

MIDTERM IMPACT EVALUATION AND FINAL PERFORMANCE EVALUATION: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#	Findings (including analysis results)	Based on findings	Conclusions (from multiple findings)	Based on conclusions	Recommendations
SRGBV					
EQ1: What is the impact of R2 activities on SRGBV intermediate outcomes?					
Gender Attitudes					
1	Learners hold more inequitable attitudes toward gender norms than teachers and caregivers. There is no statistically significant difference in learners' and caregivers' gender attitudes between T1 and T2 schools. In contrast, teachers in T2 schools show a higher gender equitable attitudes than teachers in T1 schools and the difference is statistically significant.	I to II	Overall we see a very modest effect of R2 activities implemented by LARA	1, 2, 4, 13, 14, 25	Include SRGBV prevention activities as part of the school hours, rather than having SRGBV as an extracurricular activity
2	Caregivers perceive that girls are at risk of more violence from teachers and head teachers, and individuals encountered on the journey to and from school. Male and female teachers also perceive that girls are more at risk of violence in schools, and expressed concerns about girls' safety.	1, 2	Both quantitative and qualitative data show similar gender-inequitable attitudes		
School Climate					
3	On average learners in both T1 and T2 schools feel about the same regarding: (i) being afraid to go to school for fear of punishment, (ii) safe when in school, (iii) safe on the way to and from school (students in T2 schools are marginally more fearful), and (iv) fear reporting when someone older touches them inappropriately at school. The differences are not statistically significant.	3, 24	The differences between T1 and T2 schools regarding school safety climate is not statistically significant. The qualitative data indicate that both girls and boys feel unsafe around the perimeters of school compounds that are unfenced, and afraid in the latrines area, albeit for different reasons.		
Disciplinary Methods					
4	In general, the use of physical and emotional violence remains high. For the most part, there is no statistically significant difference	4, 5	There is no statistical difference in caregivers approach to discipline between T1 and T2 schools. For		

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	in the approach to discipline used by caregivers between T1 and T2 groups. However, there is a statistically significant reduction of six percentage points in the percent reporting taking a child's privileges away as punishment in T2 vs. T1 caregivers. This is a reduction in a non-violent discipline approach.		teachers in T2 schools there is a statistically significant decrease in the use of insults towards learners, refusing to speak to learners, or locking learners up as a form of discipline		
5	There are statistically significant differences between T1 and T2 teachers for the following disciplinary methods: T2 teachers reduced the use of insults towards learners, not talking to learners, or locking learners up as a forms of discipline. However, T2 teacher did not significantly reduce the use of other violence discipline methods or increase positive discipline in the classroom.				
6	There is no statistically significant differences between T1 and T2 schools at baseline or midline when caregivers, teachers and head teachers were asked whether or not they believed corporal punishment was effective as a form of discipline. Around 10 percent of teachers (at midline) say that corporal punishment is an effective form of discipline, however, around 60 percent of them report hitting learners on the buttocks with an object such as a stick, broom, cane or belt.	6, 7	There is a disconnect in understanding what corporal punishment really is and suggests that teachers do not consider caning as corporal punishment.		
7	The percentage of T1 teachers and head teachers who believe that hitting a learner with a cane or stick as an effective method of discipline at school is higher than in T2 schools, with the difference being statistically significant for teachers.				
Prevalence of Violence					
8	At midline, the prevalence violence is still very high and there are no statistically	8, 9, 10	We see no statistically significant difference in the total prevalence in		

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	significant differences in the percentage of learners that were victims of violence between T1 and T2 schools. The vast majority of learners report suffering emotional and physical violence at school and around 40 percent report sexual violence.		violence between T2 and T1 schools; however there are some statistically significant differences between T1 and T2 schools when looking at the prevalence of different types of violence.		
9	Out of 9 possible forms of emotional violence, on average, learners in both T1 and T2 report being victims of almost 3 of them. In the case of physical violence, the average learner (in both T1 and T2) reports suffering more than 3 types of violent events out of a list of 10. Learners in T2 schools report suffering slightly fewer types of physical violence than their counterparts in T1 schools. Finally, out of 13 types of sexual violence situations, the learners report on average having suffered one of them.				
10	According to learners, by far the most common form of violence perpetrated against them is getting hit with a cane or stick, and this is mostly done by teachers. Although teachers' reports about using canes or sticks to hit learners are not significantly different between T1 and T2 schools, learners' reports show some difference. Comparing T1 and T2 schools, we find that at midline learners report a prevalence of this type of violence that is 7 percentage points lower in T2 than in T1 schools.				
11	Children reported experiencing emotional violence in the form of bullying, nicknames from teachers associated with low levels of intelligence, and bullying about their physical features. Girls continue to experience	11	Qualitative findings also indicate persisting physical and emotional violence for children.		

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	bullying from teachers and other learners during their menstrual cycle.				
Reporting of Violence					
12	In both T1 and T2 schools, almost all learners report knowing to whom they can report violence (98% and 97% respectively). However, the proportion of learners that report having an adult that they trust to whom to report violence is much lower: 49 and 58 percent in T1 and T2 schools respectively. The difference between T1 and T2 schools is statistically significant suggesting that LARA activities had an effect.	12	LARA had a positive effect in T2 schools with 58 percent of learners reporting they have an adult they can trust to report violence to. In T1 schools only 48 percent learners report this.		
EQ2: Were activities carried out as planned?					
SBCC Campaign to Prevent Corporal Punishment and Promote Alternative Discipline Methods					
13	Focusing on teacher and head teacher knowledge regarding the schools code of conduct and SRGBV being punishable by law, we don't see any statistically significant differences between T1 and T2 teachers and head teachers.	13	SBCC campaigns were not perceived as being effective	13, 14, 15	Train all teachers in the school on positive, non-physical disciplinary methods, SRGBV prevention and response intervention, non-victim blaming of violence survivors, and effective, non-re-victimizing communication in guidance and counseling. Going beyond an SBCC approach, start with teacher discussion groups reflecting on gender norms, school and community expectations for teachers' behaviors within the school context that underpin SRGBV
Teacher Training, Journeys					
14	More T2 than T1 teachers have received training on: 1) addressing behavioral problems and preventing violence in school, 2) bullying, 3) physical violence, and 4) sexual	14, 15	Teachers and head teacher in T2 schools show higher rates of familiarity with Journeys materials	14, 16, 20	Journeys focuses largely on socio and emotional learning with SRGBV interspersed throughout; a more targeted and streamlined

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	violence. The differences are statistically significant.		and experience with Uganda Kids Unite groups.		message with more time to get through the material is critical.
15	In T2 schools, over 85% of teachers and head teachers reported having seen Journeys materials in their schools, launching a Uganda Kids Unite learner peer support group and participating in a Uganda Kids Unite meeting or similar activity with learners.				
16	Receiving Journeys handbooks only in English, limited teachers in their capacity to bring about a positive safe learning environment.	16	Having Journeys only in English led to some inconsistencies in comprehension and implementation fidelity of the content.	16	Teachers recommended that LARA provide Journeys in local languages for teachers, pupils and communities.
17	District officials support supervision visits to schools to support SRGBV activities did not happen as frequently as expected.	17	District Inspectors cannot reach all schools in one term, and only reach about half.	17	Revise the program that relies on district support supervision. District officials do not have the time and resources to visit the schools for support supervision for SRGBV activities. Given that the current system is not working and there are challenges to changing this system, work with the head teachers to empower them and have them provide support supervision within their schools.
18	Teachers and caregivers felt that the Journeys program fostered more communication between teachers and caregivers about learner safety.				
19	Teachers also reported that the Journeys program had positive impacts on child protection reporting procedures. Teachers in both language areas found the inclusion of community members and Local Councils (LCs) improved knowledge around reporting				

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	procedures, and allowed teachers, community members, and government entities to work more cohesively.				
Uganda Kids Unite					
20	Participation in Uganda Kids Unite (UKU) or in violence prevention activities, and seen printed materials about Journeys are statistically significant and larger in T2 schools than in T1 schools. However, the percentage of T2 learners that participated in activities is low (only 25%), and just over half of them have seen Journeys materials.	20	Evidence of implementation of Journeys activities in T2 schools, however is very far from universal. For example, only 25 percent of learners participated in any activity related to violence prevention and only 52 percent had seen any materials related to Journeys.		
21	Findings from FGDs seem to indicate that UKU has had some benefits for teachers and learners. Teachers felt more knowledgeable about resources in the community responsible for children's welfare. Learners are also aware of the resources in the community, and more trusting of the teachers in the school.				
EQ3: Are activities sufficient and relevant to achieving Result 2?					
22	The SBCC campaign was implemented in schools in 15 districts between June and August 2019 and was targeted at parents and teachers of P1 through P4 learners. However, after about a decade of the corporal punishment ban in schools, the campaign was perceived as being too short in duration for teachers and parents to fully grasp and internalize new knowledge.	22, 23	Both the SBCC campaign and teacher training to cover Journeys and UKU activities was considered as being insufficient for internalization.		
23	Teachers felt there was insufficient training and follow up training time to cover all the Journey material and UKU activities.				
EQ4: What factors accelerated or inhibited achievement of LARA results?					

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24	School infrastructure can contribute to create a safe climate. First, in the majority of the schools latrines lack locks and sometimes they are shared by children and adults. This is an issue that has been mentioned, particularly by girls, as problematic in terms of safety and privacy multiple times. Second, water –when available- is not close to the school creating opportunities for unsafe situations. Finally, in a good fraction of the schools the entry of strangers is lax. Learners mentioned feeling threatened by people around the schools and lack of controls and entry restrictions do not contribute to a climate of safety.	24	Many learners continue to feel unsafe in school due to a lack of boundary wall and latrines that lack locks on the doors	24	Future programs on SRGBV that include funding for a boundary wall may result in quick wins. At a minimum it is easy to insist that school latrines have functioning locks to ensure program support.
25	UKU activities were seen by teachers as extracurricular and outside of teachers' responsibilities to deliver the national curriculum. The lack of pay for extra activities and demands on teachers' time was seen as unsustainable.				
EGR and Retention					
EQ1: What is the impact of R1 activities on reading performance and retention rates? What is the additional impact of R2 activities on reading performance? What is the total impact that R1 + R2 activities have on reading performance and retention rates?					
1	Correct letter sounds per minute are higher among P3 learners that received R1 activities than those in control schools. Learners receiving R1+R2 activities do not do better than learners receiving R1 activities	1, 2, 3, 5, 6	R1 activities improved P3 learners reading performance (mostly in local languages; very small effects in English). R2 activities did not improve reading performance above and beyond R1 effects, which indicates that SRGBV-related program components brought no additional benefit to learners' reading ability		
2	Oral reading fluency is 7.2 cwpm (0.54 SD) higher among P3 learners that received R1 activities than control P3 learners in Luganda				

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	speaking areas and 5.6 cwpm (0.42 SD) higher in Runyankore/Rukiga speaking areas.				
3	There is no difference in ORF between learners receiving R1 and learners receiving R1+R2. We found no difference in reading performance of P3 learners between T1 and T2 schools which indicates that SRGBV-related program components brought no additional benefit to learners' reading ability.				
4	An improvement in reading performance was found across groups of learners with different reading abilities. EGRP reduced the number of zero scores among P3 learners and also increased the percentage of learners that reach at least 20 cwpm in the oral reading fluency subtask.				
5	LARA effects on P3 learners' reading performance in English is modest. We see positive effects in letter sounds, none or very small effects in ORF.				
6	In the Runyankore/Rukiga dominant language regions, learners in R1 schools are less likely to transfer to other schools and learners from R1+ R2 schools are less likely to drop out, compared to those from control schools.	6, 7, 8, 9, 10, 11	It is not clear that the program had an effect on retention. There is slightly more retention in T2 schools but only in Runyankore/Rukiga. Not in Luganda speaking areas. There is not effect on absenteeism that is till high, for both students and teachers.		
7	There are no effects of R1 or R1+R2 on student absenteeism in either region.				
8	In Luganda speaking regions, there are no differences between dropouts, transfers, or repetition between R1, R1+R2 and Controls.				

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9	Slightly over 80 percent of classrooms visited had a teacher present during instruction time				
10	Absenteeism remains high among learners and unchanged since baseline. The average attendance rate is 81 percent in the Luganda speaking region and 83 percent in the Runyankore/Rukiga speaking region.				
11	We do not find significant differences between the teachers' attendance status by treatment group in either region.				
EQ3: Are activities sufficient and relevant to achieving Result 1?					
12	At the end of P3 LARA learners' decoding skills are low (less than 14 correct letter sounds in a minute), over a quarter of P3 learners cannot read a single word from a short grade 2 level paragraph, and on average ORF is 17 cwpm in local language, which is far from the levels needed to be able to comprehend the text read.	12	The EGR activities are relevant and had a positive effect but reading performance is low. This a good base on which to build but more is needed to reach the minimum acceptable levels of reading performance		
EQ2: Were activities carried out as planned?					
EQ4: What factors accelerated or inhibited achievement of LARA results?					
13	70% and 82% of head-teachers participated in the LARA training in T1 and T2 schools respectively.	13, 14, 15, 16, 22, 23	Most activities were implemented as planned; supplementary reading materials and reading cards are insufficient. Although LARA trained CCTs, district officers, etc. to conduct support supervision, they do not due to lack of time, lack of resources, distances, etc. (Same was the case with SHRP)		
14	80% of P3 teachers participated in the LARA training.				

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15	Support supervision visits are less frequent than they should. In particular, support supervision by CCTs and district education officers is very low.	15, 16	Teacher support supervision does not take place as envisioned.	15	If support supervision is not properly and credibly embedded in the education system, it will not be sustainable and most likely will disappear once the LARA ends. We recommend exploring this challenge and focus on how to effectively scale support supervision within the education system to ensure sustainability of the program, given that the current approach is not working.
16	CCTs and district officers report that they cannot give support to all the schools in their area. Teacher support supervision was much lower than expected even that control schools were excluded from this activity.				
17	Reading instructional reading practices are better in treatment schools.	17, 18, 19, 20	The high level of implementation fidelity in treatment schools potentially offers a good base on which to build, to extend teachers beyond excessive repetition and to encourage more learner talk, oral language development and engagement with meaning of text.	17	Include more discussion and more demonstration about how to encourage learners to talk, ask, develop language and engage with meaning of text, during training and during support visits. In particular, conducting demonstrations in the actual classroom could be very valuable for teachers.
18	Treated teachers still use excessive repetition, and to encourage more learner talk, oral language development and engagement with meaning of text.				

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19	Around half of the observed teachers completed 50 percent or less of the lesson plan for the day. The more challenging aspects of the program were left out.				
20	Sometimes teachers listen to individual learners read but their feedback is quite restricted. One of the crucial methods of reading practice and assessment (I do, we do, you do) potentially contributed to a very repetitive, chorused discourse, empty of evaluative potential.				
21	Neither CAM forms nor alternative methods are not used by P3 teachers to conduct continuous assessment of learners	21, 22	There is no regular assessment of learners' reading proficiency CAM forms are not being used, teachers are not creating alternatives, and even oral feedback to learners seems insufficient.	21	Revise the approach to train teachers in conducting continuous assessment of learners and its importance.
22	Supplementary reading materials in English were only distributed to half the schools and only a maximum of eight story cards was given to each school – four for P1 and P2, and four for P3 and P4.	22	Supplementary reading materials and reading cards are scarce and the lending system for the few materials available does not work well	13, 22	It would be worth considering alternatives to create inexpensive products, for example newsprint materials, which even if not designed to last through the years, can be given to children to read at home or in school.
23	LARA distributed plenty of reading books among treatment schools that were very well received. However, in many classes, reading books are not in the hand of learners as they should	22, 23, 24	In many cases reading books are not in the hands of the students. Learners share books in school and have no reading material to take home.	23	Putting reading books in learners' hands. Additional work and training needs to be done with head teachers and teachers to persuade them that reading books and supplemental materials are only useful if they are in the hands of the children. This should

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					be reinforced during support supervision visits.
24	Having LARA reading books in the lessons supported a greater engagement by learners with text.				