



JANUARY 2022

COUNTRY BRIEFING: UGANDA

Girls'
Education
Challenge



The Girls' Education Challenge (GEC) was launched by FCDO in 2012 as a 12-year commitment to reach the most marginalised girls in the world and is the largest global fund dedicated to girls' education.

The GEC has had four projects in Uganda. The four projects sit in the GEC Transition (GEC-T) funding window and have been focusing on transitioning girls between basic and secondary education.

LEAD PARTNER	PROJECT	WINDOW	START DATE	END DATE
Cheshire Services Uganda (CSU)	Empowering Girls with Disabilities in Uganda through Education	GEC-T	April 2017	March 2024
Promoting Equality in African Schools (PEAS)	GEARR-ing Up for Success After School	GEC-T	April 2017	March 2021
Opportunity International UK	Girls' Education Finance: Empowerment for Girls' Education	GEC-T	May 2017	August 2020
Viva	Building Girls to Live, Learn, Laugh and 'SCHIP' in Strong, Creative, Holistic, Inclusive, Protective, Quality Education	GEC-T	March 2017	February 2024



© Cheshire Services Uganda

LEAD PARTNER*	NUMBER OF GIRLS TARGETED	NUMBER OF GIRLS WITH DISABILITIES TARGETED	NUMBER OF BOYS TARGETED	TEACHERS TRAINED	TEXTBOOKS/ MATERIALS DISTRIBUTED	CLASSROOMS/ LEARNING SPACES ADDED	STUDENT KITS DISTRIBUTED	ASSISTIVE LEARNING DEVICES PROVIDED
CSU	2,060	2,060	581	2,641	25,054	10	120,420	604
PEAS	13,475**	404	12,484	1,085	46,221	12	-	-
Opportunity International UK	28,898	578	26,028	1,246	57,391	114	5,756	-
Viva***	9,890	198	7,565	420	131,736	48	1,382	75
Total	54,323	3,240	46,658	5,392	260,402	184	127,558	679
EDT	70,540	764	56,000	4,855	11,366	25	25,428	700
WUSC	20,670	155	34,229	707	517	6	451	-
Total	331,675	14,330	317,212	22,525	31,775	207	42,352	1,218

*Project reported data is from start of project to September 2021.

**Originally this was 7,400 but the approach for defining direct beneficiaries has changed over the course of the project in line with updates to Fund Manager guidance.

***Viva/CRANE will be used in the rest of the document due to the collaboration between the organisations in the delivery cited here.

Highlights

Working on preventing gender-based violence. Viva/CRANE Uganda was originally designed as a child protection network with the prevention of gender-based violence at the core of its programming. Their approach is to engage in continued parental training, child empowerment, community child protection training, justice, law and order sector engagement and training, and teacher training, up to the level of MoES. During the lockdowns and school closures that remain prevalent in Uganda (schools only opened on 10 January 2022), their strong case management was enabled by community response teams and partnership with the government and schools. The project is also working to train all new local council leaders in project areas child safeguarding and establish child protection committees. To date, 18 child protection committees have been created.

Improving school leadership and management. PEAS has facilitated meaningful improvements in the quality of leadership and management in at least 50 government secondary schools (5% of all state secondary schools). A recent evaluation found evidence that PEAS are improving the quality of leadership and management in schools. Emerging evidence also suggested that improvements to school management have led to improvements in student and teacher attendance, teaching practices, and student safety and wellbeing. PEAS system strengthening work has now extended to partnerships with 50 government schools and will be scaling up to 200 in 2022.

Listening to girls and communities, reflecting and adapting. Viva/CRANE has a strong girl-focused approach to respond effectively to needs of a highly marginalised, out-of-school population. One example of the way that the project listens to girls is that they collect stories and poetry from girls to better understanding their experiences and the impact school closures have had on them – and uses this information to nuance support, as well as to spotlight girls' voices.

Working through community structures. Cheshire Services Uganda are in close touch with the girls, including throughout the pandemic and school closures. They have collected data quickly and keep in regular contact with stakeholders in communities. Additionally, CSU activities created a more supportive environment, at school and at home, for girls with disabilities and improved attitudes towards them overall. 88% of parents were able to link their increase in ability to support the education of their daughters to the project's interventions. Parents explained that CSU support has enabled them to start businesses that supplement the household income, save money, and provide their daughters with break and transport money and other non-financial support to encourage them in school.

Working together on a national level. All projects in Uganda have been part of the National Curriculum Development Council (NCDC) meetings that prepared resources for distance teaching and learning which were made available nationally. Viva/CRANE worked with the NCDC to produce radio and TV lessons (some of which were signed) to be broadcast on local Ugandan radio and TV stations.

Four GEC projects have published robust evidence to demonstrate their impact:

LEAD PARTNER	SUMMARY OF FINDINGS*
PEAS	The proportion of children at PEAS schools achieving top grades at UCE ¹ has increased from 54% in 2017 to 63% in 2020, outperforming the national results each year. Enrolment data shows that there is an increasing trend of enrolment in upper school since 2017, demonstrating progression in transition to upper school. Students are aware and think positively of the benefits of continued education, whether at A-level (71.1%) or higher education (88.9%).
Opportunity International	93% of girls transitioned successfully at endline. 80% of head teachers reported near 100% transition rates from primary to secondary citing improved life skills, households' ability to pay school fees, and the role of alumni networks and motivation provided by role models as reasons. Child protection and safeguarding activities have had a positive impact at all levels the project worked with student, school, household, and community. There is some evidence that norms such as corporal punishment have changed and that girls have become more vocal about their concerns.
Viva/CRANE	Emerging results from the second midline evaluation show positive trends in literacy and numeracy, despite school closures. Average marks in literacy and numeracy assessments were higher in October 2021, compared to August 2019 and February 2018. These results come from phone-based assessments with the girls, which is a more challenging process and under-estimates true learning levels.
CSU	Provision of school fees by CSU continues to have a positive effect on increasing and maintaining attendance. Additionally, attendance across all disability types also improved between the baseline (60.1%) and midline evaluations (71.5%).

* Evidence in the table is from an evaluation point, baseline, midline or endline carried out by an external evaluator.

A focus on distance teaching and learning (DTL): Due to the COVID-19 pandemic, projects had to quickly adapt their teaching and learning interventions to distance modalities. This required a thorough assessment of the needs of girls to determine the best mode of delivery. Projects considered whether girls and their families had access to technology such as phones, radio or the internet, and whether delivering through these mediums would be effective. Given girls' limited access to technology, projects deployed a range of delivery modes including radio, telephone calls, self-learning packs and small group learning. Where appropriate, these were adapted for girls with disabilities.

PEAS, Viva/CRANE, and CSU conducted rapid assessments to measure the effectiveness of their approaches and made adaptations. Additionally, two projects (Viva/CRANE and PEAS) assisted in the creation of a [Distance Teaching and Learning Guide](#), which captured key lessons from the pandemic and offers other organisations suggestions on what to consider when implementing a DTL approach. Viva/CRANE and CSU worked to adapt government learning materials to be more suitable for girls with disabilities in distance learning. CSU distributed 1,605 copies of learning packs and self-study materials for children with disabilities.



¹ UCE – Uganda Certificate of Education, equivalent to GCSE/O'levels

Sustaining results

- PEAS worked with the Uganda Ministry of Education and Sports and other partners to share lessons from their experience in order to inform the transformation of secondary education. For example, District Education Officers reported that they and other school leaders saw PEAS as having a role in benchmarking and setting best practice in terms of safeguarding policies and approaches to learning. Prior to the COVID-19 school closures of 2020 and 2021, PEAS was already making good progress towards the financial sustainability of the school network. At school level, 93% of school expenditure was covered by sustainable school income.
- CSU is part of the Child Protection Working Group under the Ministry of Gender Labour and Social Services and continues to share learning during meetings to influence discussion and decisions for children with disabilities. For example, they worked to ensure that the issues for children with disabilities were entrenched in the revised National Child Policy (2020).
- Viva/CRANE has been instrumental in opening an Educational Assessment Resource Centre, and referrals of children with disabilities has started. CRANE has also developed a Learning Needs Identification Tool, which has been recognised by the Ministry of Education and is being rolled out across the country. It allows children to be assessed when they begin their education and is a ground-breaking tool for Kampala's primary schools, especially when it comes to supporting children through national exams. Also, Viva/CRANE's innovative approach to working with the justice system, police and Office of the Director of Public Prosecutions has resulted in nine child-friendly spaces where children can wait pre-interview, can be counselled, and can give video evidence to avoid court.

Spotlight on the GEC and C-19 in Central Africa: This brief summarises emerging findings around the impact of COVID-19 on learning, wellbeing and return to school from GEC projects in Uganda, Democratic Republic of Congo, Malawi and Rwanda. All projects in Uganda were asked to participate in workshops and submit evidence around understanding the impacts of COVID-19 on learning, wellbeing and return to school. The brief was primarily aimed at national governments, INGOs and NGOs working in the region and it has continued relevance due to the ongoing uncertainty and continued impact on schools and in some cases, school closures and learning. It outlines interventions that support the reopening of schools, and in some cases the continuation of remote learning as schools remains closed.

Resources

- [Final reflections on the 'GEARR-ing Up for Success After School' project](#)
- [Girls from Uganda joining the GEC celebration of International Day of the Girl 2021](#)
- [Final reflections from the GEARR-ing Up for Success After School project](#)
- [Endline evaluation – GEARR-ing Up for Success After School](#)
- [Emerging Findings: The impact of COVID-19 on girls and the Girls' Education Challenge response. Focus on Central Africa \(Democratic Republic of Congo, Malawi, Rwanda and Uganda\)](#)
- [Country briefing Uganda \(March 2021\)](#)
- [Giving girls hope to live, learn and laugh again \(Viva/CRANE\)](#)

.....
Contact: uk_girls_education_challenge@pwc.com | www.girlseducationchallenge.org
.....

**Girls'
Education
Challenge**



The Girls' Education Challenge is a project funded by the UK's Foreign, Commonwealth and Development Office ("FCDO"), formerly the Department for International Development ("DFID"), and is led and administered by PricewaterhouseCoopers LLP and Mott MacDonald (trading as Cambridge Education), working with organisations including Nathan Associates London Ltd. and Social Development Direct Ltd. This publication has been prepared for general guidance on matters of interest only and does not constitute professional advice. You should not act upon the information contained in this publication without obtaining specific professional advice. No representation or warranty (express or implied) is given as to the accuracy or completeness of the information contained in this publication, and, to the extent permitted by law, PricewaterhouseCoopers LLP and the other entities managing the Girls' Education Challenge (as listed above) do not accept or assume any liability, responsibility or duty of care for any consequences of you or anyone else acting, or refraining to act, in reliance on the information contained in this publication or for any decision based on it.