Report of

Impact Assessment of the GGU Program on Former Speed School Learners in and Outside School

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Acknowledgements

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Abbreviations and Acronyms

ABEK	Alternative Basic Education for Karamoja
ASC	Annual Schools Census
BMRS	Basic Minimum Required Standards
BEUPA	Basic Education for Urban Poverty Areas
CCT	Centre Coordinating Tutor
COVID-19	Coronavirus Disease 2019
DEO	District Education Officer
DIS	District Inspector of Schools
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management Information System
EPRC	Education Policy Review Commission
FAWE	Forum for Women in Education
FGD	Focus Group Discussion
GG	Geneva Global
GGU	Geneva Global Uganda
GPE	Global Partnership on Education
GWPE	Government White Paper on Education
MDG	Millennium Development Goals
KII	Key Informant Interview
LS	Link School
MoES	Ministry of Education and Sports
MoFPED	Ministry of Finance, Planning and Economic Development
MoLG	Ministry of Local Government
NCDC	National Curriculum Development Centre
NPA	National Planning Authority
NDP	National Development Plan
NER	Net Enrolment Ratio
NGO	Non-Governmental Organisation
NSSF	National Social Security Fund

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OOSC	Out-of-School Children
PEAP	Poverty Eradication Action Plan
PCR	Pupil-Classroom Ratio
PLE	Primary Leaving Examination
PTA	Parents Teachers Association
PTC	Primary Teachers' College
PTR	Pupil-Teacher Ratio
SFG	School Facilities Grant
SpS	Speed School
SpSP	Speed School Programme
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UBoS	Uganda Bureau of Statistics
UNEB	Uganda National Examinations Board
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education
UPPET	Universal Post-Primary Education and Training
UTSEP	Uganda Teacher and School Effectiveness Project
USD	United Sates Dollars
USE	Universal Secondary Education

Executive Summary

Introduction

In October 2022, Geneva Global commissioned an impact assessment to analyse the ways in which the Speed School programme translates into enduring educational advantages.

The evaluation utilised a quasi-experimental design to compare the performance of three cohorts of learners: (i) former Speed School (SpS) learners who transitioned into conventional P3 or P4 classes of formal schools in 2018; (ii) formal school learners from the same P3 and P4 classes in 2018 but who had completed their early primary lessons in conventional classes of the link schools[1] (LS); and (iii) formal school learners who had similarly begun in conventional P1 classes and were in P3 and P4 in 2018 but in "virgin" schools (VS), that is, in districts where the programme had never been implemented. Under normal academic progression, all these learners were expected to be in P7 in 2022. Three of the original five Speed School districts and an equal number of non-SSP districts were selected for the evaluation. The selected SSP districts were Nwoya and Amuru (to represent the rural schools) and Gulu city (to represent urban schools). The non-Speed School programme districts were selected from the neighbouring Lango sub-region which has similar socio-economic characteristics as the Acholi sub-region where the Speed School programme has operated since 2016. This was done to minimise the introduction of large biases in the data as a result of major differences in socio-economic characteristics between SSP and non-SSP districts. The non-SSP districts that were selected and included in the sample were Kole, Oyam, and Dokolo.

The research instruments, including English and Mathematics tests, were administered to the primary target population who were the learners. However, other key stakeholders were also interviewed, including headteachers, teachers, centre coordinating tutors (CCTs), District Inspectors of Schools (DISs), and caregivers of former Speed School learners. In addition to the written tests, focus group discussions (FGDs) were held with guardians and headteachers while interviews were conducted with P6 class teachers and the tutors of Year 2 students in PTCs, to gain a deeper understanding of the contextual factors and how these influence learning.

Key Findings

Performance of former Speed School learners

The majority of teaching staff and parents generally considered former Speed School learners to be performing academically better than the conventional learners. Only a small fraction of teachers and parents felt that former Speed Schools learners were not performing any better than their peers, attributing this mainly to the two-year school closures due to COVID-19. Indeed, results of the tests administered to all P7 learners and the analysis of the

1   - "Link Schools" is how Geneva Global refers to the formal government schools that host one or more Speed School classes.

2022 UNEB PLE data seem to confirm the minority view because no statistically significant differences were found in the performance between the former Speed School learners and the conventional school learners.

About a half of the teaching staff rated former Speed School learners as having better learning skills (such as problem-solving skills, consulting with classmates to complete tasks, completing tasks correctly and on time, etc.) than the conventional school learners, and about a third rated the two cohorts of learners as being at par. This implies that former Speed School learners carried forward their improved learning skills from Speed School, deploying these even in classes with many more classmates and mostly teacher-centred instruction.

In terms of school attendance rates among former Speed School learners were statistically significantly higher than among conventional learners, according to the data collected from the P7 class registers. Some teaching staff also reported that attendance rates among the conventional learners had improved due to the influence of the former Speed School learners.

The effect of COVID-19 on children's return to school

Altogether, the strongest effect of the pandemic, according to the study participants, was some girls' and boys' failure to return to school following the long stay out of school and the attendant social changes. Instances of parents losing their jobs and, thereby, their capacity to pay for their children to continue their education, led to their children's dropping out of school. Dropout was due also, reportedly, to the desperation or failure of some children to cope with peer pressure, idleness or embarrassment over being overaged. Desperate to survive during the pandemic, some children went into employment or started their own businesses and could not leave work to go back to school. Elsewhere, influenced by unruly peers, some boys joined bad groups and fell into criminal behaviour or married while some girls married or got pregnant. Some children who felt they had grown much older than their peers were teased into leaving school.

Speed School pupils' ability to integrate into life in and outside of school

In terms of the Speed School pupils' ability to integrate into life in and outside school, overall, the majority (72%) of the teachers rated the leadership skills of former Speed School learners inside the classroom as much or somewhat higher than those of other learners. Teachers explained that former Speed School learners supervised themselves, were never chaotic in class, worked independently, and presented their work to teachers with clear explanations, unlike their counterparts from the conventional Link School classes and virgin schools. In terms of discipline, 77% of the parents/caregivers of former Speed School learners rated their children's ability as much or somewhat higher compared to that of other children who did not attend the Speed School programme. Parents emphasised that the former Speed School children had a greater ability to plan activities and to follow them through with action. Overall, parents and guardians also confirmed that former Speed School learners

demonstrated somewhat or much higher levels of confidence and self-esteem compared to other children who had not attended the programme or others within the same age range.

Impact of the Speed Schools programme on the host schools' teaching and learning

This study sought to understand if specific Speed School teaching methods were adopted and employed by the teachers within the conventional classes. Through interviews, the team found that, daily, over 44% of conventional teachers from Link Schools in Amuru sit learners in small groups to work together as did 23% and 13% in Nwoya and Gulu, respectively. It was also evident that 44% of teachers in Amuru, 50% in Gulu, and 41% in Nwoya regularly gave projects to learners to complete together. The Speed School programme has also been instrumental in the overall improvement of the classroom environment across all the programme districts and has improved the life skills of the learners, enabling them, for example, to ask their teachers questions about classwork, tell their parents about their school experiences, manage their time, and organise peers. In addition, the Speed School programme has positively affected the levels of teachers' efforts to motivate their learners using praise, positive reinforcement, and rewards for exceptional behaviour. This has helped learners understand the expectations of the classroom.

Cost effectiveness of the two school models

The cost effectiveness of the two school models – the Speed School and conventional school classes – was determined on the basis of the average unit cost per learner approach, the calculation of cost effectiveness ratios (CERs), and analysis of wastage in the two models. Calculations compared the costs of covering the full P1 to P3 curricula, meaning one year of spending for Speed School classes compared to three years of spending for conventional classes.

The Average Unit Costs (AUCs) per learner, which entailed the detailed costing of all expenditure activities of the seven sub-components that apply to both models, indicate that the average unit cost per learner per year for the Speed School at the time, was shs.472,355 (USD 131.21) compared to shs.1,036,066 (USD 287.80) for the Conventional School. This means that the Conventional School spent shs.563,711 (USD 156.59) more than the Speed School per learner per year, which represents a marginal benefit for Speed school. This marginal benefit translates into additional resource worth shs. 16,911,330 (USD 4,697.51) that can be used to increase access to education for 36 extra learners in Speed school

The costing of effectiveness ratios (CER) undertaken using costs of educating learners to complete the full P1 to P3 curricula indicates that Speed school model is a lowest cost alternative with a CER of shs.524,844 (USD 145.79) compared to the CER of shs.1,523,700 (USD 423.25) for a Conventional school model.

The costing of wastage manifested in the cost of non-completers/drop out of learners in the two models per class revealed that there was wastage in conventional school worth

shs.17,613,360 (USD 4,892.60) compared to shs.1,417,068 (USD 393.63) for Speed school, hence lower wastage in Speed school.

In summary, the findings reveal lower average unit costs, lower cost effectiveness ratio and lower wastage for Speed School model, signalling that the model is more cost-effective than the conventional school model, holding other factors constant.

1.0 Introduction

1.1 Evaluation Purpose

Northern Uganda has long remained one of the most disadvantaged regions of the country, posting the worst development indicators in all sectors. Post-war recovery interventions continue to be implemented in the region to rehabilitate the population, rejuvenate the local economy, improve access to basic social services, and enhance livelihoods. The Geneva Global Speed School programme is one of the Northern Region's leading interventions in the area of education. The programme started in 2016. Specifically, this programme combines an accelerated education model with a social and economic empowerment component – self-help groups (SHGs) – to bring out-of-school children (OOSC) between the ages of nine and 14 into formal education.

The Speed School programme has excelled in achieving this core mission by providing a cost-effective strategy for achieving greater school access with quality in the country. Geneva Global is, therefore, beginning to engage with the Ministry of Education and Sports (MoES) with the intention of accompanying the government to spread the programme's implementation. However, to persuade the Government to consider the programme's scaled implementation, there is need for an in-depth analysis of how the Speed School programme translates into sustained and affordable learning advantages to provide a momentum that propels its former pupils into future success in conventional schooling and beyond.

Geneva Global is now in its eighth year of implementing Speed School in Uganda, and it is in the preliminary stages of engaging with the MoES, both centrally and at the district level, to encourage its growing implementation of the programme. Based on empirical data, there is evidence to suggest that the programme's continued implementation and scaled operation are justified. Clearly, the Speed School programme has excelled in achieving its core mission of bringing OOSC into formal education.

Available Speed School data show that over 95% of the more than 33,000 children who enrolled in Speed School classes prior to 2022 completed the full Speed School year. In turn, of this group, about 95% of the learners have continued their formal schooling in conventional primary classrooms, of whom about 75% typically place into P4, 15% into P3, and most of the others into P2 or P5. Once they are placed, education officials who routinely inspect schools report that former Speed School pupils regularly occupy positions of excellence in their classes and are school and community leaders. Evidence from the education officers suggests that these pupils attend more regularly and drop out at lower rates. In addition, their parents are more diligent in meeting their financial commitments.

However, one important feature is absent from the overall picture of Speed School in Uganda and might be the final piece of evidence needed to sway the MoES and its development partners to embrace the programme and to consider its scaled operation. This is the analysis

of how the Speed School programme translates into learning advantages and a momentum that propel its former pupils into future success in conventional schooling. The cardinal question is whether former Speed School pupils remain and continue to excel in school and carry benefits forward with them into their future studies as well as into life outside school.

1.2 Research Questions

This evaluation seeks to answer the following operational questions that link strategically to the core Speed School model:

1. How well do former Speed School pupils perform in conventional school classes five years after completing their accelerated education programme, looking at:
   a. their academic learning?
   b. their classroom participation and study skills?
   c. their personal behaviours and social engagement?
   d. their attendance?
   e. their dropout rates?
   b. their return to school following the two-year COVID-19 school closure? and
   g. their progression to higher grades?

3. How well do former Speed School pupils, both those who are still in school and those who have dropped out, integrate into life outside of school, looking at such aspects as:
   a. their academic and professional aspirations?
   b. their social and economic activities outside of school?
   c. the perspectives of their parents or other adults in their lives?
   d. their efforts to keep learning during the two-year COVID-19 school closure and, for dropouts, their literacy and numeracy retention and experience with continued learning, of knowledge and skills?

4. How well do the mothers or other guardians of former Speed School pupils support their children's education efforts, concerned by such aspects as:
   a. continued success of the income-generating activity or activities and overall financial security of the family?
   b. continued group (and individual) savings practices and discipline?
   c. coverage of children's school costs?
   d. other actions and behaviours to support and encourage their children's success in school, at home, in the community and at school?

5. What is Speed School's cost effectiveness?
   a. Is it more or less costly to educate a child for one year in Speed School or three years in a conventional classroom?
   b. In conducting this analysis, what is the cost-comparison for the full primary school cycle, considering the wastage factor; i.e., accounting for dropouts and repeaters?

2.0 Programme Background

2.1 Overview of the Speed School Programme

The Speed School programme combines an accelerated education model with a social and economic empowerment component – SHGs – to bring out-of-school children (OOSC) between the ages of nine and 14 into formal education with success.[2] These are children who either never enrolled in school or dropped out before acquiring even basic literacy and numeracy, usually because of extreme family poverty. The Speed School classroom enables these children to learn the P1 to P3 curriculum in a ten-month period. The learners are grouped in classes of 30 learners (with 36 learners currently as the uppermost limit). [3] They sit in groups of six with a certified teacher, referred to as a "facilitator," to learn from a condensed version of the official primary school curriculum[4] for seven to eight hours a day.

Classroom instruction features activity-based, student-centred learning strategies and peer-based learning along with truly continuous formative assessment. Lessons link the curriculum's thematic and subject-specific content directly to the learner's local context and incorporate games, projects, music, physical activity, and other elements. The official textbook serves as just one of many resources that facilitators use to deliver their lessons. In Speed School classes, all pupils acquire the core knowledge and skills from the curriculum (learning to know) along with the ability to use these practically (learning to do) and the personal competencies to keep learning and knowing effectively and enthusiastically (learning to be). At the end of the year, all pupils take a placement test developed and administered by the district education authorities to determine the grade into which each will enter the following school year.

Every Speed School class is paired with an SHG that comprises the mothers or other guardians of each pupil. The programme trains and supports these groups to undertake income-generating activities and joint savings to enable and encourage them to cover the costs of their children's formal education after completing the Speed School year.[5] The programme also engages the SHGs to promote their children's school success by intervening in the classroom and at home. In the classroom, SHG members monitor and promote attendance, help with maintenance, contribute to the production of low-cost and no-cost learning materials, and even support the facilitator in linking lessons to the local context. At home, they advocate the enrolment of girls, children with disabilities, and other often excluded

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2   Originally, children were between 8 and 9 years old.
3   Originally, classes were capped at 25 learners and many facilitators had just an A-level or O-level certificate.
4   Geneva Global uses the official Accelerated Education Programme, Level I, produced by Uganda's National Curriculum Development Centre.
5   Speed School is completely free for all children.

groups, promote ways to support a child's learning, and identify and tackle community-level impediments to their children's successful school participation and learning.

2.2 Scope of Programme Implementation

Geneva Global has operated the Speed School programme in Northern Uganda since 2016, beginning in Gulu municipality and Amuru, Gulu, Nwoya and Omoro districts. In 2020, the programme extended to Kitgum municipality and Agogo, Alebtong, Kitgum and Otuke districts and in 2022 to Pader district and a small group of low-fee private schools in Kampala. The municipal and district education authorities play a strong oversight role, directing Geneva Global towards communities with significant OOSC populations and schools with strong leadership. Gulu Core Primary Teachers College (PTC) has remained a vital technical partner since the start, participating actively in the programme's training and supervision of facilitators and overall monitoring and evaluation. Until 2019, programme implementation fell exclusively to a group of grantee civil society organisations. Supported technically by Geneva Global and Gulu Core PTC, agents from these collaborating partners were responsible for the routine training and supervision of facilitators, functional coordination with district and municipal education officers, data collection and other operational elements. They also led the training, support, and monitoring and evaluation of the SHGs. Overall, they have been important thought partners to Geneva Global in the programme's ongoing conceptual and practical evolution. This has included a technical support role to the municipal and district education offices and PTCs – once having added Kitgum and Loro PTC – as Geneva shifted the implementation of about half of the Speed School classes and SHGs to the Government in 2020.

2.3 Country Context

At the time of independence in 1962, Uganda remained one of the few African countries with a progressive education sector. However, following years of conflict and political turmoil, the sector witnessed gradual decline, just like the other sectors in the country. The country moved into the weak-state category. However, following the political transformation of leadership 1986, the Ugandan education sector witnessed comprehensive policy reforms that have put it decisively on a development path. The main focus of the reforms was reconstruction of the sector to enable state and non-state actors to play a development role geared towards fostering equitable access by the population across all sub-sectors. The most immediate policy reforms were based on the Government White Paper on Education (GWPE, 1992) and the Poverty Eradication Action Plans (PEAPs, 1997–2009).

One of the most fundamental and far-reaching programmes to emerge from these reforms was Universal Primary Education (UPE) in 1997. UPE made an immediate impact on the primary school enrolment level. **According to the 2014 World Bank Report, enrolment rates exploded from 3.1 million in 1996 to 6.3 million by 1999.**

Some other indicators of the sector's massive growth include the following:

- ♣ The Gross Enrolment Ratio slackened from 128% in 2012 to 110% (2014);
- ♣ The Net Enrolment R atio rose from 92% in 2012 to 93.7% in 2014;
- ♣ New teachers recruited increased from 74,000 in 1995 to 187,668 in 2014, including private and community schools;

♣ The number of public schools increased from 12,500 in 2000 to 22,600 in 2014;

♣ Classrooms increased from 68,000 in 2000 to 151,239 in 2014; and

♣ The Pupil-Teacher Ratio (PTR) improved from 57:1 in 2010 to 54:1 in 2018.[6]

These policy frameworks gave birth to the Education Sector Investment Plan (1998–2003), the Education Sector Strategic Plan (ESSP: 2003–2018) and the National Development Plan I (NDPI, 2010–2015) and NDPII (2016–2020) and NDP III (2020–2025).

Whereas the country celebrated the above quantitative achievements, the quality of primary education in Uganda has remained a huge challenge. For instance, the massive numbers of primary classrooms with over 100 students in them are a key impediment to quality.

In Uganda's primary education, low quality is demonstrated most starkly by poor learning achievement *(school outcomes)*. Low quality is demonstrated by low learning achievement *(school outcomes)*; literacy and numeracy proficiency at P.6 are below average at 40.15% *(38.72boys; 40.10%) and 41.40% (45.80%; 37% girls)* in 2013 respectively. In addition, the efficiency of Uganda's primary education is low- Survival rate to P.7 stands at 32.1%, Repetition at 10.19% (2014) and teacher absenteeism is estimated at 20-30%.[7] The efficiency of Uganda's primary education equally remains low. The survival rate to P7 stands at 32.1%, repetition at 10.19% (2014) and teacher absenteeism is estimated at 20–30%. In FY 2017/18, there was an increase in enrolment from 8.84 million pupils to 10.76 million (representing a 21.7% increment), with gender parity at a 50:50 ratio in primary in FY 2019/20.[8] Despite an increase in enrolment, the survival rate (percentage of a cohort of students expected to reach a given grade) is still low. This fact has been well corroborated by Kan and Klasen (2021), who point out that despite the increase in Government funding and donor assistance, supply-side constraints remained and, coupled with the influx of older students, had a negative effect on learning outcomes.[9]

There is a persistent problem of "ghosts," i.e., schools, teachers, and learners who are counted in official documents and, therefore, planned and budgeted for but that do not exist in reality. It is estimated that over USh. 50 billion (about USD 14 million) is lost annually due to such ghosts. School inspection, monitoring, and support supervision are inadequate, and there is generally poor management of primary schools. World Bank figures show that in 2018, the completion rate for primary education for Uganda was just 56.1%. [10]

In order to improve the quality of education in Ugandan primary schools, the Government and its development partners have put in place numerous Quality Enhancement Initiatives (QEIs). Under these, classrooms, libraries, and laboratories were constructed in several schools. The primary school and primary teacher college curricula were reviewed to make them more responsive to the country's development needs.[11] In 2015, the country launched

6   Comprehensive Evaluation of the Universal Primary Education Policy (UPE). Thematic Report 6, Education Modelling and Evaluation, National Planning Authority, 2018

7   Policy Paper On: Access, Cost, Quality and Relevance: The case for Pre-primary and Primary Education in Uganda, National Planning Authority, 2015

8   Comprehensive Evaluation of the Universal Primary Education Policy (UPE). Thematic Report 6, Education Modelling and Evaluation, National Planning Authority, 2018

9   Kan, S., and S. Klasen (2021). Evaluating universal primary education in Uganda: School fee abolition and educational outcomes. Review of Development Economics 25 (1)116-147

10   Policy Paper On: Access, Cost, Quality and Relevance: The case for Pre-primary and Primary Education in Uganda, National Planning Authority, 2015

11   Makerere Institute for Social Research –MISR. (2009). The final Report of the Baseline Survey for the Quality Enhancement Initiative (QEI) Project. Submitted to the Ministry of Education and Sports.

a new project – Uganda Teacher and School Effectiveness Project (UTSEP) – with assistance from the Global Partnership for Education (GPE).

The main objective was to support the Government in improving teacher and school effectiveness in the public primary schools. It is expected that strengthening the school system, including the capacity of the teachers to deliver, would result in improved quality learning. Indeed, under the GPE-funded initiative, Uganda's education system registered some notable achievements. For instance, the presidential directives to have a public primary and secondary school per parish and sub-county respectively, led to 92% of all parishes having a public primary school and 72% of all sub-counties having a government secondary school.

In 2020, the global COVID-19 pandemic affected numerous countries, including Uganda, effectively shutting down their economies. In Uganda, this affected the education sector severely. Cumulatively, schools were locked down for approximately 18 months, opening for just a few months over the full 2020 and 2021 academic years. According to FAWE (2021),[12] due to prolonged school closures, over 30% of the learners were unable to return to school. Many teachers opted not to return particularly after engaging in other livelihood activities. A full 3,507 primary and 832 secondary schools were deemed liable to close due to financial distress. There was an attendant risk of multiple cohorts' getting enrolled in P1 and a double cohort in P7, as on re-opening, it was recommended that learners should be automatically promoted to the next grade in order to avoid clogging in the system. Whereas the Government committed to supporting the continuation of learning during the school lockdown, proposing various remote learning options, evidence shows that a majority (51%) of learners across the entire education system stopped learning entirely with the closure of their schools. More learning was lost in the primary subsector (60%) compared to secondary (44%) and tertiary (42%) subsectors (FAWE, 2021).

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12   FAWE (2021). Research Findings on the Situation of and Impact of COVID- 19 and School Going Girls and Young Women in Uganda

3.0 Methodology

The current study was inspired by a longitudinal study in Ethiopia in which the progress of Speed School learners in that country was tracked to determine the impact of the programme on the completion of primary school, improvement in learning outcomes, and attitudes towards learning. While the Ethiopia study tracked the progress of former Speed School learners from the time they completed the Speed School programme in 2012 (the baseline) to the expected end of their primary school at Grade 8, the Uganda study measured only the performance of former Speed School learners and their abilities in various life skills at the end of P7 in 2022, four years (accounting for the lost COVID-19 years) after their completion of the Speed School programme. This strategy was based on the notion that the learners had been able to retain the learning benefits acquired in the one-year exposure to the Speed School curriculum and would therefore perform with relative academic excellence, in Maths and English, while also excelling socio-emotionally. Like the Ethiopia longitudinal study, the Uganda study selected three sample groups to enable reliable comparisons. Other than Speed School learners, the evaluators chose students from two non-Speed School groups found in similar contexts. One comparison group consisted of P7 learners in Link Schools. These are the schools where the Speed School learners enrolled upon exiting the Speed School programme and often hosted the same Speed School classes. The assumption, which the research validated, was that teachers in these schools were often influenced by the teaching approaches of the Speed School programme. The second control group consisted of P7 learners in "virgin" schools, those which had never had contact with the Speed School programme or its former learners.

3.1 Research Design

The research design for this evaluation was quasi-experimental, comparing the performance of three cohorts of learners: (i) former Speed School learners who were enrolled in formal school in P3 and P4 in 2018; (ii) learners who had completed P1, P2 and P3 in conventional primary classes and entered the same P3 and P4 classes as the Speed School "graduates" in link schools (LS) in 2018; and (iii) conventional school learners who were in P3 and P4 in 2018 selected from "virgin" schools (VS). Under normal academic progression, all these learners were expected to be in P7 in 2022, or in P6, allowing for the loss in progression that all pupils experienced as a result of the 18-month lockdown due to COVID-19. Virgin schools were included in the study as a counterfactual to enable us to compare the performance of learners attending link schools (who included both former Speed School learners and mainstream formal school learners) with those who had never been exposed to any Speed School programme interventions at all. This was necessary because mainstream formal school learners could not serve alone as a counterfactual since they had been attending

the same classes with former Speed School learners since 2018 and some teachers in link schools had interacted in one way or another with the Speed School programme.

3.2   Data Collection Methods

A robust mix of both qualitative and quantitative methods of data collection included FGDs, key informant interviews (KIIs), structured interviews, written English and Mathematics tests, extraction of relevant secondary data, and a review of relevant documents.   The secondary data included information on school attendance, academic progression, and the cost effectiveness of the Speed School programme.   The mixed methods approach to data collection was used to gain a more complete picture of the impacts of the Speed School programme on teaching and learning as well as to triangulate and validate findings data from the various sources.

3.3   Target Population of the Evaluation

The primary target population were learners. However, other key stakeholders were also interviewed, including headteachers, teachers, CCTs, DISs, and caregivers of former Speed School learners.

3.4   Sample Sizes

3.4.1   Sample districts

Three (out of the original five) Speed School districts and an equal number of non-Speed School districts were selected for the evaluation. The Speed School districts selected were Nwoya and Amuru (to represent the rural schools) and Gulu City (to represent urban schools). The schools in these districts produced both the former Speed School and Link School student samples. The non-Speed School districts were selected from the neighbouring Lango sub-region, which has similar socio-economic characteristics to the Acholi region where the Speed School programme had been implemented since 2016. This was done to minimise the introduction of large biases in the data which could result from major differences in socio-economic characteristics between Speed School and non-Speed School districts. The non-Speed School districts selected for the sample were Kole, Oyam and Dokolo.

3.4.2   Sample schools

From each of the Speed School districts, 10 link schools (where the 2018 cohort of Speed School learners enrolled in P3 and P4) were selected for the evaluation. An equal number of regular schools were randomly selected from the non-Speed School districts using sampling frames extracted from the 2019 MoES Education Management Information System (EMIS) school mapping data. In total, 30 link schools and 30 from the non-Speed School (virgin) districts were selected for inclusion in the sample. A complete list of the sample schools is attached in **Annex A**.

3.4.3   Learner samples

All Primary 7 learners in the 60 schools were selected and included for testing in the evaluation. Furthermore, all learners in all the 60 schools who were enrolled in P3 and P4

in 2018 were followed through the school records to establish their current schooling status and, if they were no longer in school, at which level they dropped out.

3.4.4   Caregivers samples
From each of the 30 link schools, four or five caregivers/parents of the former Speed School learners who were enrolled in the Link Schools in P3 and P4 in 2018 were selected to participate in individual interviews in order to provide their opinions and perspectives regarding the multi-dimensional impacts of the Speed School programme on their children and families. Another eight caregivers/parents of learners in the same category were selected from each of the 30 schools to participate in the FGD.

3.4.5   Teacher samples
Similarly, three teachers from across lower and upper primary and who were familiar with the Speed School programme were selected from each of the link schools in the sample to share their experiences with the programme and to provide their insights into its impacts on learning and teaching. Another five teachers from each of the sample link schools were engaged through FGDs.

3.4.6   Other respondents
All headteachers in charge of the 30 sample link schools (or their deputies in case the headteachers were not available) were interviewed to gather their views and perspectives regarding the impact of the Speed School programme on teaching and learning in their schools. Similarly, all the CCTs in charge of the sample link schools and the DISs in the three Speed School districts were selected for interview.

3.4.7   2022 PLE data
At the time of data collection, learners had not yet sat for the Primary Leaving Examination (PLE) for 2022. The team decided to collect the PLE data later when it became available. The aim was to ensure that there was enough concrete evidence to determine whether former Speed School learners continued to perform better academically than the conventional formal school learners' years after graduating from the Speed School class. Owing to resource constraints (time and finances), it was not possible to collect PLE data from the virgin schools. The PLE data available covered only the link schools, hence the analysis excluded learners from the virgin schools.

3.4.8   Field Experience
DRASPAC deployed a team of 36 enumerators with good track records of commitment to research assignments to collect data in the field following a Kampala-based training programme on the tools designed for the purpose. The enumerators were selected on account of their experience in conducting research in the field of primary education and, in particular, with curriculum and instruction as well as their speaking and writing fluency in Acholi, the language spoken in the research districts of Gulu, Nwoya and Amuru and used as a medium of instruction in the early grades. Smaller teams of eight enumerators were responsible for each of the three programme districts, with each being led by a field supervisor who doubled as a guide to the schools. The guide helped the teams locate the

schools. In the control districts of Dokolo, Kole, and Oyam, smaller teams comprised four members, including the supervisor.

Once at the school, the team members introduced themselves to the school authorities, presented the introduction letter from the Chief Administrative Office (CAO) and explained the purpose of their visit and the kind of research activities they would conduct at the school. Once accepted by the school authorities, three team members began by administering the English and Mathematics tests, followed by the learner questionnaire. All three tools were administered in the English language, except in peculiar circumstances where the learner participants needed the support of the Acholi translation for clear understanding of the requirements of the questionnaire. Two members of the team conducted the FGDs with the parents and guardians. These were conducted in Acholi in order to generate adequate amounts of the critical information, as the parents had no or little capacity in English. Two other members conducted FGDs with the teachers while another took responsibility for the KIIs with individual teachers, headteachers and CCTs, the extraction of attendance data from P3, P4 and P7 registers, and a review of past PLE data. The tasks were redistributed among the team members daily to prevent monotony and expose every team member to all the tools.

At the end of every day, each team convened for a debriefing to review the day's outputs and plan for the following day. They assigned call-back tasks among members before joining an evening conference call with the lead researchers. The conference call was aimed at highlighting the day's outputs, including the numbers of schools involved and the participants met and engaged. It was used, also, to agree on practical approaches to field challenges such as the shortage of numbers, the longer distances to schools than had been anticipated, and participants' anxiety over the looming PLE.

During data collection, the research teams routinely sought the selected respondents' consent for participation in adherence to the ethical considerations explained during training. This included respect for the rights of the respondents. They worked within the times advised by the respondents, much as they had set out with a preference for them to use the early morning hours. The teams also instituted quality control measures to ensure the completeness and accuracy of data. These included checking that all questions were administered correctly and accurately and conducting call-back checks to confirm that all sampled respondents were interviewed as per the study protocols.

Table 1: Summary of Field Returns

Category of respondent	Target # of respondents per district	Achieved # of respondents, by district						
		Gulu	Amuru	Nwoya	Dokolo	Kole	Oyam	Total
Learner questionnaire	600	676	642	477	491	533	406	3,225
English assessment	600	675	646	480	493	534	411	3,239
Maths assessment	600	681	641	478	494	534	534	3,226
Status of all P3 learners (2018)	10 schools	9	9	6	1	9	10	44
Status of all P4 learners (2018)	10 schools	8	8	8	3	9	10	46

Attendance of P7 learners	10 schools	10	10	10	7	10	9	56
PLE performance 2022	10 link schools	10	10	9	9	10	10	25
Teacher questionnaire	30 (only link)	32	25	30	–	–	–	87
Headteachers	10 (only link)							30
Teachers (30 FGDs)	10 link schools	10	10	10	–	–	–	30
Caretakers/parents (30 FGDs involving about 5 participants each)	10 link schools	10	10	10				30
District Inspectors of Schools	1	1	1	1				3
Centre coordinating tutors	1	1	1	1				1

Note: Numbers for the virgin schools are included after the research team found it necessary to establish whether there was any difference at all between the former Speed School learners and learners in the mainstream category.

3.5   Data Management and Analysis

3.5.1   Qualitative data
All FGD and KII outcomes were first transcribed using word processing software. The transcripts were then summarised by key evaluation themes and sub-themes using summary matrices to enable systematic analysis. Content analysis and trend analysis were used to characterize the data on the basis of emerging themes and sub-themes and in line with the evaluation objectives. Key phrases or statements on emerging issues and verbatim quotes were extracted and integrated into the report to augment results. We found it neither prudent nor necessary to report qualitative results quantitatively (by attaching numbers or percentages), especially in a study like this one where we employed a robust mix of qualitative and quantitative data collection methods.

3.5.2   Quantitative data
Primary data from all the quantitative data collection tools and data from school records were entered into pre-designed data entry templates in Epidata. It was then then exported into SPSS statistical software for cleaning and eventual analysis. Logical checks and frequency runs were made on all variables as a further check on the accuracy and consistency of the data. Data analysis basically involved descriptive statistics (frequency distributions and cross tabulations) of key identified variables.

3.5.3   Analysis of data on cost effectiveness
The cost effectiveness for the two school models (Speed School and conventional school) was based on the average unit cost per learner approach and estimation of CERs augmented with the computation of educational wastage.

A comparative analysis was done based on secondary data collected from approved annual Budget Expenditure for FY2019/2020 from GGU for the Speed School programme and from

the MoES. The secondary data included data on the recurrent expenditures on wage, non-wage covering capitation grant, instructional materials, teacher capacity-building training, monitoring and support supervision/inspection. The detailed activities/expenditure items were fully unpacked for each of these broad areas and alignment of the activities for the Speed School model to the conventional school model was done to render meaningful comparative analysis. The conventional school model provided the standard nomenclature against which the activities were compared.

An analytical framework was created in the Excel programme, in which the broad areas earlier mentioned and their attendant details were entered and analysed. The AUCs per learner were then worked out through the detailed costing of all activities and, consequently, the margins were determined based on the differences in AUCs per learner for both school models. The margins between the two models would then indicate the magnitude of expensiveness, other things remaining constant.

3.6   Limitations

i.   In the field, the actual number of former Speed School learners who joined the link schools in 2018 and those who had progressed to P7 in the link schools turned out to be much lower than expected. It is important to note that this does not mean that all the rest have dropped out. Rather, many continued their formal education, but in other schools. Having a smaller number of target participants in this category, we included all of them in the evaluation rather than select a sample. Thus, we are confident that the results are representative of reality.

ii.   It was not possible to verify the current schooling status of the 2018 P3 and P4 cohorts of learners who were no longer attending the same schools. Doing so would have required a "tracer study" which could not be done within the time and financial resources that were available.[13]

iii.   The learner questionnaire was designed for self-administration by the P7 learners on the assumption that they were able to comprehend simple instructions in print and respond to written questions in writing. However, the learners' limited comprehension of English made it very difficult for them to respond to the questionnaire in the planned mode. Consequently, they had to be guided by the research assistants, who translated the questions into the local language. This mode of response led to much more time being spent than had been anticipated, resulting in the field assistants staying at the schools and working with the learners longer than planned.

iv.   Whereas the Mathematics and English tests were designed to represent PLE instruments, as they contained standard test items selected from papers administered in 2018 and 2019, they had only half the number of items that

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[13]   Geneva Global's field agents assert that as many as 50% of students who complete the Speed School transition to formal classes in a school rather than the link school where they had attended Speed School. This would account for the low numbers identified for this evaluation, but Geneva Global was unable to provide verifiable data to confirm this claim.

were typical of the standard PLE papers, owing to time constraints. As the study was conducted just before the end-of-year examinations, both teachers and learners were anxious to prepare for the examinations and the field teams did not want to encroach on their schedules. Besides, the teams had to ensure minimisation of fatigue as the learners had to do both tests (in the Annex) in succession and, thereafter, complete the learner questionnaire.

4.0 FINDINGS

This chapter presents the impacts of the Speed School programme on several indicators sought by the program, including:

- ♣ academic learning and performance;
- ♣ the effects of COVID-19 on children's return to school and their learning;
- ♣ social behaviours and interactions of learners in and out of school;
- ♣ learner aspirations;
- ♣ parental participation and support of learning;
- ♣ the socio-economic welfare of Speed School beneficiary households;
- ♣ school teaching and learning; and
- ♣ the cost effectiveness of Speed School.

4.1 Speed School Pupils' Performance in Their Current Schools

This section examines the performance of former Speed School learners in comparison with the two control cohorts of link school (LS) and virgin school (VS) learners.   The analysis of learner performance focuses on three key aspects: (i) academic learning and performance; ii) the effects of COVID-19 school closures on learning and returning to school; iii) classroom participation and study skills; iv) school retention and academic progression; and (v) school attendance

4.1.1 Academic learning and performance

According to the FGD and KII results, the majority of teachers, headteachers and parents were of the view that, in general, learners who went through the Speed School performed academically better than the conventional learners. They reported that former Speed School learners generally performed better in both numeracy and literacy, were more fluent in reading, had better handwriting, and always did their homework without the need for reminders, as was the case with the conventional learners.

> The reading and comprehension of the Speed School learners make me smile. The Speed School children can read fluently and comprehend easily. When you look at last term's exam here in my school, the best learner was from the Speed School. (*Headteacher, Amuru district*)

While some teachers in the FGDs maintained that the former Speed School learners performed averagely or even below the level of the conventional learners, they nonetheless recognised their superior abilities in other areas.

Similar trends in opinion were observed in the data obtained from individual interviews with the teachers. Teachers were asked to rate the grades and ranking of former Speed School learners in comparison to the conventional formal school learners (Figure 1). About 41% of the teachers gave former Speed School learners a higher rating, while 39% felt that both cohorts of learners were at the same level. A small but still noteworthy percentage of teachers (19%) gave a lower rating to the former Speed School learners.

Figure 1: Teacher Rating of Former Speed School Learners' Grades and Ranking Compared to Conventional LS Learners
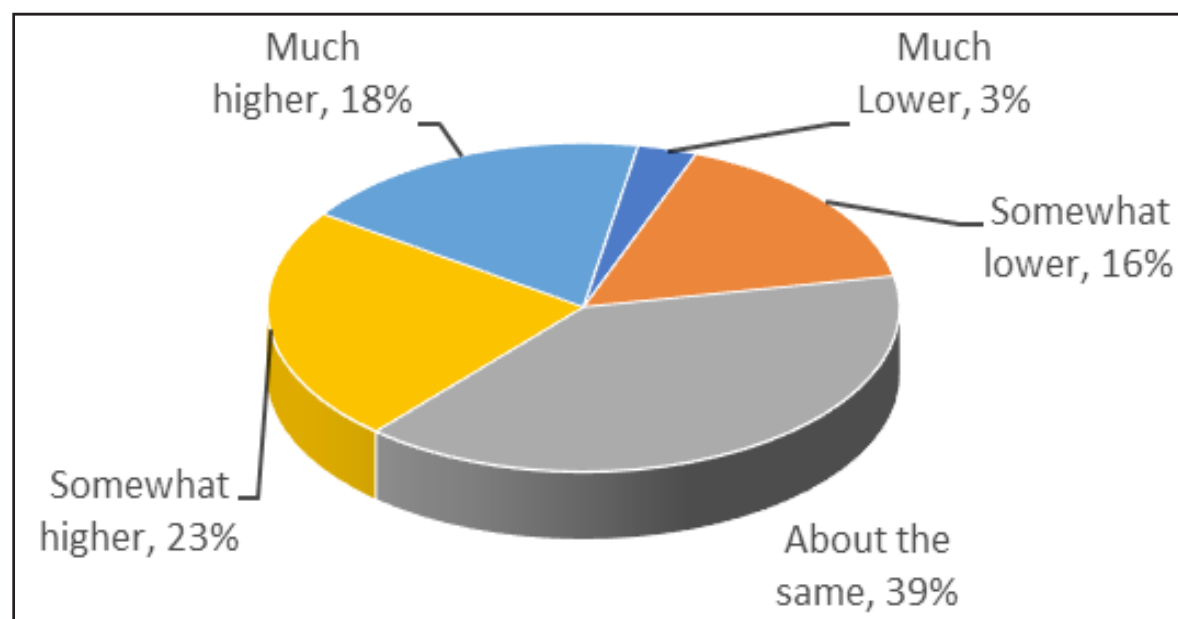
In order to confirm the opinions of the teachers as well as adduce empirical evidence regarding whether former Speed School performed better academically, the evaluators administered Mathematics and English tests to all P7 learners in all the schools covered by the study. The tests were the typical national examination standard type of papers and were composed of questions selected from the Mathematics and English PLE papers for 2018 and 2019. The only difference was that the tests administered had half the number of questions that had appeared in the standard PLE papers. This was done owing to time constraints and to limit learner fatigue (since they had to do two tests (in the Annex) in succession and thereafter complete a learner questionnaire).

Contrary to the opinions of the majority of teachers and headteachers, the results of the Mathematics and English tests showed no real differences in academic performance between the former Speed School learners and their counterparts in the link schools and virgin schools. Table 2 shows how learners in each cohort performed on the standardised tests. Overall, all learners performed poorly, especially in Mathematics, with close to 90% of them scoring below 50% while 73% had scores of less than 35%. According to the grading system of the Uganda National Examinations Board (UNEB), a score of less than 35% is considered total failure (F9). In the English test, 72% of the learners scored less than 50% while 42% totally failed. In general, learners in virgin schools performed worst on both tests. However, there was no statistically significant difference in performance between the former Speed School learners and the conventional learners in link schools or in the virgin schools (at p = 0.05

Table 2: Performance of P7 Learners in Mathematics and English Tests by Cohort

Score obtained	Percentage of learners who got a score in an English test				Percentage of learners who a got score in a Mathematics test			
	SpS (n=180)	LS (n=1601)	VS (n=1440)	Overall (N=3221)	SpS (n=177)	LS (n=1604)	VS	Overall
0 – 34%	39%	36%	48%	42%	71%	70%	75%	73%
35 – 49%	32%	32%	27%	30%	18%	17%	13%	15%
50 – 64%	26%	25%	18%	22%	7%	8%	6%	7%
65 – 79%	3%	7%	7%	7%	2%	4%	3%	3%
80% and above	0%	0%	0%	0%	2%	1%	2%	2%

In order to further confirm the above results, we also analysed the actual 2022 PLE data for former Speed School learners and the link school learners. The results reveal similar trends (Figure 2), showing that academic performance was generally poor among both cohorts of learners. Just like in the standard tests administered by the evaluation team, hardly any learner got a first distinction (80% and above) in either subject. It can also be observed that link school learners had a slight edge over the former Speed School learners – this time in both subjects. For example, about two-thirds of the former Speed School learners failed to obtain a credit (score of 55% and above) in either subject as compared to fewer than 60% among the link school learners.
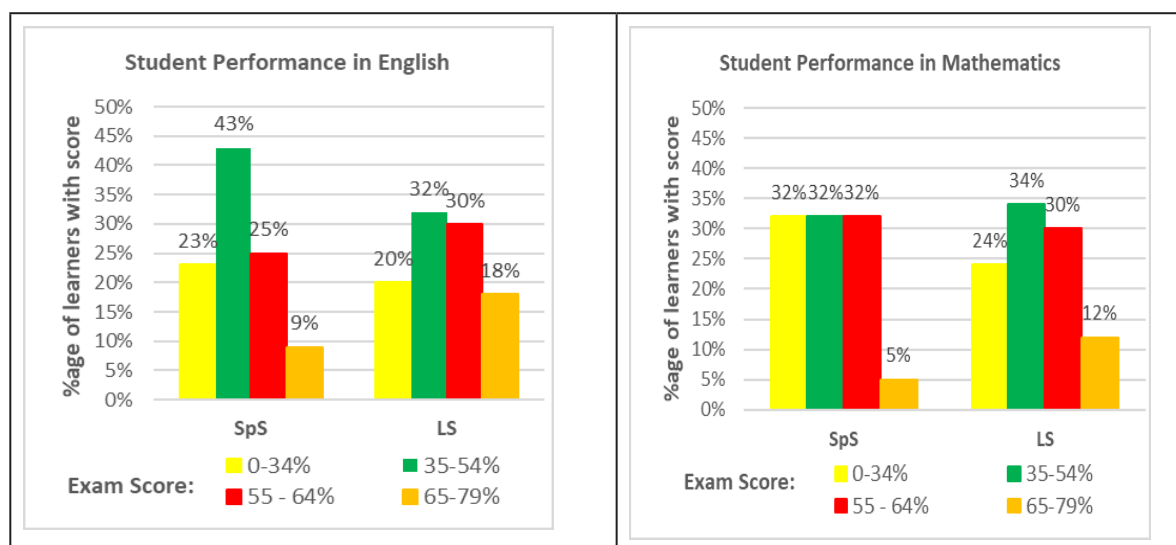
Figure 2: Performance of P7 Learners in English and Mathematics PLE for 2022

As indicated earlier, some teachers, headteachers and parents maintained during the FGDs and KIIs that mainstream link school learners were performing academically better than the former Speed School learners. They mainly attributed the lower than expected academic performance to the shock that Speed School learners experienced when they transitioned from the Speed School environment to the link schools. The transition meant that they left behind them the learner-centred teaching approaches of the Speed School, the much smaller class sizes, the "love and care" of facilitators from their home areas, and access to a plentiful supply of learning aids. This was replaced by the "regular school" environment

with its large classes, highly teacher-centred instruction, and acute shortage of learning materials. The Speed School environment was also described as one with teachers who follow up individual learners. This contrasts with the "regular school" environment where large teacher-pupil ratios do not allow such practice. Besides, there were observations of a near-total neglect of reading and writing skills in some instances.

A teacher in one school in Gulu municipality painted the following picture of contrasts:

> In a Speed School class, the methodology used was so rich and requires learners' involvement, making it more child-centred compared to the regular school where the methodology is so limited … In Speed School, the maximum number of learners in a class is 30 which makes it a better teacher-child ratio compared with when the learners join the mainstream of primary where the learners are so many reaching hundred …. In the regular school the children don't have enough guidance and counselling unlike in Speed School where learners were talked to each and every time and encouraged to work hard. In regular school the struggling learners are not being taken care of unlike when they were in the Speed School, which led to decline in their performance. (*Teacher, St. Mauritz Obiya PS, Gulu municipality*)

One parent in Amuru also attributed the low performance of former Speed School learners to the large classes in regular school, saying:

> The mode of teaching in the Speed School was rather different compared to the Link School. Speed School pupils were close to the teachers and would easily ask questions, …. These qualities one would hardly find in the Link School as children are so many and unruly. Teachers go with those who listen …. (*Parent, Parabongo PS, Amuru district*)

The opinions of some of the teachers and parents regarding the impoverished learning environment as an outstanding cause of poor performance would suggest that the Speed School learners would perform academically better should they be able to stay in a learning environment familiar to them and compliant with learner-centred approaches in the Speed School model. This implication lends significance to the participants' suggestions, in another interview item, that the Speed School system should be planned to continue, for the learners to complete their studies in that system. Both parents and teachers also expressed concerns regarding the school closures due to COVID-19, which might have seriously affected learning and academic performance. This is elaborated on in section 4.1.4.

4.1.2   Classroom participation and study skills

In the individual interviews, teachers rated the ability of former Speed School learners compared to the conventional learners with regard to a variety of learning skills. About half of the teachers rated former Speed School learners as better than the conventional learners in almost all the skills that were assessed (Table 3). Former Speed School learners were rated most favourably in the area of putting lessons to use in practical applications and situations. Here, a clear majority of teachers (65%) felt that the former Speed School learners far exceeded their peers. Across the skills, very few teachers (mostly less than 20%) rated the conventional link school learners as better than the former Speed School learners.

**Table 3: Teachers' Rating of Former Speed School Learners' Learning Skills Compared to Conventional LS Learners**

Type of Learning Skill	Teachers' rating of former Speed School (row-wise %s) (N = 87)				
	Much lower	**Somewhat lower**	About the same	Somewhat higher	Much higher
Problem-solving skills	1%	9%	40%	21%	29%
Frequency of asking questions	9%	10%	29%	16%	36%
Learning and remembering what is taught	2%	13%	37%	21%	28%
Applying their lessons to practical situations	2%	13%	21%	28%	37%
Helping classmates understand the lessons	2%	15%	32%	20%	31%
Cooperating and consulting with classmates to complete learning tasks	1%	10%	36%	25%	28%
Completing tasks correctly and on time	12%	11%	34%	24%	20%

Note: Teachers of virgin schools were not asked these questions because there is no basis for comparison since they do not know about the Speed School programme or do not have any experience with the former Speed School learners.

This interpretation of the data appeared even more strongly in the results of the teacher FGDs and KIIs, with headteachers' exhibiting a general consensus that former Speed School learners participate more in class activities and have better learning skills.

> Speed School learners supervise themselves, are never chaotic in class, they do work by themselves, and present it to their teachers with a clear explanation unlike the conventional learners. (*FGD for teachers, Gulu municipality*)

From these findings, one can conclude that former Speed School learners are clearly perceived by the teaching staff to generally possess better learning skills than their counterparts in conventional schools. This implies that former Speed School learners have carried forward their improved learning skills from their accelerated year, deploying these even in classes with many more classmates and mostly teacher-centred instruction.

4.1.3   School retention and progression

For purposes of this evaluation, school retention was measured in terms of the number of learners in the 2018 P3/P4 cohorts who were still in the same schools at the time of data collection in October 2022. We are cognisant of the fact that not being in the same school may not necessarily mean that the child dropped out. The child may simply have transferred to another school. In fact, according to the information we obtained from GGU, many former Speed School learners (probably up to 50%) do not transition to link schools. They instead opt to join other schools. GGU further explained that some families who have been inspired by their children's success in Speed School classes seek schools where they feel their children will get better quality education than what they can get in the link schools. It is therefore possible that some of the former Speed School learners who initially transitioned to the link schools later on transferred to other schools without the knowledge of the school authorities. Nevertheless, in the absence of data on such transfers and since this probably happens with other cohorts of learners, we consider the number of learners who were still enrolled in the same schools as a least bad proxy indicator of school retention.

Even with GGU's explanation, the results show that a much higher percentage of the former Speed School learners, particularly those who transitioned to P3 in the link school, are still in the same school compared to other cohorts of learners (Figure 3).

Figure 3: 2018 Cohort of Learners Who Are Still in the School
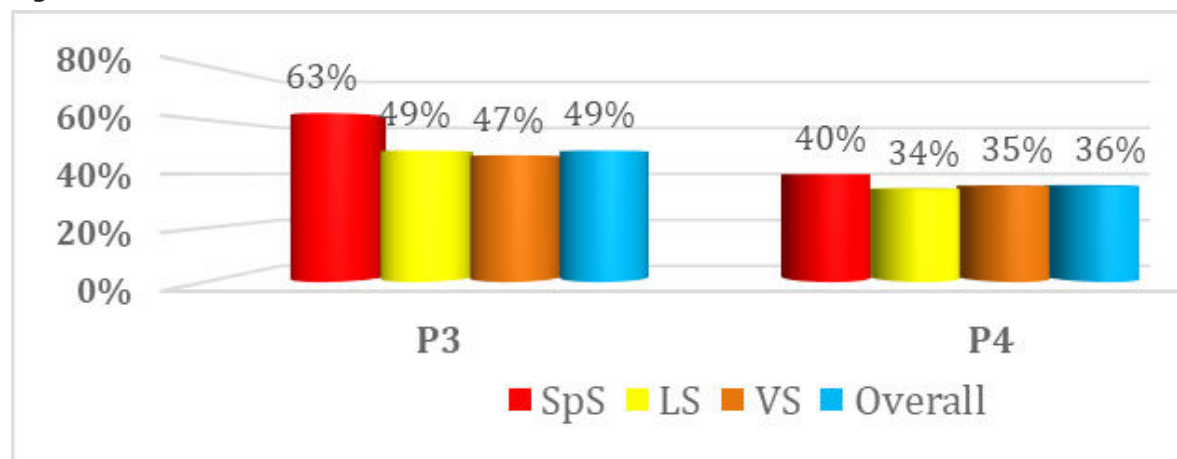
Among the former 2018 P3 Speed School learners, 63% were still in the same school at the time of this evaluation compared to only 49% and 47% of link school and virgin school learners, respectively. The difference is highly statistically significant (p=0.001). Among the former 2018 P4 learners, the differences are relatively small and not statistically significant (at p=0.05). Figure 3 provides more details on the current status of the 2018 P3/P4 cohorts of learners, showing that 13% and 17% of the former 2018 P3 and P4 Speed School learners respectively transferred to other schools.

This implies that about 76% and 58% of the former 2018 P3 and P4 Speed School learners, respectively, are still in school (as compared to about 70% and 56%, respectively, among the conventional learners). The rest had either dropped out of school or the respondents did not know their current schooling status. The percentage of dropouts was highest among the former 2018 P4 Speed School learners (36%).

Table 4: Current Schooling Status of All Learners

Current Class Attended	Learners that were in P3 in 2018				Learners that were in P4 in 2018			
	SpS	LS	VS	Total	SpS	LS	VS	Total
P3	2%	1%	0%	1%	-	-	-	-
P4	13%	4%	6%	6%	4%	1%	0%	1%
P5	34%	24%	21%	23%	10%	7%	7%	7%
P6	11%	17%	18%	18%	19%	17%	17%	17%
P7	2%	2%	1%	1%	8%	10%	11%	10%
Transferred	13%	21%	17%	18%	17%	21%	17%	19%
Dropped out	18%	8%	18%	14%	36%	13%	30%	25%
Unknown	7%	22%	18%	19%	7%	31%	17%	21%

The very high dropout rate for former 2018 P4 Speed School learners is likely due mostly to the two-year-long COVID-19 school closures. The presumed greater impact of the shut-down on former Speed School students derives from the consideration that this cohort

consisted of many learners who were already above age (compared to the classes/grades they were attending), as explained in section 4.1.4 below. With many of these students' being older, it is reasonable to assume that the pressure to enter productive life during the school closure was greater and that returning to school two years older – with some already as old as 19 or 20 – was more difficult. Table 4 above further reveals that many learners across all cohorts transferred to other schools, which was also partly attributed to the effects of COVID-19 but might be indicative as well of a prevalence of other challenges, such as accessibility, affordability, or poor quality of education. The table further shows that the majority of learners who were still in the same school had not had a smooth progression to upper classes. About half of the learners were one class/grade below where they were expected to be, as can be seen in Figure 4 below. This, again, would seem due largely to the school closures because of COVID-19. Nevertheless, these repetition rates are not any different from those observed among the mainstream link school and virgin school learners and, given the Government's Universal Primary Education (UPE) policy of automatic promotion, it is difficult to make comparisons between cohorts, given that progression is often not based on merit. On the other hand, it is important to note that 4% of the former 2018 P3 Speed School learners were one class ahead of where they expected to be. In the KIIs, a few headteachers had also indicated that some former Speed School learners had sat for the national PLE the previous year – one year ahead of expectation.
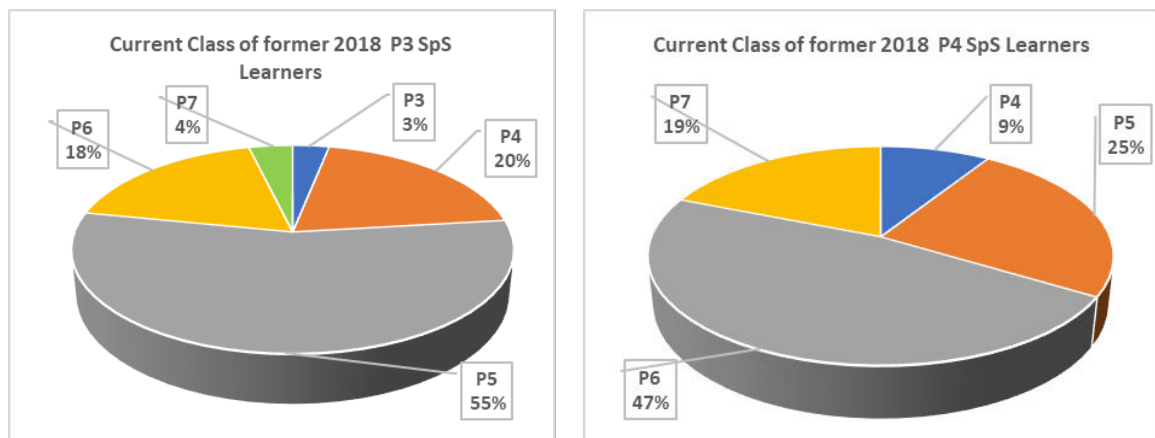
Figure 4: Current Class of the Former 2018 P3 and P4 Learners Attending Same School

It is worth noting further that academic progression was not uniform across all the Speed School programme districts. Learners in Nwoya district seemed to have performed much better than those in the other two districts, while those in Amuru performed worst.

To understand the trends in academic progress among the former 2018 P3 and P4 learners more deeply, we tried to establish the highest class/grade level that was attended by those who dropped out of school. Figure 5 shows that the majority of all learners, especially the former P3 and P4 learners of 2018, dropped out of school in P4 and P5, respectively. This implies that they left school in 2019, the pre-COVID-19 year. That they did not return to school points to the impact of the pandemic on the learners' ability to progress in the primary school cycle.
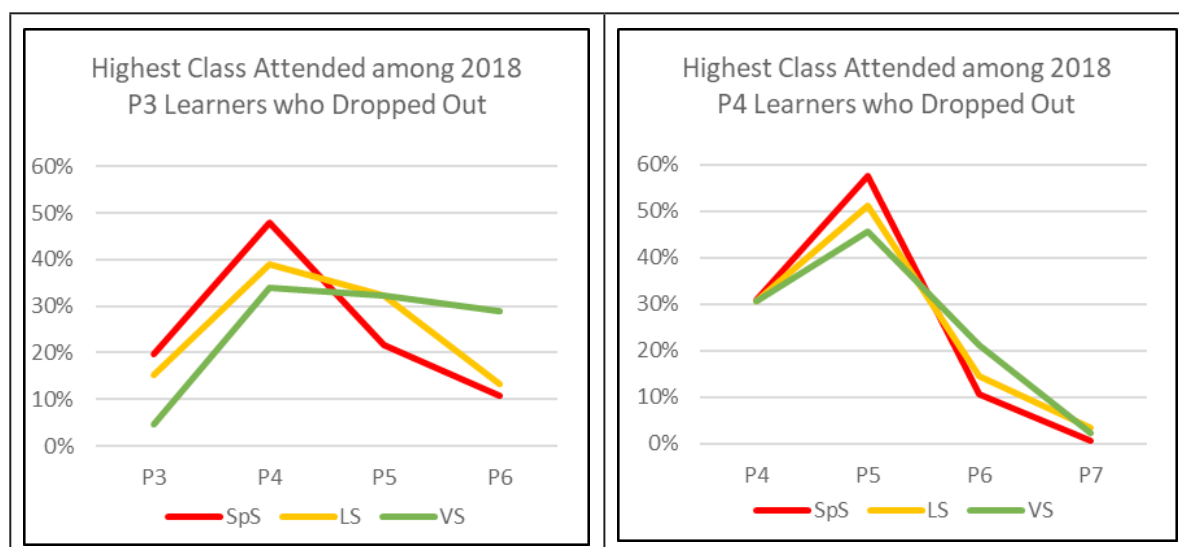
Figure 5: Highest Class Attended by Learners Who Dropped out of School

4.1.4   Effect of the two-year school closures on learning

Parents and teachers were asked to explain their views on how COVID-19 affected the Speed School learners' schooling. The responses would help Geneva Global understand whether the pandemic prevented children from returning to school and whether it influenced their participation in school activities. Besides, the participants' responses would explain how the learners' behaviour might have changed and with what consequences. Altogether, the strongest effect of the pandemic, according to the study participants, is evident in some girls' and boys' failure to return to school following the long stay out of school and the attendant social changes. Instances were pointed out of parents losing their jobs and thereby their capacity to pay for their children to continue their education.

> Most parents were not able to save money for their children studies since the food crisis was immense. When the schools were opened, they were not able to pay for their children in schools. (*FGD, Layibi Primary School*)

With schools closed, parents and guardians losing their jobs, and food supplies running short, some children lost hope of ever going back to school or even of getting enough to eat at home, so they took up paid work. After schools reopened, many stayed on as their occupation became a lucrative source of earnings and offered a promise of better social status. For instance, in Amuru a teacher observed:

> COVID-19 caused lots of dropping … especially that children were home for two years having had their studies spoilt. Secondly parents also feared to bring back their children to stay fearing that they could contract COVID-19.

A parent exemplified the effect, observing that the "… majority of these children during the lockdown began to focus on farming, and some of them got a lot of money …" (Parent, Koch Amar Primary School, Amuru district), while counterparts in Gulu pointed out that "some kids got engaged in income-generating activities like chapati making" (FGD, St. Mauritz) and "… some children got involved in some income-generating activities which could not give them time to concentrate to the books."

Participants reported that, as a result of the COVID-19 pandemic, some children lost their parents and, along with them, the opportunity to continue in school. Some parents relocated to rural localities and left their teenage children with caretaker families where guardians did not care enough about them to continue their schooling, or the children were frustrated by the long stay out of school, resorting to bad groups and lawlessness.

Errant social behaviour was evidently so pronounced as to result in school-going girls and boys getting into relationships with the opposite sex and becoming victims of early marriage and/or pregnancy. In one instance, a teacher explained, "there was some kind of immorality in the school like girls' relationships with some community members, especially with boda-boda riders" (teacher, Layibi) and such scenarios led to irreversible situations, including early pregnancy. Boys, on the other hand, were reported to have married and started their own families. One teacher expressed disappointment that "some boys just moved to town and lived with girls and married them" (teacher, Amuru).

Besides the drastic effect of increased dropouts, the pandemic caused some learners to adopt irregular behaviours, exhibited in vulgar language, disobedience and disregard for the established order, norms and values, both at school and in their homes. For example, a parent in Nwoya expressed concern that "some of the children particularly non-speed school learners, became so undisciplined that they couldn't listen to their parents and as a result they committed many crimes in the community, like theft" (FGD, Alero). Their views were reflected in another teacher's interview response:

> After COVID 19, when learners were now in school, pupils were very hostile to the teachers and were also destroying school property and misusing them. For example, the learners were defecating in classroom blocks which were not used and uprooting teachers' crops which they had planted. … We would talk to them time and again, yet very few pupils would change. The majority of them couldn't change and even dropped from school. Even the headteacher tried to talk to the learners, but still they couldn't change. (*Teacher, Amuru*)

  Learning, too, was affected by the closure of schools during the COVID-19 pandemic. Teachers in all three sampled link school districts asserted that "most of the pupils lost interest in learning and concentrating in class." The ability to understand what was taught also became evidently lower than before the lockdown. A teacher explained,

> … what I noticed after the lockdown in the pupils is that conceptualisation … they take a lot of time to understand what the teacher is saying. … Even in class they also take time to understand so you have to take them slowly and this has even made things in school to move slower than we used to do before COVID-19 lockdown. Even their handwriting has become poor than they used to write before the lockdown but now at least they are catching up. (*FGD, Nwoya*)

Colleagues in Gulu expressed similar views, one providing some specifics by referring to actual test scores. For instance,

> If you compare the performance after COVID-19 and before COVID-19, there were changes in the performance of the learners/pupils. For instance, a learner who was scoring 70 to 80 marks in classwork before COVID would now be scoring lower marks. I would say performance generally dropped because two years was a long time that made the children get used to staying at home where they never put any efforts to study. (*Teacher, Keyo*)

Altogether, teachers' and parents' opinions on the effect of COVID-19 provide some insights into the possibility of the pandemic's contribution to the former Speed School learners' low performance in the tests administered during this study.

4.1.5   School attendance

School attendance patterns were examined by analysing secondary data extracted from the class attendance registers for Primary 7 for week 3 of each of the three terms in the 2022 school calendar year.

Figure 6 shows that school attendance rates are generally quite high across all the cohorts, but especially among former Speed School learners. The school attendance rate for former Speed School learners was statistically significantly higher (at $p = 0.05$) than that for VS learners but not significantly higher than that for LS learners. It is also attention-grabbing to learn that that Speed School attendance remained consistent through all three terms while it fell in term three for LS and VS.

Teachers who participated in the FGDs and the headteachers interviewed confirmed further that school attendance among former Speed School learners was higher than among the conventional learners. However, some of the teachers reported that the conventional learners had also improved their attendance owing to the influence of the former Speed School learners. A few others maintained that school attendance tended to be seasonal, explaining that there was generally high absenteeism during the planting and harvesting seasons when parents kept the children at home to assist with farm work.

Figure 6: School Attendance Rates among P7 Pupils in 2022
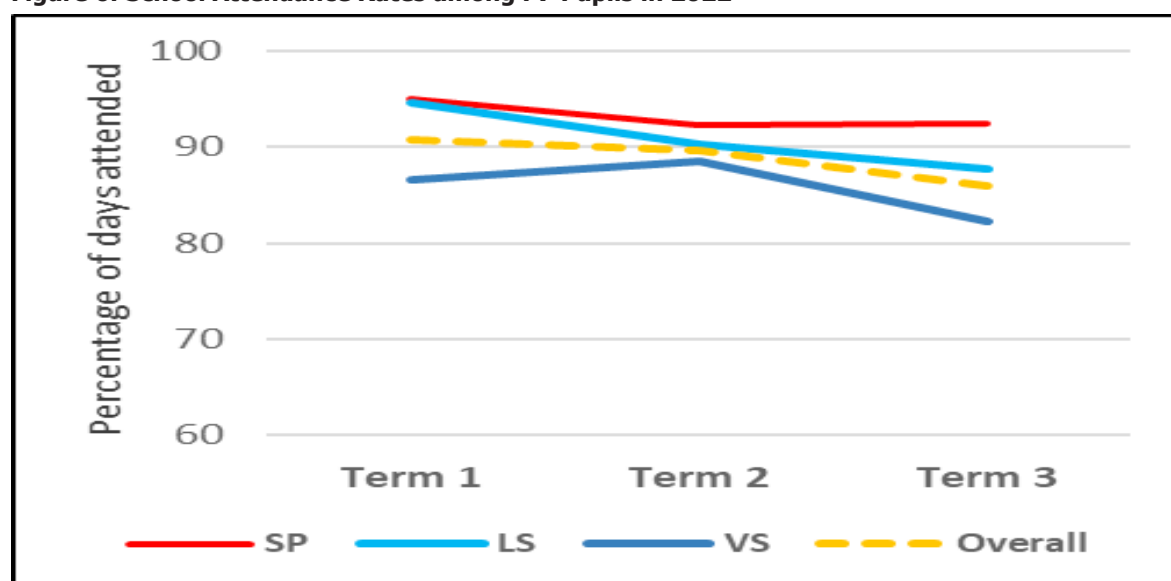
4.2 Speed School Pupils' Ability to Integrate into Life in and outside of School

In this section we share findings related to various skills that learners should possess to help them learn better and relate well with those with whom they interact in and outside school. Perceptions of different stakeholders regarding the abilities of former Speed School learners compared to conventional learners in relation to these skills are presented in the sub-sections below.

4.2.1   Leadership

Regarding leadership skills, 44% of former Speed School learners and 46% of those in link schools reported that they held leadership positions.

Being a prefect in the school was the major position held by most of the learners (44% Speed School, 41% link school and 31% virgin school). This was followed by being a class monitor and sports captain. When asked about the skills that led them to become leaders, most learners in the three categories of schools cited leadership and communication skills as most important. It is interesting to note that 31% of the learners were reported to hold leadership positions in the community (22% former Speed School learners, 25% link school learners and 39% virgin school learners).[14] Key positions held by learners in the community included being a children's leader in a church/mosque and a sports leader.

Teachers were asked to rate the competences of former Speed School learners in comparison with other learners. Teachers' opinions about the leadership skills of former Speed School learners inside the classroom are presented in Figure 7.
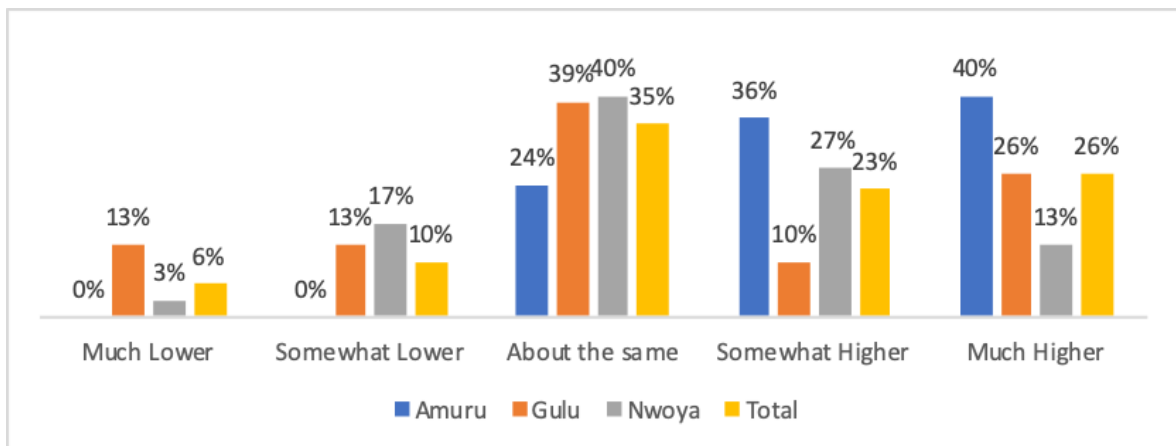
Figure 7: Teachers' Rating of Leadership Skills of Former Speed School Learners Inside Classroom Compared to Other Learners

Overall, 49% of the teachers rated the leadership skills of former Speed School learners inside the classroom as somewhat higher (23%) or much higher (26%) than those of other learners, while only 16% classified them as having much lower (6%) or somewhat lower (10%) skills. Teachers explained that former Speed School learners supervised themselves, were never chaotic in class, worked independently, and presented their work to teachers with clear explanations, unlike other learners. They also cited examples of former Speed School learners with leadership roles in schools, as illustrated in the following quote.

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14   The significantly higher percentage of community leaders among virgin school leaders should not be surprising as they do not have any former Speed School students with whom to vie for these roles.

> The class captain of P7 is from Speed School. He is the Head boy and Agriculture prefect. He is vocal, established and more practical and that is perhaps why he was elected as a head boy. (*Teacher, Nwoya district*)

The finding is a valuable description of former Speed School learners as their abilities imply that these children are capable of learning desirable social behaviours and can model good behaviour to their peers.

As evident in Figure 7, 35% of the teachers rated all learners as exhibiting similar levels of leadership skills among the former Speed School learners and the conventional school learners, with more teachers in Nwoya district expressing this opinion.

Results of interviews with headteachers and caregivers indicate a similar pattern of former Speed School learners possessing better leadership skills than other learners. As one headteacher explained, "Speed School pupils have better leadership skills and are able to conduct and lead assemblies by themselves" (headteacher, Amuru district). A parent also shared thus:

> My 14-year-old girl takes charge of her siblings when I am away on duty better than her older sister who is 17 years old. So, when you check in school, they are the ones leading prayers or any activity that requires public communication. (*Parent, Amuru district*)

4.2.2   Discipline and self-management

When asked to rate their children's ability to plan activities and follow through with action, over three-quarters (77%) of the parents/caregivers of former Speed School learners rated their children's ability as somewhat (51%) or much (26%) higher than that of children who did not attend the SpS, as illustrated in Figure 8.
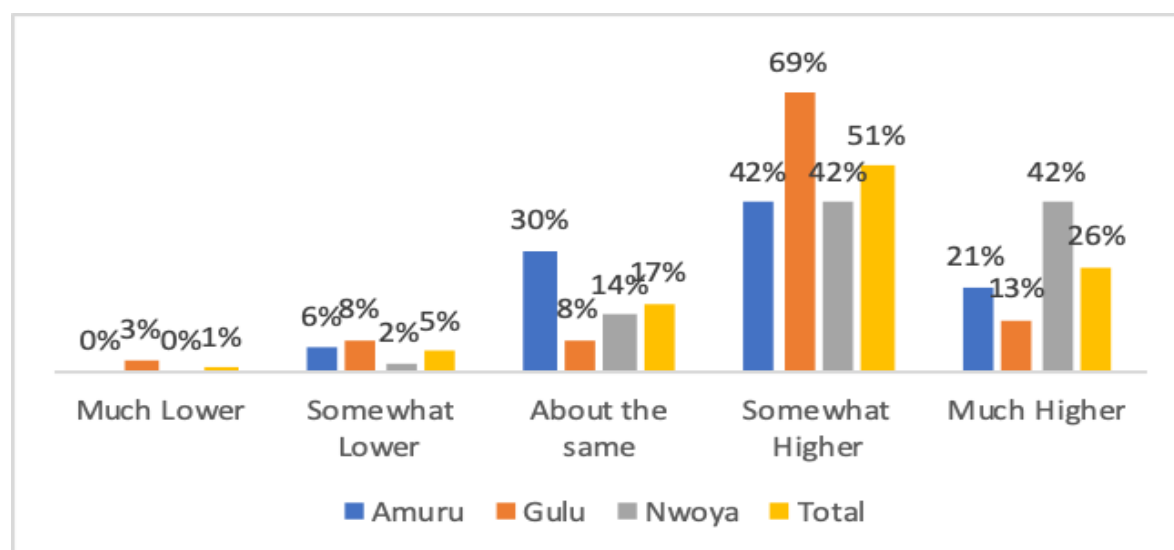
Figure 8: Parents' Rating of Former Speed School Learners' Ability to Plan Activities

 A full 38% of the parents/caregivers explained that former Speed School learners know what to do and do not need to be supervised when completing their schoolwork or domestic chores, and 33% reported that former Speed School learners always finish what they have

started. In addition, 84% of parents/caregivers rated former Speed School learners' ability and desire to help others as somewhat higher (54%) or much higher (34%) than those of children who have not attended a Speed School class. Parents/caregivers explained that former Speed School learners always help with chores, support others with materials, coach their peers, and are generally responsible.
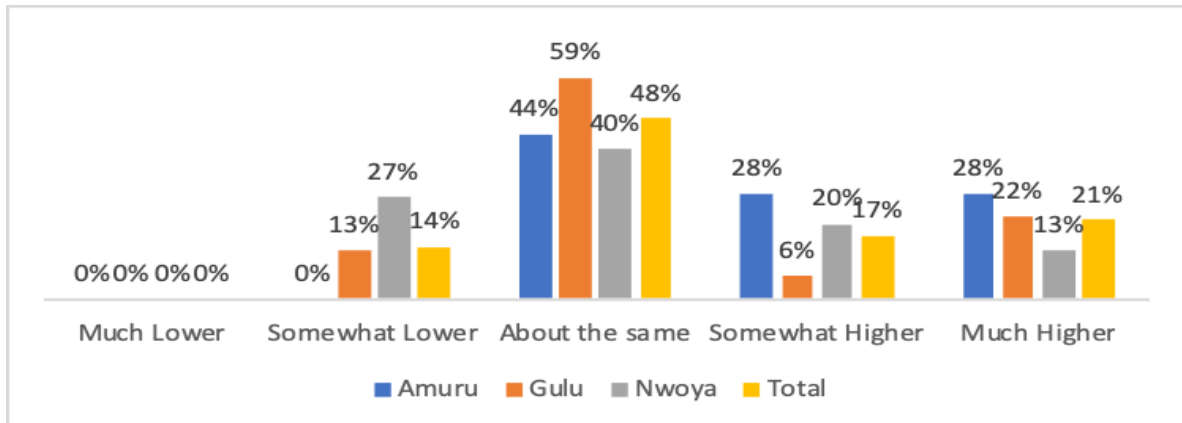
> Teachers' opinions about the self-management skills of former Speed School learners compared to conventional learners are presented in Figure 9.

Figure 9: Teachers' Opinions about the Self-management Skills of Former Speed School Learners vs. Conventional Learners

While 48% of the teachers rated the self-management skills of former Speed School learners and those of the conventional learners as about the same, over a third (38%) considered the self-management skills of former Speed School learners to be either somewhat (17%) or much higher (21%) than those of the conventional learners, with more teachers in Amuru (56%) and Nwoya (33%) reporting this. This was further substantiated by the qualitative data from the KIIs.

Additionally, a majority of teachers and headteachers who participated in the KIIs and FGDs across the three intervention districts reported that former Speed School learners are more self-reliant than other learners. Describing the learners in all the classes, one headteacher shared that

> Speed School learners are self-reliant. They don't only depend on what is done by the teachers. They always encourage their fellow learners to never give up on their lives. *(Headteacher, Nwoya district)*

Headteachers and teachers further reported that former Speed School learners are self-driven and take care of their personal belongings and any materials assigned to them better than other learners. For example:

> Because Speed School pupils were brought in from dropouts, they felt left out. They make their own choices and carry out projects on their own. (*Headteacher, Gulu district*)
>
> You can never see the name of a former Speed School pupil in a disciplinary committee. Most of the people summoned to this committee are conventional learners. (*Teacher, Amuru district*)

All headteachers commended former Speed School programme learners for being disciplined and easy to manage. One headteacher from Amuru district summarised these perceptions, observing that "[t]hese learners are easy to control, they are active in class, and you can never find them involved in indiscipline acts."

Qualitative insights from parents/caregivers reaffirmed the testimonies of the teachers and headteachers regarding the discipline of former Speed School learners. All parents and caregivers reported that they have seen a huge difference in the discipline of their children after joining the Speed Schools programme. They commended the programme for having

> The level of discipline of the children from Speed School makes them shine wherever they go. Before they joined, they were unruly. You couldn't send them anywhere because they were too undisciplined. (*Parent, Amuru district*)

Another parent, from Nwoya district, shared that "[c]hildren who never had respect are disciplined and have respect. After coming to school, they went back and started listening to their parents. "

4.2.3   Problem-solving skills

Perceptions of parents/guardians of former Speed School learners were also sought concerning other competencies of their children. Parents of former Speed School learners were asked to compare the level of self-confidence among those of their children who had attended Speed School to that of their other children who had not attended the programme and of others within the same age range. Parents' ratings are presented in Figure 10, which follows.
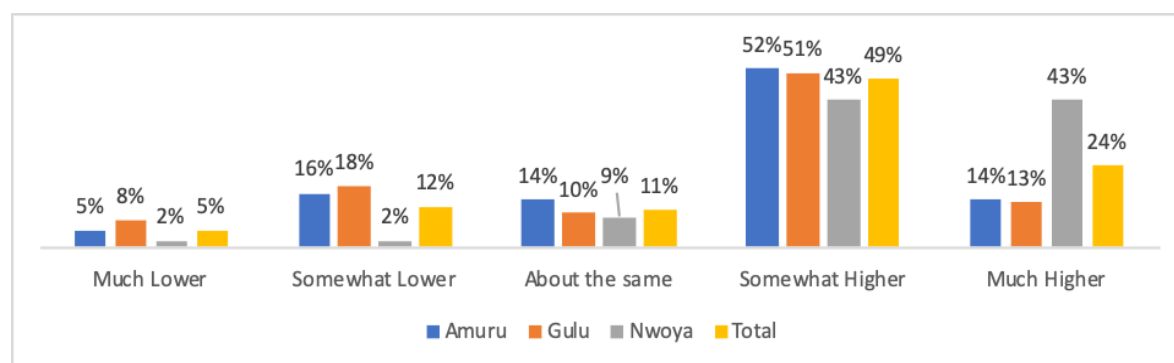
Figure 10: Parents Rating of the Level of Self-Confidence of Speed School Learners vs. Other Learners

Nearly three-quarters (73%) of the parents/guardians rated the self-confidence of the former Speed School learners as somewhat higher (49%) or much higher (24%) than that of other learners. The major reasons advanced included the perception that former Speed School children are able to solve problems on their own, the fact that they love peace and always strive to avoid problems, and that they always work to solve money problems. In addition, former Speed School learners' ability to think strategically about a situation and find a good solution in comparison with other learners was rated by 61% of parents/caregivers as somewhat higher (43%) or much higher (18%). When asked to provide reasons why they rated Speed School learners' ability to think strategically to be higher than that of other learners, over 40% of the parents/caregivers reported that, unlike other learners, former

Speed School learners think maturely and are responsible. Furthermore, 66% of parents/caregivers rated former Speed School learners' ability to handle failure or a challenging situation as somewhat higher (44%) or much higher (22%) than that of other learners. Parents/caregivers explained that former Speed School learners are persistent and do not often get discouraged from trying again.
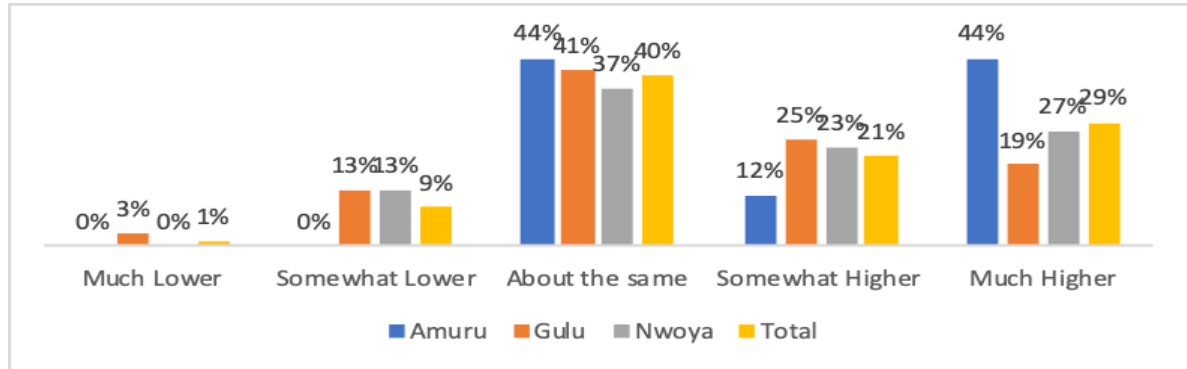
Teachers' perceptions of former Speed School learners' problem-solving skills were not different from those of parents/caregivers, as indicated in Figure 11.

Figure 11: Teachers' Opinions about Problem-Solving Skills of Former Speed School Learners vs. Conventional Learners

A full half of the teachers rated problem-solving skills of former Speed School learners as somewhat higher (21%) or much higher (29%) than those of conventional learners. It is also worth noting, though, that 40% of the teachers did not see any difference in problem-solving skills between former Speed School learners and others.

4.2.4   Interpersonal/communication skills

Teachers were asked to compare the interpersonal and communication skills of former Speed

School learners to those of the conventional learners with whom they interacted at school. Forty-three per cent of the teachers rated these skills to be somewhat higher (20%) or much higher (23%) among former Speed School learners than among other learners, as illustrated in Figure 12.

Figure 12: Teachers' Opinions about Interpersonal and Communication Skills of Former Speed School Learners vs. Conventional Learners
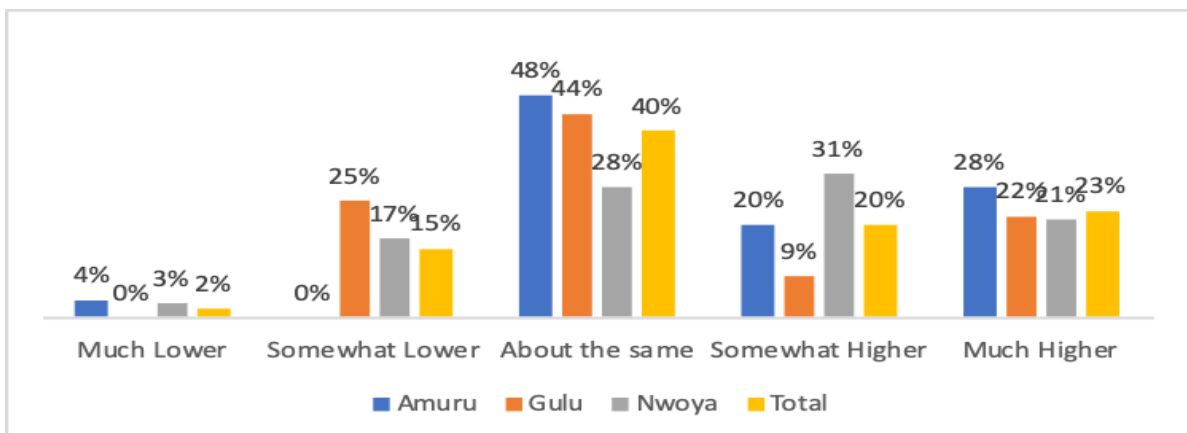
Forty per cent of the teachers reported no differences in the interpersonal and communication skills of learners in the two categories. Only 17% ranked former Speed School students' related skills to be lower.

To the contrary, most parents/caregivers reported in the interviews that former Speed School learners were taught to be respectful, to relate and communicate well with others, to be forgiving and helpful, and to want everyone to live in peace. A parent from Amuru district explained that "[m]y daughter is always willing to help where she can. And I have also seen her stop her siblings from fighting all the time. These children really stand out from the rest of the other children."

4.2.5   Participation in group activities

The study also explored the attitudes, strategies and talents of learners to understand their level of engagement in classroom activities. The frequency of use of the different strategies by the three categories of learners is presented in Table 5, on the following page. Data from learners indicate that more former Speed School learners ask teachers questions often when they do not understand something in class, answer questions that the teacher asks, and volunteer to explain in front of the whole class. An equal number of Speed School and virgin school learners reported that they often read aloud before the class and volunteer to perform class chores. Slightly more learners in link schools take up leader roles when working with classmates (37%) as compared to 35% of former Speed School, but the differences are not statistically significant. An almost equal number of learners in the three categories of schools tell their parents about school (88% of former Speed School learners; 54% a lot and sometimes 34%) compared to 84% of LS learners (47% a lot and 37% sometimes) and 87% of VS learners (45% a lot and 42% sometimes). However, 56% of the teachers who rated the frequency of former Speed School learners in asking questions when they do not understand something to be somewhat higher (16%) or much higher (36%) than that of conventional learners. In addition, 51% of the teachers rated former Speed School learners' ability to help their classmates understand the lessons as somewhat higher (20%) or much higher (31%) than that of conventional learners. While 41% of the teachers found the grades and ranking in class of former Speed School learners to be somewhat higher (23%) or much higher (18%) compared to other learners, 39% did not see any differences between the two learner cohorts.

Table 5: Learners' Strategies and Talents in the Classroom

Strategy/talents	SpS				LS				VS			
	A lot	Sometimes	Rarely	Not at all	A lot	Sometimes	Rarely	Not at all	A lot	Sometimes	Rarely	Not at all
Asking questions of the teacher when learners do not understand	**35%**	51%	11%	2%	29%	50%	18%	3%	28%	59%	11%	1%
Answering questions that teacher asks	**44%**	45%	10%	1%	37%	47%	13%	2%	42%	51%	6%	1%

Volunteering to go to the chalkboard to explain	**38%**	48%	13%	1%	29%	46%	21%	4%	30%	57%	11%	2%
Taking up leader role when working with classmates	35%	50%	13%	2%	**37%**	42%	16%	5%	33%	52%	12%	3%
Reading aloud before the class	**42%**	42%	11%	4%	38%	40%	18%	4%	**43%**	44%	10%	3%
Volunteering to perform class chores	**49%**	42%	8%	1%	45%	38%	14%	2%	**49%**	41%	8%	2%
Telling parents about school day or what was learned	**54%**	34%	9%	2%	47%	37%	12%	4%	45%	42%	11%	2%

*SpS – Former Speed School learners; LS – Link school learners and VS – Virgin school learners.

4.2.6   Independence/self-drive/innovation/productivity

Learners from the three cohorts were asked questions about the different attributes associated with a learner being an independent reader, including a learner's studying with classmates outside normal class time, whether they seek assistance from teachers and other learners outside lessons, and the materials they consulted. The results showed no meaningful differences between learners formerly in Speed Schools and those in the other categories of schools. Overall, 84% of the learners across the three categories of schools seek help from teachers outside lessons and class.

The majority of students who reported that they seek help from teachers were in virgin schools (86%), followed by 84% of former Speed School learners and 83% of link school children, although the differences are not statistically significant. Beyond teachers, most learners (93%) also seek help from others outside normal lessons or class. Other people to whom children go for assistance include parents (53%), siblings (33%), neighbours (20%) and friends (11%).

In terms of ambitions and future plans, 97% of all learners reported that they intend to continue with education beyond primary. Of these, 81% intend to acquire secondary education while 14% plan to join a vocational institution. There were no significant differences in future aspirations and plans of learners in the three categories of schools. Key steps that learners and their parents/guardians have taken to ensure that their plans for going for secondary or vocational education are realised are presented in Figure 13.

Figure 13: Steps Taken by Learners and Parents/Guardians to Realise Future Education Plans
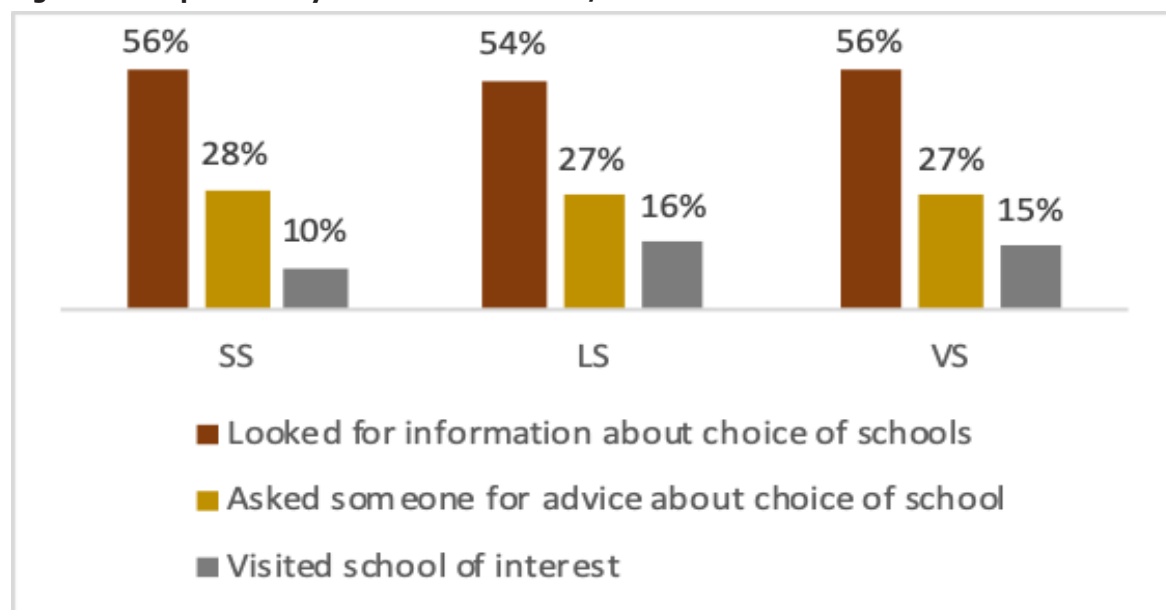
Figure 13 indicates that the most common step that learners and parents/guardians in the three cohorts have taken is to look for information about their choice of school. An almost equal number of learners have asked someone for advice about their choice of school while a few of them have physically visited their school of interest.

Learners had varied responses when asked about the profession they wanted to join after school and no differences were noted across the three cohorts. Twenty-eight per cent of the learners want to join the health profession while 22% and 19% prefer engineering and education, respectively. Other professions preferred by a few of the learners include law (11%), business (9%), information technology (6%) and entertainment (4%). When asked about the steps that the learners and their parents/guardians have taken to ensure that their professional goals are realised, slightly more than half of the learners (55%) reported that they have looked for information about the preferred profession (54% former Speed School; 59% link school; and 51% virgin school). Slightly more former Speed School learners (38%) reported that they have asked someone for advice about their choice of profession compared to 32% and 29% in LS and VS cohorts. Only 14% reported that they have identified a role model in the community. As an additional step in preparing learners for their career choices, 80% of the learners reported that they have attended career guidance sessions. The majority of these career guidance sessions (79%) were led by headteachers and a few by district education staff. Eighteen per cent of former Speed School learners reported having received similar sessions organised by Geneva Global staff.

Parents/caregivers agreed with what was reported by learners. A majority (62%) of parents/caregivers expect their children to complete school and be employed as salaried professionals. Specifically, 41% and 18% of parents/caregivers expect their children to become health workers and teachers, respectively. In order to support their children's career aspirations, 54% of the parents/guardians provide them with financial and material support while 33% guide and counsel their children.

Interview responses indicated that most parents/caregivers consider former Speed School learners to be more hardworking and innovative than learners in conventional schools. Parents/caregivers reported that former Speed School learners always explore any existing opportunities for making money. For example, one parent from Gulu District shared: "My child, during holidays, fetches water for money for people laying bricks. She always uses the money to buy books and pens for school because she was trained to generate income by Speed School."

Looking across all these findings, it seems fair to conclude that former Speed School learners seem better prepared for life outside school. Both learners and parents/caregivers' responses suggest that the learners' outlook on life and their choices about the future can prepare them to cope with the challenges they may meet, particularly through assertiveness and innovativeness.

4.3 Speed School Mothers' and Guardians' Actions and Behaviours to Support and Encourage Their Children's Success

One of the key questions of this longitudinal study was how well the mothers or other guardians of former Speed School pupils support their children's education efforts and well-being. To answer this, the researchers conducted FGDs with mothers and caregivers in the three districts to obtain qualitative data on their support for children's education. Three areas of support were discussed, including the provision of the children's basic school needs, monitoring children's learning at school, and supporting children's learning at home. Data relating to parents' and caregivers' support are presented and analysed in the following three sections.

4.3.1 Provision of basic school needs

Qualitative data indicate that the parents and caregivers of former Speed School pupils were mindful of providing their children's basic school needs. One frequently referenced enabling factor was their ability to save money, a significant result of the training that parents of Speed School children received on managing their finances. Another key factor was the parents' improved understanding of the value of educating their children.

Speaking about their children's education as well as their own practices in relation to this, the parents and caregivers of Speed School learners were very clear about the responsibilities they had learnt to fulfil as a result of being sensitised to the benefits of formal education. On the whole, they acknowledged the responsibility for providing for their children's schooling. For instance, a parent in Amuru district and one in Gulu district stated that they paid school dues and provided their children with other school needs, using money they had set aside through their membership and participation in the SHG savings groups. In fact, some evidently did so by deliberately foregoing some provisions for themselves as adults, thus saving money in order to pay fees for their children. As one parent in Nwoya district revealed, they met the school demands promptly, particularly as their capacity to pay had improved as a result of the SHG income-generation project. A respondent in Amuru district said that she paid her children's school fees with the earnings and savings realised through their participation in the income-generating projects. These assertions are affirmed by other respondents. For instance, in Amuru district, another parent indicated that the savings groups enabled

parents of Speed School learners to pay school fees and cater for other expenses, while a counterpart in Gulu district said that they used their savings to buy scholastic materials and pay for some other items. It is evident that the *other items* referred to by the respondents included food, as one parent explained that the SHG's members provided for children by "packing or buying their children eats before and during school" (caregiver, Nwoya district).

That Speed School learners' parents had maintained their efforts for running the savings groups and paying for their children's stay in school is an illustration of their resilience in the face of many hardships. It is also testimony to the success of the SHG model, which the programme supports just for the single year the children are in the Speed School class. Indeed, the fact that this behaviour has continued long after the Speed School year implies strongly that the savings groups are relevant and appropriate to the situation of the communities that participated in the study.

Parents and caregivers further illustrated an understanding of their responsibility and care by providing stationery and contributing to school projects. They attributed their understanding to the training given them during the project. One parent from Nwoya, for instance, reported: "We were trained and given ideas by CHAFORD (a former GGU grantee implementing partner) on how to start businesses that helped us buy scholastic materials like pens and uniforms for our children and to save because we had no idea about saving." Another explained, "As parents we took the initiative to construct the classrooms for those in the Speed School programme. We harvested grass, made bricks, and collected wood for roofing and logs for supporting the class" (caregiver, Nwoya district).

These particular responses clearly indicate that parents and caregivers not only send their children to school but also pay school dues and, in addition, participate in improving the school environment by, for instance, contributing materials and labour for the construction of classrooms for their children.

Altogether, there is clear evidence that having learnt to value formal education, the parents and caregivers of children formerly enrolled in Speed Schools readily provide children's basic school needs. They did so owing to the recognition that the project had improved their capacity to meet their responsibility for children's schooling. Respondents frequently referenced the link between their improved financial capacity and their efforts to provide children's basic school needs. This implies its significance which, being noted here, is revisited in other sections, including the recommendations.

4.3.2   Monitoring and supporting school learning

Parents and caregivers of former Speed School learners were asked about their efforts to monitor their children's learning at school. Responses on this item were not as widespread as those on the provision of basic school needs. However, the responses obtained provide useful indications of other ways that mothers and caregivers support their children's efforts. Monitoring was often described with some reference to parents' increased interest and involvement as a result of the Speed School intervention.

Occasionally, parents and caregivers did not quite specify the manner of their follow-up or the means by which they do this, as is seen, for instance, in the response that parents are showing "… more involvement in their children's education by following up and monitoring

their performance" (caregiver, Gulu district). However, the data show that monitoring usually involves looking through the work that children had written in their books and going to school to follow up on their learning. In explaining what they do in the monitoring role, respondents showed that they participate in children's schooling. They indicated their initiative in seeking teachers' feedback on their child's learning progress, not by remote consultation but by going to school physically to talk with the teachers, as they were encouraged by the programme agents to do. This illustrates that these are active rather than passive adults who go beyond sending children to school to getting involved practically in their learning. Mothers revealed, for instance, that they review their children's lesson books to find out what work they had done at school. They go went into schools to find out how well their children are doing, both academically and in terms of conduct. One parent in Nwoya voiced the attitude and experience of her fellow SHG members when she affirmed, "I frequently check on the books and check on them in their school to inquire on how they are behaving and performing" (caregiver, Nwoya district).

Once in the school, parents sometimes monitor learning by physically attending lessons, that is, "visiting [the children] in class and observing teaching and learning" (caregiver, Nwoya district). Such parents often go farther than classroom observation, engaging school staff in conversations about their children's performance and its implications "through parent-teacher meetings," as reported by a parent in Nwoya district.

The available data, therefore, suggest that parents of Speed School learners monitor school learning from an appreciation of the importance of their participation in their children's schooling. They monitor school learning by building a home-school link, reflecting an awareness of their role as partners in actively supporting their children's learning. Besides, the data suggest that the parents of Speed School learners monitor children's learning at school with the intention to of establishing the value they are getting for the money they paid in fees and in meeting their other school requirements.

4.3.3   Support to home learning

Like their responses on monitoring school learning, the views of former Speed School learners' parents and caregivers on their support for home learning were fewer than those on the provision of the basic school needs of their children. However, these instances indicate their support of children's learning at home. They indicate, besides, a direct link between parental support of children's learning at home and a change in the adults' outlook on education. In general, parents and caregivers reported increments in the support they give for their children's learning at home, attributing their capacity for this to their membership and participation in the SHGs.

Referring to it as a result of their increased interest in formal education in general and care for their children's education in particular, which they developed as an outcome of training and participation in the activities of SHGs, some parents reported their effort to see an improvement in the children's learning. This effort was in the form of "making sure to give children time to read their books at home" (caregiver, Gulu district) as well as "helping them to do homework and reminding them to revise from home" (caregiver, Gulu district). These responses illustrate that parents and caregivers support home learning by encouraging the children to develop self-study skills, including management of their time

after school. Mentioning literacy skills in particular, a parent described her effort by referring to the skills that she and others encourage their children to develop thus: "Parents are [more] encouraging their children to read well, giving them time to do their homework and even helping them to learn how to write" (caregiver, Nwoya district). The responses suggest that parents not only care that their children have time to study at home but also identified some specific key study skills, such as reading and writing. It may also suggest that parents' support for learning at home is easily directed to skills that they find it easier to observe because their children demonstrated these.

The foregoing analysis indicates that, on the whole, parents and caregivers of Speed School learners are interested in the children's education and actively support their efforts at schooling. The adults support the children through the provision of material, practical, and moral support. They are able to do this better evidently because of their earnings from income-generating projects such as poultry rearing, piggery, vegetable farming, making and selling snacks, and trading in charcoal. The analysis indicates that Speed School learners' parents prioritise the payment of their children's school fees and make sure to save for this. They sometimes forgo provisions for themselves for the sake of meeting the demand for school fees. They also provide scholastic materials for the children, including stationery, using savings from the same source. Mothers and caregivers also monitor children's learning at school, choosing to do this by active personal engagement, including school visits and observation at the classroom level besides having discussions with their children's teachers. Parents and caregivers evidently support children's learning at home, particularly by allowing them time to study and encouraging them to do their homework.

The study did not cater for any comparison between the actions of the parents and other caregivers of former SpS learners and those of learners in link schools and virgin schools. However, the findings about the former Speed School parents' and caregivers' actions are important, particularly in the light of the purpose of the programme. The Speed School learners suffered marginalisation, their families being among the poorest in their communities. They had been out of school, in spite of the UPE programme, and were the Speed School programme's target. This gives great significance to the parents' new behaviour, including their positive response to the opportunities offered by the programme and their exploitation of the SHGs for earnings and a saving culture.

4.4 Impact of the Speed Schools programme on the host schools' teaching and learning environment

A secondary aim of the Speed School programme was to encourage conventional classroom teachers to adopt the core Speed School methods and classroom management model and to equip them to use these effectively in their classrooms as an approach to improve teaching. It was, therefore, important for the study to include inquiry into the extent to which the conventional classroom teachers have adopted the Speed School teaching methods and to gather their opinions of the gains that this has brought for both teachers and learners. It was necessary also to establish the challenges that the conventional classroom teachers encounter in using the Speed School methods and determine some practical steps for building their capacity not only to understand the value of the methods but also to practise them.

4.4.1 The core Speed School model and methods

The research team used teachers' FGDs and headteachers' KIIs to understand the core Speed School model and methods used by the facilitators, inquiring into the processes in the Speed School classrooms and the facilitators' and learners' roles. The team noted conventional school teachers' descriptions of how the Speed School facilitators organise their classrooms, the nature of facilitator-learner interaction, and learner-learner interaction as well as the evident manner of facilitators' preparation for teaching.

Descriptions made by teachers and headteachers in the Link Schools highlighted the Speed School facilitators' use of the family way approach to teaching, which was chosen with the aim of involving parents (teacher, Amuru). The approach promotes the use of child-centred methods with highly engaging activities (teacher, Amuru; teacher, Gulu; teacher, Nwoya). Learning is driven by the learners themselves under the facilitators' close guidance (teacher, Amuru; headteacher, Gulu). Instruction features the formation of groups during lessons, with the classroom furniture arranged in such a way as to facilitate small group learner-learner interactions and peer support (teacher, Amuru; teacher, Nwoya). In the groups, the use of collaborative techniques is a key practice (teacher, Amuru). Many teachers described the practice to be unlike what is done in conventional classrooms (teacher, Amuru; teacher, Nwoya). Speed School facilitators actively use participatory methods of teaching (teacher, Gulu; headteacher, Nwoya). These are characterised by group activities, role-playing, and the use of music to motivate learners to participate in learning activities and to "encourage children to come back to class." The participatory approach goes as far as getting facilitators to involve learners in making instructional materials and protect them (teacher, Amuru; teacher, Nwoya; teacher, Gulu; headteacher, Nwoya), unlike the situation in the conventional classrooms where teachers "do not seem to have time for making learning aids" (headteacher, Nwoya). Small class sizes enhance the value of the facilitators' and learners' efforts to make learning aids, allowing all learners access to a rich variety of learning aids (teacher, Amuru; headteacher, Amuru).

During the study, the teachers' assessment was that "individual differences are being catered for by teachers because Speed School would treat all learners the same way. Whether slow or fast learners, they are handled the same way" (teacher, Amuru). Through their interaction with the Speed School facilitators, the teachers in Link Schools had "learnt how to handle disadvantaged pupils as (the) facilitators did" (teacher, Gulu). This implies that teachers in the link schools had previously neglected disadvantaged learners, perhaps because of a belief that they are incapable of learning.

Teachers' and headteachers' descriptions of the Speed School learning environment were very impressive and prompted the research team to inquire into explanations to confirm that they represent reality. Asked for these reasons, the respondents pointed to several factors. They explained that Speed School facilitators are more committed than their counterparts in the conventional classrooms. They argued that the Speed School facilitators' commitment to work is demonstrated in their regular attendance (headteacher, Amuru; headteacher, Nwoya) and availability for consultation, including counselling, by learners (headteacher, Amuru; headteacher, Nwoya). The facilitators are also hardworking, as demonstrated by their lesson preparation (headteacher, Gulu), headteacher, Nwoya), and conscious of how to

use time effectively (headteacher, Nwoya). Their manner of lesson delivery is characterised by the care they show for individual learners (headteacher, Amuru; teacher, Amuru; teacher, Nwoya), and their classroom availability and display of instructional materials supports learning even in the absence of teachers in class (headteacher, Amuru).

The teachers and headteachers named some other enabling factors in the Speed School environment. These include the refresher trainings to which facilitators are exposed at the end of every term (headteacher, Amuru; headteacher, Gulu). Here, "they are trained on how to teach pupils lively and to utilise the environment, … teaching practically while involving the learners" (headteacher, Gulu). The training also leads to the Speed School facilitators' getting more organised and creative in terms of improvising teaching materials besides being "innovative unlike their counterparts" (headteacher, Nwoya). Teachers and headteachers reported the creativity among the Speed School facilitators to be a direct result of the training they receive, which, in fact, equips them with knowledge of how to teach all subjects unlike their counterparts in conventional classrooms who specialise in single subjects (headteacher, Gulu). Given the training taken by the facilitators, the Speed School environment is understood by teachers and headteachers in Link schools to be characterised by "up-to-date learning aids and enough textbooks" (headteacher, Gulu; headteacher, Amuru).

The culture of peer supervision in class, with heads of department supervising colleagues rather than waiting for headteachers to do all the supervision (headteacher, Amuru; headteacher, Gulu), is another key enabling factor. This is in addition to the close supervision by Geneva Global Uganda staff and grantee partners and the "good facilitation" they invest in the facilitators (headteacher, Gulu; Teacher, Nwoya; headteacher, Amuru). Peer supervision and GGU's follow-up efforts are enriched by the Speed School learners' responsibility and confidence which are themselves facilitated by grouping the learners. One headteacher explained, "Children are divided into sections and each section has a leader" (teacher, Nwoya). The leaders were reported to always make an effort to follow their teachers for clarification on anything the class does not understand during the lesson.

It is evident that the Speed School is a resource-rich learning environment that is intentional rather than coincidental. The environment supports learning because of its promotion of learner-centred methods and encouragement of learners to shoulder much of the responsibility for their learning. The Speed School environment is different from that of the conventional school because a key resource, the facilitator, is highly motivated, evidently because of the provision of continuous professional development training and attractive monetary facilitation (though they are paid no more than conventional classroom teachers, despite teaching more topics and often longer hours). The knowledge and skills gained in the professional training and the material resources provided, some of which are made by the facilitator and the learners, are an evidently critical source of the commitment and confidence demonstrated by the facilitators.

4.4.2 Link school teachers' adoption of Speed School teaching methods

This study sought to understand how teaching in the link schools has been affected by the teaching approach and methods in the Speed School classes and what the teachers

understand to be the gains of adopting the Speed School methods they have witnessed. Given the link school teachers' and headteachers' descriptions of the Speed School environment, the research team asked them which of the Speed School methods they have adopted and what changes in the link schools they would attribute to this adoption. Their various responses were largely about their appreciation of the methods and admiration of the Speed School facilitators' ability to use them. The teachers' descriptions included references to instructional processes and teacher-learner relationships that they would wish to adopt.

Peer learning is evidently the main feature of Speed School instruction that teachers in the Link Schools appreciate most. Acknowledging the value of these methods, many teachers and headteachers at the link schools in all three districts reported that they have tried to adopt them for the benefit of learner engagement through practical tasks and the ultimate result of more effective learning. One link teacher reported, "I have adopted the use of collaborative learning techniques in my classes by creating groups of learners and dividing the tasks between the groups" (teacher, Amuru). Another explained, "I have learnt to incorporate group or partner activity into my lesson plans to promote this kind of teaching methodology" (teacher, Nwoya). For many teachers, this has made the learners become key team members, working well with others and achieving success by it. Teachers reported their discovery that "learners understand more through group participation and discussion where no one is left behind" (teacher, Amuru). The teachers' conviction about this particular gain was so firm that one reported the result of "improved performance in school because … these learners are better in class" (teacher, Nwoya). A teacher in Amuru explained that through teachers' adoption of learner-centred methods, learners in link schools have risen to the challenge of the competition set by the former Speed School learners who were always between the first and tenth positions in exams. A Nwoya teacher confirmed her colleague's view with the opinion that "since conventional school adopted the Speed School teaching methods, the results are way better, pupils are more competitive and their concentration levels are way better."

The reported improved performance in examinations may be the direct result of effectively developed literacy skills, the learners being reported by three Nwoya teachers and two in Gulu to have learnt to read fluently, unlike other pupils. One Gulu teacher was, in fact, convinced that the learners' fluency in the local language has been a key factor in the learning gains that the children demonstrated after teachers' adoption of the Speed School methods.

The use of collaborative learning techniques was reported to have resulted in the learners' having a positive attitude towards schooling, improved interpersonal skills, and accommodation of peers who are different from them. Some link school teachers reported that their learners have become assertive, learning from the former Speed School learners who had come into their environment (teacher, Nwoya), are more involved in activities, respondewhen called upon to make learning materials (teacher, Gulu), and demonstrate self-drive and self-reliance (teacher, Nwoya; teacher, Amuru).

Teachers' responses in the focus groups exemplified how their adoption of the core SpS methods has created an environment for learners to learn by doing. They reported practices like "making pupils develop learning aids themselves …," (teacher, Gulu; teacher, Nwoya),

providing for group activities facilitated by "group seating arrangements" (teacher, Amuru; teacher, Gulu), enabling the "teacher to behave as an instructor and (have) children do almost everything themselves" (teacher, Gulu; teacher, Amuru), and "assigning them responsibilities" (teacher, Gulu). They "copied" the practice of "making learning aids" themselves (teacher, Amuru; teacher, Gulu) rather than waiting for the school administrators to demand these. However, the extent of use of specific practices has varied across the districts, as illustrated in Table 6 below.

Table 6 shows for each link school district the conventional classroom teachers' use of some core elements of the Speed School pedagogical strategies. While 44% of teachers in Amuru reported sitting learners in small groups almost daily, only 23% do this in Nwoya and only 13% in Gulu. The FGD responses show that teachers and headteachers acknowledge that the teaching and learning environment in the link schools had has been enhanced as a result of teachers' adoption of some of the core methods in classrooms.

Table 6: Link Schools' Use of Practices Adopted from Speed Schools

Key Aspect		District							
		Amuru		Gulu		Nwoya		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
How often do you sit learners in small groups to work together?	Never	0	0%	2	6%	1	3%	3	3%
	Just tried once or a few times	0	0%	9	28%	4	13%	13	15%
	Use often, but not regularly	8	32%	13	41%	6	20%	27	31%
	Use often and regularly	6	24%	4	13%	12	40%	22	25%
	Use almost daily	11	44%	4	13%	7	23%	22	25%
	Total	25	100%	32	100%	30	100%	87	100%
How often do you give projects to learners to prepare together?	Never	1	4%	3	9%	0	0%	4	5%
	Just tried once or a few times	4	16%	3	9%	8	27%	15	17%
	Use often, but not regularly	11	44%	16	50%	9	30%	36	41%
	Use often and regularly	3	12%	6	19%	11	37%	20	23%
	Use almost daily	6	24%	4	13%	2	7%	12	14%
	Total	25	100%	32	100%	30	100%	87	100%

How often do you incorporate drawing, music and other arts into lessons?	Never	1	4%	2	6%	2	7%	5	6%
	Just tried once or a few times	1	4%	3	9%	3	10%	7	8%
	Use often, but not regularly	7	28%	9	28%	8	28%	24	28%
	Use often and regularly	9	36%	10	31%	10	34%	29	34%
	Use almost daily	7	28%	8	25%	6	21%	21	24%
	Total	25	100%	32	100%	29	100%	86	100%

Source: **Field Research Data, 2022**

Probing the activities done in groups, the research team discovered that more teachers in Amuru reported having learners engage in role-play, discussion, and debate, aimed at supporting the development of writing, speaking, and listening skills. It is evident from the table that more teachers across all three districts assign learners group projects although the method is employed more regularly in Gulu (50% of classes) than in Amuru (44%) and Nwoya (30%).

It is evident that the teachers in link schools are able to adopt the use of group methods not only because they recognise the value of the methods but also because they have learnt to organise and use their teaching time better. In the focus groups, a teacher explained that imitating the Speed School facilitators' behaviour, "they have been able to improve on time management by attending early morning lessons" (teacher, Gulu) while another said that they had learnt to be "…. good time managers, (and) even come earlier than the learners" (teacher, Amuru).

Another important way in which the teachers in link schools have emulated the Speed School facilitator is through their enrichment of the classroom environment, with both material resources and human relations. One teacher summarised the situation thus:

> We ensure that we have a talking classroom environment where we pin charts and other illustrative materials on the wall, and we encourage the learners to visualise and interpret for themselves. (*Teacher, Gulu*)

Teachers reported that the improved classroom environment hasattracted some children back to school as the more persistent learners reported the new developments at school.

Teachers' and headteachers' interview responses offer further important evidence of their appreciation of the value of a teacher's care for all categories of learners. Having observed the Speed School facilitators, the link school teachers learnt that while there is a wide range of learners, teachers need to "treat all learners equally" (teacher, Nwoya) and give them the opportunity to learn. This is something they would do if the circumstances in the conventional schools were favourable. Teachers reported a desire to emulate the supportive relationships between adults and children in the Speed School environment. They expressed readiness to shift from harshness to building supportive relationships, which they referred to in, for instance, "the good relationship between teachers and learners" (teacher, Gulu;

teacher, Nwoya) and the comparison in "facilitators interacting with their pupils peacefully other than ours who carry sticks for beating" (teacher, Gulu). The teachers referred to their efforts at building a "cordial relationship" between themselves and learners (teacher, Amuru; teacher, Nwoya) facilitated, for instance, by "holding learners' meetings and talking to them so as to make them feel confident while interacting with other learners" (teacher, Nwoya). Other teachers pointed out that they have learnt how to make the classroom environment peaceful and emotionally accommodating for the learners. They adopted the approach of encouraging learners to share their learning and/or personal challenges within the classroom. This, they said, has promoted a culture of classroom-based counselling and guidance. Altogether, the teachers' treatment of the learners in a "friendly way" and their "emphasis on self-reliance and independence" has helped the learners to feel that they are in school for a purpose. This sense of purpose is complemented by "teachers' learning and use of the learners' names as well as of slogans like 'Education is key'" (teacher, Nwoya).

As a result of the teachers' new behaviour, "pupils love to stay near teachers" and, thus, there is a feeling of "unity" in the link schools that is comparable to that among the members of the Speed School community (teacher, Nwoya). Teachers reported having adopted the "habit of following on our learners to make sure they stay in class" (teacher, Nwoya), which they had observed among the Speed School facilitators. Besides, teachers adopted the facilitators' manner of "handling extra-stubborn learners and those who were picked from the streets, which has improved their discipline" (teacher, Gulu).

The teachers' responses on the adoption of approaches and methods observed in the Speed School environment imply that they have acquired some new knowledge of teaching and are willing to change their behaviour. They have understood that learning is more effective in an environment that supports learners' active engagement and have begun to use learner-centred methods and allocate some responsibility for learning to their pupils. Besides, the teachers have adopted the attitude that it is their responsibility to motivate their learners to believe not only in themselves but also in the value of schooling and, thus, to make an effort to stay in school and learn. The teachers' appreciation of sound pedagogical practice is matched by their attempts to do what their counterparts in the Speed School do. However, they acknowledged encountering challenges, which are the subject of the analysis in 4.4.3.

4.4.3 Challenges of adopting Speed School model in conventional classrooms

Excited as the teachers seemed to be about the core approach and methods in the Speed School, they expressed awareness of the challenges of implementing these in their own context. These related to levels of availability of instructional aids, class size, and teachers' competences.

The large teacher-pupil ratios in the conventional classrooms stand in the way of teachers' adopting learner-centred methods. One teacher observed that the Speed School facilitators are able to use these methods because "the Speed School has 25 learners per class, but in the government (school) here … they are 198 in one stream, so with that teacher-pupil ratio we cannot adopt …" (teacher, Amuru). A colleague in Nwoya lamented that the Speed School's "participatory way of teaching hasn't been adopted due to large number of pupils in class." Teachers argued that the small classes in the Speed School mean that the facilitator

"can easily leave the entire class under the supervision of one learner to teach the rest, which is not very possible in normal school" (teacher, Gulu) where, according to a teacher in Nwoya, the number of learners in a class is "overwhelming." Teachers argued that large class sizes cannot support the culture of "grooming leaders" who can take responsibility for learning (teacher, Nwoya), in spite of their admiration of the Speed School environment with its small class sizes. Large class sizes in the conventional schools reflect the large enrolment of the schools. One teacher in Amuru reported that this has a negative effect even on the manner in which the teachers conduct school assemblies, in spite of the teachers' admiration of the efficiency they observed around assemblies with Speed School classes.

Material resources in the conventional schools are short or of poor quality, a condition that poses challenges for teachers who would have adopted the core methods observed in the Speed School environment. For instance, despite their willingness to "decorate the class walls with learning aids" (teacher, Amuru) as the Speed School facilitators do, the teachers in conventional classes feel that this is difficult, explaining, "It is hard for us to adopt due to poor structures" (teacher, Amuru). Colleagues in Gulu and Nwoya explained the reality of material shortages with reference to scarcity of funds, with one remarking, "Their walls (are) full of learning aids but us we don't have money to buy them" (teacher, Nwoya) and another saying that their context was so unlike the Speed School where the children "find everything such as books, pencils and pens at school" (teacher, Gulu). Lack of floor space, too, was is a challenge as teachers feel it is impossible to display experiments or learning centres in the classroom. One teacher explained that they cannot have any shopping centres in the classroom or plant maize and beans (in containers) as do the Speed School classes. Altogether, teachers feel that these material challenges mean that the schools do not offer the opportunity of "talking classrooms where learners can learn on their own without supervision" (teacher, Amuru).

It is evident that the effect of the above challenges can be diminished through training that improves the teachers' capacity for effective instruction. Two teachers in Gulu reported that because they were not trained, they "could not interpret the curriculum." The lack of competence in curriculum interpretation is evidently the reason for a teacher in Amuru to have asserted that "the Speed School curriculum is summarised" and easier to teach, compared to "ours (which) is direct from the ministry and unchangeable." If the teachers are able to interpret the curriculum, they would know how to deliver the content in their local context. As a teacher in Gulu said, we "are not equipped" for the task. Thus, teachers are not as effective as the Speed School facilitators in the area of delivering instruction by practical methods, engaging learners actively or practising continuous assessment.

Explaining the cause of their lack of capacity, the teachers refer to the training received by the Speed School facilitators and how its benefits are reflected in their management of the teaching-learning process. During the training, facilitators are involved in a range of arrangements targeting the strengthening of their capacity. This includes the provision of support for increasing cooperation between learners and facilitators, the provision of learning materials, training in how to handle children, the introduction of new teaching methods, and skills in organising classrooms, and in supporting struggling learners. In contrast, as a teacher in Gulu explained, "… the seminars, refresher trainings, and workshops they

constantly had was hard for formal schools to adopt," evidently owing to the lack of funds, which has already been referred to in this analysis. This sentiment was reflected by teachers in Nwoya, who pointed to the generous funding of teaching-learning programmes in the Speed School.

However, other data show that teachers in the link schools are, indeed, exposed to opportunities for some training designed to build their capacity to use the methods they have observed in the Speed School environment. In the cascade arrangement, trained facilitators introduce the Speed School methods to their counterparts from the link schools, enabling them to learn about the pedagogical skills, including those necessary for classroom management. This has helped the teachers work better in the area of lesson preparation, improving their teaching efficiency (teacher, Amuru district).

Their reported exposure is evidently responsible at least in part for the extent to which teachers do endeavour to adopt Speed School methods, reported in Table 6, in addition to their willingness to emulate their counterparts. However, not all of them exploit the opportunities fully. The data of the frequency of teachers' participation in the training shows that Amuru teachers demonstrate greater commitment to the activities. Although those who never attended comprised 16% of Amuru teachers and, similarly, 16% of Gulu teachers, followed by 14% from Nwoya, only 8% of Amuru teachers attended the training only once, whereas 20% attended as many as five times.

Figure 14: Frequency of Teachers' Participation in Formal Training Sessions on Speed School Methods, n=87
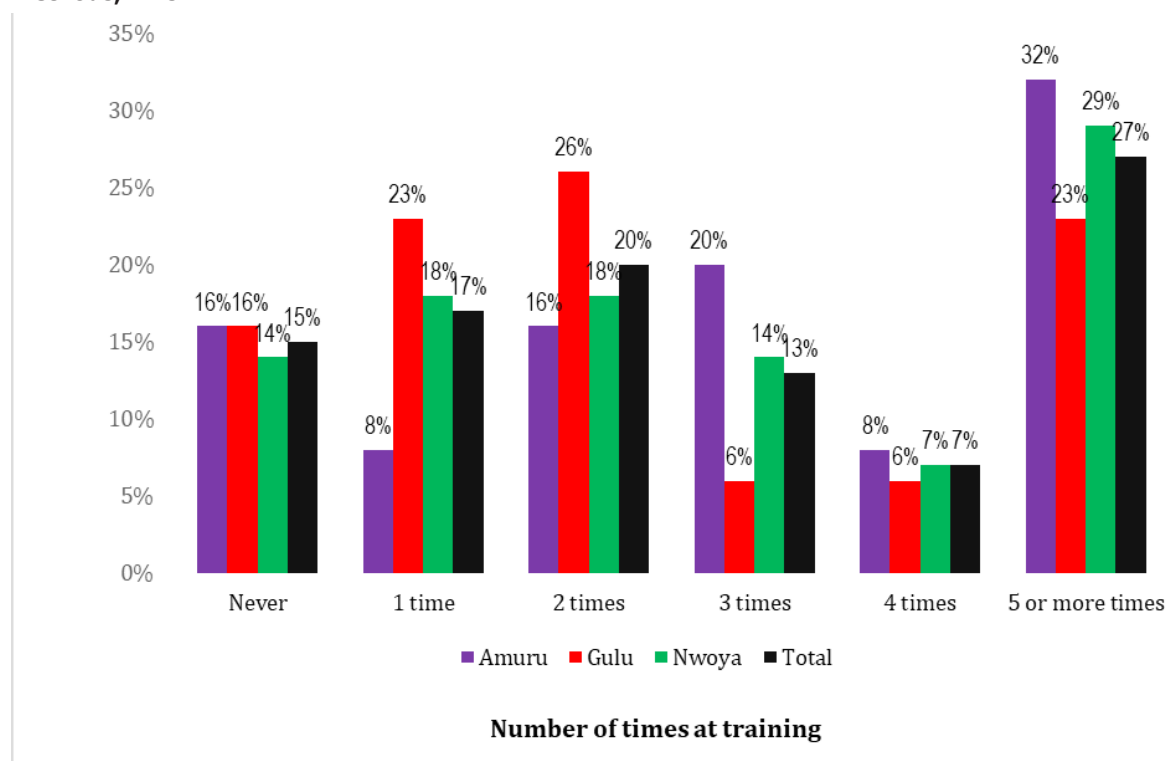
Source: Field Research Data, 2022

Amuru teachers evidently attended three or four training activities more than their peers in Gulu and Nwoya while, overall, while Gulu teachers apparently had the least engagement

with training. This exposure is an important ingredient in teachers' adoption, as evidenced by the application of Speed School methods in the link schools. It could explain the observation of greater achievements in Amuru, including, for instance, the district's results, which surpassed those of Gulu and Nwoya. The higher levels of students' self-management in Amuru may be a direct result of teachers' training in the methods and techniques of building confidence in the learners for them to take responsibility for their learning.

Amuru Link School teachers of conventional classes also engaged actively in school visits to Speed Schools to observe the practices of their counterparts in the authentic environment. Figure 14 illustrates that Amuru teachers demonstrate the greatest commitment to the visits, with this category's constituting 28% of the beneficiaries who visited schools five times or more, ahead of 26% from Gulu and 24% from Nwoya. This was followed by Nwoya at 26% and Gulu at 24%. Similarly, Amuru teachers formed the largest percentage (16%) among those who visited the schools three times, ahead of Nwoya at 14% and far ahead of Gulu at only 6%.

Figure 15: Number of Visits by Teachers to Observe Lessons in Speed School Classrooms, n=85
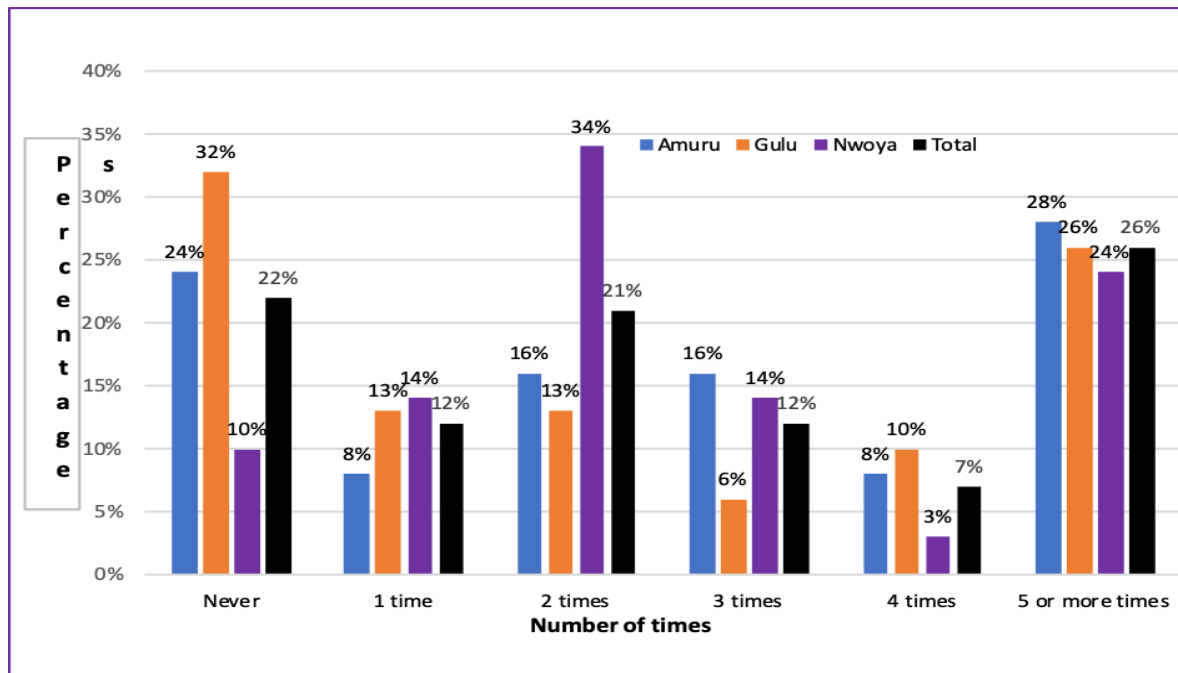
Source: Field Research Data 2022

While their participation in school visits would have influenced the teachers' capacity for adopting learner-centred methods in their classrooms, the Amuru teachers' more frequent engagement in the visits is evidently the reason for adoption by Amuru teachers exceeding that by their counterparts in the other two districts. This lends credence to the teachers' observation that the Speed School facilitators were able to teach better than them because of the frequent training opportunities that they enjoyed. This illustrated potential made it practical for the study to establish the strategies designed to improve the capacity of teachers in conventional schools.

4.4.4   Strategies for helping conventional classroom teachers adopt Speed School methods

In FGDs, the researchers asked teachers from conventional classrooms what strategies were in place for helping them adopt the methods they had observed in the Speed School environment. They described strategies involving actors at the classroom, school, CCTs, sub-county, and district levels and contributions that take different forms, including consultations on preparing for teaching, developing instructional materials, delivering lessons, and providing support supervision. These are detailed below.

In FGDs, Amuru teachers described the practice of peer support aimed at improving their practice by undertaking classroom support supervision. Teachers observed colleagues' lessons and then critiqued what they saw, discussing with the colleague what was and was not effective and identifying strategies for improvement. Nwoya and Gulu participants described peer support in the form of sharing teaching spaces, bringing classes together in sports activities, developing learning materials together, and evaluating others' efforts in developing their own materials. Other than peer-to-peer support, the research team found that teachers in conventional schools sometimes received the support of Speed School facilitators in making their classrooms more attractive by hanging up visual and other materials. Besides peer support, sharing resources, and improving the classroom environment, FGDs revealed that Speed School facilitators sometimes supported the link school teachers to make schemes of work and lesson plans and followed these up by observing the lessons (teacher, Nwoya). The facilitators also made themselves available for the teachers' consultation on how to handle learners (teacher, Nwoya district) and on how to develop low- or no-cost learning aids.

Broader support at the classroom level is provided by the school administrators. Teachers in Amuru reported a team approach in this regard, with one saying, "We sit and form a very strong team with the school administration and check on schemes of work" (teacher, Amuru). Her colleague, a head of subject, confirmed the school administrators' engagement, explaining, "It's normally done by the administrators termly. This term, I myself gave support supervision to five teachers" (teacher, Amuru). Other school administrators who engaged in support supervision came from Amuru District Primary Headteachers Association (ADPHA).

Support for improvement of practice is further evidenced by a multipronged approach described by the teachers. Besides the teachers' peer efforts and the school administrators' supervision, teachers in all three districts reported that support has also come from members of the School Management Committees (SMCs), CCTs, DISs, and DEOs. In Amuru, a teacher said that "CCTs, DEOs, and the Inspector of Schools come and do external supervision." The CCTs were reported to visit a school between one and three times a term and the district officials to "come at the beginning, in the middle and at the end of term" (teacher, Amuru). A colleague observed that "District Inspector of Schools comes and trains us on new things," which she reported as including advice on how to take care of children and how to involve parents. Similarly, a teacher in Nwoya pointed out the involvement of the DIS in the support supervision activities, usually advising teachers on how to engage learners when teaching as well as how to provide guidance and counselling services. Another pointed out the involvement of "people from the sub-county," including the councillors in charge of education, who "check, monitor, and supervise" the teachers. Gulu teachers reported

a frequency of termly supervision by CCTs and SMCs, with CCTs providing counselling on the areas of weakness and the required improvement. They, like their Amuru counterparts, reported the engagement of the local government officials, with one giving the example of the City Inspector of Schools as being part of the team that provides external supervision, sometimes referring to the Speed School facilitators' classroom practices.

The study findings show that the Link Schools have constant provisions for support supervision, with peers and education leaders participating from various and numerous levels, ranging from the department to the district office. There has also been the provision of training aimed at building the teachers' capacity for improving instruction, with the opportunity for them to observe the learner-centred methods in the Speed School environment. Yet, despite these reported provisions, the teachers' appreciation of the gains of learner-centred methods, and their willingness to adopt them, the teachers still face some challenges, owing especially to large class sizes and the consequent lack of space.

4.5 Impact of the Speed School Programme on Households

Beyond determining the extent to which mothers and guardians supported their children's education efforts and well-being, the longitudinal study inquired into the impact of the Speed School programme on families' economic and social situation. The research team, therefore, gathered data to understand how the programme influenced the success of the income-generating activities and overall financial security of the family. Relevant data is analysed in this section, under three specific areas of the programme's influence: personal and household income; children's education; and family relationships, cohesion and social status. Of particular note, perhaps, is the fact that the mothers and other guardians whom the researchers consulted have maintained the practices, behaviours, and benefits from having participated in the SHGs now, six years after the one year during which they interacted with the project.

4.5.1   Personal and household income

Besides attempting to isolate the data relating to the three sub-sections specified above, the analysis follows the respondents' cue, identifying details that indicate the close relationships between the three aspects reported under impact. For example, the data suggest that the personal income of the parents and caregivers affects whole households while both personal and household incomes have a direct influence on family relationships as well as on children's education. Following this cue, the analysis links the three aspects in statements on an overall improved quality of life resulting from increased incomes.

As in the case of parents' provision of children's basic school needs, personal incomes have improved as a result of the training SHG members received in managing the personal finances and their engagement in income-generating activities. In FGDs, parents acknowledged that, on the whole, their personal incomes have improved due to the "*improved financial literacy*" (caregiver, Gulu district). Data suggest that previously, in spite of their needs, parents worked only for subsistence and not for other needs. Alternatively, even when they were able to earn money for security and other provisions, they were unable to meet their needs as they spent any earnings they had with less discipline and clear goals due to ignorance about financial management.

For instance, a respondent reported having learnt, as a result of the training, that in life there are rules to be followed and that one has to have plans for her family's well-being. Lessons about family obligations, then, seem to have been a turning point, as parents then went on to start businesses, thereby learning how to generate income and how to use new agricultural methods, including some for rearing animals, as a parent in Amuru district reported. Another said, "I learnt that I should start a small business venture so that I can save every month. Right now, I sell charcoal little by little to my customers" (caregiver, Gulu district).

Parents also described their personal growth. Farming activities are further shown to be a cause of increased incomes when we note the responses of two other counterparts. One mother borrowed money and bought a goat that had kids and thus "learnt to work hard" (caregiver, Gulu district). Parents evidently made deliberate efforts to expand their businesses, managing them themselves rather than employing other people to provide services. Thus, their personal incomes increased due to their commitment to growth, their permanent learning about income generation, and their capacity to diversify their sources of income. One mother reported that she started "farming and selling chapatis at the same time," going "to the village to do farming and making chapatis for sale when I am at home" (caregiver, Gulu district).

Parents' personal incomes increased as well as they ventured beyond the initial step of starting businesses as sources of income to join savings groups. This contributed further to strengthening their businesses. They became better able to manage their businesses. A respondent put it down to the capacity they had built because of the savings groups. She pointed out that they also remained obliged to the groups, saying, "Being in the VSLA has greatly improved our incomes and savings. The caregivers were advised not to spend money just anyhow without proper planning" (caregiver, Nwoya district).

The encouragement for parents to save, along with the consequence of this, was evidently so far-reaching that reference to the groups was not only frequent in the FGDs but also very clearly expressed. A mother remembered that they had been instructed to spend sparingly, explaining that "It doesn't mean that when you get money, you should just rush into spending" (Caregiver, Gulu District). The result is that at a personal level, mothers' and caregivers' incomes have risen, as this mother went on to say, "Through the trainings and advice, I save money and generate the little I have. I was financially bad, but now I am better" (caregiver, Nwoya district).

It was evident that the rise in personal incomes has led to mothers' and caregivers' happiness and some satisfaction with the efforts they invested in work. It has also led to their appreciation of the programme for the opportunities it presented for them to create livelihoods. Related to the rise in personal incomes were the improved household incomes.

Household incomes rose as a result of training in livelihoods and the culture of saving. The people were so consciously aware of this cause-and-effect relationship in their homes and communities that their sentiments were expressed in certain, specific terms. Asked about the benefits of the Speed School programme, one focus group participant pointed to her financial growth, explaining "I make more money than before. We were trained on different

moments to increase our savings, at least we can now have one or two meals a day and my children go to school" (caregiver, Amuru district).

The detail above suggests that previous to the training, meals were either totally absent or, at least, irregular in homes. Further, it suggests that the adults could not provide some of the very basic needs of their families. One specific factor that was evidently responsible for this improvement was the diversification of income sources stimulated caused by the training received by all family members. A respondent explained:

> Right now, as I speak, I am not the only one bringing in money at home. My 14-year-old son has his small garden where he plants vegetables on a small scale. When he harvests, he always sells and brings home some money. So, I have a young businessman in my house helping with the bills, thanks to the Speed School programme. (*Caregiver, Amuru district*)

With the improvement in household incomes, families achieved an unprecedented level of independence. In the focus groups, they described this with reference to household needs and related supplies in the context of family ties. There is a hint in the data that families used to beg for supplies, especially from their relatives, which later changed. One respondent described families as being "… more independent. We beg less from relatives and friends and at least there is always something left in the house for emergencies" (caregiver, Amuru district).

With the improved household incomes, families were better prepared to meet their needs. Rather than face their moments of need as a matter of urgency, they prepared for them with the awareness that they would cope because they needed something saved for such times. Their improved incomes, along with the savings they managed, became significant factors in household-level consultations. Families were reported to "… plan, budget and save for future purposes" as reported by a parent in Nwoya district.

FGD responses in the sampled districts, therefore, show that the Speed School programme has had the benefit of improving the household incomes of many families, thereby enabling them to manage their needs better through planning together. Consequently, families have grown increasingly independent, and their confidence in managing their lives has increased.

4.5.2   Children's education

The study shows that the Speed School programme has ushered in major changes regarding education. Speed School parents' outlook concerning their children's education has changed, as has their material support for their children's education. Apart from showing more interest in formal education, parents demonstrate an improved capacity to pay for their children to go to school and stay there. In FGDs, mothers of former Speed School learners described this improvement in relation to their livelihoods and the associated savings groups. For instance, a respondent in Gulu district said that parents "have realised the importance of going to school by struggling to work hard to pay school fees after seeing the benefits."

All the parents of Speed School learners who participated in FGDs are able to send children to school because they engaged in income-generating activities and saved some of their earnings for school fees. Saving has become an obligation and a practice that people

acknowledge as the reason they are able to support their children's education. This obligation, according to a leader from among the parents, has, among other things, reduced the rate of drunkenness. Knowing that their savings were an assurance that fees would be available for their children, the parents do not fail to save. Expressing sentiments similar to those of other parents in the FGDs, many parents described their improved practices. As one said, she has

> … been able to save constantly in that I never forget the day when I am supposed to do my savings. [I] ensure that the goats that were bought are in good health and safe. Saving has become a culture. I put in the money so that I pay the fees in peace. (*Caregiver, Amuru district*)

This parent's response suggests appreciation for a reduction in the stress she used to feel when she did not pay her child's fees. Her sentiment is reflected in the response of other mothers in the focus groups who referred to the disturbance that parents suffered previously due to their failure to pay children's school fees. In Gulu, one parent explained that parents are no longer being pursued for failure to pay fees. The parent said that "there are no more dispersing parents because they can afford to pay school fees" (caregiver, Gulu district). A counterpart in Amuru district expressed how good she felt about being able to pay fees in full as well as provide other requirements all at once rather than in instalments. She said, "I am able to pay school fees comfortably and pay school fees at once and buy scholastic materials at once." However, some parents expressed disappointment over the losses they suffered at the hands of unscrupulous leaders. For instance, one reported,

> A lot of us lost money because the treasurer ran away with the money. Teachers should be involved in self-help groups to address the concern of losing money. When a member runs away with it, … [it] can easily be traced. (*Caregiver, Amuru district*)

Another parent's sentiment was expressed thus: "Funds shouldn't have been put under [the] chairperson's management because they swindled it" (caregiver, Gulu district).

Nevertheless, the peace and comfort that has resulted from paying school fees on time and sometimes in full has evidently become reason enough for parents to prioritise payment of fees when they save money. Many FGD participants pointed this out, with one saying that parents "had to push themselves to ensure that their savings in the group is enough to pay for them in school."

The saving culture has become a source of empowerment as parents feel that their savings provide security against which they are able to take loans and pay their children's fees. A mother in Amuru district stated that she has "gained financial support" and been "empowered to buy a goat with plans of selling after multiplying in case of financial hardship." Thus, with more goats in the herd the parent has "learnt how to borrow loans and pay back in time" and, in fact, has been able "to pay (for) my child in school who is now in P7" (caregiver, Amuru district).

Evidently, owing to their training in saving five or six years ago and a recognition of their investment in school fees, parents and caregivers further described changes in their

attitudes by their increased involvement in their children's education. For instance, one in Gulu confessed:

> Before Speed School, I never took time to look through my children's books. Right now, I make sure I go through the books, which makes me know how they are progressing. (*Caregiver, Gulu district*)

It is evident that parents' increased involvement can happen even if they have not benefited from formal education themselves. In a focus group, one said she always checks her children's books, for "even if one didn't know how to read, they would tell by the number of ticks and wrongs" (caregiver, Gulu district). In any case, parents feel that with the increased opportunities for them to pay school fees, their children are now able to read and write, as observed in "Even if a visitor comes from Kampala, they can now translate to them" (caregiver, Amuru district).

The FGD findings, therefore, suggest that the financial growth and savings of families are an empowering force that propels parents to support their children's education by paying school dues. There is also a higher level of discipline in the community, coupled with respect for one another. These interpersonal relations have come with a reduction in the previously known segregation among learners. This latter change is reported to have resulted from everyone's ability to keep their children at school, as argued by a parent in Nwoya district, two in Gulu and one in Amuru.

4.5.3   Family relationships and cohesion
In the same way that improvements occurred in parents' involvement in education and their economic practices, there have been improvements in families' internal relationships. The researchers found that both parents and children are relating better with each other and that adults are benefitting from cooperation in groups outside the family.

The FGD findings suggest that, before the introduction of the Speed Schools programme, families lived without much interaction between them. With the implementation of the programme, they got to know one another more, which united them, according to a Nwoya district parent. The parents have bonded as friends, as colleagues, and as business partners. Indeed, the bonding became so strong that some of them now behave "like family they visit themselves" (caregiver, Nwoya district). Parents and caregivers cooperate in domestic activities such as farming, according to a parent in Amuru district, and work together as a group, for instance digging and doing garden work, according to a parent in Nwoya district. This has contributed to a sense of community among the beneficiaries of the programme. As members of one community, parents consult one another in regular meetings that bring together the members of savings groups. Parents recognise the bonding that has resulted from working together and the ultimate peace that they enjoy as a result, as pointed out by one SHG member in an FGD in Amuru district.

The recognisably strong sense of family and community has evidently resulted particularly from the "good relationships between parents and children, as the children (are) now hardworking," in the words of a parent in Gulu district, and "[are] respectful of their parents and other adults," in those of a parent in Nwoya district. Besides, the hard work of both

children and their parents was reported also to have had the direct result of improving the overall welfare of households and making it easier for families to socialise, in the opinion of a Gulu parent. Partly due to the hard work, money obtained in the savings groups is used to pay fees not only for the children in Speed Schools but for the other children as well, which a parent in Amuru district considered as important.

Many mothers in the FGDs indicated that prior to the Speed School programme, there were tensions within many families, often caused by the inability of parents to send their children to school. The situation changed with the programme's implementation, and many participants expressed relief as there are now, in the words of a parent in Gulu, "happier parents and happier conversations. No more pain of not taking our children to school."

Some tensions evidently used to culminate in violence in families but, with the Speed School programme, these seem now to be a thing of the past for many. Violence was reported to have been experienced frequently between parents and their children. Seemingly simple mistakes by children, such as not greeting visitors, previously met with corporal punishment, but the situation changed following the sensitisation of parents. Parents were "trained on how to handle children" and adults in the focus groups reported that there is now "no beating" as, instead of corporal punishment, they have "taught them to greet visitors at home," according to the response by a Gulu parent. Reduction in previously observed violence has resulted partly from the parents' realisation that violence makes it difficult for children to study, as reported by two parents in Amuru. The programme's encouragement of alternative disciplinary measures was reported by a parent in Amuru to have led to a reduction in violence in the beneficiaries' families. In the place of these tensions, there is evidence of harmony in homes, with spouses' sitting down and discussing the improvement of their families' well-being and the status of their homes and children. With this dialogue, family members cooperate to meet their needs. Parents reportedly have recognised behavioural changes among children and learnt to value talking to and counselling them as a remedy. This is "because, when they were out of school, they had developed bad behaviours" but are demonstrating better behaviour after the programme was implemented, according to a parent in Nwoya district. In Amuru, too, children have been observed to be hardworking and to support their siblings' efforts in reading, which has changed the household relations positively, according to a parent in the district.

Violence was reported to have been previously experienced between adults as well, caused by inequalities in workloads and the sharing of benefits accruing from work. Men previously took care of "all household responsibilities and things concerning money," which resulted in "constant fights and quarrels in the home," reported a parent in Nwoya. Following teaching on how spouses and entire families can live harmoniously and different ways of handling children, parents have grown sensitive to the effects of domestic violence on their children's performance. This was reported by a parent in Amuru to have led to positive relationships in many homes.

Altogether, the Speed School programme has resulted in supportive relationships at both the family and community levels. Building from the training received by parents, it seems that many SHG members have benefited from an increased capacity to live harmoniously with both spouses and children, to start and maintain income-generating projects, and to

unite in savings groups where they save for their families' needs, including children's school expenses. Living and working together harmoniously at the family and community levels, the people have ultimately experienced unprecedented unity and, thereby, peace.

4.5.4   Social status

One other result of the Speed School programme has been an improvement in families' social status within their communities. The parents in the FGDs bore witness to this improvement, linking it directly to the training extended to the beneficiaries, which itself led to their active engagement in income-generating activities, realising higher earnings and saving for their families' various needs. They pointed to the unity brought about by these developments as an important factor of their improved social status.

The findings from the FGDs indicate that, in the eyes of the beneficiaries, the Speed School programme has brought about unity and cooperation beyond the family as well, with overall social advancement. The happiness resulting from the improved social status was so obvious that the beneficiaries are the envy of other people in the communities. A parent in Amuru shared this sentiment thus:

> Our social status in the community has been raised higher. I say so because I have heard people envying us, they say we are rich because our children never lack in school. (*Caregiver, Amuru district*)

A counterpart in Nwoya branded the change in social status as "economic empowerment" since it enabled them to buy more livestock, such as chicks and piglets, as well as to look after these and later sell them to buy food for their families. The parents recognised the financial benefits of the Speed School programme as an indicator of social advancement, with one in Nwoya district observing, "I was financially bad but now I am better." Overall, their improved finances and the ability to feed their families and pay children's fees has earned the beneficiaries recognition in their communities. A parent in Amuru district summarised this benefit thus: "I now fit into the community and am respected since my child goes to school and [I] can earn something on my own." Another parent, in Gulu, said, "No more asking for handouts from relatives."

The communities' respect and the increased self-esteem of individuals are very important results of the Speed School programme. A parent explained the benefit as "I decided to make chapati, and it is the best decision because right now differentiating between me and the landlord is hard" (caregiver, Gulu district). Being able to obtain loans from their savings groups was reported to have helped eliminate the ridicule that some individuals have suffered for not feeding their families or catering for other domestic needs. For instance, a parent in Gulu district expressed appreciation for how the Speed School programme has "released [the] stress of lack of money." She explained that her social status has grown, saying, "Before, they used to laugh at me that I have failed to pay for my children's school fees."

The FGD findings are evidence that the Speed School programme was implemented with significant socio-economic gains for the beneficiaries. Training in income generation and saving for future needs has enabled the beneficiaries not only to increase their earnings but also to improve their social status, often becoming the envy of other members of their communities. Evidently, as a direct result of their increased earnings and improved social

status, the beneficiaries, on the whole, have prioritised education for their children, much as some were occasionally cheated by the leaders of their SHGs who disappeared with the groups' savings.

4 .6 Financial Perspectives on Mainstreaming the Speed School Programme in Conventional School

The purpose of cost effectiveness analyses in education is to ascertain which programme or combination of programmes can achieve particular objectives at the lowest cost. The underlying assumption is that different alternatives are associated with different costs and different educational results. By choosing those with the least cost for a given outcome, society can use its resources more effectively. Those resources that are saved through using more cost-effective approaches can be devoted to expanding programmes or put to use in other important educational and social activities. Cost effectiveness, therefore, is about comparing the relative costs of achieving the same outcome using different activities. It is, however, important to note that the lowest cost does not automatically mean the best value in education. For instance, it may not concomitantly result in improved learning achievement; e.g., higher literacy and numeracy rates and lower dropout rates. Other dimensions of analysis, including assessing the wastage factor, estimating the costs of a cohort to reach a desired grade level thus bringing in an element of cost efficiency to the analysis of cost effectiveness, are considered in this analysis.

4.6.1 Assumptions underpinning the comparative analysis of average unit cost (AUC) per learner approach

These assumptions are stated here to provide a context for understanding what is involved in the following analysis of the Speed School programme's relative cost effectiveness.

a. The analysis is based on the FY 2018/2019 expenditures for both education models (Speed School and conventional school). This year was chosen because it was relatively stable, unsullied by the COVID-19 disruption.

b. The basic minimum requirement standards (BMRS) for both models are used. The pupil-classroom ratio (PCR) and pupil-teacher ratio (PTR) for conventional school being 53:1 and 30:1for Speed School.

c. It is assumed that the conventional school has seven (7) classes with seven classrooms/teachers and it is a link school with an extra classroom provided to Speed school, hence a total of eight (8) classrooms/teachers

d. It is assumed there is only one stream with 53 learners per class for the conventional school.

e. For conventional classrooms, the formula for the allocation of teachers is such that every class is, by policy, allocated a teacher and additional teacher(s) where the number is more than the PTR of 53 learners.

f. One year of study of a Speed School class with 30 learners is equivalent to the first three years of study of conventional school classes for 53 learners.

g. For the Speed School, the work for P1, P2 and P3 is covered on a termly basis (i.e., one grade level per term) to cover an equivalent of three years of study.

h. The total costs which constitute the numerator in the calculation of AUCs for conventional school are multiplied by a factor of three (3), or alternatively added for the first three years of primary, like in the case of instructional materials in the Excel analysis, thus accounting for three years of study.

i. The head teacher is responsible for the entire school. Therefore, in terms of allocation of costs, he/she provides labour inputs to all classes, including for Speed School as a link school. Thus, his salary is divided by total number of classes/teachers in both Conventional School and Speed school. In this case, in line with assumption c above, there are seven (7) classes in CS and one class (1) for SpS totalling to eight classes.   The portion per class/teacher is multiplied by a factor of three for CS to account for the three years of school cycle, and so are the teachers' salaries.

j. Instructional materials (mainly textbooks) are provided at the ratio of 1:3 for conventional school and 1:1 for Speed School.

k. Activities/expenditure items for both models aligned to make them comparable, with the nomenclature of the conventional school budget expenditure items adopted as a standard *(see Annex B: Alignment of Speed School activities/ expenditure items to conventional school budget expenditure items' nomenclature).*

l. All staff in school who directly contribute to the learning of the children in the class are considered in the allocation of costs, especially the wage bill.

m. The AUC per learner is used as a basis for measuring cost effectiveness, other things remaining constant (as the approach does not account for the quality of education and also does not attempt to measure the knowledge or skills acquired by learners).

n. There is no repetition in the Speed School model since it is a one-year cycle school programme while it is there in the conventional school model as it is a three-year school cycle covering P1, P2 and P3.

o. In estimating wastage for both models, however, only the dropout of learners as a wastage factor in education is considered in the calculations for fair comparison of the two models, since there is no repetition in Speed School.

4.6.2   The issue of cost effectiveness of the Speed School and conventional school models

4.6.2.1 Comparative analysis of the models based on AUC per learner approach

The analysis was subjected to the various components of the approved budget of 2019 for Speed School *(Speed School Annual Programme Grant Budget: GGU Speed School per Class Analysis 2019,* Annex D) and the FY 2019 MoES approved budget, which provided detailed expenditures for conventional schools. In both cases, components include the wage bill/salaries, non-wage costs (capitation grants), instructional materials, teacher training and support/capacity-building, monitoring and supervision, as well as data collection and data entry. The detailed information for instructional materials was extracted from the ESSP 2020-2025 projections/simulation model. The figure for capitation grant combines both the variable and fixed grant components to derive a single unit cost for purposes of this

study. The figures for data collection and data entry are estimates based on spot checks that the ministry staff occasionally undertake to either validate or verify data submitted by Local Governments, given that all data is submitted online by Local Governments. The teacher training/capacity-building was based on the activities of the CCT training model intended to continuously improve both classroom and pedagogical leadership skills. Monitoring supervision is the function of the District Education Office: the DEO monitors the schools while the DIS inspects the schools.

Table 7 below provides a summary of the detailed analysis presented in an Excel spreadsheet in **Annex C.** The aforesaid components for both Speed School and conventional school models are unpacked into detailed activities, then the total annual costs are worked out based on their quantities and rates/price. Subsequently, annual AUCs are derived by dividing the total annual cost by the respective size of the classes, i.e. the pupil-classroom ratio (PCR) indicated in the assumptions above. For ease of comparing the two models, the AUCs per learner by sub-component (activity/expenditure item) are copied from the Excel analytical framework **(Annex C)** to create Table 7, below. The margins are derived as differences between the AUCs of the two school models. The size of the AUCs and their resultant margins attempt to indicate the magnitude of expensiveness of the school models, other things being equal. All told, the analysis shows that the per learner cost to deliver a Speed School student to P4 is nearly 55 percent lower than the cost of getting a conventionally educated student to the same point; $131.21 and $287.80, respectively.

Table 78: Summary comparison of Annual Average Unit Cost per Learner for Conventional and Speed School in 2019

S/n	Sub component/ Expenditure Item	Conventional School (CS) Average Unit Cost (AUC) per learner (Ugx) for 3 years of study	Speed School (SpS) Average Unit Cost (AUC) per learner (Ugx) for 1 year of study	Margin/ Difference in AUCs of CS and SpS (CS-SpS) Ugx.	Speed school AUC as a
1	Wage/salary	755,611 ($209.89)	280,939 ($78.08)	474,672 ($131.85)	37.18%
2	Instructional materials	63,561 ($17.66)	61,010 ($16.95)	2,551 ($0.71)	96.00%
3	Capacity Building/ Training	114,341 ($31.7,667	42,700 ($11.86)	71,641 ($19.90)	37.30%
4	Capitation grant	42,848 ($11.90)	31,040 ($8.62)	11,808 ($3.28)	72.40%
5	Monitoring and Supervision	3,100 ($0.86)	35,000 ($9.72)	-31,900 ($8.86)	1,129.00%
6	Data collection	33,962 ($9.43)	5,000 ($1.39)	28,962 ($8.05)	14.70%
7	Data Entry	22,642 ($6.29)	16,667 ($4.63)	5,975 ($1.66)	73.60%
	Total (AUC)	1,036,066 ($287.80)	472,355 ($131.21)	563,711 ($156.59)	45.59%

Exchange rate: USD 1=Ushs.3,600.

The above table indicates further that in all instances, with the exception of one expenditure item, monitoring and supervision, Speed School costs are lower. The details which are included in each cost item are explained in the expenditure sub-components below.

4.6.2.2 Wage bill/salary

The annual unit cost (AUC) per learner for conventional school is derived by dividing the three-year wage bill for human resources directly contributing to the education of learners by 53 learners. In this case, a total of three teachers and the head teacher are included (comprising the head teacher, two senior education assistants and an education assistant) to cover the three lower classes. As already stated in the assumptions above, the salary of the head teacher is apportioned among the eight classes/teachers comprising seven for conventional school and one for Speed school to get the head teacher's labour input towards each class/teacher, then multiplied by three covering three years of conventional school cycle, while the teachers' salaries are not because there are three teachers, each teaching a class in accordance with the teacher allocation formula to schools that provides for one teacher per class.

As for Speed School, the salaries of the facilitator, coordinator, supervisor and the labour input of the link school head teacher constitute the wage/salary cost items which were included in the calculation. However, as Geneva Global Uganda transitioned from program implementation in 2020 to implementation by government structures comprising the DEOs, DISs, and PTCs, the roles of coordinator and supervisor now belong to inspectors and CCTs. Their visits to Speed School classes now coincide fully with their visits to conventional classrooms, so those costs should be the same, or even less if counting the total number of classes observed during each school visit is considered.

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It is also important, however, to note that the staff salaries under Speed School include statutory contribution (NSSF) which is not factored into the calculation, while the conventional school teacher salary does not, instead being paid at the end of the tour of service in the form of pension and gratuity.

4.6.2.3 Instructional materials

Each class—in this case, P1, P2 and P3—has its own set of instructional materials as per the details provided in Annex C, *Analytical Framework for comparison of Speed School and conventional schools,* which informs the procurement of the materials.

The costs for conventional school cover the following materials:

> For P1; wall charts, picture cards, maths work cards, maths practice books, English practice books, English readers, and local language readers.
>
> For P2; wall charts, Maths and English practice books, English readers and local language readers.
>
> For P3; Maths and English practice books and teachers' guides, English readers and teachers' guides, and local language readers.

The costs for Speed School cover supplementary readers, textbooks, teacher materials, student package, shelves, and other storage facilities.

4.6.2.4 Teacher training and support/capacity-building

It is important to note that a number of expenses financed in Speed School are avoided in conventional school training because training for the latter is done in the PTCs or school premises. In addition, some materials, specifically stationery (pens, markers, masking tape, duplicating paper and reams of newsprint), are provided in-kind by the training colleges. The training is done by the CCTs as outreach activities for capacity-building of the teachers and head teachers for the enhancement of pedagogical and leadership skills.

For Speed School, the following are the cost items: expenses associated with CCT supervision visits, training materials, participants' expenses, rental for training site, tea and materials for school-based and cluster workshops, and a blank journal for each teacher.

For the conventional school, the cost items include CCT allowances for field support supervision to teachers and head teachers, community mobilisation, training and sensitising School Management Committees by CCTs on their roles, organising peer group meetings/ training conducted by CCTs for head teachers in school administration and pedagogical leadership, running costs for coordinating centre activities, and items like repairs, airtime, cleaning, security, water, conducting at least two Continuous Professional Development (CPDs) activities for school personnel each term at centre coordinating level on topics such as Early Grade Reading (EGR), the abridged curriculum, and mobility of CCTs covering the cost of fuel, maintenance and servicing.

4.6.2.5 Capitation grant (non-wage)

The capitation grant constitutes the annual tuition fees for all pupils in the conventional schools, i.e., the public primary schools. The capitation grant has two components: the fixed cost, which is given to each school regardless of the size to cater for fixed costs; and the variable component, which is distributed according to enrolments in the schools, using an approved unit cost per learner. The capitation grant caters for all cost items indicated in **Annex C.** Among others, these include extra-instructional and scholastic materials, co-curricular activities, and the administrative operational costs.

For Speed School, the cost items include primarily consumable classroom supplies such as chalk, pencils, tape, manila paper, flip charts, chalkboards, rulers, scissors, office glue, Sellotape, masking tape, string, slates, register books, counter books, and pens. It also caters for classroom improvements such as the repair and maintenance of roofs, windows, walls, and doors.

4.6.2.6 Monitoring and supervision

As regards the inspection and monitoring of conventional schools, the District Inspection Office inspects each school (both government-aided and private schools) at least once per term and the District Education Office monitors each school once a year to ascertain whether inspection was done and that schools are adhering to education policies and guidelines. Expenses are incurred on joint team monitoring activities comprising the DISs, the DEO, the CCTs and other Government stakeholders.

There are two grants, the inspection and the monitoring grant. Both grants are divided into two components, viz, the fixed component and the variable component. The fixed component for inspection is USh.4,000,000 and UShs.4,500,000 per year for inspectors and the DEO's Office, respectively. Both variable components for inspection and monitoring are allocated as a unit cost per school per year; hence USh.336,000 and USh.100,000 for inspection and monitoring, respectively.

In the calculation of the AUC for monitoring and supervision for conventional schools, a total budget of both components amounting to USh.7,597,420,501, was divided by total enrolment of 7,351,545 during FY20018/19 to derive the AUC.

As regards Speed School, this function is carried out by a number of key stakeholders, including the CCTs, DEO, DIS, other Government stakeholders, and the staff of Geneva Global Uganda. Therefore, the monitoring is done jointly by the aforesaid key stakeholders on a termly basis. The district officials are facilitated with lunch allowance of shs. 20,000 per person and fuel, as a contribution by the programme.

As indicated in the table above, the cost of monitoring and supervision for the Speed School model compared to the conventional school model is very high. Similarly, the wage cost for Speed School is also relatively high, mainly occasioned by the salaries of the coordinator and the supervisor. This is mainly due to the high costs of technical experts associated with the programme in the short run. As explained above as these external experts (coordinators and supervisors) are phased out in the long run, the costs of running Speed Schools will reduce significantly.

4.6.2.7 Data collection
Data collection is done mainly at the local government level by the District Education Office and transmitted to the centre electronically for conventional schools. Occasionally, when it is necessary to validate the data submitted, ministry staff can be deployed, requiring the payment of allowances and fuel. For Speed School, as of 2019, data was collected by hired agents. The costs covered the forms (toolkit) used to gather information on student enrolment and attendance and the performance of facilitators. However, this has now changed, with inspectors, CCTs, and GGU programme officers responsible to gather and spot-check the data.

4.6.2.8 Data entry
For conventional schools, however, data entry is done by DEO agents and, on a limited scale, by salaried data entry clerks at the ministry. Their salaries are not factored into the calculation. As in the case of data collection, during data cleaning, issues of data inconsistencies can arise, calling for verification from the source and hence necessitating facilitation of an officer to travel. The costs are incurred on allowances for the staff and on fuel.

Regarding Speed School, the costs cover payments for monthly data packages (internet and airtime) for all gents for the collection and communication with project staff and the facilitator.

4.6.2.9 Comparison of derived average unit costs (AUCs) of Speed School and conventional school

The comparison of the total average unit cost for the two models shows that conventional school spend shs. 1,030,066 (USD 287.80) per learner while Speed School spend shs. 472,355 (USD 131.21) per learner per year; to cover the full first three years of formal primary education i.e., about 2.2 times the Speed School cost. The Speed school cost as a percentage of conventional school is 45.59%. This implies that the conventional school spends shs. 563,711 (USD 156.59) more than the Speed school, representing a marginal benefit for Speed school.   When this marginal benefit is multiplied by a class of 30 learners in Speed school, it yields an extra resource worthy shs. 16,911,330 (USD 4,697.59) and at the total average unit cost of shs. 472,355 (USD 131.21) per learner per year for Speed school, this can cater for 36 extra learners to access education, which is more than an additional Speed school class. Therefore, the lower unit costs in the six sub components with exception of one (monitoring and supervision) coupled with the lower overall average unit cost for Speed school, clearly demonstrate that Speed school is less expensive than the

4.7 Costing of Wastage in the Conventional School and Speed School Models

There is educational wastage when the learners spend more than the minimum number of student years to reach a grade level—i.e., repetition—or drop out without completing the cycle, which ultimately leads to an inefficient use of financial resources. The wastage is manifested in repetition of classes by learners and drop out of learners from a school cycle. However, the repetition is not envisaged in the Speed school model as it is one year program while there is repetition in conventional school model.

Therefore, in the interest of fair comparison of wastage in both models, only drop out of learners was used in the analysis and costing of wastage. The dropout rate for Speed school is 10% and 32.50% for the conventional school for the learners from their enrolment in P1 to their enrolment in P4 **(Tables 9),** computed using secondary data from the Education Sector Strategic Plan (ESSP) 2020-2025-ESSP Simulation Model, specifically for the year 2019.

Table 9: Drop out in conventional school for Primary One - Primary Three in 2019

Class/Grade	Drop Out Rate	Repetition Rate	Promotion Rate
Primary 1	32.1%	5.6%	62.3%
Primary 2	0.1%	9.9%	90.0%
Primary 3	0.3%	10.7%	89.0%
Total Dropout Rate (P1 toP2 and P2 to P3 and P3 to P4)	**32.50%**	-	-

Source: ESSP 2020-2025 Simulation and Projections Model & Research Team's Computations

The dropout rate from Primary One to Primary Two was 32.1%, Primary Two to Primary Three was 0.1% and Primary Three to Primary Four was 0.3%, hence accumulating to 32.50%.

The dropout rates for both school models was necessary to aid in the calculation of the number of completers identified as a measure of effectiveness in the analysis of cost

effectiveness. In an effort to assess the cost-effectiveness of Speed School and conventional school models, costs and effectiveness (outcomes) represented by the number of completers of the school cycle of the two models were combined.

Accordingly, having worked out the number of completers and non-completers (dropouts), in order to undertake the costing of the wastage in the two education systems, the total per learner average unit costs (AUCs) worked out in Table 8 above were applied to establish the total cost that was attributed to completion and wastage (non-completion) in the two systems as indicated in Table 10 (item 9) below. Secondly, an attempt to calculate the Cost effectiveness ratios (CERs) to help identify which of the two models is the least cost effective (i.e.the cost per completer) was done and the results are indicated in Table 11below.

Table 10: Costing of wastage in the conventional school and Speed School Models

s/n	Item description	conventional school (CS)	Speed School (SpS)
1	Dropout rate to P3 level for CS & for Speed School class	32.50%	10%
2	Per student cost/Average Unit Cost (AUC) in USD (as derived in Table 8)	$287.80	$131.21
3	Number of students per class to begin the school year for CS & SpS	53	30
4	Number of students to complete P3 grade level less drop out (CS:100%-32.50%*53) & (SpS: 100%-10%*30)	36	27
5	Number of non-completers/dropouts (System inefficiency) in CS & SpS	17	3
6	Planned Cost to bring a cohort of 53 & 30 to the end of P3 grade level for (CS: 53x$287.80 & SpS: 30x$131.21) in USD, using enrolment in P1 grade level.	$ 15,253.40	$3,936.3
7	Cost of completers in a cohort of 53 & 30 learners (CS:36 x $287.80 & SpS: 27x$131.21	$10,360.80	$3,542.67
8	Cost of non-completers in a cohort of 53 & 30 learners (system inefficiency for CS: 17 x $287.80 & SPS: 3 x $131.21) in USD (representing the wastage).	$4,892.60	$393.63

Source: 2019 MoES Budget & Speed School Annual Program Grant Budget: GGU Speed School per Class Analysis 2019 & Research Team's Computations

As indicated in the Table 10 above, out of the 53 and 30 number of learners per class who began the school year, only 36 and 27 completed P3, with an average of 17 and 3 dropping out in the conventional school and Speed school respectively. Using the per learner average unit cost of shs. 1,036,066 (USD 287.80) and shs. 472,355 (USD 131.21) contained in Table 8 for conventional school and Speed school respectively, the total cost to bring a complete cohort of 53 and 30 learners in conventional school and Speed School to end of P3 level, accounting for dropouts, is shs.54,912,240 (USD 15,253.40) and shs. 14,170,168 (USD 3,936.30) respectively. The total cost for non-completers (dropouts) constituting the wastage for this cohort was shs. 17,613,360 (USD 4,892.60) and shs. 1,417,068 (USD 393.63) for conventional school and Speed school respectively, hence the wastage for conventional school is about 12.4 times the Speed school and, 8.05% as a percentage of the cost of wastage in Speed school model to that of conventional school model.

4.7.1 Calculating Cost Effectiveness Ratios (CERs) for the conventional school and Speed school Models

The most common measure of cost effectiveness is the cost effectiveness ratio, which is derived by dividing the cost of each alternative by its effectiveness. Therefore, in this case, for each school model, the total costs (ie planned cost to bring a cohort of 53 and 30 learners to end of P3 grade level using the enrolment in P1 grade level, (**s/n 6** in Table 10 above), were divided by the outcome/effectiveness as presented in Table 11 below. The measure of effectiveness is represented by learners who do not drop out (completers) of the school cycle.

Table 11 Cost Effectiveness Ratios for Conventional and Speed school models

s/n	Alternative Models	Total Cost (USD)	Number of Completers/ OUTCOME	CERs
1	Conventional school	15,253.40	36	$ 423.25
2	Speed school	3,936.30	27	$145.79
	Difference in CERs			**$277.46**

The results in the above Table show that the Speed school model has a more favourable, lower cost effectiveness ratio of shs.524,844 ($145.79) compared to shs.1,523,700 (USD 423.25) for conventional school model. This means that the Speed school model offers least cost per completer than the conventional school model.

This comparison notwithstanding, other dimensions of analysis that consider knowledge or skills acquisition by learners and the quality of education offered in both models could be explored to provide more insight into the two school models.

In conclusion, given lower overall average unit cost for Speed school coupled with lower-cost effectiveness ratio and accompanied by low educational wastage, it clearly demonstrates that Speed school is a least cost model than the conventional school model, holding other factors constant.

4.8 Applicability of the Speed School Model to the Full Conventional School System

The Speed School model presents several classroom advantages outlined below which conventional schools could adopt or emphasise in their classroom environments. Some of these have been reflected in the section on the impacts of the Speed School programme on the teaching and learning in host schools. The value of these can also be appreciated as contributions to the life skills that Speed School learners acquire and continue to exhibit in and outside of school five years later, as described in the section on their ability to integrate into life. In the current section, we find it necessary to emphasise what could be gained from the conventional school's incorporation of and emphasis on these advantages in its educational environment. Many of these advantages are outlined here.

a. The learner-centred strategies encourage students to learn on their own and enhance self-discovery.
b. The learning environment is materials-rich, and the materials are of a high quality.

c. The group seating arrangement enhances team dynamics, including peer-based learning, teaching, and assessment while building team spirit and knowing each other better.

d. Slogans and classroom jobs bind the learners and strengthen learners' sense of responsibility.

e. Continuous formative assessment enables timely feedback on learning achievement and facilitates remediation. In addition to appraising learners academic progress, facilitators also assess their advancement with social roles and life skills.

f. Emphasis on role-play as class ambassadors and other functions—represented in responsibilities like gardening, potting, sanitation, etc.—fosters a spirit and skills for management and responsibility that encourage confidence and promote competence in learners.

Looking across these many comparisons, the study findings are a basis for considering that the Speed School model is very useful for bringing out-of-school children (OOSC) back to school. The model could, therefore, be recommended to the Government for attracting OOSC back to school, particularly in the interests of increasing the country's net enrolment ratio (NER) and equipping the beneficiaries with life skills that are likely to support learning and overall social and economic performance in and beyond the upper primary grades. Other programmes that could adopt the Speed School model include the Adult Education Programme and Refugee Education, especially with an emphasis on building the life skills that have been effectively developed in the Speed School model. These include leadership, mobilisation, communication, and interpersonal skills, among others.

4.9 Challenges in Adopting the Speed School Model

The study also notes some challenges for which the Ministry of Education and Sports (MoES) would have to equip itself before choosing to promote the scaling of the Speed School model. These include undertaking a comprehensive countrywide study for relevant data on all OOSC that would provide a basis for locating Speed School classes in pursuit of equitable and all-inclusive access to education. This is besides meeting the implied expenditure in financial and human resources required for implementing the model successfully, including planning for and executing the model's expansion to cover upper primary classes, too, and particularly at the transition level of P4. The latter is an implied requirement in any preparation for the inevitable bulge in the conventional school that would result from the Speed School graduates' continuation into the upper grades.

5. Discussion, Conclusions and Recommendations

5.1 Discussion

Asking the key question of whether former Speed School learners continue to excel in school and into life outside school, this study was designed to analyse the ways in which the Speed School program translates into learning advantages and determine the level of performance by the former Speed School learners. To find out the level of their performance, data of learners' academic achievement was analysed alongside their attendance at school and their retention while the learning advantages they had gained in school and could carry into life beyond school were established by analysing learners' possession of the skills that they need to succeed in life. This section reviews the study findings in light of the literature.

The findings on school attendance are an interesting instance in light of the literature on school attendance and academic performance. While the findings illustrate higher school attendance levels on the part of former SpS learners compared to that of their counterparts in Link Schools and Virgin Schools, implying better academic performance by the former group, the English and Maths test results as well as the PLE results for 2022 surprisingly show similar performance levels for all the learners. In fact, the PLE results, generally poor for all groups, yet showing that the Link School learners had a slight edge over their counterparts, may suggest that the learning benefits previously gained by the former SpS learners are not quite permanent. The research team acknowledges the possibility of the Maths and English test results and the PLE results reflecting the effect of the COVID-19 pandemic. However, the team also recognises that the results contradict Gottfried's (2010) assertions of a direct and strong link between attendance and academic achievement. The Uganda study findings on test performance also clearly differ from those of the Geneva Global study in Ethiopia (2018) where former Speed School students performed "consistently better than Government School students and Link School students for all three subjects – math, Sidama and English". The latter study reported statistically significant differences in performance, with Speed School students scoring 10.4% (Math), 13.5% (Sidama) and 7.4% (English) more points than their Government School student counterparts, answering correctly up to two more questions than Government School students for all the test items. The unexpected findings in the Uganda study point to the necessity of formal inquiry into the teaching of Maths and English in primary schools.

Given Gottfried's observations and the Ethiopia study, the findings of the current study strengthen the implications that the COVID-19 pandemic had an effect on learning, especially in light of Uganda Government's 18-month closure on schools. They may suggest, also, that the pandemic exacerbated the plight of the already disadvantaged former SpS learners who had been previously excluded from school and only returned with the SpS program.

Over and above the effect of the pandemic, the findings point to the significance of the disadvantages posed by the learning environment of the Link schools which are poorly resourced in comparison with the SpS.

A combination of the COVID-19 pandemic and the Link School environment are very likely responsible for the observed differences in perseverance between the learners in the cited Ethiopia study and those in the Uganda study. Of all the former Speed School students in 2011 who were tracked to 2017 in the Ethiopia study, about 75% were still in school compared to 66% of tracked Government School learners and 60% of Link School students still attending. In Ethiopia, the higher proportion of Speed School students still attending school compared to the counterpart Government and Link school students suggests that more SpS students than non-SpS students persist in their education. Uganda's statistics, though, illustrate sharp drops over the one year (compared to the six years in Ethiopia) that the children's continuation in school was tracked. That 76% P3 learners of 2018 and 58% of P4 learners of 2018 were still in school in 2019, before the COVID-19 pandemic, compared to 70% and 56% respectively in the Conventional Schools, suggests that former SpS learners are more likely to stay in school than other children are. However, these indications were obtained with regard to a one-year period. This short period implies the need for closer investigation of the likelihood of the former SpS learners' perseverance. Many children did not return to school after the reopening of schools following the pandemic. The drop out over the two-year closure of schools is an important pointer to the effect of socio-economic tensions such as those that attended the COVID-19 pandemic, pushing children to look for work and leading some into starting their own families. Like the Ethiopia study, the Uganda study, therefore, suggests that while former SpS learners are likely to persevere in school, some pressures may be too much for them to bear. Thus, the need for investigation into the type of factors that are likely to push former SpS learners out of school and how these might be mitigated.

The Uganda study identified some other gains beyond academic performance and the likelihood of continuation in school. There were higher levels of life skills competences among former SpS. This finding complements Schweisfurth's (2013) observations that `learner-centred education` signifies not only changes in teachers' classroom `techniques` but also shifts in learner `motivation,` more democratic teacher-learner `relationships. Besides,` Schweisfurth argues, it signifies belief in learning being not about acquisition of static knowledge but about potential creation of new knowledge. The finding on life skills in the Uganda study makes it comparable also to the Ethiopia study. Researchers in the latter study report evidence of the benefits of increased self-esteem in the 10 months instruction delivered by the SpS, describing these as reaching far beyond the period of the programme. These benefits, they explain, are not due simply to the fact of the former SpS students receiving instruction in the local language, thus building a foundation for their learning in government schools, but also to the overall SpS pedagogy which invests a lot in making learners more confident in their ability to learn.

The Uganda study's findings on life skills strengthen the literature on teaching approaches and skills development. In this study, the former SpS learners' experience of encouragement for team work, leadership in groups, exploration and independence, among other capacities,

was found to have supported their development of some skills that are key to survival, such as motivation, confidence, creativity, planning and the ability to focus. This finding complements McCarthy's (2021) identification of skills that are necessary for children's success in life. Further, the study findings reflect the practical meaning of Nunan's (1988) argument that learner-centred classrooms support processes that encourage learners to take responsibility for their own learning, including learning how to learn. The range of learner abilities identified in the current study relate to Bremmer's (2021) argument that learner-centredness does not fit into a single meaning, such as keeping learners active all the time. Rather, it is about multiple meanings which relate to the involvement of many things that teachers do and the different ways in which learners engage in and benefit from instruction. The assertion implies that the richer the application of learner-centredness, the broader the range of learning outcomes.

The Uganda study on the impact of the Speed School Programme adds to the literature by illustrating some of the multiple benefits of learner-centredness, which are also exemplified in Martin's (2018) catalogue of benefits. Martin argues that the use of multiple learner-centred methods results in several changes in much sought-after non-academic areas, including increased motivation for learning and, thereby, increased satisfaction with school and improved learning achievement. This happens largely because of exploration with content that is broader than that which teachers in a learner-centred environment are likely to expose learners to. The use of few learner-centred methods produces changes mainly in the academic areas, essentially because the teacher maintains a role of instructor, exposing learners to limited content and retaining more authority than would allow learners the independence to explore and practise with. The findings lend emphasis to the literature of intrinsic motivation and learner-centredness. Discussing the gains of learner-centred classrooms, Chotimah and Rukmini (2017) argue that the teacher is responsible for developing an environment where learners feel motivated to learn within the boundaries and expectations of a safe classroom. A safe environment with purposeful rules helps learners feel encouraged to do the right thing and support peers. The authors address the importance of teachers' emphasis on intrinsic motivation in the classroom, as a means to keeping learners interested and committed to their own learning goals. In this environment, extrinsic motivators such as praise, positive reinforcement and rewards for exceptional behaviour help students understand the expectations of the class. The Uganda study's findings on former SpS learners' demonstration of purposeful study behaviour and maturity enrich the literature by their illustration of the argued benefits.

An improved learning environment in the Link schools was explained by the teachers' adoption of learner-centred approaches that they observed in the SpS environment. The improvement was also a revelation of what happens when teachers are trained in meeting the learning needs through provision of learning materials and the support of small groups of learners in an environment free of feelings of being harassed. This finding affirms McEwan's (2015) propositions about the factors of school improvement. Probing a range of factors hypothesised to determine school improvement in developing countries, McEwan found out that teacher training, small classes, smaller learning groups in the classroom and provision of learning materials were, indeed, significant in improving the quality of schools. On the other hand, he found that school management supervision, nutritional support and

information dissemination do not necessarily improve the quality of school processes. The former set of factors was being adopted in the Link schools while their established presence was testified to in the SpS.

The Uganda study's findings on an improved learning environment also affirm the World Bank's (2020) argument about what makes teaching and learning programmes more cost-effectiveness. For instance, the study's inquiry on cost-effectiveness found the SpS's teacher training inputs to contribute to the programme's cost-effectiveness as training is done by the CCTs in outreach activities, with the aim of building the capacity of the teachers and head teachers through pedagogical and leadership skills enhancement. The training equips teachers and head teachers for tackling the challenges they experience at the classroom and whole school level. This finding resonates with the World Bank's statement on the factors of cost-effectiveness. The World Bank identifies factors including structured pedagogy, teacher training, learning materials and teaching children at the right skill level. The note points out that continuous professional teacher development training is cost-effective only when it is based on evidenced need and classroom practice rather than being theoretical.

Like the Ethiopia study of 2018, the Uganda study identified wealth related gains at the household level. The Uganda study made qualitative findings of, for instance, a rise in household incomes, attributed to both adults and older children creating livelihoods in farming and "bringing in money" from work. These changes result in turn to the family's ability to access basic needs and, therefore, to beg less. These details are comparable to the Ethiopia study's cited 88% increment in the average livestock of households and 45% improvement of the household assets of the SpS students. The comparison between the SpS beneficiaries' and the Conventional School learners' households affirm the similarity of the findings in the two studies. For instance, the Ethiopia study finding that the household assets and average livestock of the beneficiaries of Government and Link School stayed almost the same for the same period is comparable to the Uganda study finding that the socio-economic gains of the families of SpS beneficiaries were the envy of the communities. Thus, the two studies contribute to the literature the suggestion that the SpS program affords the beneficiaries and their households a considerable level of freedom from the bondage of poverty while also enabling them to reflect on and articulate the socio-economic effects of the program.

5.2 Conclusions

5.2.1 Attendance and performance levels
The research shows surprising indications in school attendance and academic performance. While attendance rates are generally quite high across all the three cohorts of learners, and most especially among former SpS learners, the attendance rate of former SpS learners was statistically significantly higher than that of Virgin School learners though not significantly higher than that of Link School learners. The observed high attendance rates of former SpS learners, however, do not necessarily result in better academic performance.

Results of the administered English and Maths tests show that the grades and class rankings of former SpS learners are about the same as those of the Link School while the PLE results of 2018 show only a slight edge in the Link School's performance over that of the SpS. Surprising as the findings on academic performance are, there is evidence of the former SpS

learners' other abilities, including asking questions for clarification, self-expression, self-management and leadership at the class level. Former SpS learners generally demonstrate higher abilities in literacy and numeracy although their capacity to learn and remember what they are taught in class and to complete tasks correctly and on time is at the same level or lower than that of learners in the conventional class.

5.2.4 Learners' ability to integrate into life in and outside of school

In spite of their academic performance being surprising lower than expected, the former SpS learners were found to possess better leadership skills than other learners, taking on positions as leaders at the classroom level and demonstrating the ability to organise and mobilise peers. In school, they were found to be disciplined, not involved in cases that are reported to teachers and school administrators, and better able to self-manage than are learners in the other two cohorts. They were also found to possess the ability to start and manage projects in the school and home context. Former SpS learners were found to have, in addition, higher levels of confidence and problem-solving ability, quick to think about situations, including some that involve money, and come up with solutions.

Former SpS learners were found to demonstrate a higher level of ability in interpersonal and communication skills. The research shows that they are more likely to follow up on their learning by asking their teachers questions in order to get clarification on content. They volunteer to explain lesson content to peers besides telling their parents what they learnt at school. They also volunteer to perform class chores. However, in class they read aloud at the same level as their Link School counterparts.

Overall, the study shows that although some fall by the wayside, many former SpS learners stay in the school system albeit with some repetition of grade levels. They continue to excel outside school, carrying the learning benefits they achieved in the Speed School well beyond the classroom. Besides, they demonstrate outstanding life-skills competencies in the areas of leadership, confidence and self-esteem, self-management and interpersonal and communication skills.

5.2.5   Impact of the Speed School on the host school's learning environment

The study gathered adequate evidence to conclude that the Link School teachers' use of SpS's core instructional methods improved the learning environment in the host schools. The teachers achieved this particularly through a range of actions. They brightened up classrooms by hanging learning aids or placing them at strategic points in the classroom, making the indoor learning spaces attractive and stimulating. They simulated smaller numbers in class by organising and maintaining supportive group sitting arrangements and using participatory methods to enable learners practise peer support in small-group discussion and other engaging interaction which was supported by learning aids. By making the learning environment safe for every learner to participate and take risks with assurance of support, the programme increased motivation for learning and improved learning outcomes, with the result that learners were able to read and write.

5.2.6   Teachers' participation in Speed School capacity building activities

Facilitators in the SpS supported Link School teachers in a range of capacity building activities. Through these, they passed on knowledge and skills of participatory methods.

Based on guidance they had received from Geneva Global staff, they trained the teachers on improving the classroom environment to make it vibrant and safe for all learners, developing and using no-cost and low-cost learning aids, building cooperation between teachers and learners, handling children effectively, and supporting struggling learners. Teachers were also trained by SpS facilitators and Geneva Global staff in making learning activities more engaging for the learners through creating space for collaboration and cooperation.

5.2.7 Mothers' and guardians' actions and behaviours to support and encourage their children's success

The parents and caregivers of children formerly enrolled in SpS classes readily support their children's education efforts. They were enabled by the training received on the programme and the consequent income generating projects, which improved their capacity to support the children and increased their appreciation of the value of formal education. Having grown more interested in their children's education, they provide material and other school related needs, monitor children's learning at school, and allow children time to study at home.

5.2.8 Impact of the Speed School Programme on Households

The SpS programme has resulted in supportive relationships at both the family and community level, built on the training given to parents on relating with other members of the family, managing income generating projects, and managing finances. This training has strengthened the people's capacity for them to live harmoniously in families, work together to improve their domestic and social status, and unite in savings groups where they save for their families' needs including children's fees. The people cooperate more closely at the family level and in communities, doing work that supports their families and enables them to meet domestic and school needs with greater independence. They are satisfied that their social status has improved. As a result, they prioritise payment of school fees. Besides, their increased awareness has led to a reduction in domestic violence and related sources of stress. Ultimately, the families and communities report experience of unprecedented unity and, thereby, peace.

5.2.9 Cost-effectiveness

The study findings reveal lower average unit costs, lower cost effectiveness ratio and lower wastage for Speed School model, signalling that it is more cost-effective than the conventional school model, holding other factors constant. Although the conventional school model is advantaged especially by Government's provision of some material inputs including infrastructure and instructional materials, the Speed School model has some advantages over it including, for instance, prioritisation of small-group teaching methods and practice of continuous assessment, emphasis on bonding and a materials-rich learning environment. These practices are, however, not featured in the approach to cost-effectiveness used in this inquiry. The relative advantages of both models seem to point to the importance of not depending only on the size of unit costs to declare full cost-effectiveness of the models. However, the analysis in the Uganda study provides a quick impression of the performance of the models.

The Speed School model is very useful for bringing out-of-school children (OOSC) back to school, as it has a demonstrated huge potential for increasing the country's net enrolment

ratio (NER) and equipping the beneficiaries with life skills that are likely to support learning and overall social and economic performance in and beyond the upper primary grades. These include leadership, mobilisation, communication, and interpersonal skills, among others.

5.3 Recommendations

The recommendations in this section are based on the foregoing findings and conclusions, integrated with respondents' hints on what the Speed School programme should do better. They target implementers of the Speed School program and actors in conventional schools.

5.3.1 Learners' retention and progression

The purpose of bringing children back into school and retaining them in the system should be promoted with greater certainty by building a more enabling environment among communities with out-of-school children. This includes, in general, making the income generating projects and savings groups a more sustainable culture and continuously improving the teaching in Link Schools.

Working with opinion leaders and other leaders in the communities, Geneva Global staff should ensure that the leaders of the self-help groups – such as chairpersons and treasurers - are accountable, especially selected by the communities who know them well, and monitored by programme staff. This approach should curb instances of leaders disappearing with groups' savings and rendering members unable to pay in time or in full. Besides, there should be more training in financial management and income generating project start-up. There should be an intentional move to identify excelling beneficiaries and make them leaders of training and related coaching and mentoring activities, to sustain the beneficiaries' celebrated gains in financial literacy and minimise the demand for the programme to "continue forever" or be "made permanent.

Continuous improvement of instruction in the Link Schools should target retention of learners as well as their effective learning by making the teaching-learning environment welcoming and stimulating. Teachers should be constantly trained and evaluated in the use of engaging activities that support exploration and discovery as well as the sharing of new and exciting information. Both teachers and headteachers should be monitored for the creation of safe spaces in and outside the classroom. School, coordinating centre and district level monitoring teams should purposively check to see that in these spaces learners feel encouraged to reach beyond the content presented by the teacher and to confidently demonstrate learning successes up to and beyond expressed expectations. Teachers should be trained to reward these successes and encourage learners to support their peers to achieve at similar levels. Besides, they should be trained in creativity and resourcefulness so that they support learning through the development and use of engaging materials beyond textbooks and/or other basic provisions.

5.3.2 Academic performance and life-skills development

Evidently, the greatest strength of the Speed School model is the development of learners' life skills, including communication and interpersonal skills, leadership, confidence and self-esteem and self-management, among others. This strength needs to be sustained in the Speed School as well as extended to the conventional school setting, to enhance the quality

of learning and support improved academic performance in both models by creating learning environments that motivate learners to engage actively in exploration and inquiry.

To cater for the continued development of the much-needed life-skills when the Speed School programme continues, in-school capacity building training should be provided to equip teachers with enhanced ability to motivate learners by creating safe and pleasant learning environments both within and outside the classroom. Government and education development partners should invest in teachers' effective use of the Speed School learner-friendly teaching approaches, characterised by the building of strong bonds, exploration and discovery by learners as well as collaborative learning. The consistency in teaching approaches across school models should help make the teachers dependable for supporting former Speed School learners to make a smooth transition and good academic progress through the grade levels while learners in conventional schools are enabled to learn more permanently. Specifically, the learner-friendly methods should aim at facilitating supportive teacher-learner interaction to enable learners follow up instruction by seeking their teachers' clarifications, explain content to peers and check their learning against teachers' and peers' expectations.

5.3.3 Extension of skills training
Production skills training should be extended to youths, targeting especially the learners who fall out of the school system due to parents' inability to continue paying fees. The training should exploit the youth's exposure gained through observation or active participation in the income generating projects started by their parents or by themselves. In addition, it should build on the leadership and self-management as well as interpersonal and communication skills that the youth have developed while they attended the Speed School.

5.3.4 Learners' integration into life in and outside of school
Whereas it may be difficult to adopt the Speed School in its entirety, Government should adopt the model's attention to learners' development of life skills including, for instance, leadership, communication, problem-solving and decision-making, which are demonstrated by former Speed School learners. Equipped with such skills, learners should be able to facilitate their parents' engagement in education by reporting their learning achievements and challenges with them and asking for help. They should be able to approach their teachers and peers about their learning needs and seek help over challenging learning content.

5.3.5 Parents' and guardians' support of their children's success
The Speed School programme has modelled active parental involvement in children's education. In order to revitalise parents' participation in education and provide children with reassurance of their parents'/guardians' support of their aspirations, Government should publicise the guidelines on parents' participation in education and those on the roles and responsibilities of school management committees, preferably providing for dissemination in the local languages. This action should target the identification of parent representatives who, with the support of school management committees (SMCs), can articulate the guidelines for their peers and popularise the requirement for parents to visit schools and seek teachers' feedback on their children's performance and related matters.

5.3.6 Adoption of the Speed School model

With regard to cost-effectiveness, and in light of the need to increase the Net Enrolment Ratio (NER) the comparable average unit costs per learner in both the Speed School and the conventional school make the Speed School model very useful for Government to adopt for bringing out of school children back into the system. This adoption will favour the many school-age going children who are still unable to access school or to continue after they join. Beyond this consideration, other aspects in both models should be measured to provide assurance about their full cost-effectiveness. These include, among others, teachers' use of time as well as their levels of knowledge and skills acquisition in all areas of the curriculum. Other educational provisions that could adopt the Speed School model include adult education and refugee education programs. In adopting the model, Government should promote the Speed School instructional methods for all primary classes and closely monitor their application for effectiveness, proving regular feedback on the overall physical teaching-learning environment, organisation and support of learning activities, teachers' and learners' roles and provision and use of instructional materials. Besides, Government should emphasise development of the life skills that have been effectively developed in the Speed School model – communication, mobilisation, and interpersonal skills, leadership and others.

5.3.7 Further research

The unexpected study findings on academic performance imply a need for focused inquiry on instruction in Uganda's primary schools. Specifically, research should be conducted on the approaches and methods used by teachers of these two subjects and their effectiveness. Studies on the learning activities, instructional materials and instructional time and their influence on learners' performance in the subjects will make a useful contribution to the literature. Of equal importance would be studies on the effect of the COVID-19 pandemic on learning. Studies in Uganda in particular should include questions on the effect of the two-year closure of schools and on the quality of instruction in the years following the reopening of schools.

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Annexes

Annex A: List of Sampled Schools

Category	District	Sampled Schools
Intervention	Gulu	1. St Mauritz Primary School 2. Highland Primary School 3. Layibi Primary School 4. Kirombe Primary School 5. Mama Cave Primary School 6. Kweyo Primary School 7. Kasubi Army Primary School 8. Holy Rosary Primary School 9. Layibi Central Primary School 10. St Joseph Primary School
	Amuru	1. Olwal Mucaja Primary School 2. Kaladima Primary School 3. Parabongo Primary School 4. Jimo Primary School 5. Tekibur Primary School 6. Keyo Primary School 7. Pabbo Primary School 8. Pagak Primary School 9. Otong Primary School 10. Abbot Primary School
	Nwoya	1. Anaka Central Primary School 2. St Kizito Baditi Primary School 3. Aparanga Primary School 4. Purongo Primary School 5. Koch Amar Primary School 6. Purongo Hill Primary School 7. Amuru Alero Primary School 8. Nwoya P7 Primary School 9. Kinene Primary School 10. Alero Primary School

Control	Kole	1. Ayer Primary School
		2. Okole Primary School
		3. Abilonino Primary School
		4. Abari Primary School
		5. Aculbanya Primary School
		6. Okwor Primary School
		7. Alyat Primary School
		8. Aweingwec Primary School
		9. Bala Primary School
		10. Omuge Primary School
	Oyam	1. Anyeke Primary School
		2. Acet Primary School
		3. Omolo Primary School
		4. Awelobutoryo Primary School
		5. Alut Kot Primary School
		6. Odong Primary School
		7. Onekgwok Primary School
		8. Aramita Primary School
		9. Amati Primary School
		10. Nora Primary School
	Dokolo	1. Koroto Primary School
		2. **Dokolo Primary School**
		3. **Agwata Primary School**
		4. Amuda Primary School
		5. Angai Primary School
		6. Aliwoko Primary School
		7. Alenga Primary School
		8. Abyece Primary School
		9. Atur Primary School
		10. Alwitmac Primary School

Annex B: Universal Primary Education Capitation Grant Eligible Expenditure Items

Extra-instructional/Scholastic Materials
Readers
Teacher reference books
Syllabi
Lesson preparation books
Books
Ball pens
Markers
Teaching aides
Chalk
Chalkboards
Teacher tables
Chairs
Maps
Wall charts
Globes
Paper (duplicating paper)
Co-curricular activities
Games
Sports
Music
Dance
Drama
Art and Crafts
Club
Management of the schools

Annex C: Analysis of Average Unit Cost per Learner

Annex D: Alignment of Speed School Activities/Expenditure Items to Conventional School Ones for Comparative Analysis

Speed School classroom, budgeting	Matching Speed School cost centres with public school expenditure centres	
Total Speed School expenditures per classroom (local currency):		
Total Speed School expenditures per classroom (USD):		
Cost per child (25 students per classroom):	Lower primary PCRs sometimes double (1:120) the BMRS of (1:53), stretches to an average of 1:80, especially in rural areas.	
Cost per child (30 students per classroom):		
Cost per child (36 students per classroom):		
Speed School classroom key cost centres	Aligning with UPE Primary School cost centres (my interpretation/understanding). Seeking confirmation from Global Geneva	Explanation by Geneva Global
Facilitator salary, monthly (wages/salary)	This is placed under the wage component. As indicated, there is only one facilitator covering the teaching for an equivalent of three teachers for P1, P2 & P3 in the public school.	Facilitators paid for just 12 months
Syllabi (printing)(IM)	This is placed under instructional materials for three teachers for P1, P2 & P3 in the public school.	Syllabi for P1, P2 & P3
Speed School guide (printing)	This is placed under instructional materials for three teachers for P1, P2 & P3 in the public school.	Syllabi for P1, P2 & P3
Student desks (part of construction), i.e. fitting c/rms	This is regarded as part of capital expenditure, therefore excluded from computation	One desk seats three pupils
Teacher's table (as above)	This is regarded as part of capital expenditure, therefore excluded from computation	Usually 1
Shelves & other storage/ metallic box (IM complementary)	This is placed under instructional materials in a public school, an eligible expenditure under the instructional materials budget as storage facilities	A set of extra tables and shelves
Classroom improvements (capitation grant – maintenance)	This is an eligible expenditure under capitation grant, i.e. simple maintenance	Repairs and maintenance: walls, roof, windows, door, +C22:J22floor, …
Textbooks (IM)	This is placed under instructional materials for three teachers for P1, P2 & P3 in the public school.	Full set for P1, P2, P3 for 25 students total

Supplementary books (IM)	This is placed under instructional materials for three teachers for P1, P2 & P3 in the public school.	Many copies each of many titles, calculated as 5 per pupil
Composition books (IM)	This is placed under instructional materials for three teachers for P1, P2 & P3 in the public school.	One per pupil
Supplies, capital (student package) (IM)	This is placed under instructional materials for three teachers for P1, P2 & P3 in the public school.	Rulers, yardstick, scissors, registries, … for the whole class
Supplies, consumable (capitation grant)	This is an eligible expenditure under capitation grant	Chalk, pencils, tape, poster paper, … for whole class for year
Placement test (not in public schools)	This is not done under UPE	For 1 Speed School student given by link schools
Speed School facilitator training	This will be an equivalent of the teachers' termly (CPD) conducted by CCTs as their outreach activities to keep on improving the classroom pedagogy for teachers	
Training site rental	As above	Cost of training site rental, for each session
Transportation to/from site	As above	Average cost of transport for all facilitators to training site
Lodging	As above	Cost of lodging for all facilitators, if training is residential
Meals, residential training	As above	Cost of meals for all facilitators & trainers, if residential
Refreshments/meals, cascade training	As above	Cost of meals for all facilitators & trainers for one-day local training
Training supplies, consumables	As above	Poster paper, markers, tape, paper etc. for training session
Training handouts	As above	Documents, folders, notebooks, pens etc. to give to participants
Equipment rental, projector	As above	One per training session and site
EcoP expenses	As above	Tea & materials for school-based and cluster ECoP workshops & teacher journals, assuming two per month
Speed School Facilitator monitoring & support	This cost will be equivalent to the DEO's monitoring & DIS's Inspection including CCTs support supervision & training grants, Operational costs for CCTs will be included like fuel, allowances, etc.	

TOTAL		
Coordinator salary, monthly (wage component)	This is wage component	Calculated by an average 15 facilitators supported each:
Supervisor salary, monthly (wage component)	This is wage component	Calculated by an average 60 facilitators supported each:
Materials, capital (motorcycle) (capital expenditure not included)	This is capital expenditure, so not included in per capita computation	Calculated as one per coordinator & supervisor (not bought yearly)
Supplies, consumable (transportation)		Fuel, insurance, maintenance etc. for motorcycle
Supplies, consumable (operational)		Stationery, digital tablet/mobile phone, pens, training materials, guides
Travel stipend		For meals and incidentals
Joint monitoring team expenses		Joint team (DIS, DEO, CCT and other Govt stakeholders) – Lunch
Speed School data collection	This is usually done by DEO's Office	Enrolments, attendance, observation, facilitator, performance forms (paper copies)
		Pay monthly data packages for all agents, for data collection & communication with project and facilitators
Data collection forms (tool kit)	Sometimes the headteachers deliver data to DEO either physically or online	Enrolment, attendance, observation, facilitator, performance forms (paper copies)
Data entry (internet airtime)	Done by contract data entry clerks at MoES, paid monthly salary. However, fuel and allowance while in the field on official duties is provided	Pay monthly data packages for all agents, for data collection & communication with project and facilitators
	=ditto=	Pay monthly data packages for all agents, for data collection & communication with project and facilitators
	How do SHG contribute directly to the learning/or teaching of pupils. In other words, how does the expenditure on SHGs help impact learning of the 9 to 14-year-olds through the delivery of the accelerated curriculum?	

Annex E: GGU Speed School Annual Programme Grant Budget 2019

SPEED SCHOOL ANNUAL PROGRAM GRANT BUDGET						
GGU Speed School Cost Per Class Analysis- 2019						
Exchange rate 3,600 = 1 USD	3600					
Description of Expense	RATE/ UNIT	Qty or %	Month/ Unit	Total UGSH	Unit Cost USD	Comments
Speed School Classroom						
Speed School Facilitator salary + Fringe benefit	437,500	1	12	5,250,000	1,458	
Furniture & Equipment(teachers table& chair, 10 desks) + a big metalic storage trunk/ box	1,370,000	1	1	1,370,000	381	Purchased once a year
Rennovation measures.(Classrooms + Latrines)	300,000	1	1	300,000	83	This is for 30% of the number of classess.
Teacher Materials(Curriculum,(Teachers Guide & Teachers resource book) , 9 Counter books, 12 pens, 1 Ruler, 1 Register.)	225,000	1	1	225,000	63	
Text books & Suplementary readers+ phonics.	1,400,000	1	1	1,400,000	389	Purchased once in 3 years
Consumables including the Blackboard	600,000	1	1	600,000	167	
Students Assessment	200,000	1	1	200,000	56	End of Phase and Placement exams.
Community Engagement	300,000	1	1	300,000	83	
Students Package	55,300	1	1	55,300	15	Added Component
SHG Kits	276,400	1	1	276,400	77	
Sub- total	**5,164,200**			**9,976,700**	**2,771**	
Speed School Management						
I. Personnel						
Speed School Coordinator + Supervisor	1,440,000	1	1	1,440,000	400	
Materials Capital & Consumable.	100,000	1	1	100,000	28	Laptops & Camera
Transportation (Motorbikes + Fuel + Repair)+ travel Stipend.	800,000	1	1	800,000	222	
Monitoring & Evaluation	10,000	1	1	10,000	3	
Sub- Total	**2,350,000**			**2,350,000**	**653**	

Teacher Training & Support						
Training site Rental	2,500	1	3	7,500	2	
Participants Expenses	285,000	1	3	855,000	238	For the 3 phases trainings in a year
Training Materials	8,000	1	3	24,000	7	
ECoP Expenses	26,500	1	3	79,500	22	
CCTs Supervision	35,000	1	9	315,000	88	Travel Stipens to CCTs for facilitators Supervision.
Sub- Total	**357,000**			**1,281,000**	**356**	
Grand Total				**13,607,700**	**3,780**	
Assumptions						
30 children per Speed School						
30 mothers per self help group						
1 facilitator per Sp.Class						

Annex F: Extract of ESSP 2020-2025 Simulation Model

Annex F: Enrolment Inputs – Projections of Enrolment and Requirements (Facilities, Personnel, etc.)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
Population [LINKED to "Population" sheet]								Last EMIS available			Simulation start year	ESSP 2020/21 - 2024/25 DURATION									
3-5 years old (preschool age)	3,421,400	3,525,190	3,630,840	3,738,280	3,489,200	3,516,100	3,566,500	3,670,300	3,810,900	3,951,300	4,059,100	4,146,400	4,232,800	4,317,700	4,402,300	4,486,000	4,567,400	4,642,900	4,711,900	4,773,200	4,826,300
6 years old	1,114,830	1,145,390	1,176,120	1,207,010	1,125,700	1,148,100	1,153,600	1,162,500	1,175,800	1,204,900	1,266,900	1,316,500	1,345,600	1,375,000	1,404,100	1,432,600	1,460,300	1,489,200	1,516,600	1,542,100	1,565,400
6-12 years old (primary age)	6,882,640	7,065,770	7,248,510	7,430,720	7,394,100	7,544,200	7,672,600	7,788,800	7,899,900	8,021,800	8,186,500	8,379,000	8,578,500	8,801,300	9,044,100	9,301,700	9,557,600	9,780,100	9,980,900	10,178,000	10,369,100
Primary and secondary, public																					
P1	1,664,224	1,601,117	1,603,650	1,593,080	1,544,429	1,538,523	1,569,237	1,606,566	1,614,548	1,622,529	1,630,511	1,582,321	1,494,669	1,401,028	1,302,730	1,199,733	1,212,939	1,236,577	1,259,375	1,280,620	1,300,046
P2	1,132,899	1,089,442	1,072,857	1,075,745	1,041,091	1,038,577	1,092,684	1,077,630	1,096,315	1,114,999	1,133,684	1,163,236	1,166,826	1,138,053	1,097,554	1,048,411	990,759	996,016	1,014,280	1,032,972	1,050,526
P3	1,137,278	1,089,492	1,085,194	1,085,335	1,060,072	1,051,299	1,098,175	1,096,358	1,109,528	1,122,697	1,135,867	1,166,717	1,196,485	1,202,285	1,175,293	1,133,742	1,082,645	1,024,092	1,023,920	1,041,043	1,060,076
P4	1,130,222	1,114,253	1,111,443	1,108,653	1,079,739	1,062,135	1,099,115	1,110,529	1,126,104	1,141,678	1,157,253	1,178,325	1,207,462	1,236,726	1,243,980	1,218,143	1,174,968	1,123,144	1,063,529	1,057,624	1,073,028
P5	918,961	929,193	955,450	956,293	933,876	919,217	957,299	950,286	962,954	975,623	988,291	1,021,463	1,053,902	1,092,862	1,133,106	1,155,438	1,147,409	1,109,828	1,062,098	1,006,772	996,547
P6	729,996	725,621	755,946	765,159	758,475	748,865	788,969	783,007	789,920	796,832	803,745	829,827	871,088	914,604	964,077	1,016,036	1,054,195	1,051,310	1,019,984	977,482	927,608
P7	452,640	445,761	460,119	463,969	477,523	469,262	490,359	483,622	489,813	496,003	502,194	516,713	556,345	609,186	666,630	730,792	799,696	832,182	831,956	808,621	775,596
S1	166,801	177,841	172,364	179,116	165,407	166,423	171,917	165,464	184,964	204,465	223,965	231,274	259,231	302,218	356,373	417,940	488,794	535,549	557,877	558,204	542,887
S2	139,675	154,047	165,071	155,328	159,513	151,729	168,672	151,340	171,897	192,455	213,012	228,503	236,137	264,196	307,731	362,761	425,444	497,596	545,891	569,261	570,105
S3	131,561	123,701	142,644	146,023	137,852	142,696	153,800	146,136	160,882	175,629	190,375	214,483	230,469	238,507	266,435	310,176	365,711	428,953	501,731	551,219	575,528
S4	109,743	118,183	114,839	125,522	129,689	120,766	132,032	126,595	138,467	150,339	162,211	179,048	202,228	218,564	227,396	254,094	296,373	349,301	409,777	479,353	527,869
S5	36,211	41,652	49,059	42,469	39,389	38,373	42,796	36,199	39,414	42,628	45,843	50,379	61,977	77,331	91,616	103,680	124,917	145,798	171,801	201,564	235,801
S6	30,505	34,618	39,805	43,929	41,277	35,453	40,235	35,975	39,149	42,324	45,498	47,287	51,822	63,478	79,111	93,795	106,208	127,748	149,222	175,794	206,271
Promotion, repetition, dropout																					
Number of repeaters																					
Public and private																					
P1	225,865	203,912	207,888	201,080	71,614	72,087	90,505	98,881	109,291	115,350	121,410	127,469	116,339	103,479	90,968	78,924	67,401	68,358	69,698	70,983	72,180
P2	131,502	123,215	125,860	124,884	97,282	96,871	110,426	123,181	134,621	146,390	158,159	169,928	164,108	152,435	137,542	122,066	106,500	103,462	104,584	106,560	108,529
P3	137,242	126,461	134,070	133,031	103,140	104,252	116,495	135,107	148,121	159,677	171,233	182,790	176,020	168,296	155,106	138,454	121,056	117,815	114,405	115,222	117,281
P4	140,795	135,918	149,202	148,140	114,585	115,250	131,167	150,641	166,908	179,325	191,742	204,159	192,194	182,482	172,176	156,978	138,172	134,666	130,861	126,796	127,142
P5	121,393	112,208	126,367	126,855	95,662	96,541	108,485	126,040	138,173	148,125	158,077	168,029	160,071	150,723	142,546	133,881	121,590	120,708	117,758	114,331	110,611
P6	99,795	93,041	103,019	106,226	80,243	82,481	93,987	110,030	121,545	129,757	137,969	146,181	138,850	132,419	124,934	117,954	110,423	113,543	113,107	110,499	107,232
P7	43,784	34,902	37,376	33,461	25,717	25,721	31,570	34,469	39,095	42,525	45,955	49,485	48,929	47,409	45,906	43,913	41,945	45,030	46,382	46,290	45,305
S1	3,765	2,512	2,167	1,907	3,416	2,295	1,647	1,122	712	819	927	1,034	957	996	987	972	945	1,042	1,114	1,145	1,143
S2	4,670	3,156	3,010	3,252	1,736	2,107	1,790	1,855	1,102	1,273	1,445	1,616	1,646	1,517	1,562	1,534	1,494	1,626	1,793	1,918	1,973
S3	6,202	4,379	4,301	4,861	3,160	3,294	3,387	3,889	2,610	2,976	3,342	3,708	3,793	3,840	3,519	3,577	3,474	3,787	4,120	4,541	4,860
S4	8,925	11,098	9,841	10,828	8,914	9,610	8,444	10,240	9,559	10,888	12,217	13,547	14,203	14,442	14,524	13,228	13,230	14,378	15,626	16,952	18,626
S5	2,114	875	1,392	931	515	534	933	564	439	520	601	682	713	778	823	854	807	939	1,035	1,144	1,263
S6	2,622	2,015	1,964	1,888	1,527	1,543	1,424	1,336	1,235	1,474	1,714	1,953	1,839	1,901	2,051	2,148	2,204	2,334	2,708	2,992	3,308
Total, primary	900,376	829,657	883,782	873,677	588,243	593,203	682,635	778,349	857,754	921,150	984,545	1,047,940	996,510	937,242	869,178	792,169	707,088	703,583	696,794	690,681	688,280
Total, secondary	28,298	24,035	22,675	23,667	19,268	19,383	17,625	19,006	15,657	17,951	20,245	22,540	23,153	23,473	23,466	22,313	22,153	24,106	26,398	28,693	31,173
lower secondary	23,562	21,145	19,319	20,848	17,226	17,306	15,268	17,106	13,983	15,957	17,930	19,904	20,600	20,795	20,592	19,311	19,143	20,833	22,654	24,557	26,602
upper secondary	4,736	2,890	3,356	2,819	2,042	2,077	2,357	1,900	1,674	1,995	2,315	2,636	2,553	2,679	2,874	3,002	3,010	3,273	3,744	4,137	4,571

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21
Public																					
P1	204,351	188,702	190,681	184,893	64,347	65,351	81,161	87,252	89,328	89,771	90,215	90,659	81,381	70,640	60,372	50,704	41,692	42,151	42,972	43,764	44,503
P2	117,074	111,967	112,447	111,007	86,474	86,547	97,518	107,740	106,256	108,098	109,940	111,783	106,094	97,793	86,965	75,754	64,609	61,056	61,380	62,506	63,658
P3	121,757	113,679	119,224	117,429	91,867	92,440	102,638	118,047	117,852	119,267	120,683	122,099	116,009	109,322	100,160	88,436	76,169	72,736	68,802	68,791	69,941
P4	127,741	124,533	135,539	133,970	104,031	104,700	118,163	134,307	135,702	137,605	139,508	141,411	133,187	125,415	117,120	106,406	93,032	89,735	85,777	81,224	80,773
P5	110,498	102,735	115,091	115,224	87,118	87,899	97,954	112,992	112,164	113,660	115,155	116,650	111,523	105,735	99,969	93,620	85,237	84,644	81,872	78,351	74,270
P6	90,860	85,090	93,363	96,250	72,848	75,248	85,114	98,736	97,990	98,855	99,720	100,585	96,060	92,661	88,705	84,455	79,470	82,455	82,229	79,779	76,455
P7	40,932	32,443	34,376	30,522	23,685	23,507	28,517	30,725	30,303	30,691	31,079	31,467	29,948	29,631	29,582	29,239	28,619	31,317	32,589	32,581	31,667
S1	1,248	642	698	551	1,985	1,378	512	352	339	379	419	459	438	451	480	511	535	626	685	714	714
S2	1,754	957	1,119	998	774	847	543	583	523	594	665	736	731	694	708	745	784	919	1,075	1,179	1,230
S3	2,011	1,384	1,652	1,846	1,346	1,292	1,284	1,328	1,262	1,389	1,516	1,644	1,713	1,692	1,596	1,610	1,674	1,974	2,315	2,708	2,975
S4	3,811	4,686	4,757	4,688	4,371	4,435	3,900	4,736	4,541	4,967	5,393	5,819	5,941	6,166	6,076	5,710	5,696	6,644	7,831	9,187	10,747
S5	551	406	567	401	281	250	615	277	234	255	276	297	302	341	388	415	419	505	590	695	815
S6	1,021	949	1,082	765	671	828	813	735	657	715	773	831	799	805	899	1,012	1,071	1,213	1,459	1,704	2,007
Total, primary	813,213	759,149	800,721	789,295	530,370	535,692	611,065	689,799	689,594	697,947	706,300	714,653	674,203	631,197	582,874	528,614	468,828	464,095	455,622	446,996	441,266
Total, secondary	10,396	9,024	9,875	9,249	9,428	9,030	7,667	8,011	7,556	8,299	9,042	9,785	9,923	10,148	10,146	10,002	10,179	11,880	13,954	16,186	18,488
lower secondary	8,824	7,669	8,226	8,083	8,476	7,952	6,239	6,999	6,665	7,329	7,993	8,657	8,822	9,002	8,859	8,575	8,689	10,163	11,906	13,788	15,665
upper secondary	1,572	1,355	1,649	1,166	952	1,078	1,428	1,012	891	970	1,049	1,128	1,101	1,146	1,287	1,427	1,490	1,718	2,048	2,399	2,822
Private																					
P1	21,514	15,210	17,207	16,187	7,267	6,736	9,344	11,629	19,963	25,579	31,195	36,810	34,958	32,839	30,596	28,220	25,709	26,207	26,725	27,218	27,678
P2	14,428	11,248	13,413	13,877	10,808	10,324	12,908	15,441	28,366	38,292	48,219	58,145	58,013	54,642	50,576	46,312	41,891	42,406	43,203	44,054	44,871
P3	15,485	12,782	14,846	15,602	11,273	11,812	13,857	17,060	30,269	40,410	50,550	60,691	60,011	58,973	54,947	50,018	44,888	45,079	45,602	46,431	47,340
P4	13,054	11,385	13,663	14,170	10,554	10,550	13,004	16,334	31,206	41,720	52,234	62,748	59,006	57,068	55,056	50,572	45,140	44,931	45,084	45,572	46,369
P5	10,895	9,473	11,276	11,631	8,544	8,642	10,531	13,048	26,009	34,465	42,922	51,379	48,548	44,988	42,576	40,261	36,353	36,064	35,885	35,980	36,341
P6	8,935	7,951	9,656	9,976	7,395	7,233	8,873	11,294	23,555	30,902	38,249	45,596	42,789	39,758	36,228	33,499	30,953	31,088	30,878	30,720	30,777
P7	2,852	2,459	3,000	2,939	2,032	2,214	3,053	3,744	8,792	11,834	14,876	17,918	18,981	17,778	16,324	14,674	13,326	13,713	13,792	13,709	13,638
S1	2,517	1,870	1,469	1,356	1,431	917	1,135	770	373	440	508	575	519	545	507	462	410	417	429	432	429
S2	2,916	2,199	1,891	2,254	962	1,260	1,247	1,272	579	679	779	880	916	824	854	789	710	707	718	738	743
S3	4,191	2,995	2,649	3,015	1,814	2,002	2,103	2,561	1,349	1,587	1,826	2,064	2,080	2,148	1,923	1,966	1,800	1,813	1,805	1,833	1,885
S4	5,114	6,412	5,084	6,140	4,543	5,175	4,544	5,504	5,018	5,921	6,825	7,728	8,262	8,276	8,448	7,518	7,533	7,734	7,796	7,766	7,879
S5	1,563	469	825	530	234	284	318	287	205	265	325	386	412	437	435	439	387	433	446	449	448
S6	1,601	1,066	882	1,123	856	715	611	601	578	759	941	1,122	1,040	1,096	1,153	1,137	1,133	1,122	1,250	1,289	1,300
Total, primary	87,163	70,508	83,061	84,382	57,873	57,511	71,570	88,550	168,161	223,203	278,245	333,287	322,307	306,046	286,304	263,556	238,260	239,489	241,171	243,685	247,014
Total, secondary	17,902	15,011	12,800	14,418	9,840	10,353	9,958	10,995	8,101	9,652	11,203	12,755	13,230	13,325	13,320	12,311	11,974	12,226	12,443	12,507	12,685
lower secondary	14,738	13,476	11,093	12,765	8,750	9,354	9,029	10,107	7,318	8,628	9,937	11,247	11,778	11,792	11,732	10,735	10,454	10,671	10,748	10,769	10,937
upper secondary	3,164	1,535	1,707	1,653	1,090	999	929	888	783	1,024	1,266	1,508	1,452	1,533	1,588	1,576	1,520	1,555	1,695	1,738	1,748
Public																					
Primary Intake Rates	154%	143%	142%	139%	157%	154%	156%	161%	167%	172%	171%	163%	155%	147%	138%	130%	130%	130%	130%	130%	130%
Public	131%	123%	120%	117%	131%	128%	129%	131%	130%	127%	122%	113%	105%	97%	88%	80%	80%	80%	80%	80%	80%
Private	23%	19%	22%	23%	25%	26%	27%	30%	37%	44%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Share of public intake	85%	86%	85%	84%	84%	83%	83%	81%	78%	74%	71%	69%	68%	66%	64%	62%	62%	62%	62%	62%	62%

Note (column C9): For adjustable parameters: go to sheet "Enrolment assumptions" to change

Indicator																						
Promotion/ transition rates, public and private [for reference]																						
P7 -> S1								64%	67%	69%	64%	68%	70%	72%	74%	76%	76%	76%	75%	75%	76%	…
S4 -> S5								30%	30%	30%	31%	31%	33%	34%	36%	38%	39%	40%	40%	41%	42%	…
Promotion rates, public [adjustable parameters]																						
P1 -> P2	59%	63%	63%	63%	64%	67%	66%	62%	63%	63%	66%	62%	68%	71%	73%	75%	75%	75%	75%	75%	75%	75%	
P2 -> P3	85%	91%	92%	91%	92%	96%	92%	90%	92%	92%	91%	90%	92%	92%	93%	94%	94%	94%	94%	94%	94%	94%	
P3 -> P4	86%	91%	90%	90%	90%	93%	90%	89%	89%	89%	90%	89%	91%	92%	92%	93%	93%	93%	93%	93%	93%	93%	
P4 -> P5	73%	78%	78%	78%	78%	82%	79%	77%	76%	76%	78%	77%	80%	82%	84%	85%	85%	85%	85%	85%	85%	85%	
P5 -> P6	70%	74%	73%	73%	73%	78%	74%	73%	72%	72%	74%	72%	76%	78%	81%	83%	83%	83%	83%	83%	83%	83%	
P6 -> P7	58%	63%	61%	62%	62%	65%	62%	59%	59%	59%	62%	59%	65%	68%	71%	74%	74%	74%	74%	74%	74%	74%	
Repetition rates, public [adjustable parameters]																						
P1	11.3%	11.9%	11.5%	4.0%	4.2%	5.3%	5.6%	5.6%	5.6%	5.6%	5.1%	5.6%	4.7%	4.3%	3.9%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%	
P2	9.9%	10.3%	10.3%	8.0%	8.3%	9.4%	9.9%	9.9%	9.9%	9.9%	9.1%	9.9%	8.4%	7.6%	6.9%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	
P3	10.0%	10.9%	10.8%	8.5%	8.7%	9.8%	10.7%	10.7%	10.7%	10.7%	9.9%	10.7%	9.1%	8.3%	7.5%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	6.7%	
P4	11.0%	12.2%	12.1%	9.4%	9.7%	11.1%	12.2%	11.8%	12.2%	12.2%	11.3%	12.2%	10.4%	9.5%	8.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	7.6%	
P5	11.2%	12.4%	12.1%	9.1%	9.4%	10.7%	11.8%	12.5%	11.8%	11.8%	10.9%	11.8%	10.0%	9.1%	8.3%	7.4%	7.4%	7.4%	7.4%	7.4%	7.4%	7.4%	
P6	11.7%	12.9%	12.7%	9.5%	9.9%	11.4%	12.5%	12.5%	12.5%	12.5%	11.6%	12.5%	10.6%	9.7%	8.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	7.8%	
P7	7.2%	7.7%	6.6%	5.1%	4.9%	6.1%	6.3%	6.3%	6.3%	6.3%	5.8%	6.3%	5.3%	4.9%	4.4%	3.9%	3.9%	3.9%	3.9%	3.9%	3.9%	3.9%	
S1	0.4%	0.4%	0.3%	1.1%	0.8%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	
S2	0.7%	0.7%	0.6%	0.5%	0.5%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	
S3	1.1%	1.3%	1.3%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.9%	0.8%	0.9%	0.7%	0.7%	0.6%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	
S4	4.3%	4.0%	4.1%	3.5%	3.4%	3.2%	3.6%	3.6%	3.6%	3.6%	3.3%	3.6%	3.0%	2.8%	2.5%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	
S5	1.1%	1.4%	0.8%	0.7%	0.6%	1.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	
S6	3.1%	3.1%	1.9%	1.5%	2.0%	2.3%	1.8%	1.8%	1.8%	1.8%	1.7%	1.8%	1.6%	1.4%	1.3%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	
Dropout rates, public [for reference]																						
P1	29.5%	25.1%	25.5%	33.3%	31.4%	27.3%	28.6%	32.8%	31.3%	31.3%	29.3%	32.1%	27.2%	25.2%	23.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%	21.1%	
P2	4.8%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
P3	4.2%	0.0%	0.0%	1.8%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
P4	15.6%	10.0%	10.1%	12.8%	12.5%	6.5%	9.1%	11.2%	11.3%	11.3%	10.5%	11.2%	9.6%	8.8%	7.9%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	7.1%	
P5	18.5%	13.7%	15.2%	17.6%	17.4%	10.9%	13.7%	15.4%	16.0%	16.0%	14.8%	15.7%	13.6%	12.4%	11.2%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	
P6	29.9%	24.6%	26.1%	28.6%	29.0%	23.2%	26.0%	28.8%	28.4%	28.4%	26.2%	28.6%	24.1%	22.0%	19.9%	17.7%	17.7%	17.7%	17.7%	17.7%	17.7%	17.7%	
P7	34.5%	33.1%	32.3%	35.3%	40.6%	32.9%	38.0%	55.6%	48.7%	48.7%	45.0%	52.1%	41.4%	37.7%	34.1%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	30.4%	
S1	14.6%	8.0%	4.4%	5.0%	13.9%	0.0%	11.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
S2	17.6%	8.0%	4.9%	5.9%	14.9%	0.0%	13.4%	0.0%	1.5%	1.5%	1.4%	0.0%	1.4%	1.3%	1.2%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	
S3	16.6%	9.1%	6.3%	8.1%	18.6%	3.2%	18.4%	7.5%	9.8%	9.8%	9.4%	8.8%	8.9%	8.4%	7.9%	7.4%	7.4%	7.4%	7.4%	7.4%	7.4%	7.4%	
S4	58.0%	57.2%	56.8%	66.1%	70.6%	63.6%	72.1%	65.5%	66.1%	66.1%	62.8%	65.8%	59.5%	56.2%	52.9%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	49.6%	
S5	7.3%	12.2%	0.0%	6.2%	15.6%	0.0%	17.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
S6	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	…	

> *Note: cells in the "Promotion rates, public" and "Repetition rates, public" label areas read "For adjustable parameters: go to sheet 'Enrolment assumptions' to change".*

Annex G: GGU-2019-Grade Summary Results Template Grade Summary

2019 : Grade Summary_Uganda

Grade	Sex				Total	Average (%)
	F (#)	F (%)	M (#)	M (%)	(#)	
Drop Out	92	3%	134	5%	226	4%
Grade 1	2	0%	0	0%	2	0%
Grade 2	240	7%	216	8%	456	7%
Grade 3	540	16%	473	17%	1,013	16%
Grade 4	2,543	75%	2,061	73%	4,604	74%
Grade 5	58	2%	55	2%	113	2%
Total	3,383		2,805		6,188	
Average (F/M)		55%		45%		

2018-19 : Grade Summary_SuperCell

Grade	Sex				Total	Average (%)
	F (#)	F (%)	M (#)	M (%)	(#)	
Grade 1	2	0%	4	0%	6	0%
Grade 2	240	7%	216	8%	456	7%
Grade 3	540	16%	473	17%	1,013	16%
Grade 4	2,543	75%	2,061	73%	4,604	74%
Grade 5	58	2%	55	2%	113	2%
Total	3,383		2,809		6,192	
Average (F/M)		55%		45%		

NUEP 2019 Placement Results

Bar chart:
- Grade 5: 2%
- Grade 4: 74%
- Grade 3: 16%
- Grade 2: 7%
- Grade 1: 0%
- Drop Out: 4%
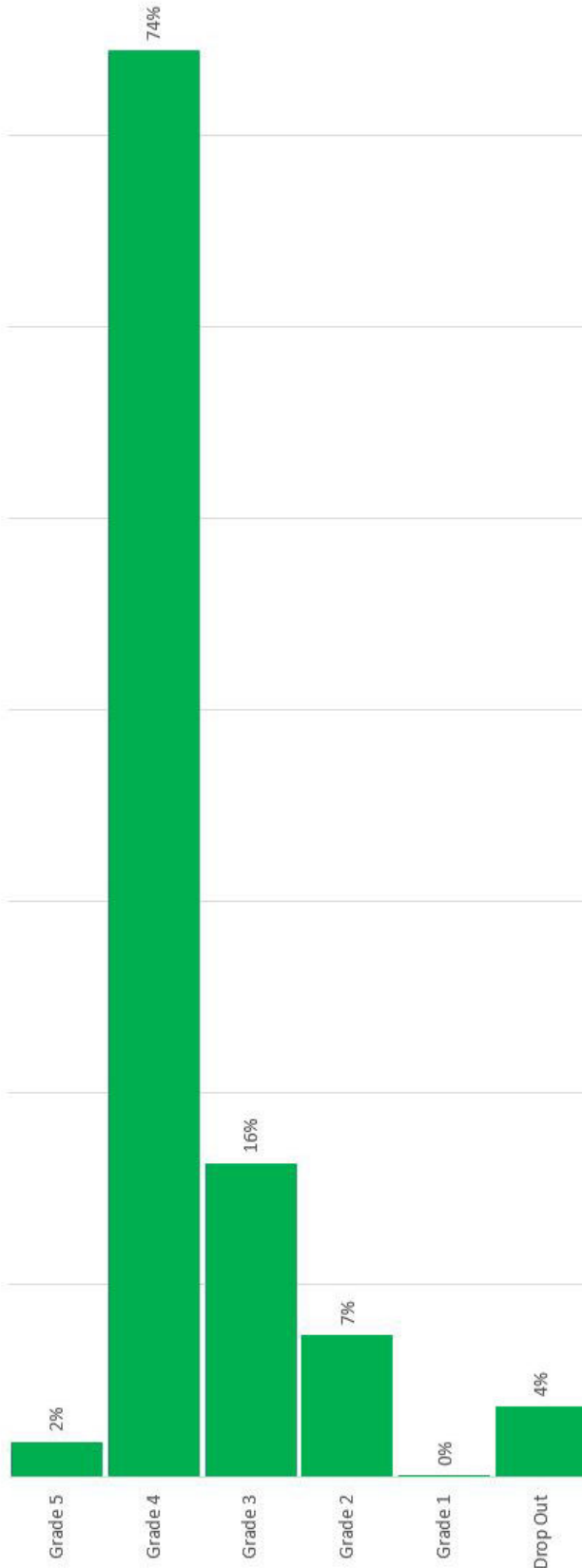
2019 : Grade Summary _ CPs

Grade Level Summary

Client/CP	Enrolled	Drop Out M	Drop Out F	Grade 1 M	Grade 1 F	Grade 2 M	Grade 2 F	Grade 3 M	Grade 3 F	Grade 4 M	Grade 4 F	Grade 5 M	Grade 5 F	Grade Total M	Grade Total F	Grade Total M&F
AEI	1,206	0	0	0	0									0	0	0
AR	1,590	19	21	0	0	16	26	50	80	477	901	0	0	543	1,007	1,550
CHAFORD	1,080	34	20	3	2	41	54	133	127	328	326	6	6	511	515	1,026
CSG	1,410	40	34	0	0	107	104	170	202	361	395	0	0	638	701	1,339
HPH	1,235	0	0	0	0	36	36	56	62	477	478	0	0	569	576	1,145
ZOA	1,200	41	17	1	0	16	20	64	69	418	443	49	52	548	584	1,132
Total	7,721	134	92	4	2	216	240	473	540	2,061	2,543	55	58	2,809	3,383	6,192