



**THE REBIRTH OF QUALITY EDUCATION IN UGANDA – WELLS  
PROJECT**



**BASELINE SURVEY REPORT, 2018**

**LUIGI GIUSSANI INSTITUTE OF HIGHER EDUCATION**



## EXECUTIVE SUMMARY

LGIHE conducted a baseline study for WELLS project in 9 schools (5 primary; 4 secondary). The objectives of the study were: (i) to validate and ascertain benchmark information for the proposed indicators to be used to evaluate the project activities; and (ii) to identify school specific needs and priority areas that need to be addressed by the projects.

The baseline study used a mixed-methods approach, utilizing both qualitative and quantitative research methods. The methods include: a survey with 9 head teachers; a survey with 152 teachers; teachers' classroom observations (139 teachers); a survey with 419 senior one students; and documentation review. The study population comprised of students, teachers, and school leaders of the project schools.

The study schools had on average 589 pupils (400 for secondary and 741 for primary) of which on average 341 pupils were female (207 for secondary and 489 for primary) and 248 on average were male (194 in secondary and 292 in primary). The schools have an average of 11 classrooms and a pupil-classroom ratio of 60:1. In three out of 9 schools, pupil-classroom ratio was way above the national pupil-classroom ratio.

About 10% of the pupils (10.8% of females and 8.0% of males) who were enrolled in the primary schools under study in 2017 dropped out of school before completing the year (2017) while 6.5% of the pupils (7.9% females and 5.0% males) who were enrolled in the secondary schools under study in 2017 dropped out of school before completing the year (2017).

Most schools (6/9) had SMC/BOG committees. Five out of 9 schools had very active SMC/BOG. Three out of 9 head teachers reported to have held at least three SMC/BOG meetings in 2017 where minutes are documented. Five out of 9 study schools had SMC/BOG sub-committees. Most of the study schools (6/9) had PTA committees in 2017. Three out of 9 schools had very active PTA committees. Four out of 9 head teachers reported to have documented minutes for at least three PTA meetings that were conducted in 2017. Four out of 9 schools had PTA sub-committees in 2017.

Almost all schools (8/9) had documented minutes for staff meetings that were conducted at least once a term in 2017. Seven out of 9 schools had documented minutes for class meetings that were conducted at least once a term in 2017.

The school leaders scored on average 26.6 out of 32 on leading learning and teaching; 28.7 out of 36 on leading school development; 28.6 out of 36 on building culture capacity and team; 22.2 out of 28 on professional growth and development; and 19.2 out of 24 on organisational management.

On average teachers scored 20.3 out of 24 (83.8%) on human flourishing and 18.1 out of 28 (i.e. 67.5%) on core self-evaluation.

Overall, teachers scored an average of 55.0 out of 68 (80.9%) on pedagogical teaching methods, ranging from 39 to 68; and 13 out of 20 (65.0%) on assessment and evaluation methods, ranging from 6 to 20.

Generally, students scored an average of 3.1 out of 4 on soft skills (3.1 out of 4 for females, 3.0 out of 4 for males).

Based on the findings of this study, the following recommendations are made to facilitate the implementation of the WELLS project:

- ❑ **Building the capacity of teachers:** Building capacity would help to equip teachers with pedagogical knowledge especially in planning and preparation for teaching and assessment and evaluation enhancing teacher professional growth, and improving on their abilities and expertise in handling different learners to ensure effective teaching and learning, and better acquisition of soft skills by the learners. It is also important for the LGIHE project team to internalize the trainings topics/themes requested by the various schools and be able to tailor to the project scope.
- ❑ **Capacity building of SMCs and PTAs:** These sessions would be tailored on their roles so as to be able to effectively influence service delivery and the quality of education in the schools. There is also a need to create awareness on the importance of documenting minutes and keeping track of attendances for any meeting held.
- ❑ **Sensitization of parents on their role in the education of their children:** Parents' involvement helps to improve pupils' behaviour, better social skills, and reduces absenteeism. Parental encouragement, love and support for learning activities at home combined with parental involvement in schooling is critical to children's education. This is deemed necessary because some pupils dropout of school partly as a result of lack of scholastic materials and parental neglect.
- ❑ **Sensitization of parents and children on the dangers of early marriages:** School dropout was partly attributed to early pregnancies and marriages. Child brides have a higher risk of becoming victims of domestic violence and sexual abuse, increased risk of sexually transmitted diseases and infections. There is therefore a need to create awareness on issues relating to sexual and reproductive health among youths in these communities.
- ❑ **Need to improve on sanitation:** Given the large number of students in most of the study schools, and the fact that a number of students reported their school toilets to be unhygienic, few in number and smelling, there is need for more of these facilities in some of these schools. Also, they should be maintained in a way that does not pose a threat on the health of the students.
- ❑ **Sensitisation of school leaders on the need for extracurricular activities in schools:** There is need to create awareness of the importance of extracurricular activities such as games and sports, MDD, clubs, and clubs in the development of children. Participation of children in such activities helps to improve their talents and serves as a forum to develop their soft skills.
- ❑ **Need for more teachers and classrooms:** This is to reduce on the PTR and the pupil-classroom ratio. It would in turn improve on the accessibility of teachers by pupils, an also reduce on the number of pupils that a single teacher manages in a classroom, which would improve the teaching learning process.

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## CHAPTER ONE: INTRODUCTION

### 1.1. About Luigi Giussani Institute of Higher Education

LGIHE is an institution of higher learning accredited and mandated by the Uganda National Council for Higher Education in September 2013 to offer recognized programmes in teacher education. LGIHE's vision is to be a leading institution of higher education that has a transformative impact on society in Uganda and throughout Africa by improving the quality of education and professional development, with the mission to create opportunities for professional and personal development, which starts from the dignity and infinite value of the person and are developed through a method of personal engagement with one's life and the meaning of one's work, targeting teachers, other professionals, parents and students.

Broadly, LGIHE focuses on three major areas: (1) offers a Diploma in Primary Education, Certificate in Early Childhood Development and Certificate in School Leadership and Management with a unique methodology and approaches in the field of education; (2) offers continuous professional development trainings for school leaders, teachers, social workers, medical personnel and workshops for students and parents; and (3) offers monitoring, evaluation and learning services both internally and to external agencies through a network of specialized consultants. In terms of human resource, LGIHE has a multidisciplinary team of well-trained professionals with proven expertise and experience in various parts of the world.

### 1.2. Brief about WELLS project

The two-year WELLS project which is titled "*The Rebirth of Quality Education in Uganda, Kampala-Uganda*", aims to contribute to the re-birth of quality education in Uganda through the delivery of an education proposal that ignites a dynamic change with a whole – school approach where school leaders, teachers, students, parents and other key stakeholders collaborate towards the personal, holistic growth of life-long learners.

### 1.3. Objectives of the baseline study

The main aim of the baseline study was to establish information before implementation of the project activities so as to identify school needs and priority areas that the projects could address.

The specific objectives of the study were:

- i. To validate and ascertain benchmark information for the proposed indicators to be used to evaluate the project activities.
- ii. To identify school specific needs and priority areas that need to be addressed by the projects.

## CHAPTER TWO: METHODOLOGY

### 2.1. Introduction

The baseline study used a mixed-methods approach, utilizing both qualitative and quantitative research methods. Various stakeholders participated in the study.

### 2.2. Study population

The study population comprised of students, teachers, and school leaders of the project schools.

### 2.3. Data collection methods and tools

- **Document Review:** LGIHE project team reviewed documents related to education in order to inform the study, more so the tool development process. Additionally, school related documents such as: schemes of work, lesson plans, PTA and SMC/BOG minutes, etc. were reviewed.
- **Head teachers' survey:** A survey with head teachers or deputy head teachers was conducted in order to establish general information about the school. A school information questionnaire was designed for this.
- **Teachers' Survey:** A survey for teachers aimed at assessing Head teachers' school leadership skills, Teacher's self-evaluation and factors that hinder teaching and learning in the school was conducted. The tool was designed based on the following domains: (i) leading learning and teaching; (ii) leading school development; (iii) building culture, capacity and teams; (iv) professional growth and development (v) organisational management; (vi) human flourishing (vii) core self-evaluation; and (viii) factors that hinder teaching and learning in the school.
- **Students' Survey:** A survey for secondary school students aimed at ascertaining the levels of their soft skills was conducted. A soft skill tool that was developed by LGIHE during the learning outcomes study was adopted with modifications where applicable. This tool was developed based on the identified and classified demand-led soft skills as expressed by employers and other stakeholders during the preliminary study. It was designed based on the following domains; openness to experience, emotional stability, conscientiousness, agreeableness and extraversion. Students were asked to self-complete the forms with the guidance of the Research Team.
- **Classroom Observations:** A classroom observation rubrics that entails items on pedagogical/teaching approaches, assessment and evaluation was developed. The observations during lessons were done by LGIHE project staff who have experience in assessment and examination. He/she scored the rubrics based on the lesson (s) observed.

### 2.4. Sample sizes and Sampling strategies

- ❖ **Head teachers' survey:** In each school, a head teacher was asked to complete the school information questionnaire. Overall, 9 head teachers participated in the exercise. One school<sup>1</sup> was unable to allocate us time to conduct the surveys within the days of the baseline, however, their data was collected later on to enable comparisons with the endline survey results.

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<sup>1</sup>Lake View Holy Cross – Jinja

- ❖ **Teachers' Survey:** A survey for teachers was conducted with teaching staff of each target school. In total, 152 teachers who were present during the day of the surveys participated in the study.
- ❖ **Students' Survey:** Pupils of lower secondary (Senior 1)<sup>2</sup> participated in the soft skills survey. All the S.1 students who were present in the school during the survey were targeted. In total, 419 students from 4 secondary schools participated in the exercise.
- ❖ **Classroom Observations:** Lessons of at least 50% of the teachers per school were observed. Teachers were chosen as follows: at least 1 teacher per subject, 1 teacher per class while also considering gender balance. Overall, 139 teachers were observed.

## 2.5. Data Quality Control

- **Checks by the M&E officer:** The M&E officer regularly checked that the concerned are following the assessment protocol. In addition, any missed interview was reported to the supervisor before leaving the school.
- **Orientation of Research Team Members:** The research team that included the key project staff of LGIHE underwent an orientation of 1 day before the field activities in order to acquaint themselves with the study protocol and all the related issues.
- **Working with the head teachers:** Before going to the schools, communication with the head teachers about the study was done. This helped to increase on participation of the various stakeholders in the study since they were informed.

## 2.6. Data entry and analysis

Data entry was performed using Epidata (Version 3.1) that controls for data input errors and safeguards data integrity, and also eases the process of export to the analytical packages while data analysis was conducted using STATA (Version 13) that allows for merging, editing and cleaning. The results were disaggregated by school.

## 2.7. Ethical Considerations

LGIHE developed and utilized approaches that address ethical considerations in dealing with students such as getting consent from the head teachers and the students themselves. This was followed by all the persons involved in the study.

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<sup>2</sup> These students are now in Senior 2

## CHAPTER THREE: PRESENTATION OF THE FINDINGS

### 3.1. SCHOOL DEMOGRAPHIC INFORMATION

Out of 10 project schools, 9 schools (5 primary and 4 secondary) participated in the baseline study. The school information was obtained from school information questionnaires completed by each head teacher of the surveyed schools.

Table 1: Schools, address, district and the year they were started

SCHOOL	SCHOOL CODE	ADDRESS	DISTRICT	YEAR OF START
ADODOI PRIMARY SCHOOL	APS	P.O.BOX 110 PALLISA 0783618001/0752945780	PALLISA	2005
GENESIS NURSERY AND PRIMARY SCHOOL	GPS	P.O.BOX 40226 KAMPALA 0772410410	KAMPALA	
LUIGI GIUSSANI PRE-PRIMARY AND PRIMARY SCHOOL	LGP	P.O.BOX 40084 KAMPALA 0781576201	KAMPALA	2010
PROGRESSIVE JUNIOR SCHOOL	LPJ	P.O.BOX 50000 KAMPALA 0782171924/0703863141	KAMPALA	1996
NAGONGERA GIRLS PRIMARY SCHOOL	MGG	P.O. BOX 146 TORORO 07724446938	TORORO	1931
ST. JOSEPH'S HILL SECONDARY SCHOOL	JHS	P.O. BOX 226 KYENJOJO 0788536321/0786912299/ 0772355031	KYENJOJO	1996
JOHN PAUL SECONDARY SCHOOL CHELUKURA-PALLISA	JPS	P.O.BOX 110 PALLISA 0392968741	PALLISA	2007
LUIGI GIUSSANI HIGH SCHOOL	LGH	P.O.BOX 40084 KAMPALA 0783464627	WAKISO	2010
UGANDA MARTYRS HIGH SCHOOL BWEYA	UMS	0772486116/0758486116/ 0705269546	WAKISO	2018

#### 3.1.1. Age, Sex, Level of education and employment status

The head teachers surveyed had an average age of 43.7 years (39.6 years of males, 54 years of females). The head teachers had served in the respective schools for an average of 7.2 years ranging from 1 to 24.

The majority of the head teachers (7/9) were males; more than a half (5/9) had a degree as their highest level of education and almost all the head teachers (8/9) were formally appointed.

Table 2: Head teachers' Sex, level of education and employment status

Variable	Males	Females	Total
Sex	07	02	09
<b>Highest level of education</b>			
Masters	01	01	02
Degree	04	01	05
Diploma (Grade V)	02	00	02
<b>Employment status</b>			
Formally appointed	06	02	08
Acting	01	00	01

### 3.1.2. School ownership, foundation body, USE status, operation and group of pupils

The majority (7/9) of the study schools are privately owned. Most of them (7/9) are Non-USE, while 5 out of 9 are operating as both day and boarding schools. Almost all (8/9) schools are mixed and none of them is a single sex-boys school.

Table 3: School ownership, foundation body, USE status, operation and group of pupils

Variable	Primary	Secondary	Total
<b>Ownership</b>			
Government owned	2	0	2
Privately owned	3	4	7
<b>Foundation body</b>			
Community	1	0	1
Purely private	2	2	4
Religious based (Church or Muslim)	2	2	4
<b>USE status</b>			
USE	2	0	2
Non-USE	3	4	7
<b>Operation</b>			
Day	3	1	4
Both Day and Boarding	2	3	5
<b>Group of pupils</b>			
Single sex-girls	1	0	1
Mixed	4	4	8

### 3.1.3. Schools' enrolment and classrooms

A total of 5,305 pupils were enrolled in the 9 schools at the time of this survey. The majority of these pupils (69.8%) were in the 5 primary schools surveyed. 57.9% of the pupils were females (51.6% in secondary and 60.6% in primary) and 42.1% were males (48.4% in secondary and 39.4% in primary). The nursery section does not exist in 1 out of 5 primary schools<sup>3</sup>.

<sup>3</sup> MGG

Table 4: Pupil population per class

Class	Males	Females	Total
	n(%)	n(%)	n(%)
<b>Primary</b>			
Nursery	327(14.6)	337(11.0)	664(12.5)
P1	192(8.6)	309(10.1)	501(9.4)
P2	186(8.3)	291(9.5)	477(9.0)
P3	242(10.8)	328(10.7)	570(10.7)
P4	205(9.2)	280(9.1)	485(9.1)
P5	144(6.4)	291(9.5)	435(8.2)
P6	89(4.0)	252(8.2)	341(6.4)
P7	74(3.3)	156(5.1)	230(4.3)
<b>Total</b>	<b>1459(39.4)</b>	<b>2244(60.6)</b>	<b>3703(100.0)</b>
<b>Secondary</b>			
S1	220(9.8)	226(7.4)	446(8.4)
S2	179(8.0)	201(6.5)	380(7.2)
S3	153(6.8)	1685.5)	321(6.1)
S4	105(4.7)	121(3.9)	226(4.3)
S5	58(2.6)	58(1.9)	116(2.2)
S6	61(2.7)	52(1.7)	113(2.1)
<b>Total</b>	<b>776(48.4)</b>	<b>826(51.6)</b>	<b>1602(100.0)</b>
<b>Total</b>	<b>2235(42.1)</b>	<b>3070(57.9)</b>	<b>5305(100)</b>

The study schools had an average of 589 pupils (400 for secondary and 741 for primary) of which on average 341 pupils were female (207 for secondary and 489 for primary) and 248 on average were male (194 in secondary and 292 in primary). The surveyed schools had an average of 11 classrooms ranging from 7 to 18, with a pupil-classroom ratio of 60:1.

Table 5: Pupil population, classrooms, and pupil-classroom ratio per school

School code	Males	Females	Total	Number of classrooms	Pupil-classroom ratio
LPJ	285	303	588	12	49
GPS	212	221	433	10	43
APS	564	551	1115	7	159
UMS	259	343	602	7	86
LGH	253	249	502	15	34
LGP	203	242	445	10	45
JPS	120	117	237	8	30
MGG	195	927	1122	12	94
JHS	144	117	261	18	15

From Table 5 above, 3 out of 9 schools have pupil-classroom ratio way above the national pupil-classroom ratio of 54:1 for primary schools and 51:1 for secondary schools (Statistical Abstract,

2017)<sup>4</sup>. This makes it difficult for teachers to efficiently manage their classes or lessons. Ultimately, it affects the quality of education in those schools.

Less than a half (4/9) of the head teachers (GPS, UMS, JPS and JHS) acknowledged low pupil enrolment in their schools. The main reason for the low enrolment as cited by the head teachers was high dropout rate. Other reasons were;

- ✘ Many schools in the locality leading to sharing of pupils;
- ✘ Absence of transport facilities to pick pupils from distant places;
- ✘ Poverty which prompts parents to look for schools with low payment structures especially government schools.

Less than a half (3/9) of the head teachers (APS, LGH, and MGG) said that the enrolment in their school was high. The reasons behind the high enrolment were;

- ✘ Good discipline and academic performance;
- ✘ Available sponsorship opportunities in the school.

Other head teachers (2/9) (LPJ and LGP) said that the pupil enrolment was moderate. The reasons attributing to this as mentioned by those head teachers were;

- ✘ Continued transfers (relocation) by parents;
- ✘ Controlled enrolment in order to avoid congestion in the classrooms.

#### 3.1.4. Pupils with special needs

Out of the 5,305 pupils (3,703 in primary and 1,602 in secondary), 36 (0.7%) of them were reported to have special needs issues (0.9% of males, 0.5% of females) with more cases in primary schools (1.1%) than secondary schools (0.2%). Three schools<sup>5</sup> had no pupil with special needs cases.

Table 6: Percentage of pupils with special needs per school

School code	Males (%)	Females (%)	Total (%)
GPS	0.0	0.5	0.2
APS	3.2	2.2	2.7
LGH	0.4	0.0	0.2
LGP	0.5	0.4	0.4
JPS	0.8	0.0	0.4
JHS	0.0	0.9	0.4
UMS	0.0	0.0	0.0
MGG	0.0	0.0	0.0
LPJ	0.0	0.0	0.0
<b>Overall</b>	<b>0.9</b>	<b>0.5</b>	<b>0.7</b>

<sup>4</sup> Uganda Bureau of Statistics [UBOS] (2017). Statistical Abstract 2017.

<sup>5</sup> UMS, MGG and LPJ

### 3.1.5. Pupils who sat for P7 or S4 in 2017

In the 5 primary schools, 273 pupils (59.3% females and 40.7% males) sat for P7 in 2017 out of which 82.4% (84.6% females and 79.3% males) passed to the next level.

In the 3 secondary schools, 225 pupils (50.2% females and 49.8% males) sat for S4 in 2017. 61.8% of the pupils (53.1% females and 70.5% males) passed to the next level. One of the schools<sup>6</sup> did not have any candidate in 2017 since it did not exist by then.

Table 7: Pupils who sat for and those who passed P7 or S4 in 2017 per school

School code	Pupils who sat			Pupils who passed		
	Males n(%)	Females n(%)	Total	Males n(%)	Females n(%)	Total n(%)
APS	40(53.3)	35(46.7)	75	18(45.0)	12(34.3)	30(40.0)
LGP	24(42.9)	32(57.1)	56	23(95.8)	30(93.8)	53(94.6)
MGG	8(11.1)	64(88.9)	72	8(100.0)	64(100.0)	72(100.0)
LPJ	19(63.3)	11(36.7)	30	19(100.0)	11(100.0)	30(100.0)
GPS	20(50.0)	20(50.0)	40	20(100.0)	20(100.0)	40(100.0)
<b>Total primary</b>	<b>111(40.7)</b>	<b>162(59.3)</b>	<b>273</b>	<b>88(79.3)</b>	<b>137(84.6)</b>	<b>225(82.4)</b>
JPS	28(57.1)	21(42.9)	49	25(89.3)	17(81.0)	42(85.7)
JHS	35(51.5)	33(48.5)	68	20(57.1)	15(45.5)	35(51.5)
LGH	49(45.4)	59(54.6)	108	34(69.4)	28(47.5)	62(57.4)
<b>Total secondary</b>	<b>112(49.8)</b>	<b>113(50.2)</b>	<b>225</b>	<b>79(70.5)</b>	<b>60(53.1)</b>	<b>139(61.8)</b>

According to the head teachers, the following are the ways through which pupils' promotion rates can be improved in their schools:

- ❖ Recruiting more teachers to reduce pupil-teacher ratio;
- ❖ Sensitizing parents to actively participate in, and support academics of the pupils through provision of scholastic materials and other requirements;
- ❖ Improving the teaching-learning process by use of better teaching methods, and use of teaching-learning aids;
- ❖ Construction of more classrooms to reduce on the congestion in the classes;
- ❖ Provision of lunch to learners;
- ❖ Motivation of teachers to make them feel part and parcel of the school;
- ❖ Laying strategies for teacher development to enhance teacher retention;
- ❖ Enrolment of learners with good grades from primary;
- ❖ Refresher courses for teachers.

<sup>6</sup> UMS became operational in 2018.

### 3.1.6. Pupil enrolment and drop out in 2017

The 5 primary schools enrolled 3,148 pupils (60.8% females, 39.2% males). 9.7% of the pupils (dropped out of school before completing the year.

The 3 secondary schools enrolled 930 students (50.4% females and 49.6% males). 6.5% of the pupils ( ) dropped out of school before completing the year. One of the schools<sup>7</sup> did not have any pupils enrolled in 2017 hence no drop out.

Table 8: Pupils enrolled in 2017 and the dropout rate

School code	Enrolled			Dropouts		
	Males n(%)	Females n(%)	Total	Males n(%)	Females n(%)	Total n(%)
LPJ	104(50.5)	102(49.5)	206	5(4.8)	7(6.9)	12(5.8)
GPS	226(49.8)	228(50.2)	454	2(0.9)	4(1.8)	6(1.3)
APS	532(52.3)	485(47.7)	1017	33(6.2)	45(9.3)	78(7.7)
MGG	212(19.2)	893(80.8)	1105	50(23.6)	145(16.2)	195(17.6)
LGP	160(43.7)	206(56.3)	366	9(5.6)	5(2.4)	14(3.8)
<b>Total primary</b>	<b>1234(39.2)</b>	<b>1914(60.8)</b>	<b>3148</b>	<b>99(8.0)</b>	<b>206(10.8)</b>	<b>305(9.7)</b>
JPS	111(49.8)	112(50.2)	223	13(11.7)	16(14.3)	29(13.0)
JHS	105(46.7)	120(53.3)	225	8(7.6)	20(16.7)	28(12.4)
LGH	245(50.8)	237(49.2)	482	2(0.8)	1(0.4)	3(0.6)
<b>Total secondary</b>	<b>461(49.6)</b>	<b>469(50.4)</b>	<b>930</b>	<b>23(5.0)</b>	<b>37(7.9)</b>	<b>60(6.5)</b>

From Table 8 above, the project schools had more female dropouts (10.8% in primary, 7.9% in secondary) than males (8.0% in primary, 5.0% in secondary) in 2017.

The main reasons why pupils drop-out of school as stated by the head teachers include:

- ❖ Early pregnancies and marriages (4/9);
- ❖ Lack of school fees and other scholastic materials (7/9);
- ❖ Parental neglect in fulfilling other responsibilities (2/9);
- ❖ Ignorance of both parents and pupils about the value of education (1/9);
- ❖ Congestion in the classrooms and dormitories (2/9);
- ❖ Search for casual labour (e.g. fishing) (2/9);

### 3.1.7. Teaching staff

Primary schools had on average 18 teachers, with more females (10) than males (8). These teachers earn on average shs.400,000 ranging from shs.281,250 to shs.537,837 per month. Secondary schools had on average 27 teachers, with more males (20) than females (7). Teachers earn on average shs.387,500 ranging from shs.250,000 to shs.600,000 per month.

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<sup>7</sup> UMS

Table 9: Teaching staff per school

School code	Males	Females	Total
GPS	9	12	21
APS	9	4	13
LGH	21	14	35
LGP	3	17	20
JPS	17	3	20
JHS	23	4	27
UMS	17	10	27
LPJ	7	11	18
MGG	11	5	16
<b>Total</b>	<b>117</b>	<b>80</b>	<b>197</b>

### 3.1.8. Pupil-teacher ratio (PTR)

PTR refers to the average number of pupils per teacher at a given level of education, based on headcounts of both pupils and teachers. Primary schools under study have on average 42 pupils per teacher while secondary schools have an average of 15 pupils per teacher.

Table 10: Pupil-teacher ratio per school

School code	No. of teachers	No. of pupils	PTR
GPS	21	433	21
APS	13	1115	86
LGH	35	502	14
LGP	20	445	22
JPS	20	237	12
JHS	27	261	10
UMS	27	602	22
LPJ	18	588	33
MGG	16	1122	70

From the table above, two of the study schools have a PTR higher than the national PTR of 43:1 for primary schools as of 2017 (Statistical Abstract, 2017)<sup>8</sup>. The high PTR suggests that each teacher has to be responsible for a larger number of pupils, which lowers the relative access of pupils to teachers.

### 3.1.9. Preparation to teach

This section details teachers' status on preparation of schemes of work and lesson plans; and how supervision and evaluation of teachers' work is carried out in the schools.

<sup>8</sup> Uganda Bureau of Statistics [UBOS]. (2017). Statistical Abstract 2017.

### 3.1.9.1. Schemes of work and lesson plans

In most schools surveyed (8/9), all teachers have schemes of work while only one<sup>9</sup> school had all its teachers with no schemes of work. Only in 1 out of 9 schools<sup>10</sup>, do all teachers prepare daily lesson plans.

Table 11: Schemes of work and lesson plans in the schools

Variable	Primary	Secondary	Total
<b>Schemes of work</b>			
Yes, all of them	5	2	7
Yes, some of them	0	1	1
No, none of them	0	1	1
<b>Lesson plans</b>			
Yes, all of them	1	0	1
Yes, some of them	4	3	7
No, none of them	0	1	1

The survey further revealed that the persons responsible for reviewing teachers' schemes of work or lesson plans were the head teachers, deputy head teachers and the directors of studies. One of the schools did not have any person responsible since all teachers didn't have both schemes of work and lesson plans.

Table 12: Persons responsible for reviewing schemes of work or lesson plans

Person	Number of schools
Deputy head teacher	7
Director of studies	6
Head teacher	7
<b>All the three</b>	
Head teacher, Deputy head teacher and Director of studies	5

### 3.1.9.2. Supervision and evaluation of teachers' work

The ways through which work done by teachers is supervised and evaluated, as stated by head teachers include:

- ❖ Classroom (lesson) observation and support supervision (5/9);
- ❖ Review of teachers' schemes of work and lesson plans (4/9);
- ❖ Checking learners' assessment records and work (3/9);
- ❖ Supervision of teaching using Ministry of Education and Sports (MoES) tool (1/9);
- ❖ Holding meetings with departmental heads (2/9);
- ❖ Checking teachers' attendance and punctuality (1/9);
- ❖ Annual staff appraisals (1/9);
- ❖ Checking duty reports on a weekly basis (2/9);

<sup>9</sup> UMS

<sup>10</sup> MGG

- ❖ Spot supervision (1/9).

### 3.1.10. SMC/BOG, PTA, Staff meetings and Class meetings

This section details status of School Management Committees (SMCs)/ Board of Governors (BOG); Parent-Teacher Associations (PTAs); Staff meetings and Class meetings in the study schools, for the year 2017.

#### 3.1.10.1. SMC/BOG status

BOG/SMCs are bodies which build a critical bridge between the community and the school, playing roles such as: providing oversight in the school programmes; and creating enabling conditions to bring stakeholders together to support the school. Most schools (6/9) had SMC/BOG committees. Five out of 9 schools had very active SMC/BOG and 3 didn't<sup>11</sup> have SMC/BOG committees.

Table 13: BOG/SMC status

Response	Primary	Secondary	Total
Yes and very active	4	1	5
Yes, but not very active	1	0	1
No, we didn't have	0	3	3

Three out of 9 head teachers reported to have held at least three SMC/BOG meetings in 2017 where minutes are documented while three schools never had any documented minutes for SMC/BOG meetings.

#### 3.1.10.2. SMC/BOG sub-committee status

Five out of 9 study schools had SMC/BOG sub-committees. 4 of them had very active SMC/BOG sub-committees and 4 schools didn't have SMC/BOG sub-committees.

#### 3.1.10.3. PTA status

A parent-teacher association is a formal association composed of parents, teachers and staff that is intended to facilitate parental involvement in the school management. Most schools (6/9) had PTA committees in 2017. Three out of 9 schools had very active PTA committees, 3 had PTA committees which were not very active and 3 schools didn't<sup>12</sup> have PTA committees.

Table 14: PTA status

Response	Primary	Secondary	Total
Yes, and very active	2	1	3
Yes, but not very active	2	1	3
No, we didn't have	1	2	3

Four out of 9 head teachers reported to have documented minutes for at least three PTA meetings that were conducted in 2017 while 4 schools never had any documented minutes for PTA meetings in 2017.

<sup>11</sup> UMS, LGH, and JPS

<sup>12</sup> UMS, LGH and LGP

#### 3.1.10.4. PTA sub-committee status

Four out of 9 schools had PTA sub-committees in 2017. Only one of them had a very active PTA sub-committee and 5 schools<sup>13</sup> did not have PTA sub-committees.

**Note:** Three out of 9 schools have both SMC/BOG and PTA committees which are very active. Only one out of 9 schools had both SMC/BOG and PTA sub-committees which were very active.

#### 3.1.10.5. Staff meetings

Almost all schools (8/9) had documented minutes for staff meetings that were conducted at least once a term in 2017. One head teacher reported to have documented minutes for staff meetings that were conducted on a weekly basis. Staff meetings can be used for a variety of purposes such as providing updates; announcements, feedback, information sharing, asking questions and discussing challenges and possible solutions regarding teaching and learning in the schools. Involving staff in discussions and decisions of certain issues, it helps to boost morale and motivation in the workplace.

#### 3.1.10.6. Class meetings

Seven out of 9 schools had documented minutes for class meetings that were conducted at least once a term in 2017. The other 2 schools<sup>14</sup> had never conducted a class meeting in 2017. Conducting classroom meetings helps to make for a safe, inclusive, orderly, attractive, and comfortable classroom environment through which learners learn about leadership, democracy and community. They also learn to share responsibility for their own learning and for each other's learning, and that they have a voice and ideas that matter.

#### 3.1.11. Parents' participation

This section is based on only 6 schools that provided complete and consistent information on parent's participation in meetings. From the table below, we notice that the proportions of parents who attended a particular meeting where all of them we expected ranged from 39.7% to 100.0%.

Table 15: Proportion of parents who attended a particular meeting in 2017 per school

School code	Number of parents in 2017 who	
	Had children in the school	Attended to a meeting n(%)
LPJ	276	276(100)
APS	175	77(44.0)
LGH	385	153(39.7)
LGP	176	159(90.3)
MGG	561	374(66.7)
JHS	120	106(88.3)
GPS	384	<i>No information was reported on this</i>
JPS	<i>No information was reported on this</i>	

<sup>13</sup> JPS, LGP, LGH, UMS, and LPJ

<sup>14</sup> LPJ and UMS

UMS	<i>The school did not exist in 2017</i>
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### 3.2. SCHOOL LEADERSHIP AND MANAGEMENT

A survey with teachers aimed at assessing Head teachers' school leadership skills, teacher's self-evaluation and factors that hinder teaching and learning in the school was conducted. A total of 152 teachers (56.6% males and 43.4% females) were surveyed. The teachers had an average age of 31.8 years (32.7 years for males and 30.6 years for females).

The teachers were expected to score school leaders' characteristics on a 4-point scale whereby: 1=Strongly Disagree; 2=Disagree; 3=Agree; and 4=Strongly Agree. The tool had 39 items.

Generally, school leaders had an average score of 125.1 out of 156 (80.2%) on school leadership and management ranging from 81 to 155.

Table 16: School leaders' average score on leadership and management per school

School code	Average score (out of 156)
UMS	100.5
JPS	116.3
APS	120.2
GPS	118.1
JHS	122.6
LPJ	129.1
LGP	131.1
MGG	132.6
LGH	138.6
<b>Overall</b>	<b>125.1</b>

The school leaders scored on average 26.6 out of 32 on leading learning and teaching; 28.7 out of 36 on leading school development; 28.6 out of 36 on building culture, capacity and team; 22.2 out of 28 on professional growth and development; and 19.2 out of 24 on organisational management, as shown in the table below.

Table 17: School leaders' average score per domain

Domain	Average	Minimum	Maximum
Leading learning and teaching (out of 32)	26.6	9	32
Leading school development (out of 36)	28.7	14	36
Building culture, capacity and team (out of 36)	28.6	19	36
Professional growth and development (out of 28)	22.2	9	28
Organisational management (out of 24)	19.2	9	24

The scores per school are as in Appendix 1.

### 3.3. TEACHERS' SCORES ON HUMAN FLOURISHING AND CORE SELF-EVALUATION

#### 3.3.1. Human flourishing

Human flourishing is an effort to achieve self-actualization and fulfilment within the context of a larger community of individuals, each with the right to pursue his or her own efforts. It encompasses the uniqueness, dignity, diversity, freedom, happiness, and holistic well-being of the individual within the larger family, community, and population.

On average teachers scored 20.3 out of 24 (84.5%) on human.

Table 18: Teachers' score on human flourishing per school

School code	Average score (out of 24)
APS	18.3
LPJ	19.3
JPS	19.5
UMS	19.9
GPS	20.2
JHS	20.8
LGP	20.8
MGG	21.0
LGH	21.7
<b>Overall</b>	<b>20.3</b>

#### 3.3.2. Core self-evaluation

The term core self-evaluation refers to fundamental, global evaluation that individuals make about their worth, including whether they have the capability to handle the tasks and challenges they face in life and the extent to which they feel in control of their lives. People who have high core self-evaluation will think positive of themselves and be confident in their own abilities.

On average teachers scored 18.1 out of 28 (64.6%) on core self-evaluation.

Table 19: Teachers' score on self-evaluation per school

School code	Average score (out of 28)
UMS	17.3
LPJ	17.6
APS	18.5
LGH	18.5
JPS	18.6
MGG	18.7
LGP	19.9
JHS	20.2
GPS	20.4
<b>Overall</b>	<b>18.1</b>

### 3.4. ASSESSMENT AND EXAMINATION

The majority (64.2%) of the teachers surveyed have had a training on assessment and examination. The majority (87.4%) of the teachers in the study schools set their own exams.

The reasons as to why these teachers set their own examinations include:

- ❖ It encourages teachers' creativity;
- ❖ They are able to test learners based on what they have been taught;
- ❖ It promotes teachers' professional growth;
- ❖ It is one of the teachers' responsibility;
- ❖ External examination boards set very difficult exams for the learners and are at times out of scope.

The kinds of assessments that are usually given to learners as stated by teachers include:

- ❖ Formative continuous assessment (such as homework, class exercises, end of topic tests, oral testing, etc.) (78.3%);
- ❖ Summative assessment (such as beginning of term exams, midterm exams, and end of term exams) (16.4%);
- ❖ Both formative continuous assessment and summative assessment (12.5%).

More than a half (58.3%) of the surveyed teachers analyse the assessment results. According to them, the assessment results are used in the following ways:

- ❖ Doing corrections with learners (27.6%);
- ❖ Conducting remedial lessons (5.3%);
- ❖ Identifying learners who need extra help and devise ways of helping them improve (13.8%);
- ❖ Grading and promotion of learners (7.9%);
- ❖ Rewarding and motivating learners (1.3%);
- ❖ Monitoring learners' academic progress (comparing with previous results to see if there is a decline or improvement) (9.2%).

Other uses made of the assessment results as stated by teachers include: making follow-up on individual learners; evaluating teaching methods by allowing learners to give their ideas; grouping learners according to their levels to help teachers meet their respective needs; giving feedback to parents and involve them to help their children improve; encouraging learners to do better; and advising and/or counselling learners.

### 3.5. TEACHERS' CLASSROOM OBSERVATIONS

Classroom observation of teachers in the study schools aimed at assessing teachers' pedagogical/teaching approaches, assessment and evaluation. The rubric had a total of 22 items which were scored during the observation of the lesson(s) on the domains of: planning and preparation for teaching; classroom control and management; delivery and presentation of the lesson; and assessment and evaluation. The 4-point scores included: 1=not accomplished; 2=somewhat accomplished, 3=accomplished; and 4=accomplished very well.

A total of 139 teachers from 9 schools (5 primary and 4 secondary) were observed.

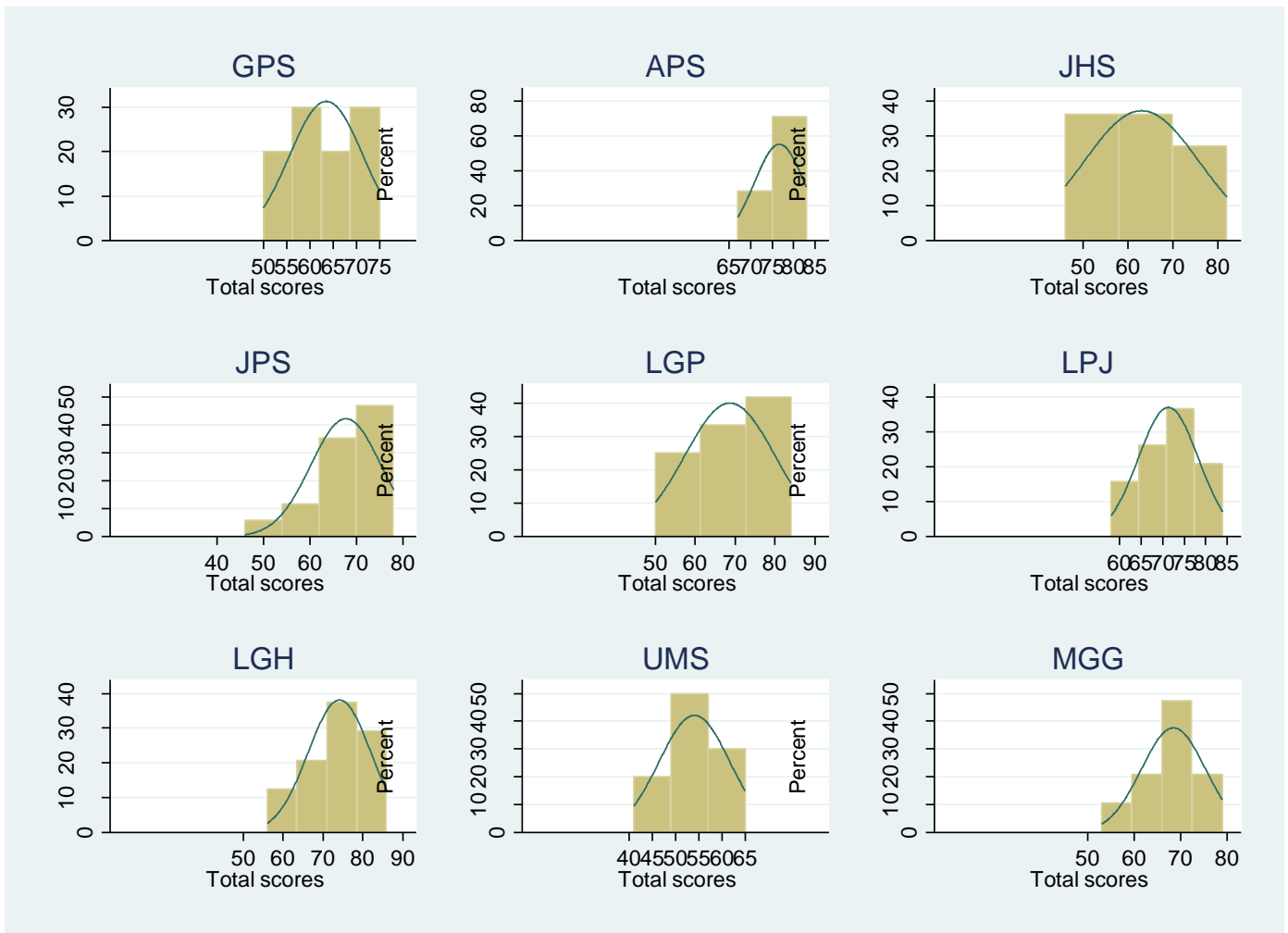
Table 20: Teachers' total score per school

School code	Number of teachers	Mean score	SD*	Minimum	Maximum
UMS	10	54.1	7.58	41	65
JHS	11	63.0	12.83	46	82
GPS	20	63.6	7.95	50	75
JPS	17	67.8	7.54	46	78
MGG	19	68.5	6.90	53	79
LGP	12	68.7	11.32	50	84
LPJ	19	71.3	6.98	58	84
LGH	24	74.1	7.85	56	86
APS	7	76.7	5.77	67	83

\* **Standard deviation** is a measure of the average distance between the values of the data in the set and the mean. A low standard deviation indicates that the data points tend to be very close to the mean while a high standard deviation indicates that the data points are spread out over a large range of values.

On average teachers had a total score of 68.0 out of 88 (i.e. 77.3%). As depicted by the high standard deviations (SD), the total scores for the study schools are spread out over a large range of values especially for: JHS and LGP, as also shown in the graphs below.

Figure 1: Teachers' total scores per school (possible score range was 22 to 88)



The teachers' score per domain are as shown in the table below:

Table 21: Teachers' scores per domain

Domain	Average (%)	Min	Max
Assessment and evaluation (out of 20)	13 (65.00)	6	20
Planning and preparation for teaching (out of 12)	9.1 (75.83)	3	12
Delivery and presentation of the lesson (out of 36)	29.5 (81.94)	19	36
Classroom control and management (out of 20)	16.4 (82.00)	8	20

From the above table, it can be noticed that, the surveyed teachers have challenges in assessment and evaluation, and also planning and preparation for teaching.

### 3.5.1. Planning and preparation for teaching

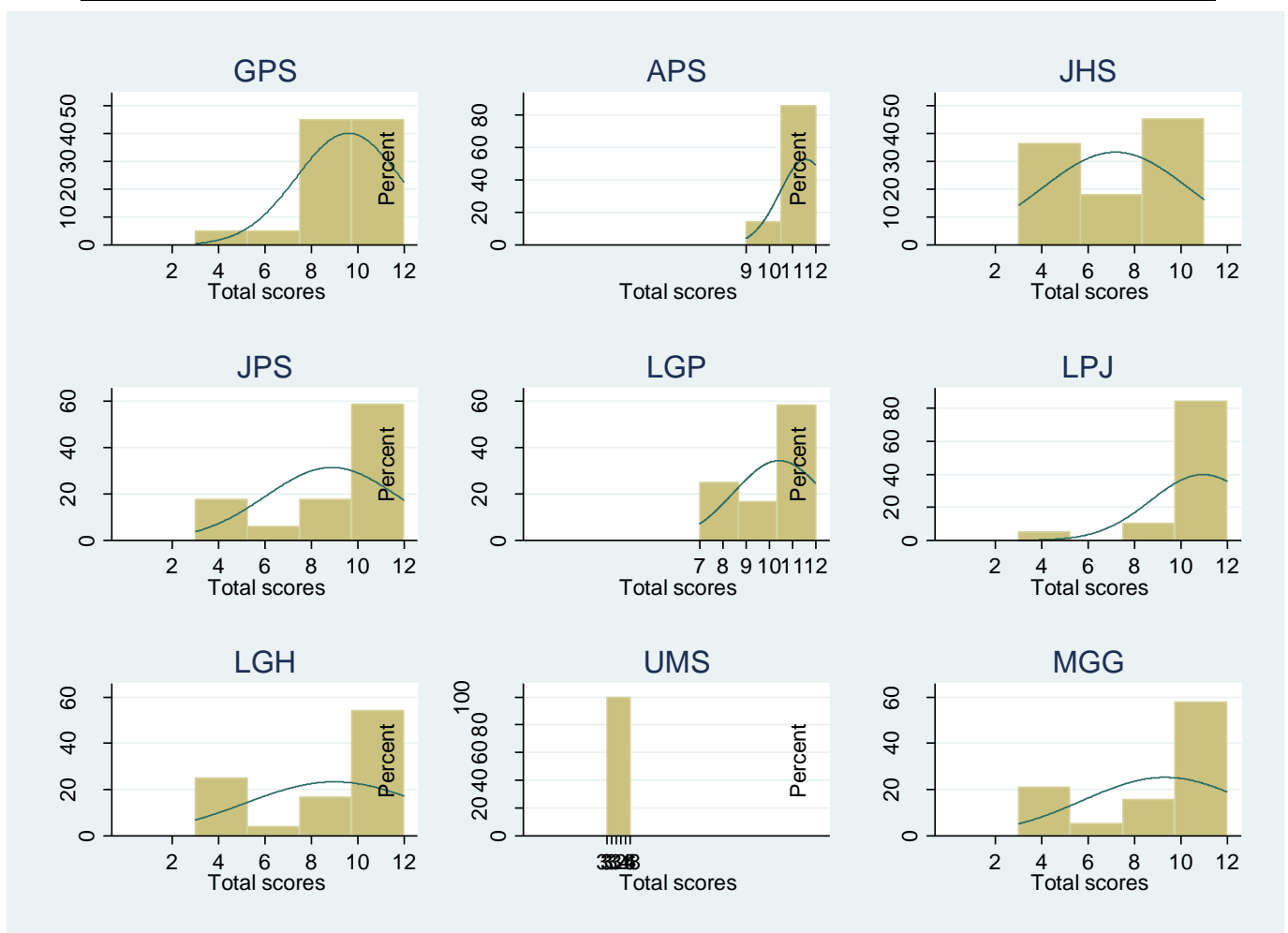
This area had three items to score. These included: format or layout of the schemes of work; logical sequence of topics; and format or layout of the lesson plan.

Table 22: Teachers' score per school on planning and preparation for teaching

School code	Mean score	SD	Minimum	Maximum
UMS	3.0	0.00	3	3
JHS	7.2	3.19	3	11
JPS	8.9	2.85	3	12
LGH	9.0	3.83	3	12
MGG	9.3	3.54	3	12
GPS	9.6	2.23	3	12
LGP	10.4	1.93	7	12
LPJ	10.9	2.25	3	12
APS	11.6	1.13	9	12

On average teachers scored 9.1 out of 12 (75.8%). All the teachers observed in UMS scored 3 (25.0%) in this domain as shown by a standard deviation of 0.00. The scores for JHS, LGH and MGG were widely spread as also shown in the graphs below.

Figure 2: Teachers' score per school on planning and preparation for teaching (possible score range was 3 to 12)



### 3.5.2. Classroom control and management

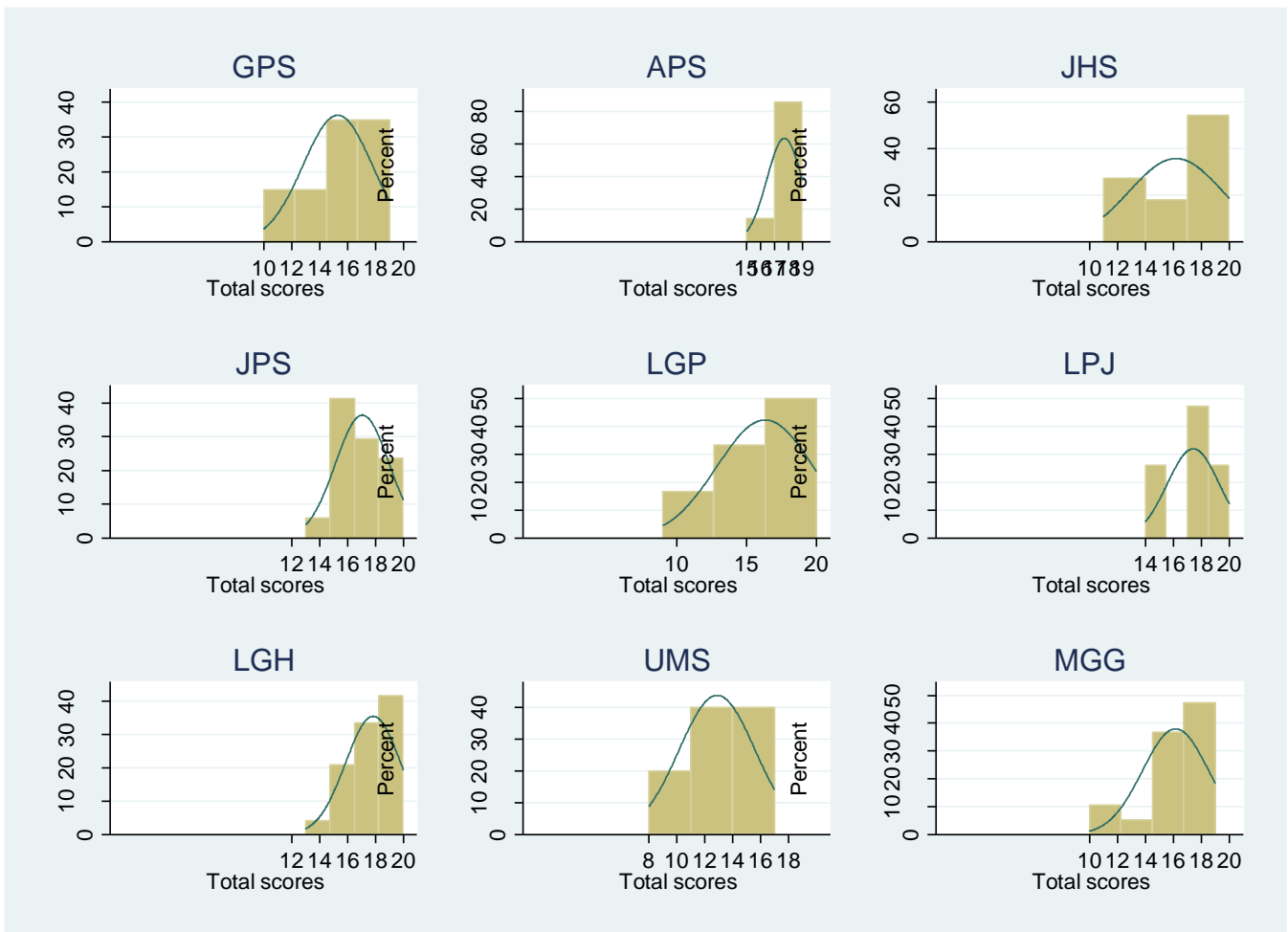
This area had five items to score. These included: greetings and roll call; clean and well-organized classroom; maintaining students' attention; respects students and vice versa; and rotational movements in class.

Table 23: Teachers' score per school on classroom control and management

School code	Mean score	SD	Minimum	Maximum
UMS	12.9	2.74	8	17
GPS	15.3	2.47	10	19
JHS	16.2	3.34	11	20
MGG	16.2	2.36	10	19
LGP	16.3	3.45	9	20
JPS	17.1	1.92	13	20
LPJ	17.4	1.87	14	20
APS	17.7	1.25	15	19
LGH	17.8	1.97	13	20

On average teachers scored 16.4 out of 20 (82.0%). The scores for LGP, JHS, UMS, GPS and MGG were widely spread as also shown in the graphs below.

Figure 3: Teachers' score per school on classroom control and management (possible score range was 5 to 20)



### 3.5.3. Delivery and presentation of the lesson

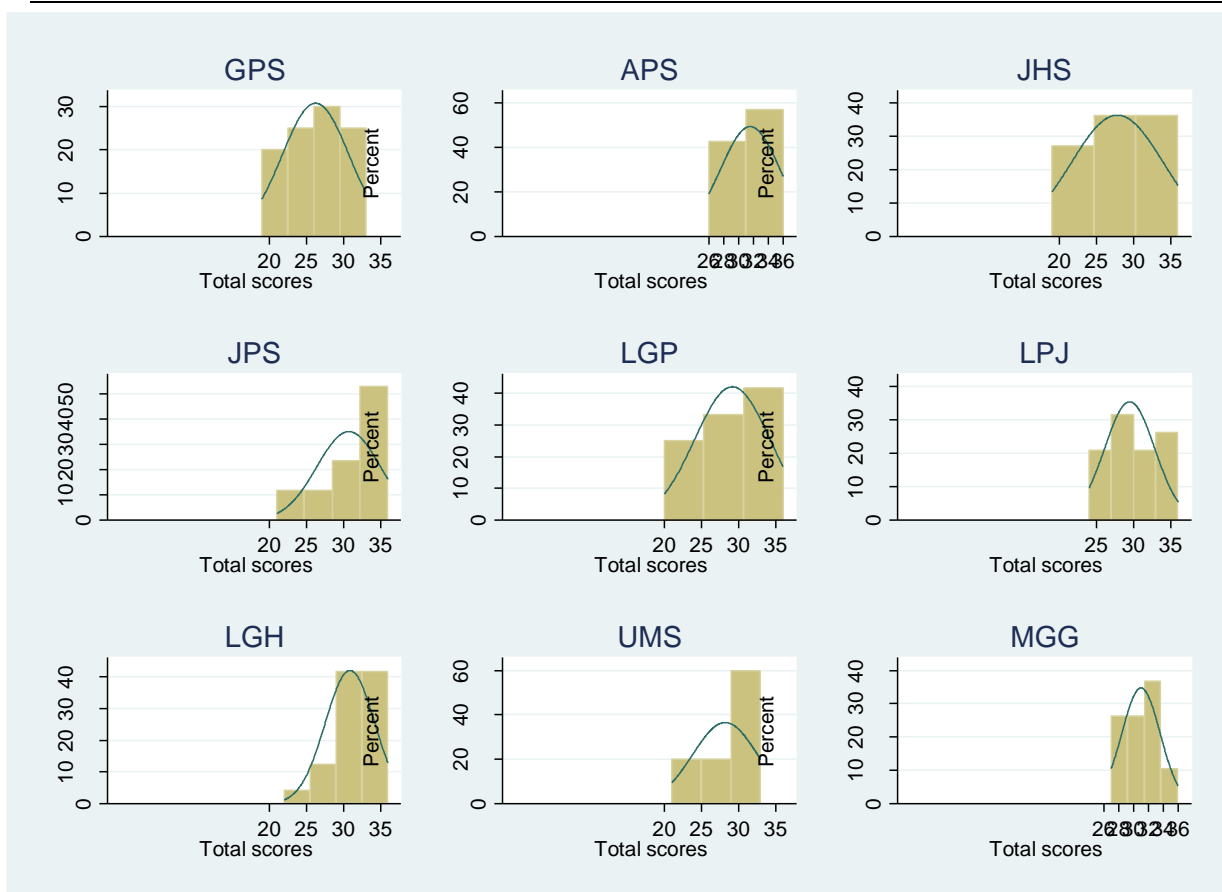
This area had nine items to score. These included: voice projection and intonation; variation of explanations for complex and difficult material; students' involvement; use of teaching-learning aids; uses examples to connect the lesson to their everyday life experiences; explaining unfamiliar terms, concepts, and principles; relationship of this lesson to previous lesson(s); Summary of major points of the lesson; and relevancy of the language to the subject and the level of the learners.

Table 24: Teachers' score per school on delivery and presentation of the lesson

School code	Mean score	SD	Minimum	Maximum
GPS	26.3	4.53	19	33
JHS	27.8	6.21	19	36
UMS	28.2	4.37	21	33
LGP	29.2	5.06	20	36
LPJ	29.5	3.37	24	36
JPS	30.7	4.25	21	36
LGH	30.9	3.33	22	36
MGG	31.0	2.58	27	36
APS	31.6	4.04	26	36

On average teachers scored 29.5 out of 36 (81.9%). The scores for JHS, LGP and GPS were widely spread as also shown in the graphs below.

Figure 4: Delivery and presentation of the lesson (possible score range was 9 to 36)



### 3.5.4. Teachers' score on assessment and evaluation methods

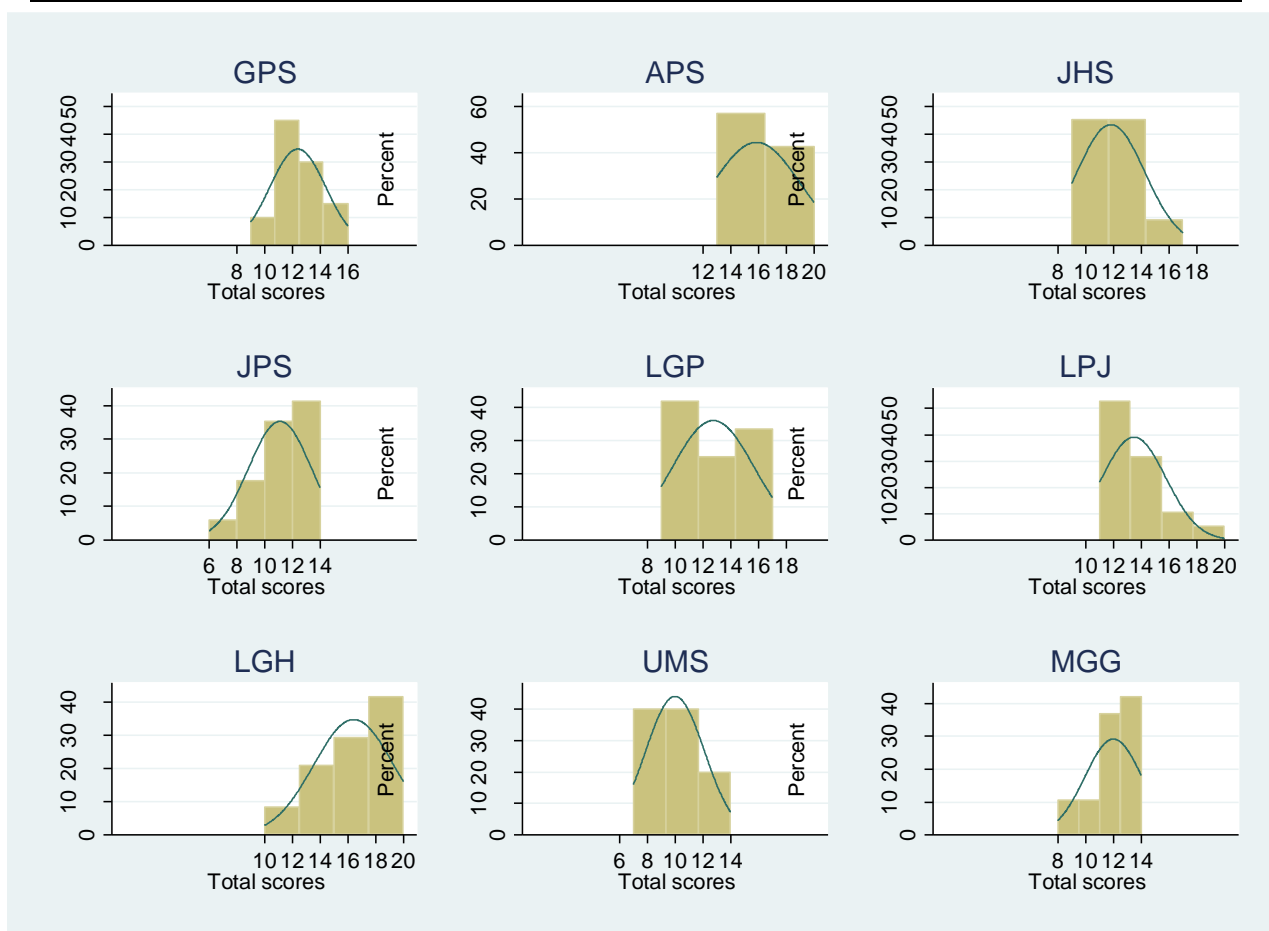
This area had five items. These included: incorporating taxonomy of learning; encouraging students to ask questions, and giving satisfactory feedback; asking questions to monitor students' progress; giving and marking exercises or homework; and keeping cumulative records of performance for a given year.

Table 25: Teachers' score on assessment and evaluation methods

School code	Mean score	SD	Minimum	Maximum
UMS	10.0	2.11	07	14
JPS	11.1	2.26	06	14
JHS	11.8	2.44	09	17
MGG	12.0	2.05	08	14
GPS	12.4	2.01	09	16
LGP	12.8	2.96	09	17
LPJ	13.5	2.29	11	20
APS	15.9	3.13	13	20
LGH	16.4	2.87	10	20

On average teachers scored 13 out of 20 (65.0%). The scores for APS, LGP and LGH were widely spread as also shown in the graphs below.

Figure 5: Delivery and presentation of the lesson (possible score range was 5 to 20)



### 3.5.5. Teachers' teaching methods for accelerated literacy

This only considered teachers of English. 38 out of 139 teachers observed were either teachers of English language, Literature in English or Literacy.

On average these teachers scored 54.4 out 68 (80.0%) on teaching methods for accelerated literacy, ranging from 32 to 68.

Table 26: Teachers' score per school on teaching methods for accelerated literacy

School code	Mean score	Minimum	Maximum
UMS	32.5	32	33
JPS	52.5	47	58
JHS	64.0	64	64
MGG	56.4	45	64
GPS	50.5	38	59
LGP	57.3	41	67
LPJ	55.2	50	61
APS	60.0	54	66
LGH	65.0	62	68

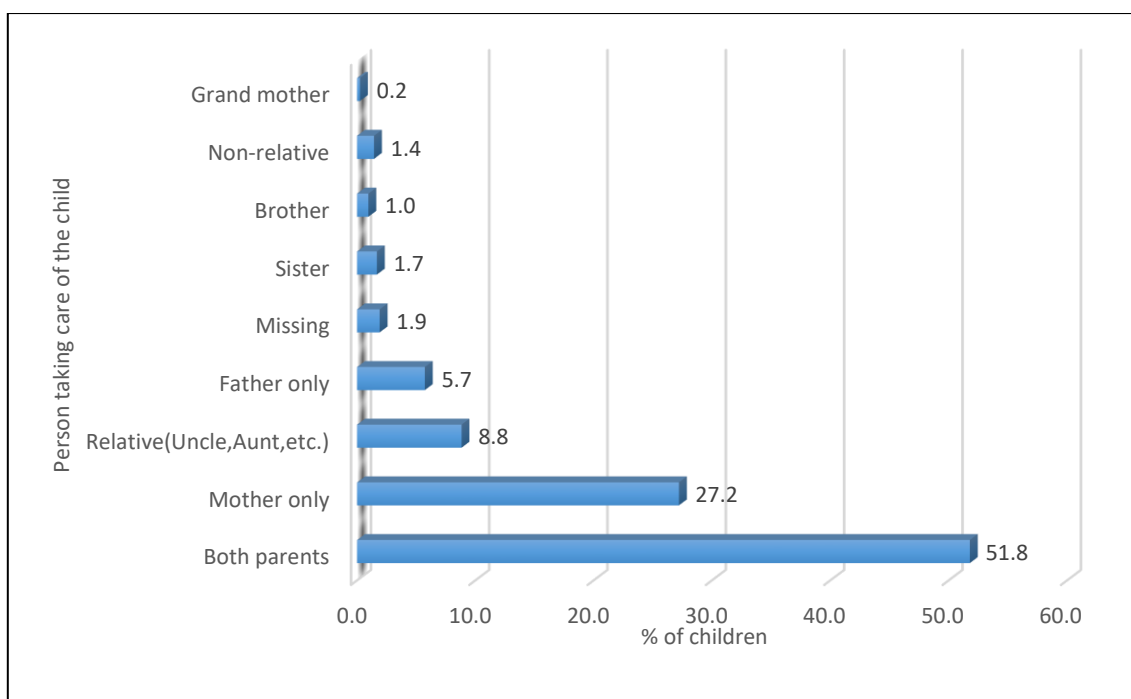
### 3.6. SOFT SKILLS

A total of 419 senior one students who are now is senior two (in 2019) from 4 schools were surveyed. 215 (51.3%) were females. The students had an average age of 14.6 years (14.4 years for female and 14.9 years for male).

Table 27: Number of students per school

School code	Female	Male	Total
	n(%)	n(%)	n(%)
JHS	35(16.3)	54(26.5)	89(21.2)
JPS	21(9.8)	29(14.2)	50(11.9)
LGH	56(26.0)	40(19.6)	96(22.9)
UMS	103(47.9)	81(39.7)	184(43.9)
<b>Total</b>	<b>215(51.3)</b>	<b>204(48.7)</b>	<b>419(100)</b>

More than half of the students (51.8%) reported to have both parents taking care of them, 27.2% were being taken care of by their mother only while 1.9% did not identify any person taking care of them.



**Figure 6: People who take care of children at home**

### 3.6.1. Students’ score on soft skills

The tool contained 71 items that were hypothesised to measure the 12 constructs that included: Problem solving, Critical thinking, Responsibility, Achievement striving, Grit, Integrity/honesty, Assertiveness, Cooperation, Compassionate, Self-control, Self-esteem, and Decision making. The students were asked to self-report the extent to which they agreed or disagreed with each of the statements/items, on a 4-point Likert scale whereby: 1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree. Note that these items were adapted from the LGIHE, 2017 pilot study: “Assessing Soft Skills in Uganda’s Secondary School Education”, which were tested and validated.

During analysis, row means for each student per skill and overall scale were computed, after reversing negative items. Ultimately, average skill scores for the students surveyed were also computed. This meant that the average scores ranged from 1 (*lower level of the skills*) to 4 (*higher levels of skills*).

Overall, students scored an average of 3.1 on the soft skills studied (3.1 for females, 3.0 for males). The overall average score was significantly different by gender, with females exhibiting better soft skills than males.

Table 28: Students’ average score on the different soft skills

Soft skill	Male	Female	Total
Self-control	2.8	2.7	2.7
Decision making	2.7	2.6	2.7
Self-esteem	2.8	2.9	2.8
Grit	3.0	3.1	3.0
Assertiveness	3.0	3.0	3.0

Soft skill	Male	Female	Total
Critical thinking	3.1	3.3	3.2
Cooperation	3.0	3.1	3.1
Problem solving	3.0	3.1	3.1
Responsibility	3.2	3.33	3.2
Achievement striving	3.3	3.3	3.3
Integrity/honesty	3.3	3.3	3.3
Compassionate	3.1	3.3	3.2
<b>Overall</b>	<b>3.0</b>	<b>3.1</b>	<b>3.0</b>

Table 29: Students' overall average score on soft skills per school

School code	Females	Males	Total
LGH	3.0	2.9	2.9
JPS	3.1	3.0	3.0
UMS	3.1	3.0	3.1
JHS	3.3	3.2	3.2
<b>Overall</b>	<b>3.1</b>	<b>3.0</b>	<b>3.0</b>

### 3.6.2. Personal reading when at home

For easy interpretation of the results, this item was recoded into two groups; students who do not do personal reading (revision) regularly when at home (for never and sometimes) and those who regularly revise when at home (for often and always). Less than a half 180(43.0%) of the students do personal reading on a regular basis when at home.

Table 30: Average score on soft skills per group

Soft skill	Do personal reading regularly	Do not do personal reading regularly	p-value
Problem solving	3.3	3.2	0.0337
Critical thinking	3.2	3.1	0.0660
Responsibility	3.3	3.2	0.0264
Achievement striving	3.4	3.2	0.0060
Grit	3.1	3.0	0.0023
Integrity/honesty	3.3	3.3	0.4251
Assertiveness	3.0	3.0	0.7834
Cooperation	3.1	3.0	0.0455
Compassionate	3.2	3.2	0.5566
Self-control	2.8	2.7	0.0295
Self-esteem	2.9	2.8	0.1107
Decision making	2.7	2.6	0.0183

The mean scores for students who regularly do personal reading when at home were significantly higher than for those who do not regularly do personal reading on the soft skills of: problem solving, responsibility, achievement striking, grit, cooperation, self-control and decision making. There was no significant difference in the mean scores between the two

groups, on the skills of critical thinking, integrity/honesty, assertiveness, self-esteem and compassion.

### 3.6.3. Games and sports

This item was recoded into two categories; those students who regularly participate in games and sports (for often and always) and those who do not regularly participate in games and sports (for never and sometimes).

Games and sports in school are necessary for every school age child. Participating in games and sports encompasses more than just the benefit of physical activity but also Increases a child’s self-esteem and mental alertness, reduces stress and enhances their mood. It builds healthy bones and muscles, increases fitness, improves sleep, helps them socialize, improves their cooperation skills, boosts self-confidence and lowers the risk of getting obese. More importantly, it helps them develop their talents. In the 4 secondary schools under study, only 159(38.0%) of the surveyed students participate in games and sports regularly.

Table 31: Average score on different soft skills per group

Soft skill	Regularly participate in games and sports	Do not regularly participate in games and sports	p-value
Problem solving	3.3	3.3	0.2693
Critical thinking	3.2	3.1	0.1347
Responsibility	3.3	3.2	0.1238
Achievement striving	3.3	3.3	0.2467
Grit	3.1	3.0	0.3373
Integrity/honesty	3.4	3.2	0.0326
Assertiveness	3.0	2.9	0.0029
Cooperation	3.2	3.0	0.0001
Compassionate	3.3	3.2	0.0803
Self-control	2.8	2.7	0.4484
Self-esteem	2.8	2.8	0.2911
Decision making	2.6	2.7	0.4765

Students who regularly participate in games and sports had higher mean scores for 2/3 of the soft skills. The difference in mean scores is statistically significant on assertiveness, integrity/honesty and cooperation. These small differences raise a question on the kind of games and sports activities that students participate in, and how they are helped to develop or grow from these activities.

### 3.6.4. Clubs

This item was recoded into two categories; those who actively participate in clubs (for often and always) and those who do not actively participate in clubs (for never and sometimes). Participating in club activities helps learners improve their communication skills, leadership skills, mannerism and team work. Only 121(28.9%) of the students surveyed actively participate in clubs.

Table 32: Average score on soft skills per group

Soft skill	Actively participate in clubs	Do not actively participate in clubs	p-value
Problem solving	3.5	3.2	0.0000
Critical thinking	3.3	3.1	0.0010
Responsibility	3.3	3.2	0.0434
Achievement striving	3.4	3.2	0.0006
Grit	3.2	3.0	0.0000
Integrity/honesty	3.4	3.3	0.0391
Assertiveness	3.1	2.9	0.0001
Cooperation	3.2	3.0	0.0034
Compassionate	3.4	3.2	0.0001
Self-control	2.8	2.7	0.1967
Self-esteem	2.9	2.8	0.0167
Decision making	2.7	2.6	0.1055

The mean score for students who actively participate in clubs were significantly higher than for those who do not actively participate in clubs for most of the soft skills except self-control and decision making.

### 3.6.5. School library

Almost all (3/4) schools surveyed had a school library<sup>15</sup>. Only 102(44.0%) students regularly visit<sup>16</sup> a library to do personal research. Students who regularly visited the library had a significantly higher mean score for problem solving skills and responsibility. However, the mean score between the two groups of students was not significantly different for critical thinking.

### 3.6.6. Teacher – pupil relationship

The relationship between pupils and teachers plays a fundamental role towards a child's academic success and social development. Establishing a positive relationship with a teacher helps a student feel comfortable and safe in their classroom environments.

On average students scored 3.0 out of 4 on teacher-pupil relationship.

Table 33: Students' average score on teacher-pupil relationship per school

School code	Females	Males	Total
LGH	2.9	2.6	2.7
JPS	2.8	3.0	2.9
UMS	3.0	3.0	3.0
JHS	3.2	3.0	3.1
<b>Overall</b>	<b>3.0</b>	<b>2.9</b>	<b>3.0</b>

<sup>15</sup> Uganda Martyrs Secondary School Bweya did not have a school library. Students from this school were not considered in further analysis of this item.

<sup>16</sup> Students were categorised into two; those who visit the library on a regular basis to do personal research (for often and always) and those who do not regularly visit the library (for never and sometimes).

### 3.6.7. What students like and don't like about their school

Listed below is what many students surveyed like about their schools<sup>17</sup>. The students would wish these good things to continue:

- ✘ Co-curricular activities such as games and sports, clubs and music, dance and drama (MDD) (18.1%);
- ✘ Good sanitation in their school (4.5%);
- ✘ Good food that students feed on (8.9%);
- ✘ Regular prayers conducted thus showing respect for God (9.8%);
- ✘ Well stocked school library (2.9%);
- ✘ Well-furnished structures (3.1%);
- ✘ Cooperative, friendly and disciplined students (4.1%)

The things that many students never liked about their schools and would wish to be changed include:

- ✘ Unbalanced diet in schools that have feeding. According to the students, they are mostly fed on posho and beans (24.6%);
- ✘ Severe/harsh punishments (9.3%);
- ✘ Poor sanitation in some schools especially the toilets/latrines (unhygienic, few in number, no toilet papers) (5.7%);
- ✘ Some teachers exhibit bad code of conduct (they are rude to the students, dodge lessons, etc.) (5.0%);
- ✘ Segregation between day and boarding students, for schools that have both day and boarding students (1.4%);
- ✘ Absence of or limited participation in co-curricular activities such as games and sports, MDD, clubs etc. (3.1%).

The main likes and dislikes of the students per school is as shown in the table below:

Table 34: Main likes and dislikes per school

School code	What students like about the school	What students don't like about the school
JHS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Scholarships and bursaries given to needy and academically excelling students.</li> <li><input checked="" type="checkbox"/> Regular prayers conducted show respect for God.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Some teachers exhibit bad code of conduct (they are rude to the students, dodge lessons).</li> <li><input checked="" type="checkbox"/> Unbalanced diet (according to them, they are mostly fed on posho and beans).</li> <li><input checked="" type="checkbox"/> Changing of teachers every term.</li> </ul>
JPS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Good food.</li> <li><input checked="" type="checkbox"/> Good relationship between students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Severe/harsh punishments.</li> <li><input checked="" type="checkbox"/> Unbalanced diet</li> </ul>
LGH	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> No corporal punishments.</li> <li><input checked="" type="checkbox"/> Co-curricular activities such as games and sports, clubs and MDD.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Indiscipline among some students.</li> <li><input checked="" type="checkbox"/> Bullying by some students.</li> </ul>

<sup>17</sup> This was only done in the 4 secondary schools, as the questions were included in the soft skills questionnaire

	<input checked="" type="checkbox"/> Good sanitation of the school. <input checked="" type="checkbox"/> Good relationship between students and teachers.	
UMS	<input checked="" type="checkbox"/> Disciplined, cooperative and friendly students. <input checked="" type="checkbox"/> Co-curricular activities such as games and sports, clubs and MDD. <input checked="" type="checkbox"/> Food. <input checked="" type="checkbox"/> Good relationship between students and teachers.	<input checked="" type="checkbox"/> Poor sanitation especially the toilets/latrines (unhygienic, few in number, no tissues). <input checked="" type="checkbox"/> Absence of a well-stocked school library. <input checked="" type="checkbox"/> Congestion in classrooms and dormitories due to few structures. <input checked="" type="checkbox"/> Unbalanced diet. <input checked="" type="checkbox"/> Changing of teachers every term.

### 3.7. FACTORS HINDERING TEACHING AND LEARNING

The teacher's survey also included pre-defined factors (as items) in which teachers were expected to respond using a 3-point scale (1=not at all; 2=to some extent; 3=to a greater extent) on the extent in which the factors hinder teaching and learning in the school. During analysis, the responses were recoded to take on values 0=not a hindering factor (*not at all*), and 1=a hindering factor (*to some extent plus to a greater extent*).

Based on this therefore, the factors that are hindering teaching and learning in their schools as stated by most teachers include: lack of motivation of teachers; teachers' absenteeism; lack of pedagogical preparation; students' lack of parental support; students' absenteeism; school fees payments; and high student-teacher ratio. Other factors are given in the table below.

Table 35: Factors hindering teaching and learning in the schools

Variable	Female	Male	Total
	n(%)	n(%)	n(%)
<b>Teacher factors</b>			
Lack of teacher motivation	48(72.7)	70(82.4)	118(78.2)
Administration-teacher relationship	43(65.2)	58(68.2)	101(66.9)
Absenteeism of the teachers	39(59.1)	52(61.2)	91(60.3)
Teacher-student relationship	44(66.7)	48(56.5)	192(60.9)
Lack of pedagogical preparation	33(50.0)	50(58.8)	83(55.0)
Arriving late at school	28(42.4)	47(55.3)	75(49.7)
Lack of creativity in teaching	30(45.5)	49(57.7)	79(52.3)
Indiscipline	20(30.3)	45(52.9)	65(43.1)
Limited teacher qualification	17(25.8)	22(25.9)	39(25.8)
Drug and substance abuse	5(7.6)	23(27.1)	28(18.5)
<b>Student factors</b>			
Lack of parental support	50(75.8)	75(88.2)	125(82.8)
Absenteeism of the students	57(86.4)	69(81.2)	126(83.4)
Indiscipline	46(69.7)	64(75.3)	110(72.9)
Arriving late at school	42(63.6)	68(80.0)	110(72.9)
Classroom disturbances	46(69.7)	64(75.3)	110(72.9)
Drug and substance abuse	11(16.7)	28(32.9)	39(25.8)
<b>Economic factors</b>			
School fees payments	51(77.3)	67(78.8)	118(78.2)

Welfare of the teachers	35(53.0)	64(75.3)	99(65.6)
Teacher payments	33(50.0)	64(75.3)	97(64.2)
Poor feeding at school	38(42.4)	56(65.9)	84(55.6)
<b>Environmental and administrative factors</b>			
High student-teacher ratio	37(56.1)	48(56.5)	85(56.3)
Inadequacy of instructional materials	30(45.5)	51(60.0)	81(53.6)
Limited space for co-curricular activities	35(53.0)	56(65.9)	91(60.3)
Classroom disposition	31(47.0)	43(50.6)	74(49.0)
Neighbourhood (Noise, crowded, etc.)	29(43.9)	44(51.8)	73(48.3)
Lack of school policies	20(30.3)	37(43.5)	57(37.8)
Location of the school	24(36.4)	43(50.6)	67(44.4)
Classification of students according to performance abilities	24(36.4)	29(34.1)	53(35.1)
Lack of school rules and regulations	18(27.3)	33(38.8)	51(33.8)

Other factors hindering teaching and learning in schools as stated by the head teachers include: laxity of some teachers due to overstaying; high rate of teacher turnover; teachers' negative attitude towards their roles; overloading of head teachers which conflicts their role of supervision; part-timing of teachers in many schools; congestion in classrooms; lack of teachers' accommodation; low self-esteem of learners; negative attitude of both parents and learners towards education; and lack of scholastic materials.

### 3.8. SUMMARY OF ISSUES THAT CAME UP

During the baseline (classroom observations, interactions with the students, teachers and school leaders), a lot of issues were noted in each school. these are summarized as strengths and weaknesses for each school studied.

Table 36: Observed strengths and weakness per school

School code	Strengths	Weaknesses
JHS	<ul style="list-style-type: none"> <li>○ Administration is very welcoming to LGIHE ideas</li> <li>○ Some teachers use very engaging activities during the lessons</li> <li>○ Accepted the feedback sharing and promised to improve</li> </ul>	<ul style="list-style-type: none"> <li>☒ Some teachers refused to be observed during the baseline</li> <li>☒ Teachers don't have schemes of work and lesson plans</li> <li>☒ Theoretical teaching in some classes</li> <li>☒ Lack of team work among teachers</li> <li>☒ Some teachers dodged lessons yet they were in school. Some started their lessons late</li> </ul>
JPS	<ul style="list-style-type: none"> <li>○ Teachers have up to date Schemes of work</li> <li>○ Some teachers used engaging methods during the lesson delivery.</li> <li>○ All teachers came early to attend to their lessons.</li> <li>○ Use simple relevant language that caters for the level and needs of the learners</li> </ul>	<ul style="list-style-type: none"> <li>☒ Theoretical teaching especially in the science lessons</li> <li>☒ Poor hygiene and sanitation in the classrooms e.g. after meals cups and plates are scattered in the classroom.</li> <li>☒ Some teachers have no records of regular student performance</li> <li>☒ Irregular marking of students' work. No assessment during the lessons</li> <li>☒ Abrupt ending of lessons i.e. no conclusions.</li> </ul>

School code	Strengths	Weaknesses
		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> No rollcalls are made so teachers don't know who attends lessons or not</li> <li><input checked="" type="checkbox"/> Student absenteeism due to lack of school fees. Some go to look for money e.g. through fishing</li> </ul>
LGH	<ul style="list-style-type: none"> <li>○ Evidence that teachers adopted most of the LGI proposals though some teachers don't have schemes of work and lesson plans.</li> <li>○ Clean environment both in and outside the classrooms</li> <li>○ Teachers engage the students in meaningful interactive activities</li> <li>○ The language used in classes is very relevant to the learners' level</li> <li>○ Most science teachers engage the learners in the laboratory for practical lessons.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Administration did not endorse the Schemes of work and lesson plans</li> <li><input checked="" type="checkbox"/> There is a sense of relaxation among some teachers regarding the general classroom practice e.g. those who had no schemes said they left them at home</li> <li><input checked="" type="checkbox"/> Teachers sighted little time for student's revision as a hindrance to good performance since it is a day school</li> </ul>
UMS	<ul style="list-style-type: none"> <li>○ The school leaders are welcoming to LGHS</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Evidence of caning in the school</li> <li><input checked="" type="checkbox"/> Overcrowding in the classes and dormitories</li> <li><input checked="" type="checkbox"/> No Schemes and lesson of plans at all</li> <li><input checked="" type="checkbox"/> A few uncooperative teachers</li> <li><input checked="" type="checkbox"/> Poor Sanitation and general cleanliness</li> <li><input checked="" type="checkbox"/> Use of pamphlets and textbooks for dictation of notes in the classes</li> <li><input checked="" type="checkbox"/> No division of labour</li> <li><input checked="" type="checkbox"/> Teachers seem to use the same methods of chalk and talk and notes dictation</li> <li><input checked="" type="checkbox"/> A few teachers keep up to date records of work and performance</li> </ul>
APS	<ul style="list-style-type: none"> <li>○ Basing on the previous interventions, there is evidence of adoption of LGIHE proposals</li> <li>○ Strong working relationship between the administration and the teachers. They cooperate in many aspects of the school.</li> <li>○ Have strong Christian values</li> <li>○ Most of the teachers had Schemes of work and lessons plans.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Overcrowding in the classes</li> <li><input checked="" type="checkbox"/> The school is understaffed: the teacher-pupil ration is wide.</li> <li><input checked="" type="checkbox"/> Limited infrastructure: Few classes and furniture.</li> </ul>
GPS	<ul style="list-style-type: none"> <li>○ Teachers' methods are so engaging</li> <li>○ The headteacher and teachers highly appreciate LGIHE's interventions in the school.</li> <li>○ The teachers are cooperative with LGIHE staff: they were willing to be observed.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Some teachers disrespect the school leaders</li> <li><input checked="" type="checkbox"/> Inadequate communication to the teachers about school policies and other issues such as salary delays</li> <li><input checked="" type="checkbox"/> Inadequate communication to the parents about the school activities</li> </ul>
LGP	<ul style="list-style-type: none"> <li>○ Teachers appropriately engage the learners in meaningful classroom activities especially those which</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Most of the questions asked by the teachers required only recalling and identification abilities</li> </ul>

School code	Strengths	Weaknesses
	<ul style="list-style-type: none"> <li>○ are tailored towards improving Literacy in the school</li> <li>○ Teachers ask a variety of questions and encourage learners to ask questions which are satisfactorily answer</li> <li>○ The teachers manage to keep the learners under control during the lessons</li> <li>○ The teachers manage to explain unfamiliar terms successfully</li> <li>○ Teachers give and mark exercises/homework; and also keep cumulative records of performance for a given year.</li> </ul>	<ul style="list-style-type: none"> <li>○ hence don't involve the learners into deep thinking skills</li> <li>☒ Though teachers give and mark exercises and/or homework, sometimes they don't pay much attention to details. They seem to rush through the marking and forget to correct some errors in the learners' work</li> <li>☒ Few teachers keep records of work and learners' performance</li> </ul>
LPJ	<ul style="list-style-type: none"> <li>○ Knowledgeable and engaging teachers</li> <li>○ Average teacher retention</li> <li>○ Most teachers have up to date Schemes of Work and lesson plans</li> <li>○ They welcomed the idea of being observed and requested for immediate feedback from the observed</li> </ul>	<ul style="list-style-type: none"> <li>☒ Limited use of teaching aids and realia though they are hung on the walls</li> <li>☒ Limited space and infrastructure which makes the school (classes) crowded</li> </ul>
MGG	<ul style="list-style-type: none"> <li>○ The school leaders (Head teacher) is always positive and welcoming</li> <li>○ Strong working relationship between the administration and the teachers</li> <li>○ Strong Christian values</li> <li>○ Engaging activities both in and outside school</li> <li>○ Good strategic plans for the school</li> </ul>	<ul style="list-style-type: none"> <li>☒ Teachers need more support because some of them are new</li> <li>☒ Some teachers are promoted by the Ministry and transferred to other schools</li> <li>☒ Division of pupils in streams according to status (Day or Boarding)</li> </ul>

### 3.9. FORMS/THEMES/TOPICS OF TRAINING WORKSHOPS

In order to improve teaching and learning in their schools, head teachers identified the following topics/themes of training workshops for their teachers: guidance and counselling; professional development; continuous assessment; pedagogical preparation; lesson planning and scheming; classroom control; conflict resolution and management; soft skills; setting of high order thinking test items; literacy; and assessment of reading and writing. Other trainings as stated by the head teachers per school are given in the table below.

Table 37: Topics/themes of training per school

School code	Topic/theme
APS	<ul style="list-style-type: none"> <li>○ Professional development</li> <li>○ Continuous assessment</li> <li>○ Pedagogical preparation</li> </ul>
GPS	<ul style="list-style-type: none"> <li>○ Reading and handwriting</li> </ul>

	<ul style="list-style-type: none"> <li>○ Literacy</li> <li>○ Formulation of competences</li> <li>○ School culture</li> </ul>
JHS	<ul style="list-style-type: none"> <li>○ Lesson planning and scheming</li> <li>○ Library research</li> <li>○ Classroom control</li> <li>○ Guidance and counselling</li> </ul>
JPS	<ul style="list-style-type: none"> <li>○ Assessment and evaluation</li> <li>○ Conflict resolution and management</li> <li>○ Teaching and learning preparation</li> </ul>
LGH	<ul style="list-style-type: none"> <li>○ Soft skills and problem solving</li> <li>○ Education without corporal punishments</li> <li>○ Embracing school culture and policies</li> </ul>
LGP	<ul style="list-style-type: none"> <li>○ How to set HOT test items</li> <li>○ Assessment of reading and writing</li> <li>○ Teamwork</li> </ul>
LPJ	<ul style="list-style-type: none"> <li>○ Literacy</li> <li>○ Reading in nursery</li> <li>○ Subject-based training</li> <li>○ Examination setting (mathematics)</li> </ul>
MGG	<ul style="list-style-type: none"> <li>○ Teaching of reading and writing</li> <li>○ Assessment and evaluation</li> </ul>
UMS	<ul style="list-style-type: none"> <li>○ Assessment and evaluation</li> <li>○ Handling of indiscipline cases among learners</li> <li>○ Risk of education</li> <li>○ Information technology and education</li> <li>○ An excellent teacher and his attributes</li> <li>○ Interpersonal skills</li> <li>○ Financial management</li> <li>○ AIDS at school level</li> </ul>

## CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

### 4.1. Conclusions

The project schools have more female students (51.6% in secondary and 60.6% in primary) than males (48.4% in secondary and 39.4% in primary).

In some of the study schools, there is inadequate infrastructure, classrooms and dormitories are overcrowded. Furthermore, in some of the surveyed schools, the pupil-teacher ratio is higher than what is recommended by the MoES.

School leaders scored on average 125.1 out of 156 (80.2%) on school leadership and management ranging from 81 to 155. The teachers observed during classroom observations had an average score of 55 out of 68 (80.9%) on pedagogical teaching methods and 13 out of 20 (65.0%) on assessment and evaluation methods. We also recognized that some teachers lack adequate preparation before teaching as the majority of them do not prepare daily lesson plans. The study revealed that exams in the study schools are primarily set by the subject teachers.

The study revealed that teachers in the surveyed schools mainly use formative continuous assessment (in form of class exercises, homework, topical tests, among others), and to a lesser extent summative assessment (i.e. beginning of term, midterm and end of term exams). However, despite the regular use of formative continuous assessment by the teachers, only 58.3% of them analyse the assessment results.

The promotion rates at P7 were relatively higher than at S4 in 2017 in the study schools (82.4% in primary and 61.8% in secondary). Dropout rates in the study schools were higher for females (12.0% in primary; 12.5% for secondary) than males (9.4% of primary; 8.5% of secondary) in 2017. School dropouts in the study schools are mostly due to early pregnancies and early marriages, lack of school fees and other scholastic materials, parental neglect of fulfilling other responsibilities, ignorance of both parents and pupils about the value of education, and search for casual labour (e.g. fishing).

Though the majority of the study schools have active SMC/BOG and PTA committees, minutes taking and documentation is a big challenge. Additionally, PTA and SMC/BOG sub-committees are not very active. The majority of the schools document minutes for staff and class meetings.

The study revealed that exams in the study schools are primarily set by the subject teachers. The forms of assessment used by the teachers are formative continuous assessment (in form of class exercises, homework, topical tests, among others) and summative assessment (i.e. termly exams).

Overall, students scored an average of 3.0 out of 4.0 (77.5%) on the soft skills studied. Students who regularly visit the library for personal reading and research, participate in extracurricular activities such as games and sports, and clubs had better soft skills than those who rarely engage themselves in such activities.

## 4.2. Recommendations

Based on the findings of this study, the following recommendations are made to facilitate the implementation of both the WELLS project:

### Building the capacity of teachers on participatory pedagogical approaches

Building capacity would help to equip teachers with pedagogical knowledge especially in planning and preparation for teaching enhancing teacher professional growth, and improving on their abilities and expertise in handling different learners to ensure effective teaching and learning.

There is also a need to help teachers embrace teaching techniques such as group work, class discussion and demonstration, encouraging students to ask questions, stressing the need for active listening and creativity, among other techniques that aid in fostering soft skills into the learners. It is also important for the LGIHE project team to internalize the trainings topics/themes requested by the various schools and be able to tailor to the project scope. *(This will be addressed by LGIHE)*

### Training of teachers on assessment and evaluation

Though, the majority (64.2%) of the teachers reported to have had a training on assessment and evaluation, it is deemed important to have sessions with teachers to stress the need of analysing the assessment results. This would help them devise strategies based on this kind of evidence in order to improve learners' academic progress. There is also need to train them on the different ways through which formative assessment results could be effectively put into use.

### Capacity building of BOG/SMCs and PTAs

These sessions would be tailored on the roles of BOG and PTA so as to be able to effectively influence service delivery and the quality of education in the schools. There is also a need to create awareness on the importance of documenting minutes and keeping track of attendances for any meeting held. *(This could be addressed by LGIHE)*

### Sensitization of parents on their role in the education of their children

Parents' involvement helps to improve pupils' behaviour, better social skills, and reduces absenteeism. Parental encouragement, love and support for learning activities at home combined with parental involvement in schooling is critical to children's education. This is deemed necessary because some pupils dropout of school partly as a result of lack of scholastic materials and parental neglect. *(This could be addressed by LGIHE)*

### Sensitization of parents and children on the dangers of early marriages

School dropout was partly attributed to early pregnancies and marriages. Child brides have a higher risk of becoming victims of domestic violence and sexual abuse, increased risk of sexually transmitted diseases and infections. There is therefore a need to create awareness on

issues relating to sexual and reproductive health among youths (more so students) in these communities. *(This could be addressed by LGIHE).*

**❑ Need to improve on sanitation**

Given the large number of students in most of the study schools, and the fact that a number of students reported their school toilets to be unhygienic, few in number and smelling, there is need for more of these facilities in some of these schools. Also, they should be maintained in a way that does not pose a threat on the health of the students. *(This could be addressed by the Schools)*

**❑ Sensitisation of school leaders on the need for extracurricular activities in schools**

There is need to create awareness of the importance of extracurricular activities such as games and sports, MDD, clubs, and clubs in the development of children. Participation of children in such activities helps to improve their talents and serves as a forum to develop their soft skills. *(This could be addressed by the Schools)*

**❑ Need for more teachers and classrooms**

This is to reduce on the PTR and the pupil-classroom ratio. It would in turn improve on the accessibility of teachers by pupils, an also reduce on the number of pupils that a single teacher manages in a classroom, which would improve the teaching learning process. *(This could be addressed by the Schools).*

## APPENDICES

### Appendix 1: School leaders' average score per domain

School code	Leading learning and teaching (out of 32)	Leading school development (out of 36)	Building culture, capacity and team (out of 36)	Professional growth and development (out of 28)	Organisational management (out of 24)
APS	24.8	28.0	27.2	21.6	18.7
GPS	26.1	25.5	28.1	20.5	17.9
JHS	25.2	28.1	29.0	21.4	18.9
JPS	25.4	25.2	27.8	20.6	17.3
LGH	28.5	32.4	30.9	25.0	21.8
LGP	28.9	30.9	27.4	23.4	20.2
LPJ	27.2	30.0	29.2	23.2	19.4
MGG	28.2	30.3	30.9	23.5	20.8
UMS	21.5	23.9	23.6	16.7	14.8
<b>Overall</b>	<b>26.6</b>	<b>28.7</b>	<b>28.6</b>	<b>22.2</b>	<b>19.2</b>

### Appendix 2: School ownership, PTA and SMC/BOG status per school

School code	Ownership	PTA	PTA minutes	SMC/BOG	SMC minutes
LPJ	Privately owned	Yes and very active	Once a year	Yes and very active	Once a year
GPS	Privately owned	Yes, but not very active	Never	Yes, but not very active	Never
APS	Government owned	Yes, but not very active	Once a term	Yes and very active	Twice a term
UMS	Privately owned	No, we didn't have	Never	No, we didn't have	Never
LGH	Privately owned	No, we didn't have	Once a term	No, we didn't have	Twice a term
LGP	Privately owned	No, we didn't have	Never	Yes and very active	Once a year
JPS	Privately owned	Yes, but not very active	Once in 2016	No, we didn't have	Never
MGG	Government owned	Yes and very active	Three times a term	Yes and very active	Once a term
JHS	Privately owned	Yes and very active	Once a term	Yes and very active	

### Appendix 3: PTA and SMC/BOG sub-committee, staff and class meetings status per school

School code	PTA sub-committee	SMC/BOG sub-committee	Staff meetings	Class meetings
LPJ	No, we didn't have	No, we didn't have	Three times a term	Never
GPS	Yes, but not very active	Yes, but not very active	Three times a term	Once a term
APS	Yes, but not very active	Yes and very active	Twice a term	Once a term
UMS	No, we didn't have	No, we didn't have	Never	Never
LGH	No, we didn't have	No, we didn't have	Twice a term	Once a term
LGP	No, we didn't have	Yes and very active	Every Wednesday	Twice a term
JPS	No, we didn't have	No, we didn't have	Five times a term	Twice a term
MGG	Yes and very active	Yes and very active	Three times a term	Once a term
JHS	Yes, but not very active	Yes and very active	Three times a term	Once a term

### Appendix 4: Baseline status of indicators (WELLS Project)

Indicator	Baseline status
<b>Indicator 1.2: Proportion of school leaders (head teachers) with improved school leadership skills (75%).</b>	<ul style="list-style-type: none"> <li>○ At baseline, leadership skills of school leaders were assessed by teachers in the respective schools on five domains.</li> <li>○ The school leaders' baseline scores were obtained by summing up the scores of five domains. The baseline scores of the school leaders will be compared with their endline scores in order to identify those whose leadership skills would have improved.</li> <li>○ Overall, school leaders had average score of 80.2% level at baseline.</li> </ul>
<b>Indicator 1.3: Proportion of school leaders who complete an academic course at LGIHE (100%).</b>	<i>Not possible at baseline</i>
<b>Indicator 2.1: Proportion of teachers with improved pedagogical teaching methods (50%).</b>	<ul style="list-style-type: none"> <li>○ At baseline, teachers' status on pedagogical teaching methods was obtained by summing their scores from classroom observations on planning and preparation for teaching; classroom control and management; and delivery and presentation of the lesson.</li> <li>○ Teachers' scores at baseline will be compared with the endline scores to track those who would have improved.</li> <li>○ On average teachers scored 80.9% level on pedagogical teaching methods at baseline.</li> </ul>

<p><b>Indicator 2.2: Proportion of teachers with improved assessment and evaluation methods (50%).</b></p>	<ul style="list-style-type: none"> <li>○ Teachers’ status on assessment and evaluation methods was obtained by summing their scores from the classroom observations on the domain of assessment and evaluation. Teachers’ scores at baseline will be compared with the endline scores to track those who would have improved.</li> <li>○ On average teachers scored 65.0% level on assessment and evaluation at baseline.</li> </ul>
<p><b>Indicator 2.3: Proportion of teachers with improved teaching methods for accelerated literacy (50%).</b></p>	<ul style="list-style-type: none"> <li>○ Only teachers who teach English language, Literature in English, Literacy, French, Kiswahili, Luganda, Reading or Writing were considered. At baseline, their status on teaching methods for accelerated literacy was obtained by summing their scores from classroom observations on planning and preparation for teaching; classroom control and management; and delivery and presentation of the lesson.</li> <li>○ Teachers’ scores at baseline will be compared with the endline scores to track those who would have improved.</li> <li>○ At baseline, teachers scored an average of 80.0% level on teaching methods for accelerated literacy.</li> </ul>
<p><b>Indicator 3.1: Proportion of schools that have included a soft skill course in their teaching timetable (100%).</b></p>	<ul style="list-style-type: none"> <li>○ None at baseline</li> </ul>
<p><b>Indicator 3.2: Proportion of students with a proficient level of literacy (50% for primary and 80% for secondary).</b></p>	<p><i>To be determined after the APLE test</i></p>
<p><b>Indicator 3.3: Proportion of secondary school students with improved soft skills (50%).</b></p>	<ul style="list-style-type: none"> <li>○ Students’ baseline score on soft skills (problem solving, critical thinking, grit, assertiveness, compassionate, responsibility, achievement striving, integrity, self-control, self-esteem, cooperation and decision making) was obtained by taking their average score on all items about soft skills. The scores will be compared with endline scores to identify those whose skills would have improved.</li> <li>○ At baseline, students scored an average of 77.5% level on soft skills.</li> </ul>
<p><b>Indicator 4.1: Proportion of schools with active PTA and SMC committees (100%).</b></p>	<ul style="list-style-type: none"> <li>○ Only schools that were reported by the head teachers to have both PTA and SMC/BOG committees which held at least 3 meetings in a year were considered. Schools in which either PTA or SMC/BOG committee only was active were not considered.</li> <li>○ At baseline, 3 out of 9 (i.e. 33.3%) schools had both PTA and SMC/BOG committees which are very active.</li> </ul>

<p><b>Indicator 4.2: Proportion of schools with PTA and SMC meeting minutes (100%).</b></p>	<ul style="list-style-type: none"> <li>○ Only schools with active PTA and SMC/BOG committees and had documented minutes for meetings held in 2017 were considered.</li> <li>○ At baseline, 2 out of 9 (i.e. 22.2%) schools had documented minutes for both PTA and SMC/BOG meetings held at least once a year.</li> </ul>
<p><b>Indicator 4.3: Proportion of schools with PTA and SMC sub-committees (100%).</b></p>	<ul style="list-style-type: none"> <li>○ Only schools that had PTA and SMC/BOG sub-committees were considered.</li> <li>○ At baseline, 4 out of 9 (i.e. 44.4%) schools had both PTA and SMC/BOG sub-committees. Out of these, only 1 school had both PTA and SMC/BOG sub-committee which are very active,</li> </ul>
<p><b>Indicator 4.4: Proportion of parents that participate in school activities (80%).</b></p>	<ul style="list-style-type: none"> <li>○ The baseline proportion of parents who participate in school activities per school was computed using the following formula: <math>\frac{\text{number of parents who attended to a meeting in 2017}}{\text{number of parents who had children in the school in 2017}} \times 100</math></li> <li>○ At baseline, an average of 67.6% parents participated in school activities.</li> <li>○ This excludes GPS (parents who attended to a meeting were not reported), UMS was not in existence in 2017, JPS did not report the number of parents.</li> </ul>