



Save the Children

I'M LEARNING SUMMATIVE REPORT



May 2018

Save the Children Norway

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Executive Summary

Background

The foundation for the *I'm Learning* programme approach is the Quality Learning Environment (QLE) framework, developed by Save the Children for basic education and early childhood development programs. The framework outlines twenty-eight sub-standards across four guiding principles that Save the Children believes should be present in a school or learning environment to support children's learning and wellbeing. The four Guiding Principles (GPs) are:

- GP 1: Emotional and psychological protection
- GP 2: Physical protection
- GP 3: Active learning process, improved learning outcomes
- GP 4: Close collaboration between school & parents/community

To operationalize the QLE framework, Save the Children Norway (SCN) developed *I'm Learning* which uses the QLE framework to help Country Offices think about quality education in a structured and holistic way, thereby creating enabling learning environments for effective teaching and learning. From 2013 to 2017, SCN implemented a pilot of *I'm Learning* in a total of 32 schools¹ across three countries: Cambodia, Uganda, and Zimbabwe.

Using the QLE framework as a starting point, each country worked to develop contextualized project interventions that improved learning environments and to document the process, methods, and results of the QLE pilot project in their country. Looking across these three pilot projects, SCN sought to develop and document effective and sustainable QLE-based programming approaches for improving the quality of basic education; develop, test, and document specific programme interventions that are responding directly to the indicators in the QLE framework; and to advocate with Ministries of Education (MoE) about the importance of the quality of learning environments and its impact on children's learning and development, based on the experience from the pilot project and findings from *I'm Learning's* longitudinal research.

By examining project documentation, longitudinal research carried out by each pilot country (in partnership with external academic partners), as well as project monitoring and evaluation data, and qualitative feedback from all project stakeholders this paper summarizes the total *I'm Learning* pilot project. The paper draws final conclusions and presents a set of recommendations for Save the Children's continued programme development for participatory school improvement linked to the Quality Learning Framework.

Country Snapshots

I'm Learning took different forms in each country, embodying the project's intention to encourage contextualisation. What resulted from this flexibility was three country projects with different character, emphasis, and interventions, while maintaining the same objectives and goals. While each Country Office had defining characteristics for the project, each did embrace rights-based holistic approach and had programme interventions that addressed each Guiding Principle.

Cambodia's project was characterized by the strengthening the existing School Support Committee (SSC) structure to a broader, more inclusive School Development Committee (SDC) that empowered learners and parents to take a more active role in their own schooling. Accompanied by intensive teacher professional development (TPD), increased accountability of teachers was an important focus. Uganda's project focused heavily on school infrastructure (especially WASH related) and children's psychosocial needs, ensuring children have access to appropriate mental health services through the

¹ 15 schools in Cambodia; 11 schools in Uganda; 6 schools in Zimbabwe

school and community systems. Zimbabwe, while supporting TPD and SDC engagement, also emphasized inclusive education, thereby ensuring children with disabilities had access to school facilities including classrooms and latrines. Like Cambodia, both Uganda and Zimbabwe's projects aimed to amplify stakeholder voices and ensure meaningful children's participation in their own learning.

Results

Financial Inputs

From 2014 to 2017, the pilot project spent a total of USD 3,847,611. Of this, USD 553,571 went to longitudinal research and USD 3,294,040 went to programmatic costs. Of the total programmatic costs, 62.9% (\$2,072,083) was allocated to Cambodia. Uganda and Zimbabwe spent 23.04% (\$758,910) and 14.06% (\$463,047), respectively. The average annual cost per school for Cambodia, Uganda, and Zimbabwe was \$34,534, \$22,997, and \$25,724, respectively.

The level and efficiency of resourcing (both human and financial) contributed to the depth and pace of change brought to results in *I'm Learning's* implementation sites. Cambodia's much larger level of resourcing influenced this significantly. Cambodia and Uganda were more efficient than Zimbabwe, allocating 63% of programme expenditure to direct activity costs, compared to Zimbabwe's 41%. Interestingly, this trend also continued to the intensity of SC staffing support, with Cambodia averaging one project staff for every two intervention schools and Zimbabwe with one for every six schools.

Outputs

Over the length of the pilot, it is estimated that the project reached a total of 26,492 students (13,005 girls). It is slightly more difficult to track the number of teachers involved in the project, due to high teacher turnover and transfers, but it is estimated that a total of 533 teachers participated in the project.

While trainee numbers were not tracked, the project also trained government officials (commune councils, district, and regional education offices), parents, School Management Committees, and community members.

Additionally, the work produced numerous teaching and learning materials. Infrastructure was also improved through the construction/installation of WASH interventions as well as school/classroom renovations.

QLE Outcomes

Schools engaged in the pilot project used the QLE assessment tool to routinely measure progress against the QLE sub-standards. In addition to this monitoring and evaluation data, the research teams also carried out QLE assessments in the research sites (a sub-set of the intervention schools as well as comparison sites).

Both the M&E data and the research teams found that Cambodia's programme had significant positive change on all four Guiding Principles. For Uganda's project, both monitoring and research data indicated slight to moderate impact on all guiding principles. Zimbabwe's project observed modest positive change on all Guiding Principles except GP 4. Despite variability in the strength of quantitative results, qualitative data in all three countries described significant improvements across the four guiding principles

Learning Outcomes

While the quantitative data is mixed in terms of impact, there are some encouraging findings. Firstly, the longitudinal research shows evidence of significant improvement in literacy outcomes in Cambodia and Uganda. Monitoring data further supports this finding in Cambodia, but contradicts the findings

in Uganda and Zimbabwe, with Uganda's monitoring data showing decreases in literacy outcomes and Zimbabwe's monitoring data showing large increases in literacy among both lower and upper grades.

Numeracy data is similarly inconsistent, with no clear trend across the three countries. Cambodia's longitudinal research showed no change in numeracy performance among intervention schools where as the monitoring data showed improvement. Uganda's longitudinal research observed significant improvement in numeracy outcomes, whereas its monitoring data showed decreases in numeracy outcomes. Zimbabwe observed significant decreases in numeracy outcomes within the longitudinal research, which was confirmed by the project monitoring data. As such, there is no consistent evidence that the project impacted numeracy outcomes.

The inconsistent quantitative findings are likely to be due to two reasons. Firstly, the longitudinal research examined improvement in terms of average scores, but the project monitoring data used proportion of children in target grades who passed learning outcome tests in each academic year. Secondly, there may be methodological issues with the way literacy and numeracy assessments were carried out. Given these inconsistencies, the project relies heavily on qualitative data, which across all three countries, describes improvement in literacy outcomes resulting from *I'm Learning*.

While qualitative data strongly supported impact on literacy outcomes within the project sites, qualitative findings in numeracy highlight the challenges the project faced within numeracy. Qualitative data highlights the challenges learners and teachers face in numeracy and suggest that if the *I'm Learning* project focused more heavily on numeracy interventions moving forward, there is the potential to see project impact in this area.

While there was little to no impact observed on life skills assessments across the three countries, qualitative data across all three countries show improvements in life skills. This perhaps points to issues with the quantitative tools used to measure life skills within *I'm Learning*.

QLE and Learning Outcomes

The research teams also examined the relationship between QLE achievement and learning outcomes. There is strong evidence of positive relationships between the QLE Guiding Principles and learning outcomes, particularly in the lower grades. This substantiates the importance of QLE programming for educational achievement.

Results Interpretation

While the quantitative data presented by the research team is mixed in terms of impact, there are several important and encouraging findings. Importantly, through the interrelationship analysis presented by the research team, the project logic holds – that the Guiding Principles are associated with learning outcomes. While the longitudinal research exhibited positive outcomes in literacy, weaker results in numeracy, and little to no results in life skills, it did observe important impact on QLE indicators and this impact was increasing over the length of the project. This is especially important considering that the project sites often took at least a year or two to fully implement the project. Therefore, it is likely that *I'm Learning's* impact would be seen over length of time that is greater than the length of the presented research. Ongoing longitudinal research in to learning outcomes is highly recommended.

In addition to the overall examination of results, it is necessary to look at different types of schools. Each country in the *I'm Learning* pilot selected to intervene in a range of schools – those who performed decently well but clearly needed additional support and those that were extremely struggling (or even at the point of closing). The project was extremely effective at helping to raise the struggling schools to a point of functioning again. Thus, the project was quite effective at achieving Save the Children's mandate to target the most marginalized students.

Emerging Project Model and Best Practices

Across the three sites there is strong evidence that *I'm Learning* successfully enables Country Offices and its partners to take on the holistic perspective of education, considering the many facets of a learners' life and how all of these facets influence a learning environment. All three pilot projects utilized all four guiding principles and recognized the importance of integrating across the four guiding principles. The QLE framework and accompanying assessment tools were effective in aligning stakeholders to common objectives and creating an evidence-informed programming. Two key characteristics of successful *I'm Learning* implementation that emerged from the project was strengthening of parent/community structures as well as promoting student leadership and ownership. By breaking down the barriers between stakeholders, the project ensured that interventions were locally relevant and encouraged sustainability.

While each country implemented their contextualized project differently, the following set of four implementation phases emerged from the pilot sites. Through reflection workshops the associated best practices within each step were identified.

Phase 1. Identify needs of the learner, school, and community using the QLE Assessment.

- 1.1 Ensure QLE assessments are collaborative, involving all stakeholders: learners, teachers, head teachers, parents, community members, and ministry officials.
- 1.2 Provide timely communication of assessments results that enable QLE sub-standards to be embedded within existing community and school development plans.
- 1.3 Align all stakeholders to the QLE sub-standards by ensuring that all stakeholders know and understand QLE assessment results.

Phase 2. Collaboratively (with all stakeholders) plan and develop interventions that address those needs.

- 2.1 Prioritize interventions based on need and resources available to the school.
- 2.2 Utilize site visits to help stakeholders learn from other schools and innovate.
- 2.3 Recognize the role each stakeholder can play and, most importantly, where partners are needed.

Phase 3. Implement those interventions, building in local ownership of those interventions.

- 3.1 Emphasize accountability and transparency between the school and community by posting budgets, income, and expense reports so that all stakeholders can view. Additionally, invite parents to the schools regularly to help break down any barriers that exist.
- 3.2 Provide learners with opportunity to make decisions regarding their schools through structure interventions like school clubs, Junior SDCs, or student councils.
- 3.3 Engage with Ministry of Education officials from the beginning so that all efforts align with and integrate to ministry and curriculum standards.
- 3.4 Effective in-depth training and ongoing coaching/supervision of teachers
- 3.5 Establish an inclusive and broad-based School Management Committee (SMC).
- 3.6 Identify and address any underlying causes of SMC dysfunction. This can be an effective role for Save the Children to play, being an outside voice.

Phase 4. Measure Progress, Reflect, and Plan

- 4.1 Facilitate annual reflection and planning workshops, aligned with School Improvement Plan timeline, with all stakeholders.
- 4.2 Accommodate other local stakeholders into planning. This helps schools gain access to additional resources and support.
- 4.3 Align government tools with QLE assessment tool. Doing so ensures that the efforts align to government standards and reinforce existing structures.

Strengths

The summative review of the project found that the strongest aspect of the *I'm Learning* project is that it empowers communities to identify local priorities and solutions to problems within the school. It therefore encourages a bottom-up approach. Being bottom-up, as opposed to top-down, it is more likely that the project interventions will be sustainable, although further research into *I'm Learning's* sustainability is needed.

The QLE framework sub-standards align stakeholders to a common understanding of quality education and common objectives. Therefore, setting boundaries of what to emphasize and support in terms of school development. This process is carried out through effective use of the QLE assessment tool.

Alongside the empowerment factor, the project supported schools in identifying and securing their own resourcing for school improvements. Within this paradigm, *I'm Learning* is a valued funding source, but one that can be replicated, not situated as a one-off opportunity for intervention schools.

Reflection workshops and stakeholder interviews revealed that an essential component of the *I'm Learning* project concerned effective school leadership and management. Where school leadership and management was more effective, it acted as a driving force for change and improvement. Conversely, less effective leadership and management suppressed a school's results, despite similar interventions from the project. Through the empowerment of school management committees, establishment of classroom committees and strengthening of children's councils, the *I'm Learning* pilot project experienced that stronger involvement and participation on school management and leadership contributed to a mind shift around quality education and joint ownership and responsibility for creating good learning environments for children. Moving forward, Save the Children Norway (SCN) has decided to emphasize and further develop this component.

Challenges

As this was a pilot project, there was a long start-up phase in which countries became familiar with the programming approach. This resulted in the pilot projects requiring generally a longer start-up phase than had been initially planned. While the project was meant to start in 2014, it wasn't until 2015 that interventions were truly being implemented.

Two of the pilot sites also used cascade training models, which led to deteriorating quality of project implementation. Stakeholders expressed dilution of training inputs resulting from this approach, which was not the original intent of the project.

Across the three pilot sites, funding significantly differed. This resulted in Uganda having insufficient resourcing and Cambodia having abundant resourcing. It is possible that given different funding allocation, Uganda could have seen greater project impact. Given these differences, it is challenging to compare project impact and results across the three pilot sites.

The pilot project implemented rigorous longitudinal research alongside the pilot projects. While this provided useful insights to the project implementation and impact, there were numerous challenges that resulted from a project being designed and adapted alongside a rigorous research framework. There was therefore a misalignment between a bottom-up, contextualized project design and a rigid research design that didn't effectively capture some of the emergent project developments.

Similarly, the monitoring and evaluation tools and approaches were adapted throughout the pilot project, which led to inconsistent data.

Finally, while it is recognized that a defining characteristic and strength of *I'm Learning* is the fact that the QLE framework allows for country-specific contextualisation, interventions, and innovations, it also

poses a significant challenge for project model development. The project struggled to provide enough structure that ensures rigour and fidelity of project implementation, while also allowing the project to be tailored to the needs of each country.

Recommendations Moving Forward

Firstly, and most importantly, this project is successful in considering, enhancing, and establishing quality learning environments from the holistic perspective. The project examines root causes of poor enrolment, attendance, and performance – and works to address those causes. Most education initiatives right now are focused on learning outcomes, which is admirable given the global learning crisis, but often these initiatives are only targeting learning outcomes to the exclusion of more holistic programming. While the intent of the pilot project was to enhance learning outcomes, and there are initial indications of improvement in this area, there are certainly encouraging steps being taken to improve learning environments.

In all three pilot countries there are nationwide early grade literacy initiatives. The teacher training colleges and departments in all three countries seemed inundated by teacher training initiatives. Given that most initiatives (both from international non-profits as well as MoE-driven) focus on literacy outcomes, there is an opportunity to build out the numeracy and life skills components of *I'm Learning*. By gathering robust evidence regarding these pieces now, Save the Children could have a strong influence on ministry policy in these two areas in coming years.

Often a missing piece in the global and national literacy initiatives is the development of community support which not only encourages home support and involvement in school but also helps build the sustainability of the project. *I'm Learning* has done this in a unique way – by galvanizing support and aligning stakeholders to the QLE framework indicators. The success of this approach through *I'm Learning* is extremely encouraging – suggesting that communities do quite a lot to solve their own problems, if they are aligned to clear objectives. This could add a lot to the global development sector's knowledge regarding how best to work with communities.

Additionally, there is the potential for the project to truly revolutionize the most-deprived schools in the targeted countries. This works in two ways. In the three countries, the schools rely on parent levies to invest and improve the school. At times, enrolment is so low that funds are very limited for that investment. Save the Children can help bridge that gap, sparking school improvements and attracting more learners for enrolment. In other settings (such as Zimbabwe), the government requires the schools to reach a certain minimum standard before it's formally recognized by the government and before it receives any support from the government. In this case, Save the Children can help schools achieve this minimum standard.

Finally, it is important to recognize the role Save the Children plays in the schools and communities. Project stakeholders described the benefit of having Save the Children's voice active in school and community conversations, as an 'outside' and often unbiased, civil society voice. In relations where there are assumptions and tensions, this external voice can be extremely beneficial to facilitate better relations between stakeholders.

I. Introduction

Background

Save the Children believes that education is a fundamental and enabling right and must be equitably realised for all children. The organization is committed to ensuring every last child survives, learns and is protected, and quality education is necessary to achieve this vision.

Save the Children's Education Strategy for 2012-15, *Moving ahead on education*, the first strategic objective within basic education was:

Schools and informal learning situations supported by Save the Children are Quality Learning Environments (QLEs).

This objective built upon a global movement for raising educational outcomes, with the Education for All (EFA) goals and the Millennium Development Goal 2 placing education on the global agenda and scheduled target for 2015 emphasising completion of primary education. School enrolment increased significantly, however, in many countries investment in human, material and financial resources didn't keep pace with the demand of many more children enrolled and attending school. Schools struggled to educate children with the provided classroom infrastructure and availability of trained teachers. There simply were not sufficient resources to ensure a good learning environment. Furthermore, the children who were newly enrolled in school were often those who came from poor families, with the weakest home and community resources to succeed. The combination of these factors and many more have led to children leaving school without the necessary qualifications and skills.²

Moving forward in pursuit of all children learning from a quality basic education, Save the Children seeks to understand what circumstances promote children's learning and wellbeing, taking a broad perspective on learning and development. Save the Children aims to not only improve the cognitive learning outcomes from school, like numeracy and literacy, but aims to improve children's opportunity to develop as human beings and citizens through their basic education. This implies a rights-based holistic approach to the quality in education debate, targeting i) the physical and psycho-social protection of children in school, ii) improved knowledge, skills, resources and practices for school-based teaching and learning, and iii) the collaboration between the community, the parents and the school in the children's learning process. With this, Save the Children developed a global Quality Learning Environment (QLE) framework, encompassing guiding principles and indicators that define a good quality learning environment. The framework includes a monitoring instrument to measure progress and results in efforts to improve basic education quality. The tool was designed to be used as an assessment tool, a monitoring instrument, and a planning guide.

From 2013 to 2017, Save the Children Norway implemented the pilot of *I'm Learning*, which operationalizes the QLE framework, in 3 countries: Cambodia, Uganda, and Zimbabwe. Funded by Norad through 1-year extra funding for year 2013 and 2014, and then as part of the 2015-2018 Norad Framework agreement, the project aimed to improve the quality of the learning environments in target schools and strengthen enabling factors for the improvement of children's learning and development.

The pilot project explored and tested how SCI's Quality Learning Environment (QLE) framework and associated QLE data could be used to inform programme planning and management. Each of the three Country Offices' developed their own contextualized interventions and activities to assist schools in achieving the QLE framework's four guiding principles and twenty-eight indicators, creating a unique country-specific programming model. Simultaneously, each country office had a research initiative to explore, monitor and document the correlation between improvements in the learning environment and children's improved learning and development.

² UNESCO estimates that of the children aged 6-14, 617 million (60% of population group) are not achieving minimum proficiency levels in reading and mathematics. UNESCO Institute for Statistics, Fact Sheet No.46, September 2017.

By running the project in three separate contexts, the pilot of *I'm Learning* aimed to develop and test a QLE-based programming approach that could be replicated and applied widely across Save the Children and partners to improve the quality of learning environments.

Overview of *I'm Learning*

The foundation for the *I'm Learning* pilot project is the Quality Learning Environment (QLE) framework developed as a monitoring and evaluation tool for education programs across Save the Children (2012) to assess the quality of learning environments. The QLE framework is designed as a comprehensive assessment tool that allows for systematic and nuanced measurements of the quality of the learning environment based on four guiding principles:

- GP1: Learning environments ensure children's emotional and psycho-social protection
- GP2: Learning environments are physically safe
- GP3: Teachers encourage an active, child-centred learning process
- GP4: Parents and communities actively support the children's learning process

Each of the four guiding principles has a set of indicators (refer to Figure 1) which determine whether the guiding principle has been achieved or not, and each of the indicators has a scoring scale from 1 to 4 with detailed descriptions for each score.³

GP 1: Emotional and Psychological Protection	GP 2: Physical Protection	GP 3: Active learning process, improved learning outcomes	GP 4: Close collaboration between school & parents/ community
I.1 Child Safeguarding Policy/Code of conduct for learners and teachers ensuring wellbeing is in place	2.1 An area or space for learning exists that is safe for all learners	3.1 Teachers are present for their classes	4.1 SMC/PTA includes representatives from a cross-section of the community
I.2 School has mechanism in place for receiving and responding to complaints	2.2 Safe drinking water is available for learners and staff	3.2 Teachers have specialized training and national qualifications where they exist	4.2 Teachers and parents collaborate on key issues affecting the children's learning process
I.3 Learning environments are free of discrimination, violence, intimidation, bullying and harassment	2.3 Adequate sanitation facilities are available for all learners	3.3 Teachers are provided continuous support to improve their practice in key areas specific to their role	4.3 Parents and communities are trained in how they can support the children's learning process
I.4 The teacher interacts with all learners in a positive and respectful manner regardless of their background	2.4 The play area is safe for all learners	3.4 Learning is supported through the use of relevant visual aids and other teaching materials	
I.5 Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support	2.5 Learning environments are accessible to the populations they serve in terms of hours, locations and fees	3.5 Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes	
	2.6 Learners participate in health-promotion programs	3.6 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning	
	2.7 A minimum of health services is provided to learners	3.7 Teachers ask individual questions and interact with the learners.	
	2.8 A School Disaster Management Plan, addressing disasters with the strongest likelihood, is in place	3.8 Teachers use some form of informal or formal learning assessment	
		3.9 Teachers are trained on child rights and child protection	
		3.10 Learners' participation is ensured during development and implementation of teaching and learning activities.	
		3.11 Learners participate actively in decision making activities in their schools.	
		3.12 The learning environment encourages expression of child rights and learners are knowledgeable about their rights.	



Figure 1. Quality Learning Environment Guiding Principles and Sub-Indices

The QLE framework has been through a process of contextualization in each country to ensure local relevance and the use of culturally appropriate and understandable concepts. In all three pilot countries this was done through a consultative process involving the Ministry of Education and local stakeholders. Based on the contextualized QLE framework, QLE data collection tools are developed

³ See Annex 1 for a reference for the global tool, as well as examples of country contextualised versions.

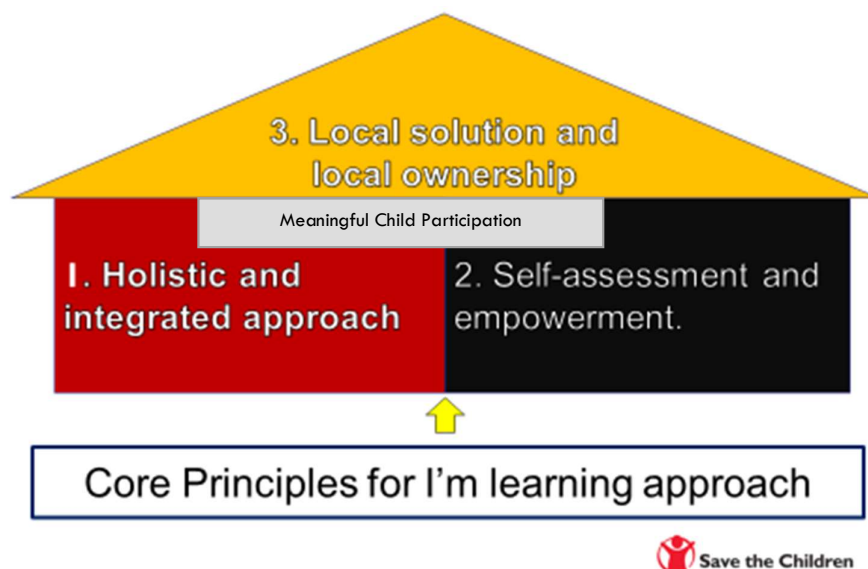
at country level to guide interviews, focused group discussions and observations of the learning environment.

The scoring of the items within each indicator is informed by quantitative and qualitative evidence collected through a thorough assessment of the schools as well as reference to government standards, review of existing procedures, and assessing the technical strength of the practice. In-depth and structured qualitative consultations with key stakeholders such as learners, parents, teachers and school management are also conducted. These data are triangulated to provide a holistic picture of the learning environment and final scores on each sub-standard.

As such, the QLE framework and its accompanying assessment tool provides a holistic perspective on the quality of education in the target schools, supporting these schools to identify strengths and gaps of learning environment. To improve on QLE in target schools and achieve impact, school stakeholders are mobilized and supported with capacity development initiatives to assess, analyze and find solutions to problems in the schools. Based upon the QLE assessment results, interventions are planned, designed and implemented in an integrated manner across sub-themes and in conjunction with other sectors. Through high level of participation and consultation across stakeholders at all levels and steps of the assessment, planning, implementation and monitoring – the school communities, local education authorities, and other local government entities (eg health centres) feel ownership and responsibility for the project and achieving results in line with their own identified priorities and solutions.

The *I'm Learning* pilot project explored and tested different and extended uses of the QLE framework beyond project monitoring, including project management and planning, and use of the QLE data to inform these areas. *I'm Learning's* approach therefore operationalised the QLE framework at the school level, creating a QLE-based programming approach to school improvement. The project emphasizes bottom-up development and strong local ownership through close collaboration with Government at national and local level.

Figure 2: *I'm Learning* Programme Model for Country Offices



***I'm Learning* Pilot Goals and Objectives**

The *I'm Learning* pilot aimed to establish a QLE-based programme approach that could be replicated and taken to scale within Save the Children and externally by national governments and partners. The project sought to provide empirical evidence that holistic project design in education is more effective in achieving an impact on children's lives, and positive effect on their learning and development. The objectives of the pilot were to:

- develop and document an effective and sustainable QLE-based programming approach for improving the quality of basic education which can be replicated and taken to scale.
- develop, test and document specific programme interventions that are responding directly to the indicators in the QLE framework.
- advocate with Ministries of Education about the importance of the quality of the learning environments and its impact on children's learning and development, based on the experiences from the pilot project and findings from the *I'm Learning* research.

It was recognized that this requires a robust evidence-base on the effectiveness of the approach and documentation of interventions, implementation models, costs associated with these interventions, and tools that have been developed to implement and monitor QLE-based interventions.

II. Summative Report Framework

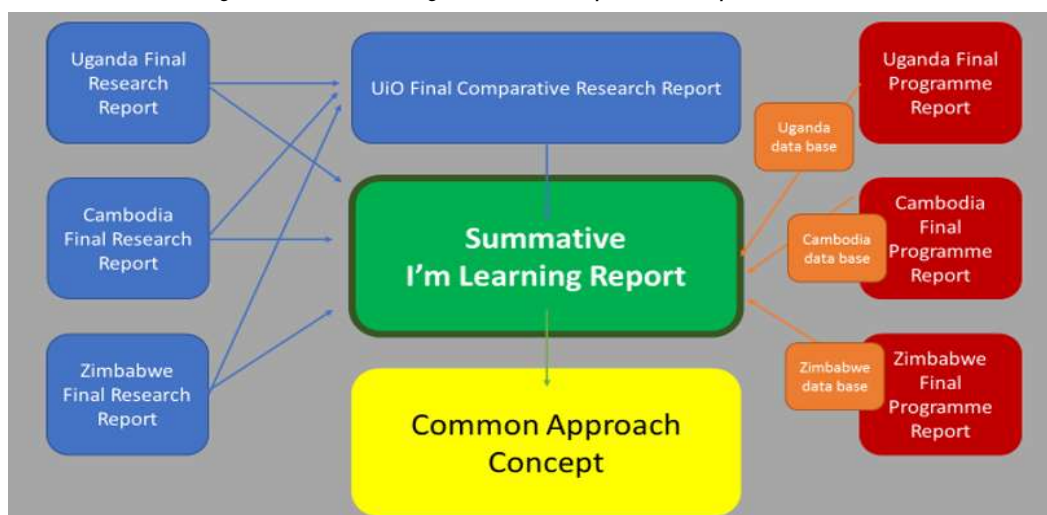
Purpose

This Summative Report builds on the three Final Country Reports, the three final research longitudinal research reports, and the research synthesis report from University of Oslo (UiO), to summarize the total *I'm Learning* pilot project. From this, the paper draws final conclusions and presents a set of recommendations for Save the Children's continued programme development for participatory school improvement linked to the Quality Learning Framework.

Methodology

This report compiles data gathered through quantitative and qualitative means throughout the life of the *I'm Learning* pilot. As illustrated in Figure 3, the Summative Report reflects and builds upon the longitudinal research carried out by the University of Gulu (UG), KAPE, and the University of Zimbabwe (UZ), the consolidated UiO Final Comparative Research Report, as well as the three country Final Reports. The Final Reports include qualitative data gathered through stakeholder interviews and focus group discussions, as well as school visits and quantitative findings from the project M&E databases.

Figure 3: *I'm Learning* Summative Report Development Process



Key Questions

The Summative Report aims to answer the following key questions:

1. Did the pilot achieve its goals/objectives? Why or why not?
2. What best practices emerged from the three countries? Why?
3. What did not work well across the three countries? Why?

4. What areas need further investigation or development?
5. What is recommended for Save the Children's continued programme development toward a common approach for participatory school improvement linked to the Quality Learning Framework?

III. Country Snapshots

The project took different forms in each country, embodying the project's intention to encourage contextualisation. What resulted from this flexibility was three country projects with different character, emphasis, and interventions, while maintaining the same objectives and goals. While each Country Office had defining characteristics for the project, each did embrace rights-based holistic approach and had programme interventions that addressed each Guiding Principle.

This section describes the education context in each implementation country and provides an overview of how this context shaped the *I'm Learning* project design. A three-sentence summary of the project is presented, which was developed jointly with project stakeholders to represent each country's unique approach to *I'm Learning*.

Cambodia

Education in Cambodia traditionally targeted boys and was handled by the local wat. Starting in the 1920s, the period of the French protectorate, an educational system based on the French model was inaugurated alongside the traditional system. Doing so integrated arithmetic, French, and geography into the traditional subjects.

During the years following Cambodia's independence in 1953, the number of children attending school rapidly increased. Unfortunately, most of the progress made during this time was undone under the Khmer Rouge regime, which overthrew the government of the Khmer Republic in 1975. During the Khmer Rouge regime, from 1975 to 1979, schools were closed and destroyed. Educated people and teachers were subjected to suspicion and harsh treatment and it is estimated that 75% to 80% of teachers were killed during this time. Literacy was neglected during this time as the education system focused on the Khmer revolution and rigidly indoctrinating children and youth. Following the Khmer Rouge, the education system had to be rebuilt.

Recognizing this history is central to Cambodia's *I'm Learning* design. The program aimed to democratize education by empowering teachers, communities, and learners to own their school and education system.

In designing the *I'm Learning* project in Cambodia, it was essential for the team to consider the Child Friendly Schools (CFS) approach, a national policy for improving the quality of education environment. The CFS has six dimensions which align to the QLE Framework:

- (i) All children have access to schooling (schools are inclusive)
- (ii) Effective learning
- (iii) Health, safety & protection of children
- (iv) Gender responsiveness
- (v) The participation of children, families and communities in the running of their local school
- (vi) The national education system supports and encourages schools to become more child friendly.

The project tried not to duplicate the CFS, but rather to support it. Several Head Teachers voiced challenges in translating the CFS checklist in to action within the school. *I'm Learning* aimed to address

this challenge, providing stakeholders with a tool that could effectively translate the CFS in to action through the School Improvement Plan.

Table 1: Overview of Cambodia's I'm Learning Project

Cambodia					
Duration		Location			
Design Phase: 2013 Implementation: 2014 – 2017		Three provinces located in central Cambodia. Includes Kampong Cham, Kampong Chhnang and Kratie.			
# Schools	15	Students Benefitting	9,353 (4,493 girls)	Teachers involved	197
I'm Learning in 3 Sentences					
<p><i>I'm Learning</i> in Cambodia fosters community engagement and creates community structures that help the school achieve the MoEYS policy for Child-Friendly Schools. The programme empowers community members, parents, students, and teachers to routinely assess their environment using the QLE assessment and to plan interventions that enhance the safety, WASH, child participation, child rights, learning aids, and teaching methodologies within the schools. Partnership with local and national governments throughout the life of the pilot, coupled with strong evidence of programme effectiveness, has ensured nationwide governmental uptake and support of the programme, the first step for sustained commitment to <i>I'm Learning's</i> approach for children's learning and development.</p>					

I'm Learning in Cambodia was implemented in a total of fifteen schools across three provinces, Kampong Cham, Kampong Chhnang and Kratie. Each province then had a Type A – E school, with different types based upon rural/urban and school enrolment levels. Over the life of the project, from 2014 to 2017, it is estimated that the project reached a total of 9,353 students (4,493 girls) and 197 teachers.

The *I'm Learning* project in Cambodia was most prominently characterized by the expansion of the School Support Committee (SSC) to a broader, more inclusive School Development Committee (SDC).

Additionally, according to the staff interviewed, a strong innovation in Cambodia's approach to *I'm Learning* is the

engagement of the parents in the classroom support committee. Engaging parents in the classroom had not been thought of, or at least effectively implemented, in Cambodia previously. Traditionally, parents engaged in school through support at home, but parents were never directly involved in the school. The *I'm Learning* program brought parents into the classroom, ensuring that they engage with their children's learning 'in action', and provided them with the opportunity to know and understand their children's test scores through weekly formative assessment and monthly summative assessments. Doing so empowered parents to connect with teachers and hold teachers accountable for learning improvements.

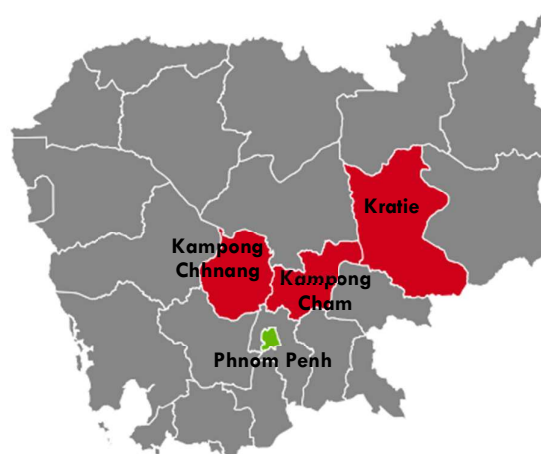


Figure 4: Map of Cambodia's Provinces for I'm Learning

The integrated nature of the *I'm Learning* approach enabled Teacher Professional Development (TPD) to directly link with and reinforce the *I'm Learning* components of Empowerment of Local Structures and School Development. Teachers were all trained in positive discipline, a mechanism to transform blame in the classroom to positive actions for better teacher-student relationships and its flow-on effects to learning outcomes. This was a beneficial contextualization feature, one often overlooked by many NGO programs which focus on siloed interventions. Local Structures and School Development further strengthen TPD through the classroom code of conduct and the classroom support committee, which empowered stakeholders to monitor the quality of teaching.

Uganda

Following Uganda's independence from Britain in 1962, the country entered a turbulent period with twelve different heads of state. This time included the rule of Idi Amin, who overthrew the elected government in 1971, declared himself president and launched a ruthless eight-year regime in which an estimated 300,000 civilians were massacred. Throughout this period, education reform and advancement struggled to move forward.

From 1987 to 2007 the Lord's Resistance Army (LRA) operated in northern Uganda. The LRA used brutality to wage an armed rebellion seeking to remove the government of Yoweri Museveni. According to the U.N., the LRA has captured and enslaved more than 20,000 children. LRA rebels killed, kidnapped, and raped women and children throughout northern Uganda. The terror caused by the LRA led to 1.6 million people of northern Uganda's population to flee and become 'internally displaced'. Throughout this period education was disrupted and schools were destroyed.

The last ten years have focused on rebuilding the systems that were destroyed by the LRA. There have been positive policy development and the re-establishment of formal schooling in northern Uganda. Additionally, there has been significant investment by NGOs. Unfortunately, however, support from the national government to northern Uganda remains limited, due to historical conflict between northern and southern elites. Learning results have stagnated and today's learners are struggling because of their parents' generations mental health challenges, resulting from the LRA violence.

Table 2: Overview of Uganda's *I'm Learning* Project

Uganda					
Duration		Location			
Design Phase: 2013 Implementation: 2014 – 2016		Northern Uganda surrounding the regional town of Gulu. Schools are located in Gulu District and Omoro District.			
# Schools	11	Students Benefitting	13,548 (6,760 girls)	Teachers involved	242
I'm Learning in 3 Sentences					
<i>I'm Learning</i> in Uganda works with all school stakeholders through an action research approach to ensure effective teaching, community engagement and the pupil's wellbeing. Psycho-social support, disaster risk reduction, nutrition, hygiene and sanitation are key interventions to establish foundations for a quality learning environment. The project builds upon this base by strengthening capability of teachers, SMCs and local authorities to ensure sustained conditions for pupil acquisition of relevant skills and knowledge in a safe and engaging learning environment.					

Uganda's *I'm Learning* project targeted high, medium, and low performing schools in Gulu District (which was later split in to Gulu and Omoro Districts). A total of eleven schools received the intervention and it is estimated that the project reached a total of 13,548 students (6,760 girls).



Figure 5: Map of Uganda's Districts for *I'm Learning*

Given the history of violence in northern Uganda, the *I'm Learning* project in Gulu and Omoro emphasized psychosocial support by partnering with a local organization, THRIVE. The project worked with learners, teachers, parents, and community members to address ongoing mental health concerns and challenges. Additionally, the project focused on infrastructure and capacity building within the school and community environment.

Zimbabwe

Following independence in 1980, Zimbabwe focused on providing equal and free education for all. During this time enrolment and attendance in schools within Zimbabwe increased greatly, pushing an expansion of schools' infrastructure and teachers. By the 1990s, primary schooling was nearly universal and over half the population had completed secondary education. During this time, Zimbabwe was considered to have one of the best education systems on the continent.

Due to an economic crisis in the first decade of the twenty-first century, social expenditures on education decreased dramatically. By 2008, the government had stopped providing funding for school's operational budget and many schools shut down. This impelled many teachers to leave Zimbabwe, most of which were replaced by unqualified teachers. As would be expected, these changes led to a significant decline in education results.

From 2012 to 2018 there has been a slow rebuilding of the education sector. The education sector continues to struggle no operational budget being provided by the government. There is hope that the education sector will grow and be provided with more funding given the coup d'etat that led to Robert Mugabe's resignation in late 2017.

Table 3: Overview of Zimbabwe's I'm Learning Project

Zimbabwe					
Duration		Location			
Design Phase: 2013 Implementation: 2014 – 2016		Rushinga District, located north-east of Harare adjoining the Mozambique border. Matobo District south of Bulawayo adjoining the Botswana border.			
# Schools	6	Students Benefitting	3,591 (1,752 girls)	Teachers involved	94
I'm Learning in 3 Sentences					
I'm Learning in Zimbabwe works hand-in-hand with children, parents, teachers, and the School Development Committee to holistically create a quality learning environment in schools. All stakeholders work together to foster inclusive schools where children are not only safe, but actively participate in their own learning. Integrating WASH, Disaster Risk Reduction, child rights, and safety along with child-centred methodologies ensures improved learning outcomes for all.					

Zimbabwe implemented *I'm Learning* in two districts (Rushinga and Matobo Districts), with each district having three different types of school (A = well-resourced and high enrolment, B=average size and resourcing; C=satellite school with low-resourcing and enrolment). Throughout the six schools, the project estimates a total of 3,591 students (1,752 girls) benefitted from the project.

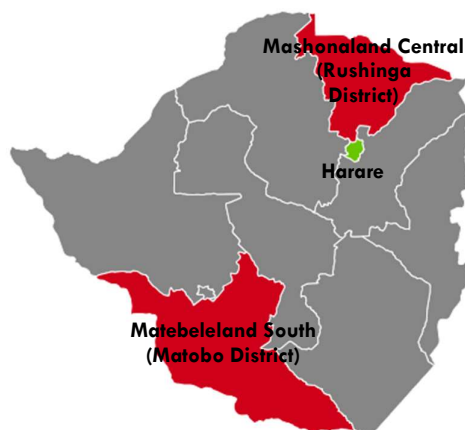


Figure 6: Map of Zimbabwe's Districts for I'm Learning

The *I'm Learning* project in Zimbabwe was characterized by inclusive education, emphasizing infrastructure that provided access to children with disabilities. Similarly, to Cambodia and Uganda, it additionally emphasized child-centred teaching methodologies and child participation.

Inputs (Costs, Staffing)

The *I'm Learning* project costs are presented in Table 4. From 2014 to 2017, the pilot project spent a total of USD 3,847,611. Of this, USD 553,571 went to longitudinal research and USD 3,294,040 went to programmatic costs. Of the total programmatic costs, 62.9% (\$2,072,083) was allocated to Cambodia. Uganda and Zimbabwe spent 23.04% (\$758,910) and 14.06% (\$463,047), respectively.

Cambodia's project costs ranged from \$471,236 to \$625,721 per year. This is more than either Uganda or Zimbabwe, which operated on average annual costs of \$318,878 and \$206,477,

respectively. When examining cost per school, Cambodia spent \$138,139 per school over the life of the project. Uganda spent \$68,993 and Zimbabwe spent \$77,175 per school. It is important to remember, however, that Cambodia's programming spanned four years (2014-2017), whereas Uganda and Zimbabwe were only for three years (2014-2016). As such, a more reasonable comparison is the average annual cost per school for Cambodia, Uganda, and Zimbabwe which is \$34,534, \$22,997, and \$25,724, respectively.

Table 4: I'm Learning Project Expense Summary 2014 - 2017 (USD) ⁴

	Total Expenditure			Research Expense			Programme Cost per School		
	Cambodia	Uganda	Zimbabwe	Cambodia	Uganda	Zimbabwe	Cambodia	Uganda	Zimbabwe
2014	\$471,236	\$280,166	\$172,033	\$39,816	\$50,302	\$19,469	\$28,761	\$20,897	\$25,427
2015	\$625,721	\$316,520	\$200,653	\$52,182	\$79,310	\$36,521	\$38,236	\$21,565	\$27,355
2016	\$606,645	\$359,950	\$246,747	\$53,689	\$68,114	\$100,396	\$36,864	\$26,531	\$24,392
2017	\$567,940			\$53,772			\$34,278		
Total	\$2,271,542	\$956,636	\$619,433	\$199,459	\$197,726	\$156,386	\$138,139	\$68,993	\$77,175

It is worth exploring the different costs across the three countries, in terms of the project cycle as well as the resourcing required to achieve the respective country results. Each country commenced a project planning and start-up phase in 2013, which extended into 2014. Funding for this period was granted as an extension on an earlier programme agreement between SCN & Norad. Country Offices used this time to understand the QLE framework, contextualise the QLE assessment tool and develop and test interventions consistent with the needs of the target schools and the QLE theme of a rights-based, holistic approach to improving the quality of education. Across both 2013 & 2014 there was also implementation in all the target schools. All countries only implemented for 2-3 months in 2013, stretching this out to 6-7 months in 2014, once the project design was approved.

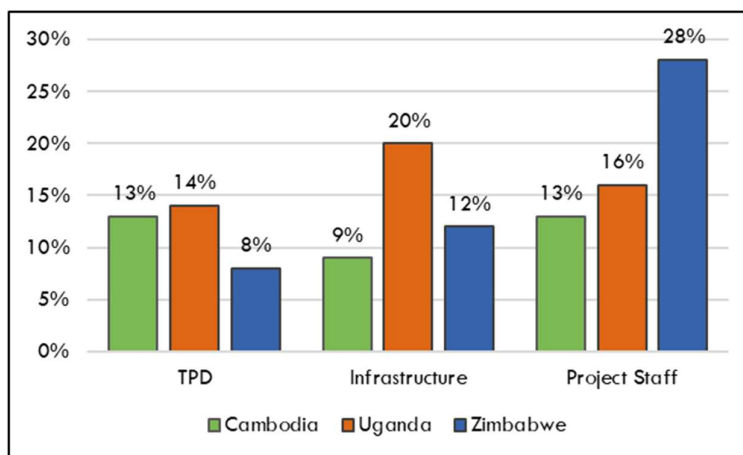
A new funding arrangement, the Norad Framework Agreement, commenced in 2015, supporting the remainder of the pilot project, as it did other education projects within each country office. The transition of funding agreements had implications for the project design, and ultimately the outcomes for each country. Cambodia strongly pushed a design for a sizeable portion of the Norad Framework Agreement to be allocated to the *I'm Learning*, ensuring the 15 schools were very well supported for the 2015-2017 period. Zimbabwe initially had intention of implementing *I'm Learning* in 12 schools, but the five months of negotiations on the project design in 2014 resulted in only six schools moving forward for the project, with significantly lower resourcing levels than was the case in 2013. Uganda's emphasis for *I'm Learning* within the Norad Framework Agreement was situated in middle on a continuum representing the three countries.

A breakdown of expenditure is insightful for understanding how funding influenced the project in each country. As a starting point, total project expenditure was split into two components: programme expenditure and research costs. Actual research costs were similar across countries but varied widely as a percentage of each country's total project expenditure: Cambodia = 9%; Uganda = 20%; Zimbabwe = 25%. This was a large burden for the project in Zimbabwe, especially when other expenditures are taken into account. For instance, 28% of programme expenditure was allocated to the cost of project staff, much higher than Cambodia and Uganda. When other overhead costs are accounted for, only 41% of programme expenditure was allocated to direct activities. With larger

⁴ Comparable table in NOK is provided in Annex D.

budgets, Cambodia and Uganda managed to more efficiently handle staffing and other country office overhead costs, allocating 63% of programme expenditures directly to schools.

Figure 7: Selected I'm Learning Programme Expense Areas



Both Uganda and Cambodia equally allocated 14% of programme expenditure to teacher professional development. However, as Cambodia's total budget was larger, and it had less teachers, the actual cost figure was much higher. Even when excluding 2017 data, the three-year comparison between the two countries had Cambodia spending 250% more training each teacher than did Uganda.

Another common expense area across the three countries was infrastructure, especially improvements to WASH facilities. As a percentage of budget, Uganda's 20% allocation of programme expenditures was double Cambodia's. However, Cambodia's actual figure was still higher, in this case allocating \$40,000 more than Uganda toward school infrastructure. Zimbabwe's tiny budget allocation had to be heavily subsidised by parents/community contributing labour and other gifts in kind to support the results achieved.

This country comparison shows the scale of Cambodia's budget allowing much higher allocations to QLE programme areas than Uganda or Zimbabwe. A key question is whether this additional investment tangibly contributed to QLE results and improvements to children's learning outcomes. A number of results outlined in other sections of this report suggest the answer to the question is 'yes', that a higher budget level per school/beneficiary than Uganda/Zimbabwe is required to see strong gains across all of the key metrics measured by *I'm Learning*, especially for the contexts the project targeted. However, this finding does not suggest that Cambodia's level of expenditure is the right level.

Given the very low resourcing available to schools in the three countries through government and parental contributions, funding from the *I'm Learning* for direct activity costs in schools was of great significance for improving the quality of the learning environment. Table 5 compares the difference in average annual per school and per child allocations for total programme expenditures as well as when SC costs are removed from calculations. The findings indicate Cambodia's level of expenditure is more than 3 times the level of Uganda when a per child rate is considered. While Cambodia's results were at a higher level than Uganda, it's questionable whether the Cambodia project was efficiently allocating its funding. Conversely, the significant disparity in funding for Uganda sheds a positive light on what the project was able to achieve. With regard to Zimbabwe, Table 5 shows the project's high overhead costs represented as a low school allocation for direct activity expenditure, which inhibited the extent of improvement in QLE and learning outcomes.

Table 5: Total Programme Expenditure vs Expenditure on Direct Activities in Schools

	Programme Expenditure (non-research)		Direct Activity Expenditure into Schools	
	Average Annual Per School	Average Annual Per Child	Average Annual Per School	Average Annual Per Child
Cambodia	\$34,535	\$92.19	\$21,610	\$57.63
Uganda	\$22,998	\$26.54	\$14,517	\$16.79
Zimbabwe	\$25,724	\$65.82	\$10,583	\$27.10

It is difficult to determine an appropriate level of annual funding for an approach like *I'm Learning*, but a realistic level linked with sustainability of the approach is required. Further investigation or discussion regarding appropriate funding allocation is needed. However, one possible way to reach a determination on funding levels is to consider what a country's education system already promotes and is attainable by the stakeholders within the system. Taking a per child rate, in the case of Cambodia, there is guidance of a \$45 annual scholarship amount to cover the cost of schooling for poor students that is recognised in government policy. In the case of Uganda, it is common practice for primary schools to charge an annual per child levy of between \$15 - \$30. Such figures suggest that the per child direct activity expenditure of *I'm Learning* should be lower in Cambodia and higher in Uganda. Along with these adjustments should come revision of expectations regarding how long it takes to establish a quality learning environment in schools.

IV. Pilot Achievements

Outputs

The total number of children who directly benefited from the *I'm Learning* pilot project across the three pilot countries is estimated to be 26,492 students (13,005 girls).⁵ While it is slightly more difficult to track the number of teachers involved in the project, due to high teacher turnover and transfers, it is estimated that a total of 533 teachers participated in the project. Annual numbers for both teachers and students is depicted in Table 6.

Table 6: *I'm Learning* Student and Teacher Beneficiary Numbers 2014 - 2016

	Students			Teachers		
	2014	2015	2016	2014	2015	2016
Cambodia	5,582	5,519	5,669	154	155	168
Uganda	9,774	9,247	9,580	175	178	173
Zimbabwe	2,345	2,372	2,316	71	67	68
Total	17,701	17,138	17,565	400	400	409

Across all three Country Offices there was significant time and resources invested in training and capacity building of government officials, parents, community members, and school management structures. Annex A outlines the trainings that were run by each pilot project.

The work produced numerous teaching and learning materials across all three countries – including educational games, teaching materials packs, book cabinets, and story books. Handwashing stations

⁵ This estimated total number of children enrolled in the intervention schools was obtained by adding the total enrolment in year 2013/14 plus the number of children enrolled in grade 1 for each of 2014/15, 2015/16 and 2016/17 (Cambodia only).

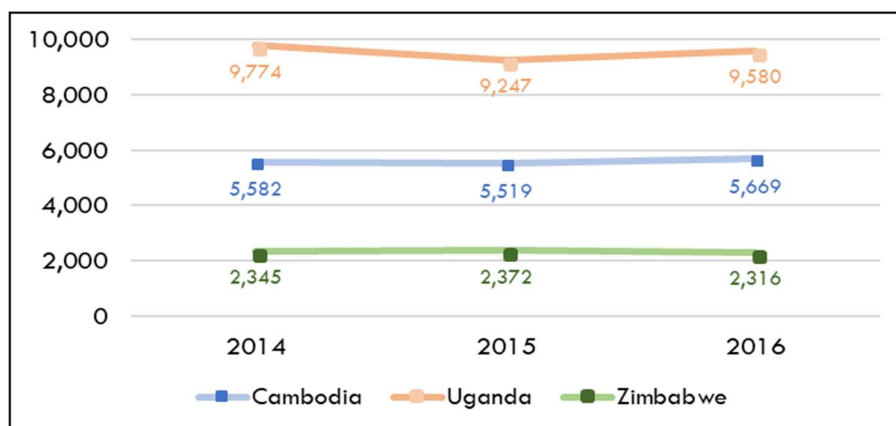
were constructed, water purifiers and systems were installed, and latrines were constructed. Additionally, classrooms and playgrounds in every school were renovated. Across the implementation schools, suggestion boxes now enable pupils and parents to communicate with school management. Class committees were formed to monitor key aspects of quality learning at the classroom level, as well as to facilitate school level accountability among the teachers, parents and pupils.

Impact

Enrolment, Attendance, Retention

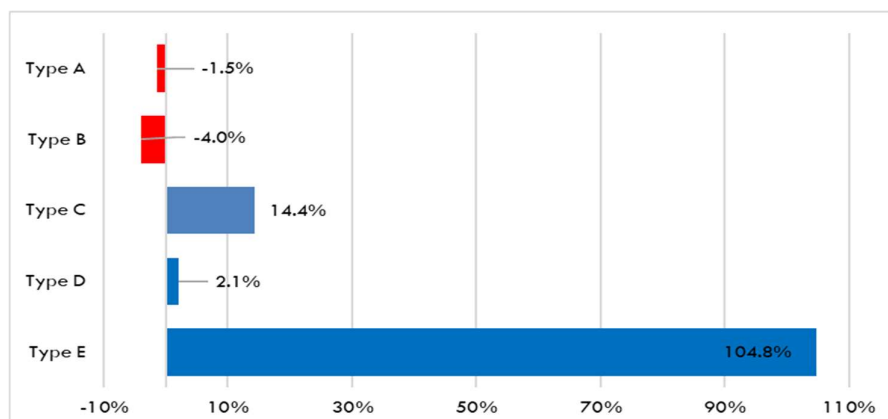
Student enrolment numbers at the country level changed very little during the course of the project. Figure 8 shows the enrolment data for each country, with Cambodia and Zimbabwe maintaining almost constant enrolment levels, with annual change varying within +/- 2% each year. Annual change in enrolment across all schools in the Uganda project varied from - 6% to 4%.

Figure 8: Change in Total Enrolment by Country 2014 - 2016



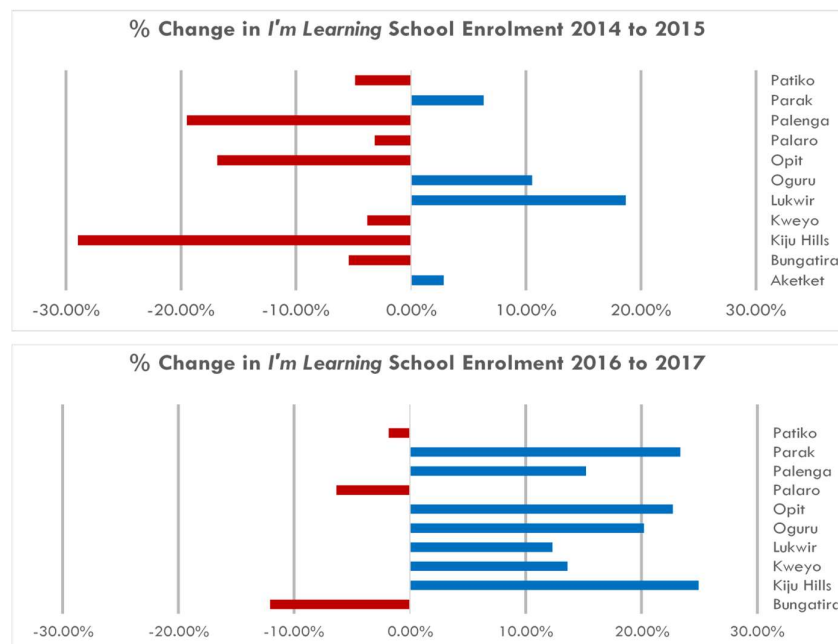
It is at the school level where change in enrolment patterns can be seen, especially for Uganda and Cambodia. In Cambodia, the impact on enrolment came for the schools in the most deprived circumstances. The fifteen intervention schools were divided into five types, as outlined in Annex E. Two types of schools, C and E, were the most deprived settings and it is these two categories of schools where enrolment clearly benefitted from the project's interventions. Importantly, the changes in other types of schools is within the tolerance of usual demographic changes (thus no effect). Moreover, retention rate was already high at the outset of the project, but further gains were achieved by end of project with it reaching 98%.

Figure 9: % Change in Enrolment by School Type 2014 – 2017 - Cambodia



For Uganda, Figure 10 shows very large changes in annual enrolments levels at the school level, anything from +/- 30%. Much of the negative change from 2014 into 2015 can be explained by high student dropout levels which averaged nearly 10% across the 11 schools. Dropout had more than halved by 2016, and with further reductions in 2017 (one year after the project finished), positive gains in enrolment across most schools can be seen. It is important to note that given the local dynamics in Northern Uganda, it is the poor households who are more prone to students dropping out of school. As such, it appears that *I'm Learning* has had an equity effect, creating conditions where the poorest children are more likely to stay in school. While it is reasonable to make this finding, it isn't clear what are the influencing factors, an area that could be followed up with more research.

Figure 10: Percentage Annual Change in School Enrolment - Uganda



On the basis of the available data, it is possible to draw a conclusion that *I'm Learning* had a positive impact on student enrolment and retention in Cambodia and Uganda. For Zimbabwe, impact on enrolment is not apparent and data for student retention and attendance was not available.

QLE Outcomes

Schools involved in the pilot project used the QLE assessment tool to routinely measure progress against the QLE sub-standards. In addition to this monitoring and evaluation data, the research teams also carried out QLE assessments in the research sites (a sub-set of the intervention schools as well as comparison sites).

The research teams in each country pursued the same research question that was formulated to examine each GP over time: *How do learning environments change over time in intervention and comparison schools?*

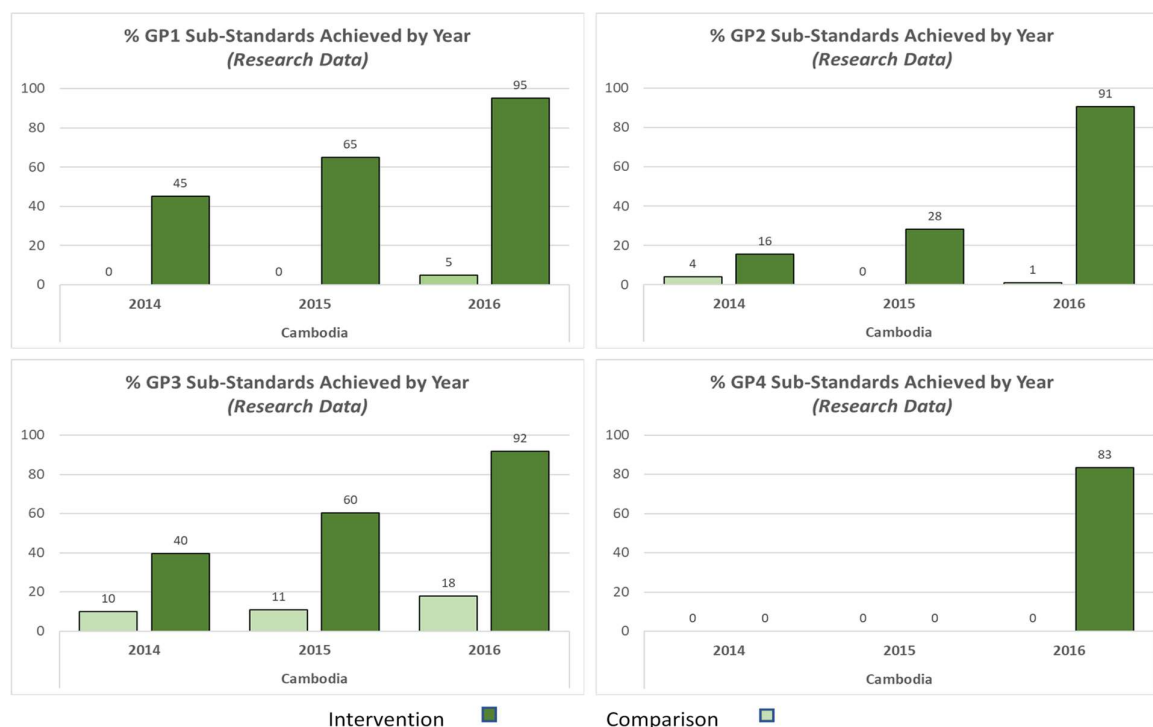
The analysis examines the achievement on QLE for each of the countries using both research data as well as the project monitoring data. While both research and monitoring data used the same QLE tools for data collection, the method of calculation of results differed. The longitudinal research examined each countries achievement of the GPs by the percentage of sub-standards schools achieved. In this regard, 100% achievement of a GP required all sub-standards to be rated either 3 or 4. This differed from the project's own monitoring approach which had a lower threshold of GP achievement, where only 50% of sub-standards had to be rated 3 or 4 in a school for a GP to be

100% achieved. For the purposes of comparable data, the analysis below has aligned the reporting of the monitoring data to the calculation used by the longitudinal study, that is, to report the % of sub-standards achieved. It is useful to note an implication of this decision. While the trends for Cambodia and Zimbabwe are similar for both ways of calculating results (albeit with slightly lower values), Uganda's achievement appears much lower and more variable when the sub-standards calculation is used.⁶

Cambodia

Research Findings: Figure 11 displays a trend of significant and positive progress toward achieving QLE sub-standards in intervention schools, while comparison schools had very low results with little or no change over the three year period. While intervention schools started in 2014 with a higher level of achievement in three of four GPs, the achievement gap in the quality of the learning environment between intervention and comparison schools widened dramatically for all GPs by 2016.

Figure 11: Cambodia's QLE GP Sub-Standard Achievement - Research Data

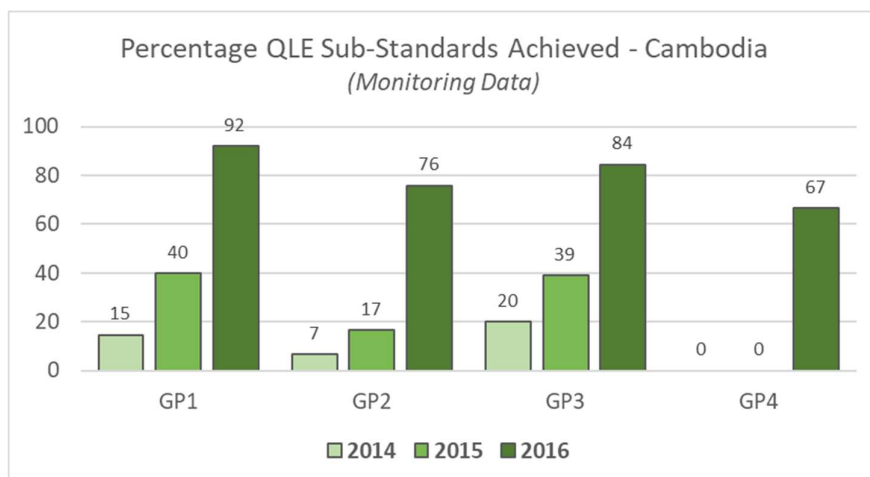


Monitoring Data: Figure 12 shows that while the values differ slightly to the research data, the trends for all GPs is identical, suggesting the two agree that significant was progress made in the achievement of sub-standards. However, it is useful to note that in 2016 all the GP achievement is lower than the research findings. This is because the research focused on one province only (Kampong Cham), and this province has background factors like lower poverty rates as well as a much higher per school project expenditure than the other two provinces.⁷

⁶ Country office data is for all intervention schools, while the longitudinal study had a lower sample for Cambodia (4 schools) and Uganda (3 schools). Data was collected at similar times in the school year by both the CO & the researchers.

⁷ Poverty rates calculated by the multi-dimensional poverty index (see ophi.org.uk/multidimensional-poverty-index/). For project expenditure details, see SC Cambodia's I'm Learning Cost Analysis report (2017).

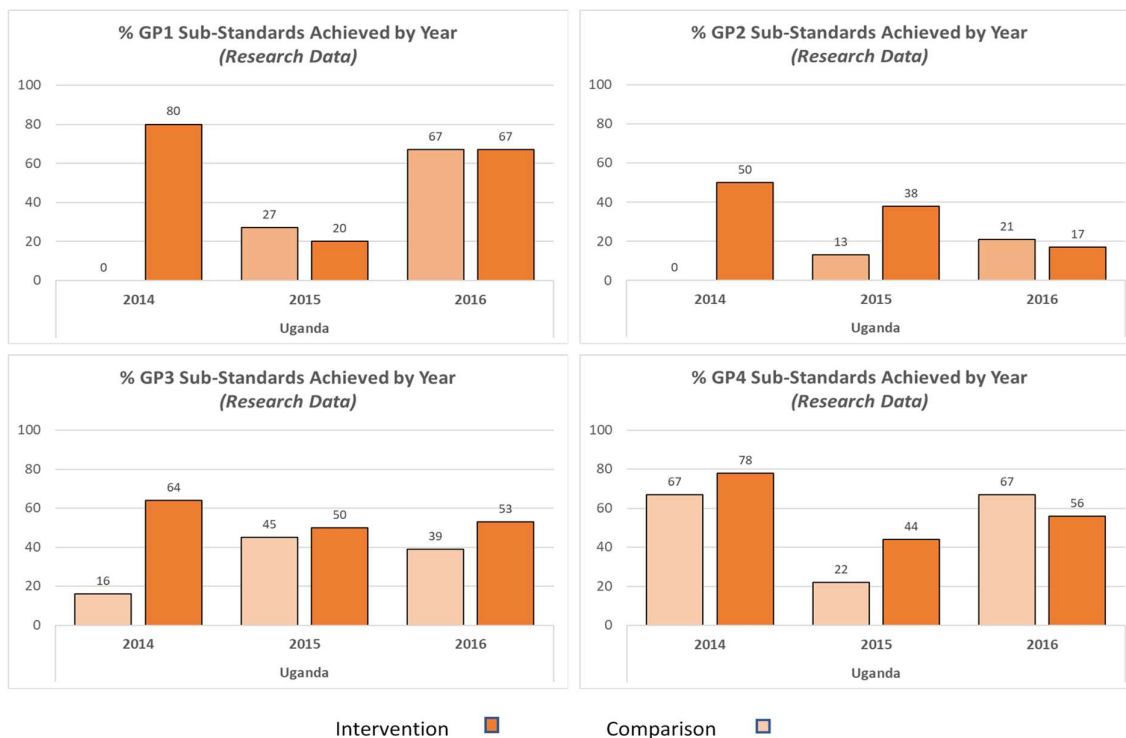
Figure 12: Cambodia's QLE GP Sub-Standard Achievement - Monitoring Data



Uganda

Research Findings:⁸ Figure 13 shows intervention schools achieving variable, but declining results for GP sub-standards between 2014 and 2016. Comparison schools were also variable in results, but by 2016 their GP achievement was either equal to or out-performing intervention schools. However, QLE results for 2014 had validity issues and were dropped from the analysis in the research report. Using 2015 as a baseline, three of four GPs show improvement in intervention schools, but this finding is attenuated when results for comparison schools are taken into account.

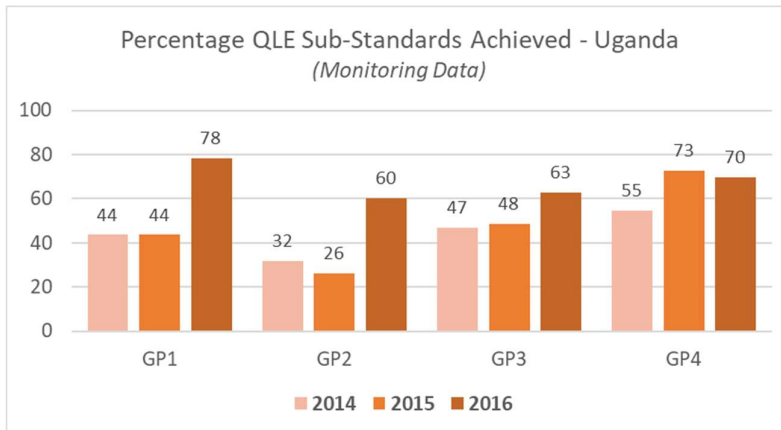
Figure 13: Uganda's QLE GP Sub-Standard Achievement - Research Data



⁸ Results taken from Uganda's longitudinal research should be considered keeping in mind the limited sample of 3 schools as well as validity issues concerned with the accuracy of collected data.

Monitoring Data: Figure 14 shows project monitoring results, showing gains for all GPs over the duration of the project. The biggest gains were seen in the last year of the project. While this trend was similar to Cambodia, there is still a number of sub-standards not being achieved in Uganda, especially for GP 2 & GP 3. Importantly, achievement may not be fully represented in the data. For instance, despite the project building 22 latrine blocks, 80% of schools still did not achieve sub-standard 2.3 for sanitation. The criteria for achievement was set unnecessarily high given the contextual situation. This also applies to some other indicators in GP 2-3.

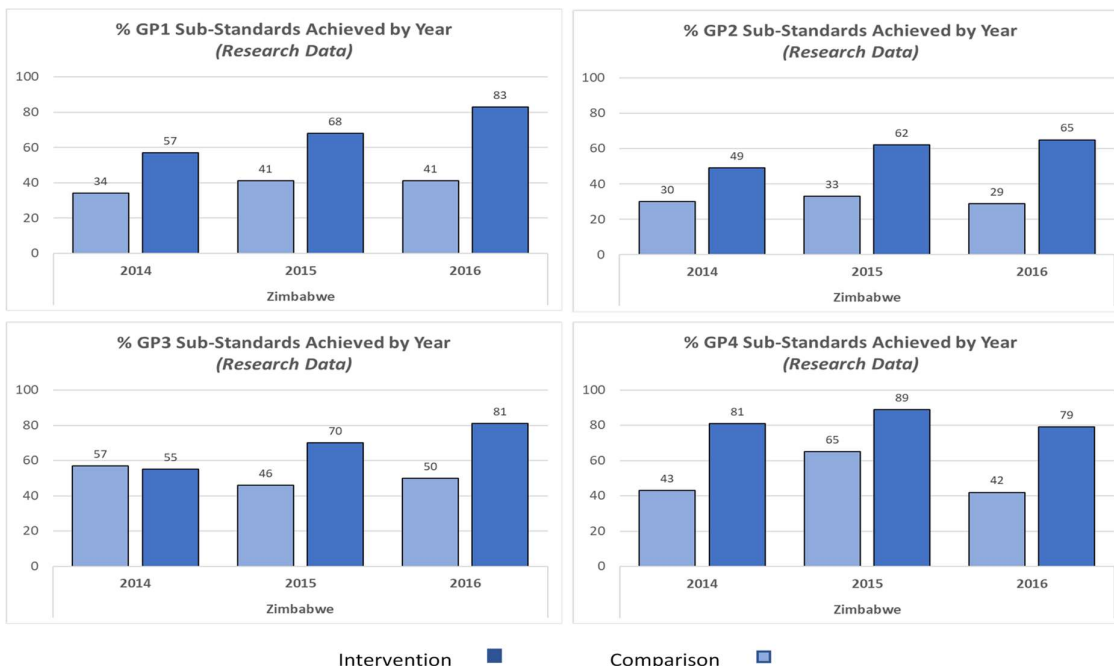
Figure 14: Uganda's QLE GP Sub-Standard Achievement - Monitoring Data



Zimbabwe

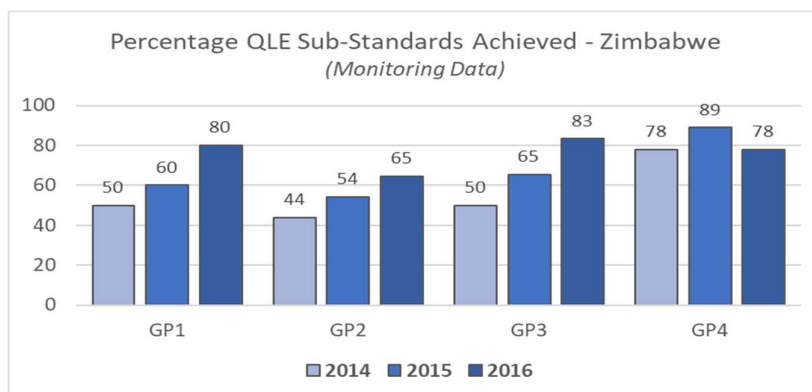
Research Findings: Figure 15 shows intervention schools achieving incremental progress toward achieving the QLE sub-standards, with comparison schools showing little or no change. While intervention schools started in 2014 with a higher level of achievement in three of four GPs, the achievement gap in the quality of the learning environment widened for GP1 – GP3. GP 4 with its 3 sub-standards was already high rated in 2014, maintaining that status by end of the research phase.

Figure 15: Zimbabwe's QLE GP Sub-Standard Achievement - Research Data



Monitoring Data: The pattern of achievement for all GPs mimics the findings from the research data. By 2016, most indicators were being achieved in the six intervention schools. Two indicators where schools struggled were safe playgrounds (2.4) and children's participation in decision making. The lowest performing schools at end of project were the two satellite schools, but having started at a lower level of QLE achievement, they actually made the strongest gains in their respective districts.

Figure 16: Zimbabwe's QLE GP Sub-Standard Achievement - Monitoring Data



Discussion of Short term results

In summary, the following findings can be made for the change in the quality of school learning environments

Research Data Insights on QLE Achievement:

- Cambodia**
 - Significant improvement in all four GPs in regard to comparison schools.
- Uganda**
 - Significant improvement in GP1, decline in GP2 and no change for GP3/4. Comparison schools performed better in GP 2/4.
- Zimbabwe**
 - Improvement in GPs 1-3 in relation to comparison schools, but no change in GP 4.

Monitoring Data Insights on QLE Achievement:

- Cambodia**
 - From a low starting point, substantial and significant gains across all GPs
- Uganda**
 - Modest gains for GPs 1-2. Slight improvement for GPs 3-4
- Zimbabwe**
 - Modest gains made for GP1, 2 & 3. No change for GP4.

Conclusion on QLE Achievement:

Cambodia	<ul style="list-style-type: none"> • Significant and substantial impact on all QLE guiding principles.
Uganda	<ul style="list-style-type: none"> • Taking into account research data validity issues. slight to modest impact on all QLE GPs
Zimbabwe	<ul style="list-style-type: none"> • Modest impact on QLE GPs 1-3, but no change for GP4.

Learning Outcomes

Each research team investigated the following question: *How do pupils in intervention schools perform in terms of learning outcomes and child development compared to those in comparison schools?*

As illustrated in Table 7⁹, there are significant improvements and declines in the three learning outcomes (literacy, numeracy, and life skills) across the life of the project in both intervention and comparison schools.

Table 7: Changes in learning outcomes in intervention (IS) and comparison schools (CS), by country

Learning outcome	Cambodia		Uganda		Zimbabwe	
	IS	CS	IS	CS	IS	CS
Literacy	Improved	Improved	Improved	Improved	Improved	Improved
Numeracy	Declined*	Declined*	Improved	Improved	Declined	Declined*
Life skills	Declined	Declined	Improved*	Improved*	Improved*	Improved

Source: *I'm Learning Longitudinal Study: Main comparative findings and lessons from the research process.* University of Oslo, May 2018.

Key: *: Insignificant percent improvement or decline.

Literacy improved in intervention schools in all countries over time. While comparison schools also improved in literacy in all countries, there is evidence of project impact on literacy scores in Uganda and Cambodia, where intervention schools significantly outperformed comparison schools. Project monitoring data in Cambodia also shows large gains in literacy outcomes. Uganda and Zimbabwe's literacy monitoring data, however, are inconsistent with the research findings. Uganda's monitoring data shows a small decline in literacy outcomes whereas Zimbabwe's monitoring data shows large increases in literacy outcomes from 2014 to 2016 (among both cohorts the Country Office followed).

Regarding numeracy outcomes, there were no consistent trends across the three countries. In Cambodia, there was no change in numeracy performance among intervention schools. Uganda observed significant improvement in numeracy outcomes, whereas Zimbabwe observed significant decreases in numeracy outcomes. Comparing research data to monitoring data, the effect of *I'm Learning* on numeracy outcomes becomes even less clear. Within Cambodia's intervention schools, monitoring data actually showed an improvement in numeracy outcomes, whereas Uganda and

⁹ *I'm Learning Longitudinal Study: Main comparative findings and lessons from the research process.* University of Oslo, May 2018.

Zimbabwe's monitoring data showed decreases in numeracy outcomes. By the end of the project, comparison schools in Zimbabwe and Cambodia outperformed intervention schools in numeracy. As such, there is no consistent evidence that the project impacted numeracy outcomes.

Uganda's project carried out supplemental research to understand if the project contributed to significantly higher performance in literacy and numeracy taught in mother-tongue and basic English taught as a subject among children in intervention schools compare to their peers in comparison schools. The supplementary study used cross-sectional data collected among Primary 3 pupils at the end of term three in school year 2016¹⁰. The study found that pupils in intervention schools performed better in mother tongue literacy, numeracy, and English than their peers in comparison schools, indicating that there was significant contribution of the *I'm Learning* project.

While the project clearly had impact on literacy outcomes in Cambodia and Uganda, the lack of impact on literacy in Zimbabwe may be explained by the presence of several other development partners (such as IGATE, World Vision, UNICEF, GAA, Capernaum Trust) working on literacy in the area, including in the comparison schools. Qualitative data collected by the research team in Zimbabwe describes the child-centred trainings that the teachers underwent, and parents/learners describe that they now participate in partner and group work. Interviews and focus group discussions within the intervention schools found that parents and learners were convinced that Save the Children interventions that improved learning environments were having a positive effect on learning outcomes and child development. As an example, a pupil said, "Having received most of our needs it has motivated our learning interest." This was echoed by a number of case study learners with the support of their parents.

Qualitative findings from the research shed light on why improvements in literacy were observed, whereas numeracy outcomes were inconsistent. Teachers in Cambodia acknowledged that their students demonstrate better proficiency in reading than other subjects. Specifically, teachers noted that students have difficulty remembering the multiplication tables, easily 'forgetting' what they learned in math. One teacher explained that math requires the teachers to make a strong pedagogical effort by producing and using teaching materials and inventing exercises to teach various mathematical algorithms. But according to her observations, most teachers simply follow the textbook. Furthermore, there is evidence that children are better able to receive help at home with

Differences in Longitudinal Research and Project Monitoring Data

There are two key reasons for the difference in results between monitoring and research data. Firstly, in the case of Cambodia and Uganda, the research only covered a small sample of the intervention and comparison schools. Secondly, there was a difference in how the data was reported. The longitudinal research examined improvement in terms of average scores, but the project monitoring data used proportion of children in target grades who passed learning outcome tests in each academic year. These reasons explain differences in the data for Cambodia and Zimbabwe, but it doesn't explain the disparity between research and monitoring data for Uganda. Efforts made to understand this discrepancy could not fully ascertain an explanation for the differences. However, it is likely that methodological errors contributed to the divergent findings.

¹⁰ Primary 3 pupils were selected to be the focus of this study because Primary 3 is the highest education level where thematic curriculum that emphasizes mother-tongue as the medium of instruction as per the Uganda Ministry of Education Policy 2007.

literacy homework as opposed to math homework. Teachers explained that while some parents can help their child with reading and writing at home, many of them have weaker skills in math. As discussed in the Recommendations Section, *I'm Learning* has the opportunity moving forward to strengthen its programming on numeracy, assisting teachers thru training to overcome the hurdle of teaching mathematics. The project can also work with parents to strengthen their skills, better facilitating support in the home.

This was further supported by qualitative data collected in Uganda. Through interviews and focus group discussions with learners and teachers, it was apparent that all basic numeracy operations and concepts were taught in both intervention and comparison schools. Furthermore, the methodology for teaching these topics were the same between the two school groups. Both intervention and comparison school teachers reported challenges with conceptualising numeracy topics.

Child development was measured through life skills assessment in each of the countries. The research team in Cambodia found that life skills outcomes decreased among intervention schools during the life of the project. There were no significant changes in life skills outcomes in Uganda and Zimbabwe. Similar to numeracy outcomes, comparison schools in Zimbabwe and Cambodia actually outperformed intervention schools in life skills.

While the quantitative life skills assessment results did not show project impact, qualitative data provides useful insight into life skills achievement in the three countries. Cambodia's longitudinal research report explains that there were significant gains in life skills observed among both comparison and intervention schools:

The observations conducted in the classrooms, on the playground and at home (i.e., case study students) did not show any difference in behaviors regarding communication among peers, conflict and its resolution, self-regulation, ethics or citizenship, etc. In both groups of schools, students ask permission before leaving the classroom, and greet the teacher when he/she enters the classroom. Self-regulation behaviors (e.g., persevering in an activity, putting one's hand down if the teacher does not invite the student to speak, not leaving one's seat before the teacher has asked a student to do so, etc.) appear to occur at the same level and frequency. Furthermore, observations and interviews do not show any difference regarding conflicts among students and the ways they resolve them when they occur.

While there was no difference between intervention and comparison students observed given the above life skills, students were observed to be spontaneously more polite towards adults. Through strengthening of the educational structure (GP 4), the project has empowered these children constructively engaged with teachers and community adults politely. This suggests that after four years of project implementation, intervention school students are more empowered, but in the framework of a strengthened hierarchical educational structure.

In Uganda, interview and focus group discussions among learners, parents, and teachers found that cordial interpersonal relationship and skills appears stronger in intervention schools that comparison schools in terms of interpersonal interaction, cooperation and interpersonal communication. Additionally, intervention schools are experiencing improving moral and ethical standards while comparison schools are experiencing declining moral ethical standards.

Zimbabwe's qualitative data also found strong signs of improvements in life skills, although mostly connected to the Guiding Principles rather than directly to life skills. Workshops on psychosocial support facilitated by SCZ seemed to have had a strong impact in addressing the emotional and psychosocial needs of the learners (GP1). Parents, teachers and learners indicated that there was no longer use of violence, threats, or corporal punishment in intervention schools and learners freely

interacted with their teachers. In relation to the protection of learners' physical well-being (GP2), the participants in intervention schools acknowledged improved health and hygiene practices.

Overall, the project demonstrated strong results in literacy, especially in Cambodia and Uganda. The literacy findings are very encouraging for the *I'm Learning* project, especially considering the relatively short time period of assessment and the fact that comparison schools were also receiving literacy interventions. Both monitoring and research findings are limited and sporadic in terms of numeracy and life skills outcomes. Quantitative and qualitative data show that numeracy remains to be a challenge in all three of the implementation countries, with learners scoring extremely low on the assessments and teachers explaining that teaching numeracy is an ongoing challenge for them. Quantitative life skills assessments showed little or no improvement over the life of the project, but qualitative data describe improvement in several life skills areas within each country. This could point to challenges with the life skills assessment tool in terms of the construct it uses to define child development (life skills). Measuring behaviour change can be extremely challenging and globally life skills assessment is a challenge. It is therefore encouraging that qualitative data highlights some of the observed improvements in life skills within intervention schools.

QLE and Learning Outcomes

Each research team also examined the relationship between the QLE Guiding Principles and the learning outcomes. Table 8 shows the results of these analyses. While there is not a consistent pattern in the interrelationships between learning environment and learning outcomes, GP 2 and GP 3 are generally positively related to literacy, numeracy and life skills in all three countries in the lower grades. GP 1 is positively related to literacy and numeracy. Despite some positive relationships, GPs 1-4 are most negatively related to life skills.

Setting aside life skills, the analyses on interrelationships generally supports the *I'm Learning* program logic, that enhancing school environment improves learning outcomes. This finding is most represented in the early grades. It is important to note, however, that it is extremely difficult to separate the Guiding Principles, as many interventions cut across GPs and GPs are inter-related and support one another.

Table 8: *Interrelationships between QLE and learning outcomes in intervention schools, by country*

Relationship	Cambodia		Uganda		Zimbabwe	
	Lower grades	Upper grades	Lower grades	Upper grades	Lower grades	Upper grades
Positive	GP 2/3 & Lit/Num/LS GP1 & Lit/Num (Grade 1)	GP 1-4 & Lit & Num (Grade 6) GP 4 & Num (Grade 6) GP 4 & LS (Grade 4)	GP 1/2 & Lit/Num/LS GP 3 & Lit/Num/LS	GP 1/2 & Lit/Num/LS	GP 1 & Lit/LS GP 2 & Lit/Num GP 3 & LS	GP 3 & Lit
Negative		GP 2-4 & LS (Grade 5) GP 1-4 & LS (Grade 4)	GP 4 & LS	GP 3/4 & Lit/Num/LS		

Source: *I'm Learning Longitudinal Study: Main comparative findings and lessons from the research process*. University of Oslo, May 2018.

Note: Lit: literacy; Num: numeracy; LS: life skills.

Results Interpretation

While the quantitative data is mixed in terms of impact, there are some encouraging findings. Firstly, the longitudinal research shows evidence of significant improvement in literacy outcomes in Cambodia and Uganda. Monitoring data further supports this finding in Cambodia, but contradicts the findings in Uganda and Zimbabwe, with Uganda's monitoring data showing decreases in literacy outcomes and Zimbabwe's monitoring data showing large increases in literacy among both lower and upper grades.

Numeracy data is similarly inconsistent, with no clear trend across the three countries. Cambodia's longitudinal research showed no change in numeracy performance among intervention schools where as the monitoring data showed improvement. Uganda's longitudinal research observed significant improvement in numeracy outcomes, whereas its monitoring data showed decreases in numeracy outcomes. Zimbabwe observed significant decreases in numeracy outcomes within the longitudinal research, which was confirmed by the project monitoring data. As such, there is no consistent evidence that the project impacted numeracy outcomes.

The inconsistent quantitative findings suggest that there may be methodological issues with the way literacy and numeracy assessments were carried out. Given these inconsistencies, the project relies heavily on qualitative data, which across all three countries, describes improvement in literacy outcomes resulting from *I'm Learning*.

While qualitative data strongly supported impact on literacy outcomes within the project sites, qualitative findings in numeracy highlight the challenges the project faced within numeracy. Qualitative data highlights the challenges learners and teachers face in numeracy and suggest that if the *I'm Learning* project focused more heavily on numeracy interventions moving forward, there is the potential to see project impact in this area.

While there was little to no impact observed on life skills assessments across the three countries, qualitative data across all three countries show improvements in life skills. This perhaps points to issues with either the conceptual framework for life skills or the quantitative tools used to measure life skills within *I'm Learning*.

Importantly, through the interrelationship analysis presented by the research team, the project logic holds – that the Guiding Principles are associated with learning outcomes. While the project did not necessarily exhibit consistent results on learning outcomes, it did observe some impact on QLE indicators and this impact was increasing over the length of the project. This is especially important considering that the project sites often took at least a year or two to fully implement the project. Therefore, it is possible that *I'm Learning's* impact would be seen over length of time that is greater than the length of the presented research. Ongoing longitudinal research in to learning outcomes is highly recommended.

In addition to the overall examination of results, it is necessary to look at different types of schools. Each country in the *I'm Learning* pilot selected to intervene in a range of schools – those who performed decently well but clearly needed additional support and those that were extremely struggling (or even at the point of closing). The project was extremely effective at helping to raise the struggling schools to a point of functioning again. Thus, the project was quite effective at achieving Save the Children's mandate to target the most marginalized students.

V. Commonalities and Differences between the three pilot projects

I'm Learning was designed to facilitate country-specific application of the QLE framework, thus creating an enabling learning environment through contextualized interventions that meet the specific needs of learners in each country. While underlying Guiding Principles were the same across all pilot countries, the Country Office approach and associated interventions differed. Overall, all Country Offices emphasized all four Guiding Principles, thus approaching education from a holistic perspective. Each, however, prioritized the sub-standards differently, depending upon need. This section discusses the similarities and differences in programme interventions, according to Guiding Principle, as well as project operations.

Guiding Principle 1

Guiding Principle 1 focuses on emotional and psychological protection of the learner. The five indicators associated with GP 1 are outlined in Figure 17.

To help build the emotional and psychological wellbeing of learners, all three countries carried out child protection training with teachers and school management committee (SMC).¹¹ All schools established Codes of Conduct, including classroom codes of conduct, jointly developed by teachers and students, thus encouraging collective ownership and responsibility for respecting and adhering to the code, but also collectively agreed consequences for not doing so.

All countries identified sub-standard 1.5: *Teachers are trained in psychosocial support to detect cases of abuse or trauma* as one of the most challenging indicators for project design, implementation, and sustainability. Furthermore, interventions designed for this indicator vary a lot more between the three country offices than interventions targeting other indicators.

The three offices voiced that there wasn't technical expertise within their offices to properly address sub-standard 1.5. With this backdrop, indirect and limited interventions were undertaken by two of the country offices, but Uganda took the opportunity to partner with a local non-profit organization, THRIVEGulu (THRIVE). THRIVE supports communities in Northern Uganda to recover from the traumatic effects of war, sexual exploitation, and extreme poverty, through programmes emphasising mental health, economic empowerment, and basic education. The partnership formally started in 2015, commencing with THRIVE training five teachers per school in psycho-social wellbeing with the aim of empowering teachers to define psycho-social support, identify causes and impact of psycho-social problems, as well as how to identify signs and symptoms of children that were struggling. Most importantly, teachers were provided with training on first-line response and referral processes. This training was 5 days in duration.

In addition to working with teachers, THRIVE began working directly with pupils and parents in late 2015 / early 2016. Pupils in P5-P7 were trained to identify basic signs and symptoms of psycho-social problems, as well as where to seek help. Parents were trained to understand the signs and symptoms of mental health problems in their children as well as appropriate referral pathways.

In 2016, funding was provided for cascade training for the rest of the teachers. This training was only 1 day in duration, a shallower coverage of content and skill development than the 5-day training provided to selected teachers in 2015. The goal of the training was to ensure that all

Figure 17: Indicators for QLE Guiding Principle 1

GP 1: Emotional and Psychological Protection
1.1 Child Safeguarding Policy/Code of conduct for learners and teachers ensuring wellbeing is in place
1.2 School has mechanism in place for receiving and responding to complaints
1.3 Learning environments are free of discrimination, violence, intimidation, bullying and harassment
1.4 The teacher interacts with all learners in a positive and respectful manner regardless of their background
1.5 Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support

¹¹ For the purpose of simplification, school governing boards will be referred to as school management committees (SMC). Each country has this structure, but with different naming conventions: Cambodia – School Support Committee; Uganda – School Management Committee; Zimbabwe – School Development Committee.

teachers could at least understand, identify, and provide appropriate referrals for psycho-social problems in the school.

Recognizing that teacher turnover was quite high in this area, THRIVE locating expertise for psychosocial support in the community. In 2016, THRIVE trained community members as Lay Counsellors to provide back-up support for the teachers. As of 2017, the programme started targeting SMC/PTA members to ensure that psycho-social support is an integral part of school activities.

SC Uganda's partnership with THRIVE was essential for properly addressing underlying trauma effecting many learners in their home, school and community life. Without this, project staff speculated that other interventions would have been less effective. The longitudinal research carried out in Uganda found that Guiding Principle 1, under which the psychosocial interventions were carried out, was significantly associated ($p < 0.002$) with learning outcomes for both cohorts of children.¹² Of interest, Guiding Principle 1 is the only Guiding Principle that is significantly positively associated with learning outcomes across both cohorts. This is evidence of the importance of psychosocial programming to develop a quality learning environment for learners but also the importance of forming efficacious partnerships for the implementation of *I'm Learning*.

Guiding Principle 2

Guiding Principle 2 ensures that learners' physical protection in the school learning environment. Included in this Guiding Principle are child-friendly safe spaces, WASH, health, DRR, and disability programming. All three country offices prioritized WASH programming, working to install latrines and hand-washing facilities in line with their governmental standards.

Encouragingly, the QLE framework and the *I'm Learning* project design allowed enough flexibility for WASH interventions to be tailored to the needs of each country. Uganda installed changing rooms for girls and latrines in all schools, as well as drinking water access at multiple points around each school, responding to the inadequate sanitation and hygiene conditions in all their target schools. Zimbabwe constructed latrines in all schools, emphasising a design enabling disability access. Cambodia's schools had more variable requirements, with only half requiring latrines and/or handwashing facilities, but all getting access to clean drinking water systems. Interestingly, despite WASH interventions attracting sizeable resource allocation by the three countries, sub-standard 2.3 was the one standard all countries collectively struggled to achieve.

All three countries linked their schools to local health centres through regular visits of nurses to the schools and the establishment of referral processes. Uganda installed health messaging signage throughout their schools. Additionally, working with THRIVE, the Uganda office set up a mobile medic unit which visited the school and community regularly. Similarly, all three countries addressed DRR through School Disaster Management Plans. Cambodia, in particular, worked to mitigate the risks of disaster (flood) by working with community members to re-route water off the school premises.

Regarding safe place spaces, Zimbabwe worked to establish ECD play centres in each of their intervention schools. Stakeholders described that the play centres encouraged ECD enrolment. Unfortunately, the ECD play centres were built using wood and nearly all of the play centres were destroyed by termites twelve months after the completion of the project. This situation created hazards for children in the playgrounds, resulting in sub-standard 2.4 being the lowest ranked in this

Figure 18: Indicators for QLE Guiding Principle 2

GP 2: Physical Protection
2.1 An area or space for learning exists that is safe for all learners
2.2 Safe drinking water is available for learners and staff
2.3 Adequate sanitation facilities are available for all learners
2.4 The play area is safe for all learners
2.5 Learning environments are accessible to the populations they serve in terms of hours, locations and fees
2.6 Learners participate in health-promotion programs
2.7 A minimum of health services is provided to learners
2.8 A School Disaster Management Plan, addressing disasters with the strongest likelihood, is in place

¹² Ofoyuru and Abola, 2018, p. 124-126.

GP for Zimbabwe. Similarly, Uganda experienced challenges with ensuring safe playgrounds for children, with 2.4 also being the lowest ranked sub-standard amongst all 28 sub-standards.

Compared to the other two countries, Zimbabwe heavily focused on disability access to the schools. Schools worked to build pathways and ramp access to classrooms and toilets. As described in Lessons Learned, however, the effectiveness of this intervention hasn't been realised as the schools had very limited enrolment of children with disability. Thus, interventions of this nature require complementary interventions residing in other guiding principles – in this case, infrastructure improving access for children with a disability needs to be paired with an appropriate enrolment campaign.

A clear pattern for the success of Guiding Principle 2 is the integration of its interventions across the other Guiding Principles. For instance, while Uganda and Zimbabwe carried out menstrual hygiene management (MHM) trainings with teachers, community members, and learners targeting sub-standards 2.3 and 2.6, these same stakeholders also described the amelioration of bullying between boys and girls (Sub-standard 1.3) as a result of the training. Furthermore, community members were very engaged in building and maintaining the safe spaces and playgrounds for learners, especially in Zimbabwe and Cambodia. This integrates GP 4 with many of the indicators in GP 2. Finally, students took ownership and leadership in maintaining and cleaning most of the WASH facilities, thus integrating GP 3 and the WASH indicators within GP 2.

Guiding Principle 3

Guiding Principle 3 outlines the importance of an active learning process, with the aim of improving learning outcomes. The specific sub-standards are outlined in Figure 19. Overall this Guiding Principle focuses on supporting effective teaching strategies and building learner's participation within the school.

All three country offices carried out teacher training. Each country structured the teacher training differently and even within countries it altered according to purpose. For instance, at times Cambodia brought target stakeholders from all three provinces together, at times teacher trainings brought five schools together at provincial level, and there were also occasions of running trainings at school level during formalised student-free days once a month. Additionally, all three country offices had the goal of training on literacy, numeracy, and life skills, but stakeholders across the pilots (project staff, head teachers, and teachers) reflected that numeracy and life skills trainings needed strengthening. Moreover, in the case of literacy, national initiatives led by the MOE were underway in all three countries. Cambodia was able to integrate the revised literacy curriculum into their *I'm Learning* approach as well as contribute to the governmental curriculum by through active engagement with MOE. Uganda and Zimbabwe struggled to integrate revised curricula into the *I'm Learning* approach for a variety of reasons, further described in the section on Advocacy.

All country offices described challenges with sub-standard 3.8, as using assessment to formatively develop children's learning was a new practice for most teachers. Cambodia's programme worked hard on developing a culture of formative assessment through weekly and monthly testing, using results to inform decisions about lesson plans and instructional practice. Stakeholders described the importance of such praxis, also requesting further support on it.

Coupled with literacy training, all countries emphasized the development of local teaching and learning materials. During lesson observations carried out in Cambodia and Zimbabwe, teachers actively used the materials and learners seemed familiar with the activities, evidence of these materials being regularly used.

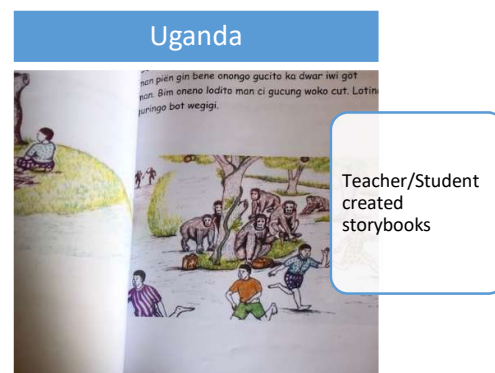
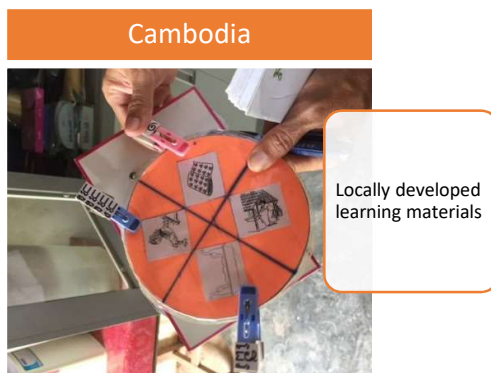
Figure 19: Indicators for QLE Guiding Principle 3

GP 3: Active learning process, improved learning outcomes
3.1 Teachers are present for their classes
3.2 Teachers have specialized training and national qualifications where they exist
3.3 Teachers are provided continuous support to improve their practice in key areas specific to their role
3.4 Learning is supported through the use of relevant visual aids and other teaching materials
3.5 Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes
3.6 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning
3.7 Teachers ask individual questions and interact with the learners.
3.8 Teachers use some form of informal or formal learning assessment
3.9 Teachers are trained on child rights and child protection
3.10 Learners' participation is ensured during development and implementation of teaching and learning activities.
3.11 Learners participate actively in decision making activities in their schools.
3.12 The learning environment encourages expression of child rights and learners are knowledgeable about their rights

Of note was the printing and distribution of teacher and student-created stories by the Uganda office. In total, 12,780 books were distributed throughout the life of the project. Of those, 7,680 were of the *I'm Learning* story book which was a compilation of ten stories written by teachers and illustrated by children. These books were produced as part of the Writers Club, which worked alongside local illustrators to create colourful and engaging storybooks.

A key defining characteristic of *I'm Learning*, across all three pilot sites, is the strengthening of child representative groups. Each country created structured environments that empowered children to participate in decision-making and built ownership. The structure of the groups differed across countries. In Cambodia, students participated in Student Councils and Clubs. In stakeholder interviews, children proudly recalled their roles and responsibilities within their chosen clubs – describing that they meet monthly to brainstorm ways to improve their school environment. While students in Uganda and Zimbabwe were also members of clubs, they described less innovation, rather 'maintaining the status quo' within their clubs (cleaning the latrines if they were in WASH club, speaking English only on school grounds within English Club). Every student in Uganda was enrolled in at least one club. Alternatively, Zimbabwe established the Junior SDC, which attended SDC meetings and took a leadership role within the school.

While extra-curricular clubs and forums like student councils or junior SDCs were well supported, all countries identified sub-standards 3.10 & 3.11 as the most challenging to achieve for this Guiding Principle. These indicators emphasised incorporating student perspectives into development of daily teaching and learning activities as well as decision making in the classroom. School Heads and teachers said they struggled to establish and sustain meaningful mechanisms for student consultation and involvement within the framework of cultural norms and feasible school operations.



Guiding Principle 4

Guiding Principle 4 works to establish close collaboration between school, parents, and community. As such, GP 4 is an underlying principle that works to create local solutions to the challenges the schools are facing and is essential for the long-term sustainability of the project.

Each country worked to strengthen interactions between school and community. An effective intervention that all countries undertook was to establish Classroom Committees, directly linking parents to specific grades and classes. Cambodia formalized this Committee in the structure and documentation of the School Development Committee (SDC). This linkage helped to hold teachers accountable for being present and on time to class (sub-standard 3.1). It was also key for sub-standards 4.2 and 4.3, helping the collaboration of teachers and parents for furthering student learning outcomes.

All schools also engaged the community for Disaster Risk Reduction planning. Working together, school and communities addressed disaster risks, as evidence in the School Disaster Risk Management plans photographed in Uganda and Zimbabwe.

Figure 20: Indicators for QLE Guiding Principle 4

GP 4: Close collaboration between school & parents/ community
4.1 SMC/PTA includes representatives from a cross-section of the community
4.2 Teachers and parents collaborate on key issues affecting the children's learning process
4.3 Parents and communities are trained in how they can support the children's learning process

RISK	MITIGATION	ACTIVITIES	TARGET PERSONS	RESPONSIBLE PERSONS	REQUIRED RESOURCES	INDICATORS	ASSUMPTION
1) DRUGS ABUSE	Sensitisation of pupils, parents, Local leaders.	Meetings Uprooting the planted opiums. Setting By-laws.	200 pupils 100 parents 20 local leaders	SMC HTR Trs. Local leaders	Meeting Venue Desk chairs Para-legal.	Meeting course X X X	To reduce on consumption of opiums.
2) POT HOLES (FLOODS)	Filling the existing holes in the compound.	Collecting soil or broken bricks. Slashing the compound. Leveling Compacting.	50 holes in the Football field and compound.	DRR clubs Prefects Pupils Trs. Htr.	Wheel barrows Shovels Spades Hoes	X X X	To reduce minor injury the is cause by pot holes and flooding of water
3) BUSHY AND WASHY SURROUNDINGS	Clearing by digging, slashing the compound and its surroundings.	Slashing the compound. Digging the compound.	800 meters away from class rooms	D.R.R clubs prefects pupils Trs	Shovels rakes Wheel barrows	X X X	To reduce the risk Snakes insects

Uganda

Hazard	Place	Affected	Solution	Challenge	Solution to challenge	When	Capacity	Who is responsible
Drought	Mbembeswana	children parents animals	drill more boreholes delay relief task relief	financial lack of knowledge	increasing number of boreholes community request help early	31/10/18	community members	Councillor Village Head Senior Head
Storms	Mbembeswana	children adults animals buildings	durable structures planting trees Qualified builders	financial problems	Acquiring termite poison	31/10/18	human resources	slaying look Village Head Councillor
Floods	Mbembeswana	children adults	building on high ground construction of bridges planting trees	financial problems	ask for help from organisat. help from	31/10/18	human resources Puffie tickets.	Village Head

Zimbabwe

Uganda identified collaboration with the community as one of two key challenges in their project, despite scoring well in this area on the QLE Assessment. Underlying this challenge was tension and mistrust between the community and school, mostly involving the requirement of parents to pay high school levies. Further compounding this tension were mental health issues within the parent community, a result of the conflict within Northern Uganda and an important area which THRIVE recognized and described the need to address. While Zimbabwe also articulated challenge when working with the community, parents were very active in the physical environment of the school, often contributing

labour. Interestingly, Zimbabwe's government policy states that parents unable to pay school levies are able to instead contribute physical labour.

Guiding Principle 4 was also a key enabling factor for managing school lunches in Uganda and Zimbabwe (which integrates with GP 2). Government policy in both countries encourages schools to provide meals for primary school children, but schools receive very little (if any) support from the government to carry out school feeding. With strengthened community support, schools in both countries offered feeding programmes, although slightly different in design. In Uganda, parents contributed maize and beans, and additional school levies paid for community members to cook at the school.¹³ Some schools were able to provide meals to all students, while others only provided meals to those who had contributed resources. In Zimbabwe, children in grades 1&2 were provided lunch, with community members contributing their time to prepare meals from food that was donated by both government (maize) and parents (legumes/vegetables). In both cases, Save the Children ignited the school feeding programmes and, as such, schools within the project were much more likely to be meeting government standard than those outside of the project.

Operational Approach

While interventions aimed at establishing quality learning environments were contextualized to each country's needs, each Country Office also had similarities and differences in terms of project operations.

All Country Offices worked closely with local education authorities, either at the district or provincial level. District education officers supported functions like training of teachers or SMC/SDC, classroom observation/supervision, and broader monitoring of the school compound. As further discussed in the Best Practices and Lessons Learned sections, the Cambodia project used Working Groups at the national and sub-national level to develop the content of the project. As such, there was early buy-in nationally by the Ministry of Education, with a broad range of departments contributing to and signing off on the *I'm Learning* approach, training modules and tools. Furthermore, the engagement of a core group of technical staff from provincial teacher training colleges (PTTC) and provincial / district offices of education as project implementers build knowhow within the Ministry of Education structures for taking on *I'm Learning* interventions.

In Uganda, Save the Children staff worked alongside the District Education Department (DED) to integrate the QLE Framework in to the DED's monitoring tool. Critical items from both tools were picked and merged in to one Joint Monitoring and Support Supervision (JMSS) tool. The components of QLE that were included in the JMSS were related to sub standards 1.2, 1.3, 1.4 and 1.5 under GP1, 2.2, 2.3, 2.6, 2.8 under GP2. The DED in these two districts have fully adopted the JMSS tool and continue to use it, in to 2018 (at the time of this report).

Regarding Save the Children staffing of the project, Cambodia and Uganda had dedicated *I'm Learning* staff based in the field, Zimbabwe did not. Within Zimbabwe, the project was staffed primarily by four staff members, of which each contributed 25% of their time. Combined equivalence of staff time allocation was about 1 full time staff to 6 schools. Cambodia on the other hand had seven dedicated staff, a ratio of 1 staff for every 2 schools. Moreover, government partners supporting follow-up and monitoring in schools were also more intensively supporting in Cambodia compared to Uganda and Zimbabwe.

All of the pilot sites used the QLE Assessment for project design, review, and adaptation. Uganda and Zimbabwe had a similar design to their contextualized QLE Assessment tool, using six different tools across their stakeholders and a discussion-based consolidation/determination of indicator scoring. Cambodia, on the other hand, used one assessment tool for all stakeholders, allowing each stakeholder to directly 'rate' each indicator.

¹³ The agreed per child levy in 2017 was 5,000 shillings (US\$1.40) per term, amounting to UGS15,000 (US\$4.20) annually.

A strong difference between the countries arose when stakeholders were asked to recall QLE Assessment results throughout the time of the project. Cambodian stakeholders could recount QLE Assessment results for each indicator in each year of the project for their school, thus showing that the project truly emphasized, and aligned stakeholders around, the results for project planning and monitoring. Zimbabwean and Ugandan stakeholders, however, were not as familiar with their assessment scores. There are a couple of probable reasons for the difference between countries. SC Cambodia encouraged schools to post/display assessment results at the school each year, providing all stakeholders with documentation of their results and progress. This didn't occur in Uganda or Zimbabwe. Also, school annual planning differed between countries. Although all countries used the QLE results to inform annual planning, in Uganda and Zimbabwe it was only the school heads and the SMC chairperson's using the data for developing plans, while in Cambodia the annual school planning was characterised by a consultative, open and transparent process during which even learners had opportunity to contribute.¹⁴ This may point to the level of engagement Save the Children had with each school, Cambodia's staff working very closely with the schools, facilitating openness of stakeholders to share successes and challenges.

Finally, there were differences in distribution of funding, and therefore the prioritization of interventions, for each Country Office. Funding differed based on school (and school need) in Cambodia and Uganda. Cambodia phased prioritization of Guiding Principles with the idea that Guiding Principle 3 should be emphasized first. Upon seeing improved literacy results, the community was more likely to offer support (Guiding Principle 4) and therefore facilitate the establishment of Guiding Principles 1 and 2. Zimbabwe, however, allocated the same amount of funding for each school, regardless of need and addressed all four guiding principles at each school, in each year. This is further discussed in the Best Practices and Outstanding Questions sections.

VI. Keys to Success

To analyse the ways and means the *I'm Learning* project created successful results in the target schools, this section breaks down the *I'm Learning* approach in to the following steps:

1. Identify needs of the learner, school, and community using the QLE Assessment.
2. Collaboratively (with all stakeholders) plan and develop interventions that address those needs.
3. Implement those interventions, building in local ownership of those interventions.
4. Measure progress, reflect on lessons learned, and plan for next steps to continually improve the learning environment.

It is necessary for Save the Children to effectively manage and support each step in the above process.

Using quantitative results from the longitudinal research as well as qualitative results from stakeholder interviews and focus group discussions, this section outlines some of the best practices identified across the three pilot sites for each step in the project's process.

Identify Needs of Learner, School, and Community

The QLE Assessment process is a strong tool for uniting all stakeholders around the achievement of the 28 sub-standards that make up a Quality Learning Environment. By engaging all stakeholders in the process, it helps build support, while focusing and aligning stakeholders. All three countries carried out the QLE Assessment with stakeholders, however, the process was more effective when stakeholders were involved in the immediate scoring of the assessment tool, thereby ensuring stakeholders understood and could act upon results.

- **Collaborative QLE assessments.** Involve all stakeholders: learners, teachers, head teachers, parents, community members, and MOE officials. Of importance is a discussion on the final

¹⁴ This difference between countries is not cultural, but rather is a distinct difference the project developed in Cambodia. It is not the norm for government schools in Cambodia to have a wide consultation process for school annual planning.

score for QLE assessment sub-standards. The discussion provides an opportunity for participants to voice opinions on the issues or challenge in their learning environment that they may never have had the opportunity to discuss, or issues of which they had not previously considered.

- **Timely communication of assessment results.** Ideally QLE assessment results are determined on the day of data collection (and jointly discussed and decided upon as described above), thus communicated to all stakeholders immediately. If this is not possible, it is at least necessary that QLE assessment results are communicated prior to the development of school plans each year.
- **Effective communication of assessment results.** Ensure that stakeholders know and understand assessment results, by orienting them to the tool(s), scoring procedures, and posting results at the school.

Collaboratively Develop Interventions

Upon identifying needs within the learning environment, it is necessary that all stakeholders come together to determine how gaps will be prioritized and addressed. Reflection workshops identified the following keys to success in the design of project interventions:

- **Prioritize interventions.** Recognizing that all 28 indicators cannot be addressed in a single year is essential. All stakeholders need to develop a way of prioritizing and phasing the interventions over several years. This ensures that resources are put to best use, thoroughly and comprehensively addressing a need as opposed to only superficially addressing the problem each year. As a specific example, a school may decide to allocate all funds and resources to build standard classrooms in one year, as opposed to fixing a ceiling one year and a wall another year.
- **Utilize site visits.** All stakeholders said that they benefitted from visiting and learning from other schools. Having SMC/SDC members and teachers carry out site visits to other schools was particularly effective. Visits empowered stakeholders to see the change that is possible.
- **Recognize where partners are needed.** As stated previously, none of the Country Offices felt comfortable running psychosocial or trauma training. To address this, Uganda partnered with THRIVE. In Cambodia, it became clear that PoE/DoE did not have the capacity to carry out teacher training, despite ongoing training from Save the Children. As a result, the project decided to primarily engage the PTTC for trainings. Save the Children cannot be experts in all areas of the Quality Learning Environment. Identifying where partners will bring technical expertise and innovation is important. Key considerations in identifying effective partners is the quality of service they provide, local knowledge, efficiency, effectiveness, and level of engagement they can provide (considering money and time).

Build Local Ownership while Implementing Interventions

Both the effectiveness and sustainability of *I'm Learning* hinge on the project's ability to build local ownership of the interventions. Each Country Office in the pilot project had unique approaches to building local ownership. Below are some of the most effective strategies for building local ownership:

- **Emphasize accountability and transparency.** All countries described tension and mistrust between the community and the schools. One strategy that was effective in easing this tension was the act of posting school budgets, income¹⁵ and expense reports so that all stakeholders could view. Additionally, the physical act of getting parents into the school (by inviting them to

¹⁵ All countries have issues with the timeliness and the full receipt of anticipated income. For instance, in Cambodia and Uganda the government policy is for a per child funding to schools, but frequently these transfers are delayed and may not be fully provided in a school year.

regular meetings/school visits) helped break down the barriers between the school and community.

- **Provide learners with opportunities to make decisions regarding their schools.** Whether through school clubs, Junior SDC, or student council, children need to take an active role in the maintenance and improvement of their school. Emphasizing child participation throughout the project also help bridge the divide between school and community.
- **Involve the Ministry of Education from the beginning.** Engaging MoE officials (at the local, sub-national, and/or national level) from the beginning ensures that the government is supportive of the project, that all efforts align to MoE and curriculum standards, and scaling of successful aspects of the project or advocacy on relevant issues can be made.
- **Establish an inclusive and broad-based SMC.** For schools to fully realise local ownership and achieve core objectives like all children learning from a quality basic education, constituency of the SMC is an important, and most likely a consideration that goes beyond government policy. For instance, ensuring representation of a local government or a local business leader or an opinion influencer in addition to parental representation will enable the school access to other funding and resourcing opportunities.
- **Identify Underlying causes of SMC dysfunction.** Each school has a different reason for having weak community engagement:
 - perhaps a previous School Director/Head was stealing money; or
 - parents are afraid of not paying school levies: or
 - parents are too busy working at a local factory/plantation to engage: or
 - parents are self-conscious about their own ability to read and write.

It is essential for the project to thoroughly understand these underlying specific reasons for tension to effectively address them.

Measure Progress, Reflect, and Plan

The QLE assessment tool can be an effective tool for identifying gaps and planning school improvement, if used in a timely manner. All three pilot countries recognized the potential but articulated the need to set aside time to reflect upon assessment results.

- **Facilitate annual reflection and planning workshops, aligned with School Improvement Plan timeline, with all stakeholders.** A reflection workshop, which gathers all stakeholders around QLE assessment results for prioritization and planning is important for the ongoing development and adaptation of the project. This workshop should align with the School Improvement Plan timeline.
- **Accommodate other local stakeholders into planning.** Local government, religious institutions and local NGOs regularly have financial resources and other supports that can be made available to schools, but knowledge of their planning timelines and opportunities is critical. In the case of a country like Zimbabwe where school's rely 100% on parental and community contributions for school operational budget, a strong stakeholder engagement strategy is all the more important.
- **Align government tools with QLE assessment tool.** Compare existing government school monitoring tools to the QLE assessment tool. This encourages MoE engagement, reinforces I'm Learning's support for MoE objectives, and increases the likelihood of the MoE carrying out the monitoring in target schools, as well as the potential for the project to scale to new schools.

Manage and Oversee the Project

Often a piece which is not articulated in development projects is the importance of effective and innovative project staff. Scattered throughout the *I'm Learning* pilot projects are SC staff that really helped the project evolve and accomplish what it set out to do. It is necessary to identify field-based staff that can walk alongside schools as they assess their learning environment, develop roles and responsibilities, and establish quality school environments. These particularly effective field-based staff had the following characteristics:

- **Ability (time, desire, persistence) to walk alongside the school.** These staff were willing to learn about the local community and broker relationships between various stakeholders. They took the time to understand stakeholder motivations, assumptions, and biases. Problem solving capability within cultural mores was a key characteristic in this undertaking.
- **Technical Leadership.** A higher level of staff within a country office were able to establish a vision for *I'm Learning*, pull together evidence-based resources and introduce innovations for more effective responses to achieving QLE indicators and other project objectives.
- **Act as an 'outside' voice.** MoE officials in all three countries expressed fatigue – stating that communities are tired of hearing them tell parents they need to take responsibility for children's learning. Save the Children can act as a new, external voice that doesn't merely blame various stakeholders, but rather builds relationships.

VII. Lessons Learned

Looking across the three pilot projects, the following are Lessons Learned, according to key project stakeholders.

Lesson 1 - Bottom-Up; not Top-Down

One of the strengths of the *I'm Learning* project is that it empowers communities to identify local solutions to problems within the school. Each school faces its own challenges, whether with teaching methodology, violence, or school management. Through planning meetings, each school prioritizes what problems can be addressed in a year, roles and responsibilities of the various stakeholders, and sources of funding.

Lesson 2 – Effective School Leadership and Management

The largest take-away from stakeholder interviews is that leadership and management within the schools is critical. While *I'm Learning* touches on this, it should be strengthened. For example, Ugandan schools are struggling with very large class sizes, especially in the early grades. The DEO allocates teachers to the schools based on enrolment, but often Head Teachers allocated more teachers to the upper grades, to prepare pupils for the Grade 7 exams. This often leaves early grades with classes over 100 pupils, while grade 7 classes have less than 35 pupils. Furthermore, the districts have a policy that no child should be sent away from school for not paying fees, however, there is evidence this often happens. Importantly, the schools that have seen the best results in *I'm Learning* are those for which management have acted with transparency and accountability.

To strengthen this piece, the project can learn from Cambodia's leadership and management trainings in which all Head Teachers in target intervention schools received training from Save the Children on school supervision, leadership and management, school administration, establishment of school statistics, and QLE concepts. While not comprehensive, a few of these leadership pieces have been included in the School Based Management Modules School Development Committee and Teacher Professional Development (sub-sections on Supervision and Coaching). This initial work from the Cambodia pilot project is a good initial step for building out *I'm Learning* to include the Quality Learning Framework component of School Leadership and Management. Refer to Annex B for further information regarding the Quality Learning Framework.

Lesson 3 - School Resourcing

The project introduced mechanisms to support increased resourcing to schools. For instance, a key adaptation to the budget template and guidance for the annual school improvement plan introduced the option for incorporating other funding sources, including from local government structures as well as partners (eg NGOs). In Cambodia, schools were now linked into the new commune investment plans, which enabled additional funding for interventions initiated by the schools themselves to improve their own learning environments. Consequently, it better connected the commune councils to the schools and SDCs. As an example, the Head Teacher and SDC for Toul Beng Primary School in Kampong Cham, Cambodia were able to fundraise themselves for an entire new school building.

Effective Management And Leadership

Angkor Ban Primary School

*Kampong Cham Province,
Cambodia*

This strengthening of school management and leadership at Angkor Ban demonstrated that even long maintained habits of poor teaching practice can be turned around.

Most teachers had more than 20 years tenure at the school. Prior to the commencement of *I'm Learning* in 2013, these teachers were regularly absent and not teaching to the full curriculum. Friction between the Head Teacher and Deputy Head caused rifts within the school and with an ineffective SMC, there was no accountability for teachers.

Project interventions instrumentally changed the situation. While teacher capacity was built through the TPD component, critical changes were also made through the capacity development of the Head Teacher and the SMC. Save the Children coached these stakeholders in leadership skills. The group thereby established accountability mechanisms that encouraged teachers to be in class and teaching all children to the curriculum, dispensing with negative actions like corporal punishment. *I'm Learning* showed that even with the same staff in place, school improvement can be made if there is the right approach to leadership.

Similarly, Rushinga Primary School in Zimbabwe was able to continue *I'm Learning* initiated school improvements by linking into local government structures. Within this paradigm, *I'm Learning* is a valued funding source, but one that can be replicated, not situated as a one-off opportunity for intervention schools. This is just one of the contributions to sustainability of *I'm Learning* approach the project made.

Lesson 4 - The Classroom Committee is Effective

The Classroom Committee innovation encouraged parental engagement in their children's classes, enabling positive collaboration with the class teacher to use monitoring activity to improve outcomes for children's attendance and learning. To establish the committee, the teacher meets with and trains parents to provide support and monitor classroom activities. Support includes problem solving for gaps in materials (eg class has 15 desks but needs 20 – how can 5 more be purchased), checking the teacher's progress through the syllabus and ensuring learners are regularly attending (and follow up with parents if there is absenteeism). Membership of the classroom committee and undertaking the different monitoring roles has enabled parents to have a stronger involvement in their children's learning at school, thereby contributing to important outcomes for their child's education.

Lesson 5 - Cascade Trainings are of Low Quality

Despite being advised against cascade trainings, the implementation offices elected to use the cascade model of training to cut costs. Given extremely high teacher turnover (especially in Uganda and Zimbabwe), cascade trainings often did not even occur. When the cascade trainings did occur, teachers described them being of low-quality. In an initiative separate to *I'm Learning*, but involving some *I'm Learning* trainings, the Zimbabwe Country Office reviewed cascade model and found evidence of poor results. Given this, there may be support within Country Offices to move away from cascade training models, but the *I'm Learning* programme should continue to emphasize other means of trainings.

Lesson 6 - Largest Gains are in the Most Deprived Schools

Each country in the *I'm Learning* pilot selected to intervene in a range of schools – those who performed decently well but clearly needed additional support and those that were extremely struggling (or even at the point of closing). The project was extremely effective at helping to raise the struggling schools to a point of functioning again. Aligning with Save the Children's

strategic priority of working with the most deprived, the *I'm Learning* model has been most effective when applied to the schools within this category.

Within Cambodia, Toul Beng Primary School is an example. Shortly after opening, the school began struggling due to high teacher absenteeism, poor relationships between teachers and parents, and lack of engagement with Provincial and District Education authorities. Parents began sending their children to a nearby school and the school eventually closed during 2011 and 2012. In 2012 the school re-opened with 65 students enrolled and two teachers, however, only 23 students regularly attended the school. Save the Children began working in Toul Beng with the *I'm Learning* project in 2013. At the time of the baseline assessment only eight percent of Toul Beng students passed the literacy assessment. Zero percent of the students passed the numeracy assessment.

Toul Beng used *I'm Learning's* three components to tangibly transform the learning environment. In the 2017/18 school year, there are more than 300 children enrolled in Grades 1 to 6, with 7 teachers. The school now has two buildings with a total of 5 classrooms and an ECD class. The 2016 learning assessment found that 55% and 42% of students passed the literacy and numeracy assessment, respectively.

In Zimbabwe, Makupa Primary School, a small primary school located in an old barn, with only three teachers, is working to receive government recognition as a formal learning centre. The project has been assisting them with this through targeted interventions improving the learning environment. Moreover, Ganganyama Primary School was also a satellite school, but improvements in the school supported by *I'm Learning* enabled it to be formally recognised by government, paving the way for grade seven primary leaving examinations to be held there.

Lesson 7 – Strengthen *I'm Learning's* M&E System

The M&E of *I'm Learning* should be strengthened at both the SCN Head Office (HO) level as well as the Country Office (CO) level. Through this pilot, the project should be able to better articulate the indicators that should be tracked throughout the life of the project, through an overall MEAL plan. To better facilitate this, the project should have MEAL Technical Assistants (TAs) at the HO level as well as MEAL staff in the CO. The HO staff can provide regular coaching, mentoring, and feedback for the CO staff to gather, analyse, interpret, and apply routine M&E project data. This was missing from the pilot projects and, as such, the projects struggled in collecting appropriate data. Specifically, the M&E system should be altered to:

i. Enable Action

In Zimbabwe, stakeholders were unaware of QLE assessment results. Furthermore, MoE officials and head teachers were unable to recall any literacy or numeracy results from the project. It is unclear whether this was because results were not disseminated to the schools or if it is due to a lack of understanding/interpretation of the results by the School Heads. Another factor that might have influenced School Heads' understanding of assessment data is that data was collected in September/October with results being finalized in January. School designs, however, were completed in November, so often results were not feeding in to the school plans.

Stakeholders within the Cambodia project understood QLE assessment results and therefore could recall them and describe how they used them to inform planning.

ii. Identify unintended consequences

By integrating strategic focus group discussions and reflection workshops into regular monitoring and evaluation practices, it may be possible to identify some of the unintended consequences of the project. One such example is regarding Uganda's project that introduces Reusable Menstrual Pads (RUMPs) to the intervention schools. While the general impression is that it was very effective and helpful for girls' management of menstruation and improving the attendance of girls in schools, there were competing viewpoints that it was encouraging parents to abandon their responsibility of purchasing menstrual pads for their children. It should be noted that the girls themselves preferred the pads that were purchased at the store, as they were less noisy and helped control the smell.

Furthermore, they described concerns regarding the RUMPs' ability to prevent leaks as well places to clean and hang dry them (as it was very public to dry them on typical clotheslines).

iii. Clear Guidance, Standards and Consistency for Measuring Project Results

There was wide variance in conceptual understanding and approaches to assessing literacy, numeracy and life skills. Given *I'm Learning* was a multi-country project conducting a longitudinal study to assess the effectiveness of the approach, inconsistent guidance and standards for assessing learning outcomes was problematic for determining project results.

Moving forward, to ensure the necessary guidance, standards and consistency of measuring project results, stronger coordination and leadership from SCN (or dedicated partner) for project M&E is recommended.

Lesson 8 – Strong Leadership at the Head Office level

Through the pilot project, SCN provided overall technical leadership to the country teams, however this was conducted differently between the three countries. The regional education advisor for Asia was based in Cambodia and provided intense support throughout the life of the project. For Uganda and Zimbabwe, the Technical Assistance (TA) providers from SCN were not based in-country and additionally shifted over the course of the four years. Therefore, support was not provided as regularly as was done in Cambodia. While this support from the Head Office most likely led to the Cambodia project staff better internalizing the principles of *I'm Learning*, it also helped that the Cambodia office had more dedicated staff to the *I'm Learning* project than the other two countries.¹⁶

Thus, it is essential to that the Head Office (SCN) strengthens its coordination and support for the project. Technical guidance on key principles should be clearer and well-articulated to Country Offices early in the process – especially in relation to QLE monitoring. The Head Office should also work with the SC Country Offices to plan adequate staff resourcing and support to achieve quality.

VIII. Outstanding Questions

The pilot of *I'm Learning* provided the opportunity for each Country Office to adapt and learn as it contextualized the QLE framework and implemented *I'm Learning*. There are outstanding questions, however, that need further exploration or discussion before determining a global programming approach or model for *I'm Learning*.

Is QLE Assessment truly embedded in the communities?

Scale-up and sustainability of the *I'm Learning* project is dependent upon the QLE Assessment being fully embedded within the communities of the schools. The ability for communities and MoE officials to carry out the QLE assessment independently has not been investigated. During reflection workshops, stakeholders expressed some concern regarding this, stating that they have relied on Save the Children's guidance for QLE assessment. Cambodia's project is slightly more prepared to take on the QLE assessment than Uganda and Zimbabwe as their stakeholders have been engagement in the assessment process throughout the length of the project.¹⁷ Uganda and Zimbabwe stakeholders expressed concern regarding their ability to calculate and report on results.

What does M&E look like without research partners?

All three pilot countries had longitudinal research (with local partners) running alongside the project. There was an intentional effort to keep research and M&E separate except in a few cases. In Cambodia, the research partner (KAPE) carried out both the research and M&E activities. In Uganda and Zimbabwe, project staff carried out monitoring and handed data over to researchers. While it is difficult to identify exactly the impact of having longitudinal research running alongside the project,

¹⁶ Combined equivalence of staff time allocation was about 1 full time staff to 6 schools in Zimbabwe. Cambodia on the other hand had seven dedicated staff, a ratio of 1 staff for every 2 schools.

¹⁷ For Cambodia, it should be noted that the project and the schools have heavily relied on the local partner (KAPE) whose role was to collect monitoring data, including a twice yearly QLE assessment.

there were some signs that the research encouraged rigour and regular reporting on M&E within the Country Offices.

While the longitudinal research studies were much more rigorous than will be expected in M&E for scale-up of the project, the Country Office staff as well as school and community stakeholders expressed hesitation around carrying out QLE assessments by themselves. Approximately 20% of Cambodia's project budget went to monitoring of the project and this funding is expected to be cut when the project scales. Furthermore, the research partners carried out literacy, numeracy, and life skills assessments (except for Zimbabwe, where the Country Office carried out literacy and numeracy assessments themselves). It is unclear what the expectation for M&E in scale-up is, but it is worth intentionally developing a capacity building plan within the project, as the critical component of the project is evidence-informed planning and decision-making.

Is *I'm Learning* sustainable at scale?

The success of *I'm Learning* to date has relied heavily on staff visiting the schools regularly and providing one-on-one coaching and mentoring as they shift the mindset of stakeholders within the broader school environment. The scale-up plan proposed by the Cambodian office decreases the level of support significantly and, while the office's engagement with the government is quite strong and encouraging, the project's viability given lower levels of support has not yet been proven.

As described previously, the Uganda office has worked closely with the District Education Department (DED) to review its teaching monitoring and supervision tool in light of the QLE Framework. This process led to a revised tool called the Joint Monitoring and Supervision Support (JMSS) tool, which has been adopted and continued to be used by DED in Gulu and Omoro districts. While this shows the initial stages of sustainability within Uganda, many stakeholders expressed concern regarding Save the Children's exit from programme support. While several QLE principles or standards may have been adopted in to the JMSS, stakeholders expressed concern that the lack of resources would prevent them from addressing any gaps identified in the JMSS.

While there are encouraging signs of sustainability, further research and investigation is needed to determine the long-term viability of the project within the community and government structures.

How can project design processes account for challenging contextual factors?

I'm learning in Zimbabwe experienced challenges with government policy and inaction undermining the project's objectives. The schools receive very little support from the government and require parents to pay high levies. The government further complicates matters by improperly allocating teachers to schools and regularly transferring teachers to other schools (throughout the school year). Moving forward, project design process should help Country Offices examine the education landscape, identifying potentially challenging contextual factors, and identifying ways of mitigating their impact on the project.

When should engagement at the National Level take place?

The Uganda office felt that engagement at the national level during the pilot project was pre-mature, as the project still needed examination, adaptation, and refinement. The office expressed the need to produce high-quality impact results prior to advocating for national-level scale-up.

On the other hand, Cambodia's project engaged national stakeholders from the beginning of the project and, as such, the project has been adopted by the government after only four years of implementation. In doing so, the project had little time to adapt to criticism and reflect upon the impact to date. Furthermore, the project hasn't tested the scale-up approach, which is considerably different than the pilot project approach.

IX. Recommendations Moving Forward

This section presents a set of recommendations for Save the Children's continued programme development toward a common approach for participatory school improvement linked to the Quality Learning Framework. The recommendations focus on defining the identity as well as the scope of the project moving forward.

Defining Characteristics of the Project

Looking across the three pilot sites, the following characteristics stood out as defining characteristics of *I'm Learning* as well as unique components of the project. It is recommended that next steps within the project highlight and build upon these characteristics.



1. **Holistic Perspective of Education.** The project successfully considers the many facets of a learners' life and how all of this influences a learning environment. All three pilot projects utilized all four guiding principles and recognized the importance of integrating across the four guiding principles. Furthermore, used contextualised versions of the QLE assessment to detect important gaps in the learning environment, and the *I'm Learning* approach fostered a consultative methodology to select and prioritise interventions. One example of prioritised contextualisation was the project taking on a tough topic like mental health in Uganda, through partnership with THRIVE, recognizing that without addressing these foundational issues, the project would not make progress.
2. **Evidence-Informed Programming.** The project was built on the QLE framework and it was evident in project visits that the framework not only focused stakeholders, but also motivated them to achieve project objectives. A strong M&E system that can enable quick, easily understandable, and actionable project insights is key.
3. **Strengthening of Parent/Community Structures.** Breaking down the barriers between communities and schools has been a key to the success of the *I'm Learning* project. It ensures project interventions are locally relevant and encourages sustainability.
4. **Promoting Student Leadership and Ownership.** The project recognizes the importance of learners having a voice and leadership roles within the school community.

Defining Project Scope

The project is at different stages in each country. Cambodia has piloted the project in fifteen schools and is now ready to be embed the project objectives within MoE policy and planning framework. Uganda has had mixed success, recognizing areas of the project that have worked very well but also realizing that there is much more work to do within the initial pilot schools. Finally, Zimbabwe recognizes that some of their pilot schools still need much more support to build standard classrooms and latrines to be formally recognized by the government.

In reflection workshops participants discussed types of schools where the project had the most impact. Across all three pilot sites, stakeholders recounted the transformative effect the project had on the most disadvantaged schools. These schools were those that were closing or struggling with student enrolment or were even holding school in unsafe environments¹⁸, where parents would rather send their children to schools further away than have them attend that school. Annex 5 provides a general outline of five different school types the identified in Cambodia. In that context, Type C & E schools are the most disadvantaged, where data on enrolment and QLE results saw the biggest gains, improvements that would have been unlikely without the support of *I'm learning*.

While most schools in the three countries are under-resourced and a case could be made for support of a project like *I'm Learning*, the fact remains that the model as implemented during the pilot phase requires resource intensive support to improve the quality of the learning environment and children's learning outcomes. These resources are limited and should be allocated strategically. Recognizing that the transformation within these schools is attributable to the dedicated support and attention received by the school from Save the Children staff and MoE officials, it is worth considering two options for project scope:

1. **Target the most deprived schools.** Work with most deprived schools, giving them the resources and support needed to lift them to a functioning level (examples of Kratie Province in Cambodia, 'satellite' schools in Zimbabwe).
2. **Embed the project within government for large-scale implementation.** It may be possible to embed the project within the government for scale-up and policy influence, but the design of this approach needs to be examined to ensure effectiveness given smaller levels of support.

While it is a worthwhile discussion to compare the pros and cons of the two options, it is recommended that Save the Children strongly consider option 1 as it aligns with their dedication to the most deprived children. Furthermore, it prevents the project from competing with Ministry of Education initiatives and standards, while helping schools that otherwise would be lost in the system.

Areas for Further Development

The following are areas that are recommended for further development to strengthen the project as a global programme model or approach.

School Leadership

A lesson learned was that without ethical leadership within each school, the project was not able to run. Staff worked to enhance transparency among leaders but state that this could be strengthened. With the addition of the fifth Foundation in the Quality Learning Framework (refer to Annex B), it is possible to focus on the element through formalized leadership training for School Directors. The project has already made a start with this documentation through the SBM modules in Cambodia, which in 2018 are undergoing further collaborative development with the Ministry of Education.

¹⁸ As an example, prior to *I'm Learning*, Makupa Primary School (in Zimbabwe) was an unsafe environment for school. Children could have been physically injured from rusty farm equipment, pits throughout the environment and latrines.

Enhance Numeracy and Life Skills Programming

All three pilot projects focused heavily on literacy in their teacher training sessions. There are also several other initiatives working on early grade reading in these schools. Save the Children can offer a unique training and focus on numeracy and life skills, areas in which teachers requested additional support.

Balance Contextualization with Standards

The project should work to set strong minimum standards that will ensure the integrity of the project while also allowing each country to contextualize the project to its needs. The project can set contextualization standards at several different levels. One level would be at that of the 28 sub-standards. Considering the case of latrines, the project could set standards that latrines are lockable and private for girls, which is a standard beyond that of the government (in the case of Zimbabwe). However, at the core of *I'm Learning* is the ability for Country Offices to contextualize implementation approaches and interventions, considering government standards and practices while decentralizing decisions and power. The pilot project has shown that this approach is essential for the success of *I'm Learning*, both for the implementation of the project as well as the ongoing sustainability of initiatives. Setting strict guidance at the sub-standard level could potentially restrict the project approach to a point of losing its core purpose.

Rather, it is recommended that standardization takes place at the Country Office level. The review of the project found that its most compelling elements were created when Country Office staff thoroughly understood government policies as well as community/school dynamics. As described previously, staff engagement was a significant factor in explaining the differences in results for the three countries, also in explaining why *I'm Learning* had a stronger effect on the overall education programming in SC Cambodia than in the other two countries.

Thus, it is recommended that standardization of *I'm Learning* takes place in the training that is provided to project staff at the Country Office level. Training should ensure that project staff have the skills to contextualize the QLE Framework, build capacity of local stakeholders in use of the QLE assessment, as well as identifying and implementing effective and high-quality interventions.

Develop Guidance for Database

The idea of a standard database is good as it allows for data to be (dis)aggregated as desired for project needs. Refining this database to better capture the outputs of the project (teachers trained, infrastructure built) will help the Country Offices better adopt the tracking and use of data throughout the project.

Develop Guidance for Prioritization of Guiding Principles/Indicators

Country Offices and stakeholders tried different approaches to prioritizing / phasing indicators (see description in Collaboratively Develop Interventions section). Guidance that assists Country Offices in phasing and prioritizing interventions is needed. This could be of a form that outlines the base, most important pieces to have in place (safe spaces, standard classrooms) and then the next important pieces. Or guidance that instead helps the Country Office think through and prioritize interventions themselves.

Project Niche in Global Education Development Space

In this next step of the *I'm Learning* project, it is important to identify how the project fits in to the broader education development landscape. Alongside this, it's important to consider and articulate how this project offers something unique to that education development space.

Firstly, and most importantly, this project is successful in considering, enhancing, and establishing quality learning environments from the holistic perspective. The project examines root causes of poor

enrolment, attendance, and performance – and works to address those causes. Most education initiatives right now are focused on learning outcomes, which is admirable given the global learning crisis, but often these initiatives are only targeting learning outcomes to the exclusion of more holistic programming. While the intent of the pilot project was to enhance learning outcomes, and that has yet to be seen, there are encouraging steps being taken to improve learning environments.

In all three pilot countries there are nationwide early grade literacy initiatives. The teacher training colleges and departments in all three countries seemed inundated by teacher training initiatives. Given that most initiatives (both from international non-profits as well as MoE-driven) focus on literacy outcomes, there is an opportunity to build out the numeracy and life skills components of *I'm Learning*. By gathering robust evidence regarding these pieces now, Save the Children could have a strong influence on ministry policy in these two areas in coming years.

Often a missing piece in the global and national literacy initiatives is the development of community support which not only encourages home support and involvement in school but also helps build the sustainability of the project. *I'm Learning* has done this in a unique way – by galvanizing support and aligning stakeholders to the QLE framework indicators. The success of this approach through *I'm Learning* is extremely encouraging – suggesting that communities do quite a lot to solve their own problems, if they are aligned to clear objectives. This could add a lot to the global development sector's knowledge regarding how best to work with communities.

Additionally, there is the potential for the project to truly revolutionize the worst-performing schools in the targeted countries. This works in two ways. In several countries, the schools rely on parent levies to invest and improve the school. Often enrolment is so low that funds are very limited for that investment. Save the Children can help bridge that gap, sparking school improvements and attracting more learners for enrolment. In other settings (such as Zimbabwe), the government requires the schools to reach a certain minimum standard before it's formally recognized by the government and before it receives any support from the government. In this case, Save the Children can help schools achieve this minimum standard.

Finally, it is important to recognize the role Save the Children plays in the schools and communities. Project stakeholders described the benefit of having Save the Children's voice active in school and community conversations, as an 'outside' and often unbiased voice. In relations where there are assumptions and tensions, this external voice can be extremely beneficial to facilitate better relations between stakeholders.

Annex A: Summary of Training

Summary of Trainings – Teacher Training						
	Cambodia		Uganda		Zimbabwe	
	Topic	#	Topic	#	Topic	#
2014	Positive Discipline		Child Rights/Safe Guarding			
	School Code of Conduct				Code of conduct	
	Action Research				Health and hygiene in schools	
	Teaching methodologies		Instructional Strategies & Classroom Management		Literacy and numeracy	
	Formative assessment					
	Teaching and learning materials					
2015	Child Rights/Safe Guarding				Feedback & Reporting Mechanism	
	Classroom Code of Conduct		Code of Conduct		Code of conduct	
	Positive Discipline		Psychosocial Support		Positive parenting / Psychosocial	
	Life Skills – Health Education		Child Health Clubs		community sensitisation education	
	DRR		DRR		DRR / safe learning environments	
	Child participation				child participation / school clubs	
			Hygiene & Sanitation		Health and hygiene in schools	
	Lesson Planning		Instructional Strategies & Classroom Management		Child centred methodologies	
	Creating Teaching & Learning Materials		Creating Learning Materials			
	Remedial learning strategies		Early Grade Reading / Numeracy		Early Grade Reading / Numeracy	
	Formative/Summative Assessment		Formative assessment			
		Mentoring & Coaching		Teacher/Parent training – child rights		
2016	Positive Discipline		Psychosocial Support		Psychosocial	
			Child Rights/Safe Guarding		Feedback & Reporting Mechanism	
	Life Skills – critical thinking		Life Skills (SRH)		DRR / safe learning environments	
			Reusable menstrual pads (RUMPS)			
	Literacy teaching techniques		Literacy		Early Grade Reading / Numeracy	

				Health and hygiene in schools	
	Formative/Summative Assessment		Instructional Strategies & Classroom Management	Child centred methodologies	
	Lesson Planning				

Summary of Trainings – Parents and SMC and head teachers						
	Cambodia		Uganda		Zimbabwe	
	Topic	#	Topic	#	Topic	#
2014	School Annual improvement plans				SDC training	
	School management and leadership		WASH management			
			Training on RUMPS		PSS Camp	
	QLE concepts					
	School monitoring					
	Positive Discipline				Positive parenting	
2015	Reporting mechanisms		Child Rights		Feedback & Reporting Mechanism	
	Community Mapping		Psycho-social support			
	DRM planning / Safe school grounds		Hygiene and Sanitation		Disaster Management	
	Classroom Monitoring					
	School management and leadership		School management and planning			
	Parental support to children's learning		Supporting children's learning		Positive parenting / Support children's learning	
2016	SDC management and structure					
	Class committee					
	Community mapping					
			Psychosocial support – lay counsellors		Psycho social support (parents)	
			RUMPS			
		WASH management				

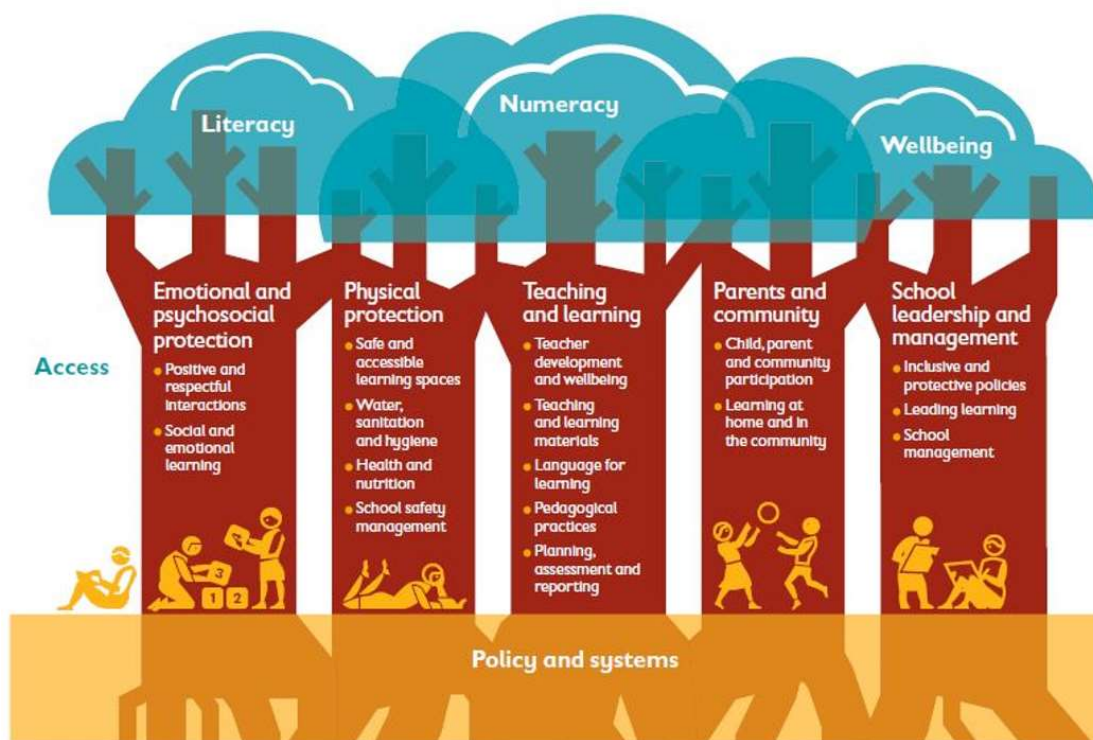
Annex B. Quality Learning Framework

Excerpt from: *Quality Learning Framework, Save the Children 2017*

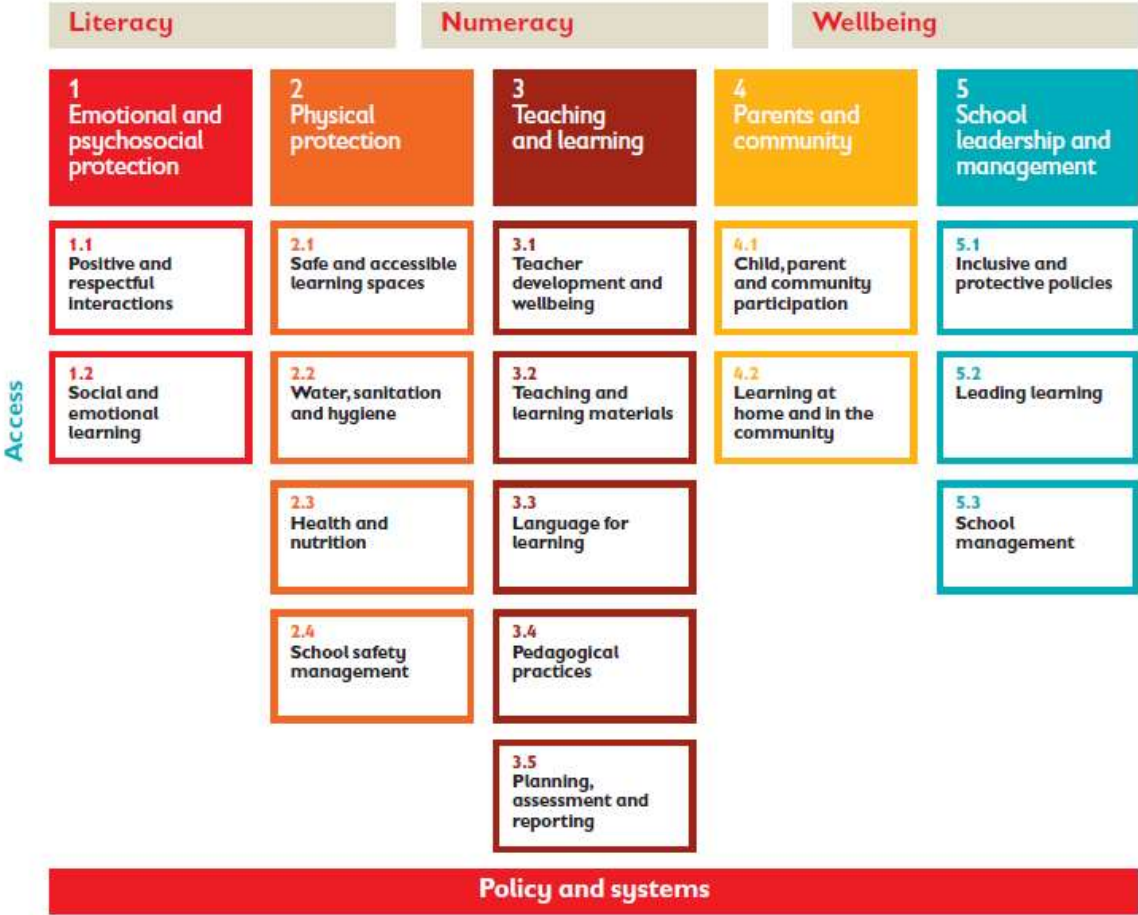
Save the Children has been using the Quality Learning Environment (QLE) in its education programming for a number of years, primarily as an assessment and program design tool. This Quality Learning Framework seeks to build on and incorporate the learning gathered by Save the Children during this time. In 2016, a decision was made to revise the QLE monitoring tool into a conceptual framework: this has involved to revising and simplifying its components.

The Quality Learning Framework outlines the components of a quality basic education, primarily within the school or learning environment. The Quality Learning Framework represents Save the Children's best understanding as to what must be in place to enable the wellbeing and learning of all children across development and humanitarian contexts. It is based on our knowledge and experience, and is grounded in research and evidence.¹⁹

The Quality Learning Framework



¹⁹ This document is accompanied by an evidence map and narrative.



Annex C. QLE Sub-Standard Achievement by Country

		GP1 Sub-Standards						GP2 Sub-Standards								GP3 Sub-Standards											GP4 Sub-Standards				% QLE Sub-Standards Achieved							
		1.1	1.2	1.3	1.4	1.5	AVE	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	AVE	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12	AVE	4.1	4.2	4.3	AVE	GP1	GP2	GP3	GP4	All GPs
Zimbabwe	2014	2.33	2.17	2.50	2.83	1.83	2.33	2.67	2.50	2.67	2.67	2.17	2.33	2.00	2.00	2.38	3.00	2.17	2.17	2.00	2.83	3.00	2.67	2.33	2.33	1.50	1.83	2.50	2.36	3.00	2.50	2.83	2.78	50.00	43.75	50.00	77.78	51.19
	2015	2.67	2.17	2.67	2.83	2.50	2.57	2.67	2.50	2.67	2.67	2.33	2.33	2.83	2.33	2.54	3.00	2.83	2.67	2.67	2.83	3.00	2.83	2.33	2.67	2.17	2.17	2.67	2.65	3.00	2.83	2.83	2.89	60.00	54.17	65.28	88.89	63.69
	2016	2.83	2.67	2.83	3.00	3.00	2.87	2.67	2.50	2.67	2.00	2.67	3.17	3.17	2.83	2.71	3.00	3.17	2.83	2.83	2.83	2.83	3.00	2.50	3.00	2.83	2.67	2.83	2.86	2.83	3.17	2.83	2.94	80.00	64.58	83.33	77.78	76.79
Uganda	2014	2.91	2.82	2.45	2.82	2.91	2.78	2.45	2.82	2.27	2.18	2.45	2.64	3.00	3.00	2.60	2.45	3.00	2.64	2.45	2.36	3.00	2.91	2.82	2.64	2.18	2.82	2.27	2.63	2.82	2.82	2.45	2.70	78.18	60.23	62.88	69.70	65.58
	2015	2.27	2.45	2.36	2.64	2.45	2.44	2.27	2.73	2.09	2.00	2.27	2.36	2.36	1.09	2.15	2.00	2.73	2.18	2.36	2.27	2.91	2.82	2.82	2.64	2.00	2.09	2.09	2.41	2.73	3.00	2.27	2.67	43.64	26.14	48.48	72.73	43.83
	2016	2.27	2.00	2.45	2.64	2.09	2.29	2.27	2.27	2.18	2.27	2.55	2.45	2.36	1.55	2.24	2.82	2.36	2.45	2.18	2.73	2.91	2.55	2.45	2.27	2.18	2.00	2.45	2.45	2.36	2.45	2.00	2.27	43.64	31.82	46.97	54.55	42.86
Cambodia	2014	1.80	1.47	2.27	2.00	1.73	1.85	2.27	1.73	1.93	1.60	2.00	1.87	1.93	1.80	1.89	2.47	1.67	1.93	1.87	1.87	4.00	2.00	2.07	2.07	1.27	1.73	1.87	2.07	1.47	1.80	1.40	1.56	14.67	6.67	20.00	0.00	13.10
	2015	2.67	2.00	2.73	2.47	1.93	2.36	2.40	2.07	2.13	1.93	2.67	2.00	2.00	2.00	2.15	2.87	2.53	2.67	2.20	1.80	4.00	2.40	2.60	2.40	1.53	1.93	1.93	2.41	2.00	2.00	2.00	2.00	40.00	16.67	38.89	0.00	28.57
	2016	3.67	3.67	3.20	3.00	2.60	3.23	2.87	2.93	2.40	3.00	2.87	3.13	2.73	2.60	2.82	3.00	3.87	3.53	2.87	3.13	4.00	3.13	3.47	2.73	2.53	2.67	2.87	3.15	2.73	2.80	2.87	2.80	92.00	75.83	84.44	66.67	81.43

Annex D. I'm Learning Project Expenses (NOK)

I'm Learning Project – Expense Summary 2014-2017 (NOK)									
	Total Expenditure			Research Expense			Programme Cost per School		
	Cambodia	Uganda	Zimbabwe	Cambodia	Uganda	Zimbabwe	Cambodia	Uganda	Zimbabwe
2014	3,061,752	1,799,952	1,081,260	255,802	333,516	122,366	184,780	133,312	159,816
2015	5,160,040	2,604,277	1,641,597	429,343	643,585	302,805	314,598	178,245	223,132
2016	5,001,271	3,026,391	2,077,170	451,406	566,782	845,052	309,943	223,601	205,353
2017	4,439,667			442,888			282,326		
Total	17,662,730	7,430,620	4,800,027	1,579,439	1,543,883	1,270,223	1,158,840	535,158	588,301

Annex E. I'm Learning Cambodia Intervention School Types

Type A School Criteria				Type B School Criteria			
School Type		Teacher Background		School Type		Teacher Background	
Core School	x	Certified (70% +)	x	Core	X	Certified (70%+)	x
School size (number of students enrolled)		Student-Teacher Ratio		School size (number of students enrolled)		Student - Teacher Ratio	
101 to 300	x	1:45 or less	x	301 or more	X	1:46 or more	x
Location		Socio-economic status (as indicated by MoEYS)		Location		Socio-economic status (as indicated by MoEYS)	
Rural	x	Disadvantaged	x	Semi-rural	X	Not disadvantaged	x
Type C School Criteria				Type D School Criteria			
School Type		Teacher Background		School Type		Teacher Background	
Satellite	x	Certified (70% +)	x	Satellite	x	Certified (70% +)	x
School size (number of students enrolled)		Student-Teacher Ratio		School size (number of students enrolled)		Student-Teacher Ratio	
101 to 300	x	1:46 or more	x	301 or more	x	1:46 or more	x
Location		Socio-economic status (as indicated by MoEYS)		Location		Socio-economic status (as indicated by MoEYS)	
Rural	x	Disadvantaged	x	Semi-rural	x	Not disadvantaged	x

Type E School Criteria			
School Type		Teacher Background	
Annex	x	Certified (70% +)	x
School size (number of students enrolled)		Student-Teacher Ratio	
Less than 100	x	1:45 or less	x
Location		Socio-economic status (as indicated by MoEYS)	
Rural	x	Disadvantaged	x