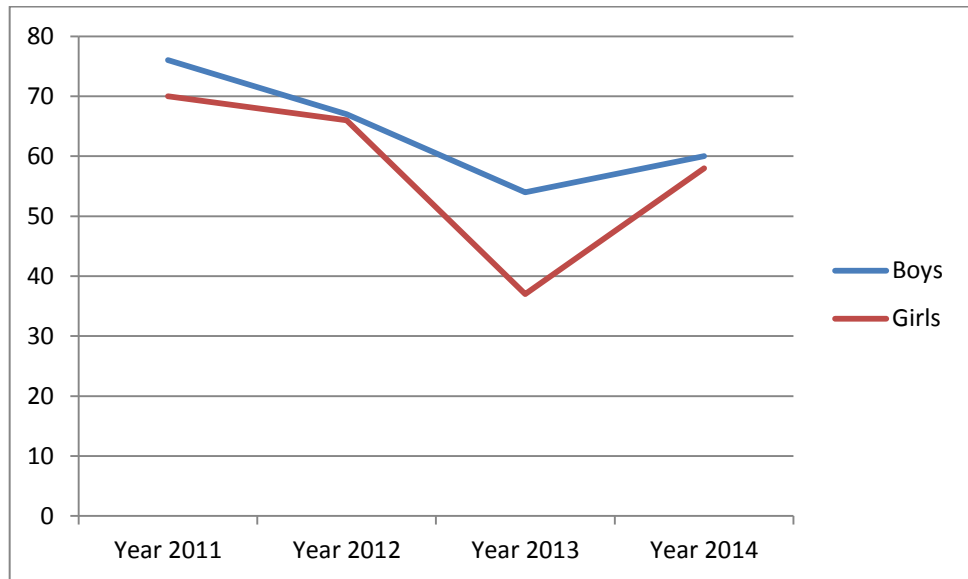

Average enrolment in P2, boys and girls, per year.

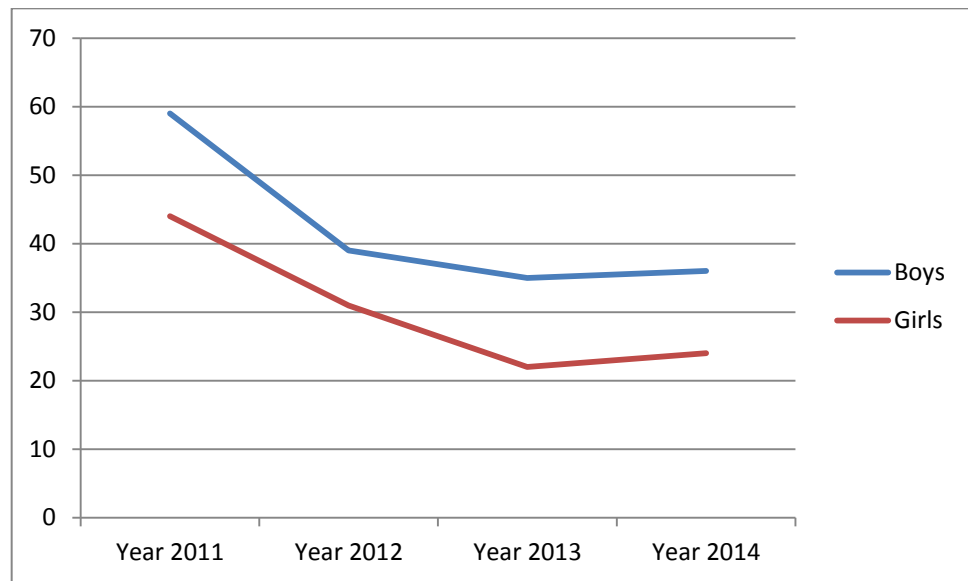Average enrolment in P3, boys and girls, per year.

Average enrolment in P4, boys and girls, per year.

Average enrolment in P5, boys and girls, per year.

Average enrolment in P6, boys and girls, per year.

Average enrolment in P7, boys and girls, per year.

D   Lessons learned

This appendix describes the possible impact of several materials:

Solar power
Solar power can be used to generate electricity. This contributes to safety: in the evening, there is light in the school, which decreases the chance of undesirable people entering the school. Furthermore it contributes to the time spent on learning: pupils as well as teachers can work in the evening. Examples show that teachers teach two more hours a day when there is electricity. Also pupils can do their homework in the evening (when they stay in the dormitories in the school). Many schools mention that they installed solar power during QEIP. One school reports that it was stolen.

Lightning arrester
A lightning arrester contributes to physical safety and reduction of fear. There can be heavy rains and thunder, and many people know of somebody who was struck by lightning. Pupils are less afraid when there is a lightning arrester in the school. They can keep on learning.
Teacher housing
Many schools improved teacher housing or built new huts for the teachers. Teacher housing contributes to 'time management' of the teachers. When the teachers live close to school, they are more likely to be in time in the morning. They can also stay a bit later in the afternoon, because they do not have to walk home before dark. This increases teaching time with at least one hour (in the morning) and an additional two hours in the evening if the school has solar power.

Books and examination materials
All schools aimed to increase the number of books and the examination materials. Although the pupil/book ratio was usually 25/1 at the beginning of QEIP, no specific results regarding books are mentioned. Stakeholders do mention that examination materials have increased. This helps teachers and pupils to prepare for exams, which increases academic performance.

Water
Some schools did not have water when QEIP started. They have made boreholes or installed water tanks. Stakeholders mention that they can now have a drink of water during a school day, which probably increases the number of children that come to school. They also say that they can wash their hands which improves hygiene.

School garden
A school garden can be a project in which all stakeholders work together to plant, water and harvest vegetables. In addition to that it is a way to provide food for teachers, pupils and parents. Teachers who receive a lunch at school, are more likely to be present in the afternoon and parents who are fed are more willing to come to meetings. Growing the food yourself reduces costs. It helps if a school has a kitchen, preferably sheltered.

Classrooms
Many schools mention that they improved the classrooms or built more classrooms. It does help if all classes have a classroom. If not, pupils will sit under a tree to have their lessons. This works when the weather is fine, but does not if there is rain and thunder. If there are not enough classrooms, usually the lower classes sit outside. Improvement of classrooms has a different meaning in the various schools. In some schools the classrooms only have roofs, and they built walls. In other schools windows and doors were added to the classrooms. Furthermore there were schools that made a concrete floor, painted the walls or put up decorations. Furniture is also mentioned. Although an improvement of the classrooms probably increases motivation with teachers and pupils, a relationship between (improved) classrooms and results is not mentioned.

School yard
Many schools improved their school yard. It was cleaned, plants were slashed and sometimes a fence was put around it. These activities contribute to safety: pupils cannot run into the road, outsiders cannot walk into the school yard and poisonous animals cannot hide in the bushes. It also contributes to health: rubbish is taken away and the number of mosquitos are reduced. Cleaning the school yard does not cost a lot of money and is a very effective way to increase safety and health.
In addition to that some schools have used their school yard as a playground or sporting facility. This enables the children to play and use their energy, so they can pay better attention in class. Sports also improves their self-esteem.

Clubs
All schools have started clubs. This is a good way to activate pupils and involve them in the school in a different way. Moreover, pupils can show or learn specific talents, like dancing and music, debating and scouts. Pupils enjoy the clubs, which motivates them to attend school and concentrate on the lessons.

Toilets
Most schools have separate toilets for boys and girls. Some already had them, others built them during the QEIP. It is unclear, though, if this was done as a result of the QEIP. Pupils feel more comfortable if they have their own toilets. This is not always the case: in many schools boys use the same toilet as the male teachers and girls share with the female teachers.

Sanitary pads
The making of sanitary pads and training about the girls' period made an enormous difference for girls. Now they feel they can talk about these issues and they can come to school. Perceived attendance and even enrolment of girls has increased because of this.

E Quotes

Anaka Primary School, Nwoya, pupil interview (female, 15)
There is no more corporal punishment. I feel more safe and free to learn today.

Anaka Primary School, Nwoya, teacher interview (male 6 years at school)
The training of sanitary pads has great results; the girls stay in school as they are now able to manage themselves. It was a big problem before.

Abim Primary School, Abim, pupil interview (male, 12)
I enjoy going to school to be a good citizen in the future and become a member of the Parliament. Also, it can prevent poverty in our home when I get a job in the future.
Teachers have reduced the level of alcohol drinking because of the strict rules that have been put in place by the head teacher.

Abim Primary School, Abim, teacher focus group meeting
If we come together we are able to handle problems together and make the school better.

Abim Primary School, Abim, PTA Focus group meeting
Children are more disciplined and they are able to speak more openly about bad things happening to them (beating). Even when parents want to force them to early marriage; children come to report.

Adea Primary School, Morulem Abim Karamoja, pupil interview (female 14)
 I don't feel safe in our school, it lacks a fence. And sometimes boys within the community come around our dormitory.
The boys now have separate toilet. To the girls is not yet very safe, we share still with male teachers, not feeling comfortable with this.

Adea Primary School, Morulem Abim Karamoja, teacher focus group meeting
If school wants to do something with the community, we can now call them, discuss with them.

Amackide Primary School, Otuke/Olilim, Pupil interview (male 20)
Solutions I proposed in the training were no corporal punishment but instead positive discipline like collecting rubbish.

Amackide Primary School, Otuke/Olilim, Teacher Focus Group meeting
We now value education!

Amackide Primary School, Otuke/Olilim, Teacher Focus Group meeting
We also took part in the SWOT session. The way we were taken through the QEIP programme, we found that our school was totally backwards. Strengths were really few (laughter).

Amackide Primary School, Otuke/Olilim, Head Teacher Interview
It was a new experience, the workshop, never did before. A new thing for me during my career.

Aleri Primary School, Otuke/Olilim, Pupil Focus Group Meeting
Teachers' commitment in teaching and supervision has changed. Teachers rarely missed lessons and strict on the homework and class works.

Aleri Primary School, Otuke/Olilim, Pupil Interview (male, 15)
Yes, I liked to take part in these activities because I was able to contribute something to my school.

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