

# ASSESSMENT OF LEARNING OUTCOMES AND PROGRAMME EVALUATION

## CAN'T WAIT TO LEARN

### UGANDA

4 June 2019

V2.0

#### PROGRAMME SUMMARY

[Can't Wait to Learn](#) (CWTL) proposes new cost-effective solutions to the urgent challenges facing education for children in emergencies. By utilising innovative technological solutions with a focus on serious gaming, CWTL has the potential to provide out-of-school children with access to education opportunities, especially in rural areas where no formal schools exist. The programme uses education technology as part of a model of education which is offering certified curriculum level content through applied gaming and personalised pupil engagement. The programme uses a range of innovative, results focused approaches: combining context specific applied gaming and community-based facilitation instead of waiting for formal schools to be built; a strong innovation management staged approach to growth with rigorous appropriate research; and focusing on getting the right partnerships in place.

#### ASSIGNMENT SUMMARY

<b>Country</b>	Uganda						
<b>Project code</b>							
<b>Donor</b>							
<b>Study Type</b>	<table border="1"><tr><td>x</td><td>Baseline study</td></tr><tr><td>x</td><td>Endline study</td></tr><tr><td>x</td><td>Project evaluation</td></tr></table>	x	Baseline study	x	Endline study	x	Project evaluation
x	Baseline study						
x	Endline study						
x	Project evaluation						
<b>Timeframe</b>	July – December 2019 (baseline/endline)						
<b>Audience &amp; use</b>	The study will inform understanding on the effectiveness of the Can't Wait to Learn programme in Uganda at the in-country and global technical education and programme management levels. The results will inform potential adaptations to the programme content, technical inputs such as teacher training and support, in-class programme delivery and community engagement activities, and project support structures such as staffing and logistics.						
<b>General objective</b>	Assess performance in children's literacy and numeracy competencies and PSS well-being through participation in the CWTL programme as part of AEP for 3 months compared to performance in children enrolled in AEP only.						
<b>Specific Objectives</b>	<p>Quantitative assessment of learning outcomes and well-being through baseline and endline measurements [early grades maths and reading assessments]</p> <p>Qualitative assessment of (perception of) learning progress and well-being through focus group discussions, key informant interviews and observations, considering: Teacher training; Teacher coaching/support;</p>						

	In-classroom delivery; community engagement; Logistics support, particularly tablet and software maintenance						
<b>Research questions</b>	<p>Do children enrolled in accelerated education and participating in CWTL demonstrate better numeracy and literacy competence than children enrolled only in accelerated education</p> <p>What is the difference in performance in numeracy and literacy by children participating in CWTL compared to children enrolled in accelerated education only?</p> <p>How do changes in psychosocial wellbeing for children in CWTL and accelerated education compare to changes in psychosocial wellbeing for children engaged in accelerated education only?</p>						
<b>Target group(s)</b>	<p>Congolese refugee and Ugandan children (boys and girls) enrolled in accelerated education programming, including Can't Wait to Learn.</p> <p>Congolese refugee and Ugandan AEP teachers</p> <p>Congolese refugee and Ugandan parents of AEP</p>						
<b>Type of study</b> <i>Select with an x</i>	<table border="1"> <tr> <td>X</td> <td>Qualitative</td> </tr> <tr> <td>X</td> <td>Quantitative</td> </tr> <tr> <td>X</td> <td>Mixed Methods</td> </tr> </table>	X	Qualitative	X	Quantitative	X	Mixed Methods
X	Qualitative						
X	Quantitative						
X	Mixed Methods						
<b>Data sources</b>	<p>Primary: early grades math and reading baseline and endline assessment data, key informant interviews and focus group discussions with target groups.</p> <p>Secondary: existing literature (assessment reports) on education in Uganda, including humanitarian and non-humanitarian settings.</p>						
<b>Methodology</b>	To be provided by the evaluator and approved by War Child						
<b>Expected output(s)</b>	<p>Inception report</p> <p>Drafting and sharing of data collection tools</p> <p>Baseline data collection + report</p> <p>Endline data collection + report</p> <p>Final evaluation report compiling and analysing qualitative and quantitative data no later than Q1 2020</p>						
<b>Dissemination</b>	In country restitution workshop						

## BACKGROUND AND RATIONALE

Can't Wait to Learn is a global innovation in education programme promoting access to quality education in crisis affected areas, including areas where there are no (or not sufficient) teachers and schools. Can't Wait to Learn was rolled out for the first time in the West Nile region of Uganda in May 2018 in 2 accelerated education centres for level 1 students and has since then expanded to 9 centres and 3 primary schools, including AEP levels 1 and 3 and primary school level 3.

In July 2019 Can't Wait to Learn will expand to two new AEP centres in one Congolese refugee settlement in south western Uganda. The programme will use this opportunity to measure and compare the numeracy and reading outcomes of children enrolled in Can't Wait to Learn as compared to those in children enrolled in AEP only. Although this will be the first measurement of learning outcomes in Uganda, the programme has already conducted a number of research studies, including: maths research study Sudan (2014); pre-post evaluative study on the Arabic language reading game in Sudan (2018); practice based evaluative study on the Lebanon Maths game (2018), and; quasi-experimental study on the Jordan Maths and Arabic reading game (2018).

## **DETAILED METHODOLOGY**

### **Approach**

The approach will include:

- 1) A quantitative assessment of learning progress and well-being using recognised humanitarian education sector tools, namely the Early Grades Maths and Reading Assessments.
- 2) Qualitative data collection with regards to children, teachers and other stakeholders' (perceptions) of factors enabling or hampering children's learning progress and well-being, including factors linked to training and support, community context, and in-classroom programme delivery. This data will be collected through focus groups discussion, key informant interviews and observations.

### **Sampling and & data collection**

To be determined in collaboration with the selected consultant

### **Ethics**

The timing, location, and target group of the evaluation will be coordinated with other EiE actors active in Uganda to avoid overlap.

Data collection and storage will be in line with EU privacy regulations (GDPR), and comply with War Child's Child Safeguarding Policy, including informed consent of children, parents, teachers and other participants.

## **WORK PLAN, ROLES AND RESPONSIBILITIES**

War Child Holland:

- Coordination with relevant authorities, particularly the Ministry of Education and Sports at national and local levels
- Identification and selection of target participants
- Coordination of availability of participants
- Review and approval of inception report and data collection tools
- In-country logistics support for data collection
- Review and approval of baseline, endline data analysis and final report

Evaluation consultant:

- Identification and review of secondary data sources
- Drafting and finalisation of inception report
- Drafting and finalisation of data collection tools
- Lead data collection and baseline and endline
- Drafting and finalisation of baseline data collection report
- Drafting and finalisation of endline data collection report
- Delivery of final evaluation report compiling interpretation of qualitative and quantitative data analysis in Q1 2020
- Delivery of restitution workshop in Kampala Uganda.