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ASSESSING ACCESS TO AND QUALITY OF URBAN NON-STATE BASIC EDUCATION IN UGANDA ONE YEAR AFTER COVID CLOSURES

A MIXED-METHODS STUDY EXPLORING CONTRIBUTIONS OF NON-STATE SCHOOLS ENSURING EQUITABLE ACCESS TO QUALITY BASIC EDUCATION

June 2023

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ACRONYMS

COVID	Coronavirus Disease
COVID-19	Coronavirus Disease of 2019
CSO	Civil Society Organization
DEC	Development Experience Clearinghouse
ECCE	Early Childhood Care and Education
EMIS	Education Management Information System
FI	Financial Institution
FY	Fiscal Year
IRB	Institutional Review Board
INGO	International Non-governmental Organization
KII	Key Informant Interview
LCPS	Low-cost Private School
LMIC	Low- and Middle-Income Countries
MoES	Ministry of Education and Sports
NAPE	National Assessment of Progress in Education
NDP	National Development Plan
NGO	Non-governmental Organization
NPA	National Planning Authority
NSS	Non-State School
ODK	Open Data Kit
PLE	Primary Leaving Exam
PPE	Personal Protective Equipment
PSA	Private School Association
PTA	Parent Teacher Association
RAN	ResilientAfrica Network
RQ	Research Question
SHARE	Supporting Holistic and Actionable Research in Education
SMC	School Management Committee
SOW	Statement of Work
TLM	Teaching and Learning Materials
UBOS	Uganda Bureau of Statistics
UND	University of Notre Dame
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene

EXECUTIVE SUMMARY

This study aimed to assess the quality and level of access to non-state pre-primary and primary schools in urban and peri-urban areas of Uganda.[1]

PROJECT BACKGROUND

Non-state primary and pre-primary schools play a substantial role in meeting the right to education in Uganda. As in many parts of the world, government-run systems are often overwhelmed and unable to keep up with the demand for education (Alam & Tiwari, 2021; Härmä, 2019). According to the Uganda Bureau of Statistics (2014, 2019), private schools make up as much as 59% of all schools in Uganda (Oduor-Noah, 2021). Since the government does not fund pre-primary education, early childhood provision is exclusively private sector-led, and pre-primary enrollment rates remain low at 15.6%, increasing from 6.6% between 2011-2016 (Kabay, 2021).

Learning outcomes in Uganda are poor relative to neighboring countries in Tanzania and Kenya and the COVID-19 pandemic has disrupted the Ugandan education sector substantially. In Uganda, schools were closed longer than anywhere else in the world – 22 months. These closures have important implications for children's learning, children's re-enrollment in schools, and schools' financial sustainability after two years of not receiving learner fees.

With this context in mind, this study sought to achieve the following goals:

1. To understand the quality of education in non-state pre-primary and primary schools in urban and peri-urban areas of Uganda,
2. To understand key stakeholders' perceptions of how COVID-19 impacted education quality in non-state pre-primary and primary urban and peri-urban schools,
3. To understand the barriers learners from traditionally marginalized groups face in accessing non-state pre-primary and primary schools in urban and peri-urban centers,

[1] USAID defines a non-state school as "an educational institution controlled and managed by a non-governmental organization (e.g. religious group, association or enterprise) or that has a governing body primarily consisting of members not selected by a public agency" (Alfred, 2020). In Uganda, the non-state primary school sector includes private for-profit schools (including low- mid-, and high-fee schools), private not-for-profit schools (including schools managed by NGOs, faith-based organizations, and communities), and government-aided schools that receive funding from the government, but are "owned and managed by non-state actors", such as the Church of Uganda or the Catholic Church (UNESCO, nd).

4. To understand changes in access to non-state pre-primary and primary urban and peri-urban schools for learners from traditionally marginalized groups following COVID-19,

5. To explore the oversight and regulation of non-state pre-primary and primary urban and peri-urban schools, and

6. To understand the capacity[2] of non-state pre-primary and primary urban and peri-urban schools to sustainably finance quality education.

RESEARCH METHODOLOGY OVERVIEW

This research evaluated the key factors related to the quality and level of access to non-state primary and pre-primary schooling in urban and peri-urban areas of Uganda. Below are the specific research questions for this study.

What factors relate to the quality and level of access to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?

1. a) What factors relate to and are perceived to affect the quality of education in non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?

   b) What are key stakeholders' perceptions of how COVID-19 impacted non-state school quality in urban and peri-urban areas of Uganda?

2. a) What barriers and enablers to access do learners from traditionally marginalized groups have to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?

   b) How has the level of access to these schools changed since the onset of COVID-19?[3]

3. How do oversight and regulation of non-state primary and pre-primary schools in urban and peri-urban areas function in policy and practice?

4. a) To what extent are non-state primary and pre-primary schools in urban and peri-urban areas of Uganda able to sustainably finance quality education?

[2] This will entail examining school proprietors' ability to manage funds as well as their access to finance.

[3] For example, we will look into how schools have adapted to COVID-related school closures, such as through open and distance learning services and to what extent are learners from traditionally marginalized groups able to access open and distance learning platforms.

b) How have schools' ability to sustainably finance education changed since the onset of COVID-19?[4]

A mixed-methods approach was used to explore the research questions stated above. The research team conducted surveys with PTA members, school proprietors, and teachers in 642 randomly sampled non-state schools (320 pre-primary and 322 primary schools). The team also conducted key informant interviews with key stakeholders at the national and local levels including national and local education officials and representatives of international non-governmental organizations (INGOs), financial institutions, and private school associations.

FINDINGS

RQ1a: Factors reported to affect the quality of education in non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?

Answer: Research participants reported that the key factors that contribute to quality education in NSSs include: (1) school-level instructional practices that prioritize achievement of learning outcomes to attract clients; (2) a high level of school-based teacher support and oversight; and (3) responsiveness and engagement with parents.

Research participants, however, also identified several inhibitors of quality, including: (1) small but important percentages of uncredentialed (on average 10%) and/or novice teachers (on average 30%); (2) insufficient teaching and learning materials; (3) difficulties retaining qualified teachers; (4) lack of psychosocial support for learners after the pandemic, which was a problem for state-schools as well; and (5) inadequate infrastructure.

[4] In their "How To" note on Education Finance, USAID defines education finance as "monetary and in-kind resources made available for education from a variety of both public and private actors covering the full student life cycle, from pre-primary through higher education, and addressing the question of how resources are allocated, used, and accounted for to achieve sustainable, quality education for all children and youth" (Hurley, Chassey and Lee 2019, 4). In alignment with this definition, as we examine financial sustainability, we will examine how resources are allocated, used, and accounted for as well as how they are generated.

RQ1b: Stakeholders' perceptions of how COVID-19 impacted non-state school quality in urban and peri-urban areas of Uganda

Answer:

Research participants indicated that the 22 months of enforced school closures during the height of the COVID-19 pandemic in Uganda led to learning loss and gaps in learning for children of school-going age, a loss of teaching staff, many of whom had to seek other employment during school closures, and mental health problems for children. While the Ministry of Education and Sports endeavored to support distance learning during the pandemic, there was inadequate supply and delivery of distance learning materials.

Survey respondents and interviewees indicated that NSSs had benefited from government support in the form of curriculum support and training to implement the abridged curriculum.[5] However, several interviewees indicated that teachers struggled to implement the abridged curriculum due to the large amount of material to cover within a short timeframe. These challenges were likely compounded by the reported mental health challenges that children faced, given the established relationship between child well-being and academic achievement (Durlak et al., 2011; Mahoney, Durlak, & Weissberg, 2018).

[5] Respondents did not indicate at what level (e.g., primary level only or both primary and pre-primary) curriculum support was provided. For example, one district-level respondent indicated: "Government has provided textbooks to all government institutions and also the non-state institutions because these children are not private. They belong to the government. It is indeed very good if government can continue with this good heart to assist these children."

Similarly, an official from the MoES explained, "When we look at having a curriculum or rolling out a curriculum, it is for all. And the trainings have been for all, both government and private. When government procured textbooks, it gave both private and government."

RQ2: Reported barriers and enablers to accessing NSSs for learners from traditionally marginalized groups before and during COVID-19

The cost of non-state schools is an important barrier to access for **low-income learners and orphans.** However, faith-founded schools[6] subsidized a significantly larger number of learners' education, and local education officials indicated that faith-founded and otherwise charitable schools were more likely to keep their fees low to enhance access. Surveyed parents indicated that COVID-19 reduced their ability to afford school fees.

Enrollment of both male and female learners declined in sampled schools following the pandemic. However, there was a slightly higher decline in girls' enrollment. While girls made up, on average, 53.8% of the student body prior to the pandemic, that percentage decreased to 52.8% following the pandemic - the decline was statistically significant. On average, the number of female learners declined by 13 learners, while the enrollment for male learners declined by seven learners. For primary schools, the stated reasons for declines in girls' enrollment included early pregnancy, early marriage, and the economic impacts of the pandemic on household incomes. The stated reasons for the declines in boys' enrollment were that the pandemic increased the economic strain on poor households and that boys left school to start working during the pandemic. Several proprietors also indicated that some boys and girls saw themselves as too mature/old to return to primary school.

Finally, sampled NSSs had a smaller percentage of **learners with disabilities** (1.2% in pre-primary schools and 1.6% in primary schools) than the estimated percentage of children with disabilities in the country (7.5% of children ages 5-17 years and 3.5% of children ages 3-4 years) (UNICEF 2019). We did not observe a meaningful change in the enrollment of learners with disabilities pre- and post-COVID-19. Key school-related barriers for learners with disabilities include: (1) a lack of handicap-accessible infrastructure; (2) not enough teachers trained in inclusive education; (3) inaccessible teaching and learning materials; and (4) a lack of assistive devices. On a positive note, enumerators observed that most classrooms employed visual aids.

[6]The Education Act of 2008 defines foundation body as "an individual, group, or organization which founds and manages an education institution" (p. 6). Schools in this study classified as faith-founded include all schools that were founded by religious bodies. This includes schools receiving government support (representing only eleven schools in the sample).

RQ3: Oversight and regulation in policy and practice

Most of the sampled pre-primary and primary schools were registered; however, many experienced barriers to registration, licensing, and license renewal. These barriers included; the cost of registration and license renewal, the time required, and government inspection requirements.
The majority of school proprietors indicated receiving at least one inspection a term. Several local education officials also indicated visiting NSSs at least once per term. However, local education officials indicated that inadequate funding, staffing, and transportation were barriers to the regular inspection of non-state schools.

Also, several local and national officials indicated difficulties enforcing education standards and policy guidelines because there are few mechanisms at their disposal to hold non-compliant schools accountable for failing to adhere to standards.

Finally, in our team's visits to districts to request EMIS data, we observed that many districts lacked access to recent EMIS data. District officials had paper-based forms which had not yet been input into the electronic system. Local officials also indicated that schools themselves completed EMIS forms, which suggests that the information provided in the forms may be subject to self-reporting bias.

RQ4a: Financial sustainability of non-state pre-primary and primary schools in urban and peri-urban areas of Uganda

Our qualitative and quantitative data suggest that a key barrier to NSSs' financial sustainability is the fact that the vast majority of non-state schools depend primarily on learner fees, which makes them vulnerable to shocks, such as COVID-19 or the current global economic crisis, both of which reduced their ability to collect fees from learners. Respondents indicated schools that have alternative sources of funding are more financially sustainable, and several respondents noted that faith-founded schools often are able to generate supplemental support from their religious bodies. A large percentage of proprietors reported that they were able to access finance to invest in the continued growth of their schools as well as manage short-term gaps in resources, such as when parents delay paying fees.

RQ4b: Non-state school finances before and during COVID-19

Quantitative and qualitative data from the study suggest that the financial sustainability of non-state pre-primary and primary schools in urban and peri-urban areas of Uganda declined after the onset of the COVID-19 pandemic. School proprietors reported a decline in savings/profit and difficulty collecting fees from families. Key informants indicated that the rising cost of goods and services resulted in increased costs for non-state schools. Proprietors reported a reduction in enrollments since the pandemic. Interviewees described how the two years of pandemic-induced school closures made it difficult for proprietors to repay loans and pay rent, which led to some school closures. **Below are recommendations to improve education quality at NSSs**.

RECOMMENDATION 1: Improve education quality at NSSs

- Targeted inclusion of not-for-profit non-state schools in donor and government distribution of teaching and learning materials
- Continued inclusion of NSS teaching and learning staff in targeted instructional improvement interventions
- Provide professional development for teachers and school leaders to address the continued need for learning recovery and catch-up
- Implement proven school-based social-emotional learning interventions to support learner well-being at both state and non-state schools

RECOMMENDATION 2: Enhance access to NSSs for traditionally marginalized learners

- Tax exemptions for schools that subsidize a target percentage of learners or keep fees under a threshold of affordability
- Advocate for the passage of the ECCE policy which would provide low-income families subsidies for preschool-age children
- Combat stigma against disabled learners and/or learners who are parents through proven social norms and behavior change communication strategies
- Target out-of-school youth, particularly young mothers, with accelerated education programming to enable their return to school
- Enhance education budget for special needs and inclusive education for both state and non-state schools
    - Key investments needed in state and non-state schools include: (1) improving access to accessible teaching and learning materials; (2) training teachers in inclusive education; and (3) investing in handicap-accessible infrastructure. Literature regarding the implementation of inclusive education in Uganda, Kenya, and Zambia suggests that the training and sensitization of teachers on inclusive education is the highest priority intervention (Okech et al., 2021; Ireri et al., 2020; Muzata et al., 2021).[7]

[7] In Uganda, researchers asked special needs teachers what their main concerns were with implementing inclusive education, and respondents most frequently selected "teachers' feelings of competence." (Okech, Yuwono & Abdu, 2021). Many teachers stated that they received no training, and interviews suggested that the lack of training resulted in "integration, as opposed to inclusion," meaning that teachers treated children with differing abilities the

RECOMMENDATION 3: Enhance oversight and regulation of NSSs

- Increase human and financial resources for inspection
- Focus oversight on issues most relevant to improving learning
- Coordination between local government education officials, Centre Coordinating Tutors, School Management Committees and Private School Associations to support struggling schools to implement school improvement plans[8]
- Enhanced coordination and collaboration between the regional-based Education Standards Agency Inspectors and local government education and inspection officials for quality school inspection, monitoring, reporting, and school improvement planning[9]
- Invest in simplifying digitization of education data to enhance timely access to information
- Strengthen enforcement/support options for local government education officials and link enforcement/support to root causes of schools' failure to adhere to standards

RECOMMENDATION 4: Support financial sustainability of NSSs

- Work with financial institutions serving NSSs to train NSSs to identify opportunities to diversify sources of funding
- Mitigate tax burdens and fees on non-state schools, especially those that are not-for-profit
- Enhance access to finance for land purchases for female proprietors who are significantly less likely to own land through the use of blended finance facilities

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same as all other children, rather than adapting instruction to accommodate different learning needs. (Okech, Yuwono & Abdu, 2021).

[8] Oversight and support of pre-primary and primary schools is managed by local governments under the decentralization policy. District/municipal/city education officers oversee the work of inspectors of schools. Local government education officials could work more closely with Centre Coordinating Tutors and School Management Committees to provide ongoing support to struggling schools. One caveat is that as the new teacher policy (2019) is rolled out, the role of the Centre Coordinating Tutor may need to be re-imagined, since it is based out of the structure of primary teachers' colleges which will be phased out.

[9] The Framework for inspectors, requires that every inspection should have an outcome of a School Improvement Plan (NPA, 2018).

INTRODUCTION

CONTEXT AND PROJECT BACKGROUND

Non-state primary and pre-primary schools play a substantial role in meeting the right to education in Uganda. According to the Uganda Bureau of Statistics (2014, 2019), private schools make up as much as 59% of all schools in Uganda (Oduor-Noah, 2021). Since the government does not fund pre-primary education, early childhood provision is exclusively private sector-led. Consequently, pre-primary enrollment rates remain low at 15.6%, increasing from 6.6% between 2011-2016 (Kabay, 2021).

Over the next few decades, demand for pre-primary and primary education will likely continue to grow in Uganda. The country has one of the world's youngest populations, with nearly half of the population under 15 years of age. According to the African Institute for Development Policy and the University of Southampton (2018), demand for primary schools could increase from 8 million learners in 2015 to 17-20 million by 2065. Because non-state schools make up a large share of pre-primary and primary schools, efforts to ensure access to quality basic education in Uganda must understand the current level of access to and quality of non-state schools.

Recent statistics suggest that access to quality pre-primary and primary education in Uganda is inadequate. Student learning outcomes in Uganda are below those in neighboring countries like Kenya and Tanzania (Kabay, 2021). The fact that schools in Uganda were closed for longer than any other country in the world, likely means that student learning outcomes have fallen even farther behind. Evidence suggests that private schools outperform governmental institutions (Mugo et al., 2015; Uwezo, 2014). Despite their relative success, non-state pre-primary and primary schools in Uganda face significant challenges threatening their continuance. Private schools often struggle to operate due to a lack of instructional materials, unpredictable government funding/support, vulnerability to market shocks, changes in the purchasing power of parents/guardians, high operational costs, lack of access to credit, and, in some cases, lack of official recognition by the State due to stringent registration requirements (Alam & Tiwari, 2021; Gruijters et al., 2021; Härmä, 2019; MoES, 2013).

Financial sustainability rises as one of the most pressing concerns. The main, and sometimes only, source of revenue is tuition/school fees, which are often very low due to the limited purchasing power of the marginalized communities they serve (Kabay, 2021; Kahunde et al., 2022). Regardless of their size or revenue, private schools are subject to the same tax requirements (Härmä, 2019). These costs become prohibitive when schools cater to communities with limited resources. Moreover, over 90% of non-state schools are run by a sole proprietor (Oduor-Noah, 2021). Without the government's help or a

supportive network of private schools, non-state schools find themselves particularly vulnerable to market shocks.

Non-state schools' financial vulnerability increased with the outbreak of COVID-19. Schools remained closed for two years, and parents struggled to pay tuition. Since most private schools primarily rely on tuition, decreased enrollment rates imply reduced revenues. As a result, they struggled to meet their various financial obligations, such as teachers' salaries, loan repayments, infrastructure renovation/rehabilitation, maintenance expenses, etc. Some continued to make loan payments throughout the lockdowns, while others obtained loan rescheduling. The uncertainty brought on by the pandemic made new loan acquisition prohibitive. Due to outstanding unpaid debts and enrollment declines—with subsequent revenue losses—most financial institutions saw schools as high-risk and imposed high-interest rates. Moreover, the government's ambiguity surrounding school openings made lenders reluctant to offer new credit to already struggling private schools (Kahunde et al., 2022).

Without access to new credits, schools resorted to raising fees, making it less affordable for students, particularly those from low-income families. Some students transferred to cheaper institutions or the public sector, while others dropped out due to the costs associated with changing schools (Kahunde et al., 2022).

The quality of education among pre-primary and primary schools has also been affected by the COVID-19 pandemic. Although the Government of Uganda (GoU) attempted to provide various remote learning options during the lockdown, according to UNICEF (2021), only about 10% of primary and secondary school children accessed some alternative learning option during the pandemic. Furthermore, most of GoU's efforts during the pandemic were targeted at the public sector, and there is scarce information about the nature of the support provided to non-state schools (Kahunde et al., 2022).

Regarding learner progression, learners in both public and non-state schools have lost two years of instruction. Except for those attending International schools, learners have been in the same grade for two years since 2020 (NPA, 2021) and then automatically promoted by decree of the Minister of Education upon school re-opening (MoES, 2021a). As a result, two additional cohorts entered entry and transition grades: one for 2020—with around 2.4 million children, and one for 2021, with 2.5 million (NPA, 2020).

Lost instruction and delayed enrollment have resulted in over-age learners who may be at greater risk of dropping out or delaying re-enrolment. The age of a child's enrollment is one of the strongest indicators of whether or not that child will stay in school with children who start school later being more likely to drop out of school than their counterparts who start school on time (Kabay, 2021). Also, as the age

range in each grade increases, the quality of instruction decreases because the curriculum is often not developed with multi-age classrooms in mind (Grogan, 2009; Kan & Klasen, 2021).

STUDY PURPOSE

In response to the reliance on non-state schools in Uganda as noted above, this study aimed to assess the quality and level of access to education in non-state pre-primary and primary schools in urban and peri-urban areas of Uganda. The findings inform USAID/Uganda's future education programming, with a specific focus on strengthening engagement with non-state actors in the delivery of quality education.

RESEARCH QUESTIONS

This research evaluated the key factors related to the quality and level of access to non-state primary and pre-primary schooling in urban and peri-urban areas of Uganda. Below are the specific research questions for this study.

What factors relate to the quality and level of access to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?

1. a) What factors relate to and are perceived to affect the quality of education in non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?

   b) What are key stakeholders' perceptions of how COVID-19 impacted non-state school quality in urban and peri-urban areas of Uganda?

2. What barriers and enablers to access do learners from traditionally marginalized groups have to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda? How has the level of access to these schools changed since the onset of COVID-19?

3. How do oversight and regulation of non-state primary and pre-primary schools in urban and peri-urban areas function in policy and practice?

4. a) To what extent are non-state primary and pre-primary schools in urban and peri-urban areas of Uganda able to sustainably finance quality education?

   b) How have schools' financial sustainability changed since the onset of COVID-19?[10]

[10] In their "How To" note on Education Finance, USAID defines education finance as "monetary and in-kind resources made available for education from a variety of both public and private actors covering the full student life cycle, from pre-primary through higher education, and addressing the question of how resources are allocated, used, and accounted for to achieve sustainable, quality education for all children and youth" (Hurley, Chassey and Lee 2019, 4). In alignment with this definition, as we examine financial sustainability, we will examine how resources are allocated, used, and accounted for as well as how they are generated.

METHODOLOGY OVERVIEW

A mixed-methods approach was used to explore the research questions stated above. Quantitatively, the research team conducted surveys with PTA members, school proprietors, and teachers. Qualitatively the team conducted key informant interviews with key stakeholders at the national and local levels.

SAMPLING

The study team applied a two-stage cluster random sampling designed to generate a nationally representative sample of primary and pre-primary schools. The first stage involved drawing a random sample of 31 districts from 5 major regions (Kampala, Central, Eastern, Northern, and Western). We then selected 642 schools (320 pre-primary and 322 primary schools) at random from the sampled districts. These schools were selected proportionately to the total number of pre-primary and primary schools existing in the sampled district. Within each school, we selected the teacher who had been at the school the longest to survey, the parent representative on the PTA, and the school proprietor to survey. See Annex II for more details on the procedures used to sample schools for this study.

For the qualitative component, the team purposefully sampled individuals who could provide insight into the research questions.

Table 1: The study's various participant groups and the research questions they were asked

Participant Group	Research Questions
15 local education officials	These three stakeholder groups reported on the quality of education at NSSs before and after the onset of COVID, level of access to NSSs for traditionally marginalized groups before and after the onset of COVID, and government oversight and support of NSSs in policy and practice.
3 officials from the Ministry of Education and Sports (MoES)	
1 official from the Ministry of Gener, Labour, and Social Development	
3 private school association (PSA) representatives	As representatives of the private school sector, these representatives were asked to speak to key issues related to all of the research questions.

3 representatives of financial institutions (FI) serving non-state schools	FI representatives reported on the level of **financial sustainability** of NSSs before and after the onset of COVID, the supply and demand for finance among NSSs, and the creditworthiness of NSSs.
3 representatives of international non-governmental organizations (INGO) working in pre-primary and primary education in Uganda	INGO representatives reported on the quality of education at NSSs before and after the onset of COVID and the level of access to NSSs for traditionally marginalized groups before and after the onset of COVID.

DATA SOURCES AND COLLECTION METHODS

SECONDARY DATA

As a first step to answering the research questions, the research team engaged with the existing literature on financial sustainability, regulation, policy, access to, and quality of non-state pre-primary and primary schools in Uganda. We also reached out to Ministry level and district-level officials to gain access to recent Education Management Information Systems (EMIS) data,[11] which were not available. However, we were able to access the last three years of Uganda National Examinations Board (UNEB) data on primary leaving exam (PLE) results.

ANALYTICAL APPROACH

FOR SURVEYS

We used descriptive statistics to analyze the surveys. We first generated the overall trends and patterns of school quality, access, oversight, and financial sustainability. We then disaggregated the data by school type (primary/pre-primary as well as foundation body) and computed the same descriptive statistics for each type. In areas where we observed notable differences by school type, we expanded our analysis to test whether these differences were statistically significant.

We chose to disaggregate descriptive statistics by foundation body — "the individual or group or organization which founds or manages an education institution" (Education Act 2008) — because

[11] EMIS collects school-level data, such as the number of students enrolled, the number of teachers, and school infrastructure.

several key informants indicated that there were important distinctions in the level of access, quality, and financial sustainability of NSSs depending on the foundation body.

FOR INTERVIEWS

Qualitative analysis occurred from the outset of qualitative data collection. Qualitative data from the key informant interviews were transcribed verbatim, and transcripts were uploaded into Dedoose for analysis. Qualitative data analysis was guided by a codebook (or a list of categories relevant to the research topics) developed before data collection. The team developed the codebook using insights from published research pertinent to the study. The coding team analyzed interviews as soon as they were transcribed and met weekly to review the codebook and add or change codes based on the themes emerging from interviews. At the end of coding, the team re-read all the coded excerpts and identified the main ideas from the interviews. To ensure the team correctly applied codes from the codebook, after the initial coding round, all coded transcripts were reviewed for consistency by the PI from the University of Notre Dame.

LIMITATIONS

There were several notable limitations to the study. First, because of the large number of research questions, the research team could not go into great depth collecting data on any of them. Often this meant that the team used proxies to address critical questions. For example, in the analysis of the level of quality of non-state schools, we used structured and semi-structured interviews to get a sense of the key barriers and facilitators to quality education in NSSs (including key inputs associated with enhancing the quality of education) rather than conducting student-level assessments to ascertain differences in learning outcomes or conducting classroom observations of the teaching and learning environment. Similarly, in our evaluation of the level of access to non-state schools, the team looked at enrollment in sampled schools and asked key local actors about barriers to enrollment in NSSs for marginalized groups rather than carry out a household survey to compare the percentage of learners from marginalized groups at school to their percentages in the communities that the schools served. Second, while the SHARE team intended to supplement primary data with secondary EMIS data, we could not access EMIS data at the district level because the data had yet to be digitized at the time of data collection. Finally, the sample of schools selected for the study was generated from a list obtained from the MoES. This means we did not include unlicensed schools in our sample, so our findings cannot speak to that category of schools.

FINDINGS AND CONCLUSIONS

RQ1: Factors reported to affect the quality of education in non-state primary and pre-primary schools in urban and peri-urban areas of Uganda

The key factors that contributed to the quality of education in NSSs included: (1) school-level instructional practices that prioritize achievement of learning outcomes to attract clients; (2) a high level of school-based teacher support and oversight; and (3) responsiveness and engagement with parents. Research participants, however, also identified several inhibitors of quality, including; (1) small but important percentages of uncredentialed (10%) and/or novice teachers (30%); (2) insufficient teaching and learning materials; (3) difficulties retaining qualified teachers; (4) lack of psychosocial support for learners after the pandemic; and (5) inadequate infrastructure.

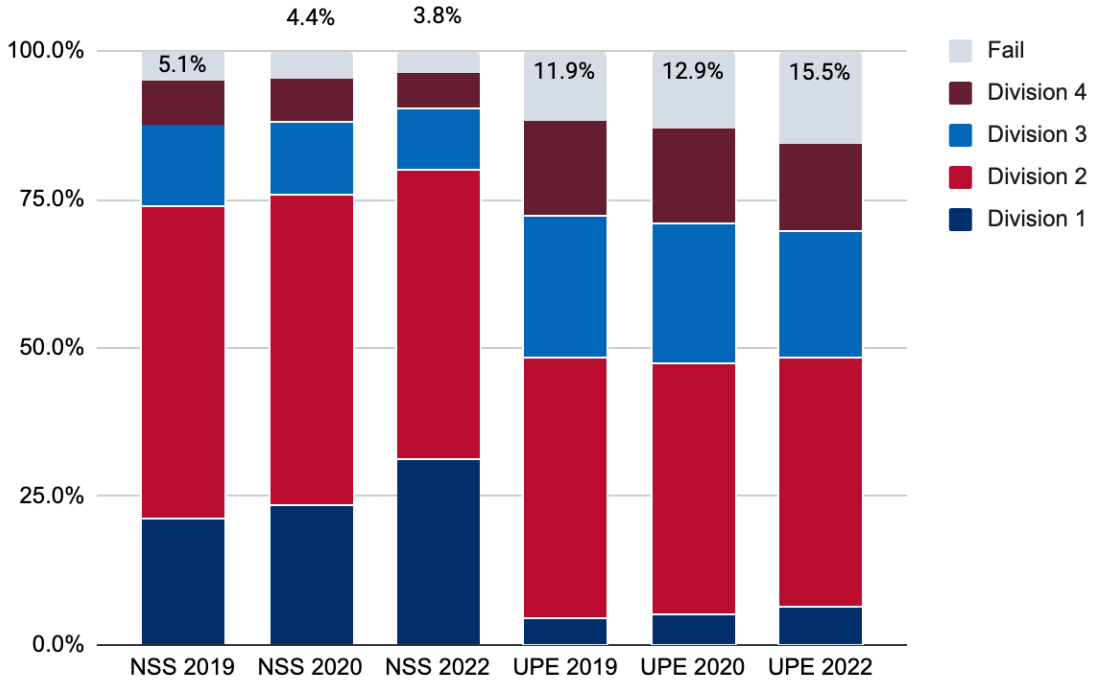
STRONG ACADEMIC PERFORMANCE AT NSSS COMPARED TO STATE SCHOOLS

The study team collected Uganda National Examinations Board (UNEB) data on primary leaving exam[12] scores at state (UPE) and non-state (non-UPE) schools for 2019, 2020, and 2022, as well as qualitative data from key informants regarding the performance of primary and pre-primary schools to explore student learning outcomes before and during COVID-19. We found that the percentage of learners at state schools that failed the primary leaving examination **increased** between the years of 2019 and 2022 while the percentage of learners in non-state schools that failed the primary leaving exam decreased during those same years.[13]

[12] The primary leaving exam is a test that all grade seven learners take in order to graduate from primary school. It tests learners on the key concepts they learned in primary school.

[13]Unregistered schools do not have UNEB registration numbers, which are required to register learners for the primary leaving exam (PLE). As such, these schools register their learners to take the PLE through registered schools. This means it is not possible to compare learner performance across registered and unregistered schools.

Figure 1: Primary leaving exam scores for non-UPE (non-state) and UPE (state) schools by year (n=13,300 schools) [14]



The improved performance at NSSs could possibly be related to changes in the enrollment patterns at NSSs. Considerable research has shown an association between children's socioeconomic status and their learning outcomes and many research participants indicated that families that were struggling economically as a result of the pandemic transferred their children to state schools. As such, the observed changes in non-state school performance may reflect the tendency of learners from lower-income families to transfer to state schools. More research would be needed to confirm this hypothesis.

Most interviewed respondents indicated that ***non-state schools perform better than state schools and urban schools perform better than rural schools***. Four respondents explained that the better performance of non-state schools was due to the fact that ***non-state schools must demonstrate good performance to attract learners to their schools***.

[14] Division 1 is the best passing score and Division 4 is the worst passing score on the primary leaving exam.

Among the reasons cited for urban schools' better performance was that they tend to have better resources than rural schools - in part because parents have more financial ability to support the schools.[15]

> "The strength of the urban schools across the board is that parents can pay. Parents know it is quality education with a cost. So, whatever charge the directors and managers of the school have put, the parents who are able to pay will pay."
>
> — Principal Education Officer

PERFORMANCE OUTCOMES FOR PRE-PRIMARY SCHOOLS

National-level statistics collected by UNEB, UBOS, and NAPE focus on literacy and numeracy assessments for the primary grades and not on pre-primary learning outcomes. The lack of data on pre-primary learning outcomes, especially on learner cognitive development, motor skills, pre-reading skills, reading skills, pre-writing, and writing skills at the national level is a key challenge.
We have limited evidence to show that pre-primary education in Uganda may contribute to enhanced learning outcomes for children. Two local education officials indicated that pre-primary schools prepare learners to transition to primary schools.

> "What we have seen as one of the strengths is the preparation of the learners for basic education. Especially in what we call the training of the learners in terms of fine motor skills, socialization skills - in terms of self-help skills - and those are the basic skills… But we have also seen children coming out of the nurseries when they are actually able to read and write implying that they also have the literacy skills and numeracy skills. So this preparation at the early stages places them higher in terms of performance when they join the primary and basic education learning."
>
> — District Education Officer

[15] This was reported by five local and one national education official and one PSA representative.

EMPHASIS ON ACADEMICS

Several interviewees reported that non-state schools place a high level of emphasis on academics to attract children to their schools.

> "Let me talk about quality. With quality, I think private schools are giving much more to attract parents. So I think one of their first priorities is to ensure that their learners perform very well because if they do not perform very well, they will lose market."
>
> — INGO Representative

However, a few respondents also noted that while this emphasis on academics leads to better performance on exams, **at times, the focus comes at the detriment of time for other extracurricular activities.** The one exception to this is the emphasis that faith-founded schools put on moral and religious education.

SCHOOL LEADERSHIP

Surveyed parents and teachers indicated a high level of satisfaction with school leadership at sampled schools.

HIGH LEVEL OF TEACHER SUPPORT AND OVERSIGHT

Teachers and proprietors reported a high level of teacher oversight and support, and other interviewees likewise indicated that NSSs tend to provide strong teacher oversight and accountability compared to government schools. Across foundation bodies, more than 90% of teachers reported that the head teacher records teacher attendance and (except for the 13 schools in the category "other") conducts classroom observations. Also, approximately 90% of surveyed teachers across foundation bodies reported that the head teacher formally appraises their work at least once yearly. While key informants indicated the high level of accountability and fewer worker protections for teachers in non-state schools, teachers overall offered positive reviews of the level of teacher support by school leaders and their peers. More than 80% of surveyed teachers indicated that they either strongly agreed (35.8%) or agreed (44.4%) with the statement, "School administrators treat teachers with respect." Several participants also

noted that NSSs have fewer administrative hurdles to hold teachers accountable when they fail to meet expectations for their work.

> "And private schools have a very short process of disciplining the teachers, unlike the government where you have to go through a long process of counseling [and] all that before you can take action. So that alone has made the private schools to perform much better and I have to tell you that the performance doubles. The performance of private schools in this city doubles the performances of public schools in this city."
>
> — Principal Education Officer

Teachers indicated that their work environment was characterized by positive peer collaboration and that teachers and learners have positive relations. On average, teachers agreed or strongly agreed with the following statements about teacher-pupil relations at sampled schools: a) teachers and learners usually get on well with each other; b) most teachers believe that learners' well-being is important; c) most teachers are interested in what learners have to say.[16]

Similarly, on average, teachers agreed or strongly agreed with the following statements about peer collaboration at sampled schools: Teachers at my school a) help each other to solve problems at the school, b) help each other professionally, c) share assessment or evaluation responsibilities; d) support each other with learners' behavior challenges; e) are respectful of each other; and e) show support for each other's personal life.[17]

[16] We created a composite variable providing the average score for teacher responses to the following questions: To what extent do you agree with the following: a) teachers and learners usually get on well with each other; b) most teachers believe that learners' wellbeing is important; c) most teachers are interested in what learners have to say.

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HIGH APPROVAL OF SCHOOL LEADERSHIP AMONG PARENTS AND TEACHERS

Parents and teachers appear to be happy with school leadership at sampled non-state schools. Overall, PTA members indicated high satisfaction with school leadership at sampled schools. Ninety-five percent of parents reported that school leadership was better than most or among the best compared to other schools in the city/municipality/town. More than 95% of sampled parents asserted that school leadership listened and responded positively to parent feedback. Also, on average, teachers either agreed or strongly agreed with the statement, "School administrators or managers effectively communicate their expectations and vision."[18] Approximately 80% of surveyed proprietors reported that they had a certificate or degree in education[19] and 87% of surveyed proprietors had a post-secondary education.[20]

TEACHER TRAINING/QUALIFICATIONS

The majority of teachers at sampled non-state schools were credentialed and had more than three years of experience teaching, which is the typical threshold for no longer being considered a novice teacher, on average. On average, 89% of teachers at sampled schools had a teaching certificate, with no meaningful differences between pre-primary and primary schools (90% vs. 88%). This falls short of the requirement set by the Ministry of Education and Sports that all teachers at non-state schools be registered and/or licensed (Harma 2019). However, the average score hides the fact that in most schools 100% of their teachers were credentialed. We found that 100% of teachers were credentialed in 64% of schools in the sample.

The main reason for teachers not to be credentialed is the cost of paying and retaining them, which is more for credentialed teachers vs. those without credentials (reported by two local education officials and one private school association representative).[21] Respondents indicated that when given the

[18] On a scale of one to four with one meaning "not at all," two meaning "to some extent", three meaning "quite a bit" and four meaning "a lot", the average score for all surveyed teachers was 3.687.

[19] The differences for pre-primary (80.3%) versus primary (78.9%) were small.

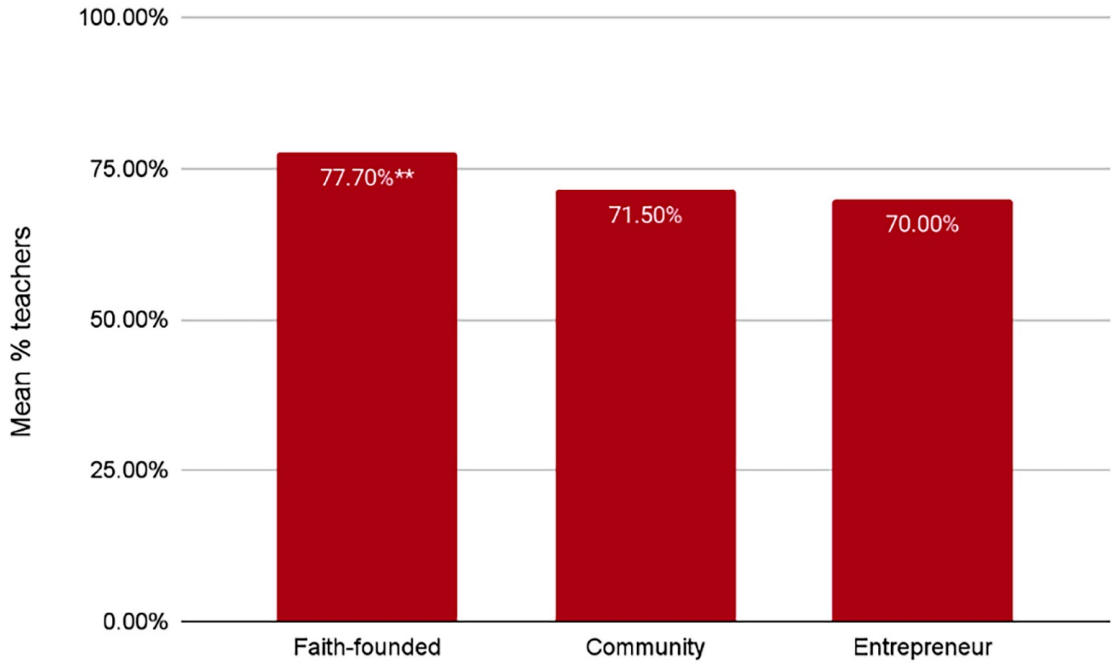
[20] The differences for pre-primary (87.6%) versus primary (87.5%) were small.

[21] The ECD Thematic study (NPA 2019) reported similar findings: "Closely related is the difficulty to attract, train and retain suitably qualified ECCE staff due to either unsuitable working conditions or poor remunerations" (p. 14).

opportunity, many teachers leave non-state schools for government schools where they can get better pay and benefits.[22]

Overall, **between 70% and 77.8% of the teachers at sampled schools had more than three (3) years of experience.** However, faith-founded schools had a significantly larger percentage of teachers with more than three years of experience compared to other categories of foundation bodies.[23]

Figure 2: Mean percentage of teachers with less than 3 years of teaching experience by foundation body (n=641)



On average, surveyed teachers (across foundation body types and pre-primary and primary levels) reported that teachers at their schools had between "quite a bit" and "a lot" of capacity across the following tasks: (1) get learners to believe they can do well in their school work; (2) help learners value learning; (3) implement learning recovery strategies; (4) implement positive classroom management strategies; (5) motivate learners who show low interest in school work; (6) help learners think critically; (7) use competency-based assessment strategies; (8) provide an alternative explanation, for example when learners are confused; and (9) vary instructional strategies in the classroom.[24]

[22] This was reported by two local education officials, two INGO staff, and one national official.

[23] We ran an OLS regression comparing each foundation body type against entrepreneur schools. (p value = 0.01)

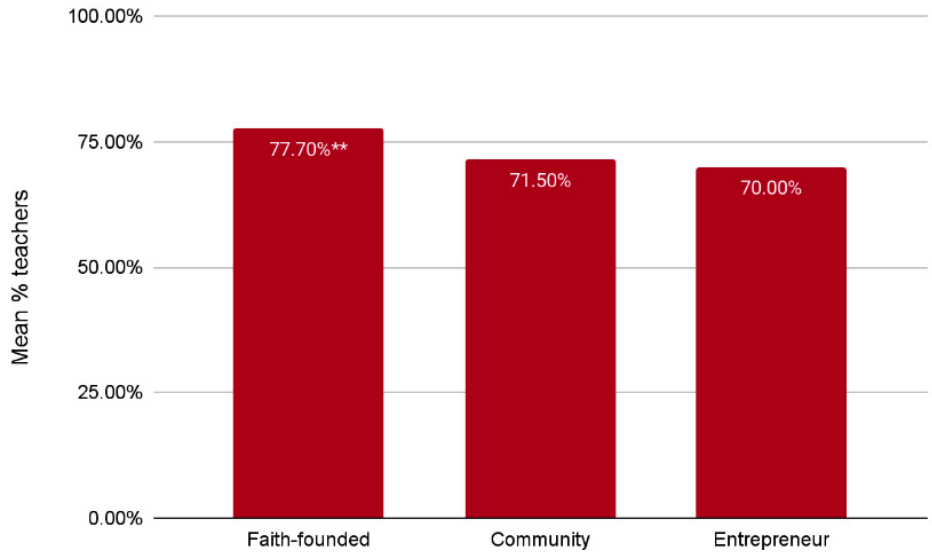
[24] We developed a composite variable and took an average of scores.

Despite teachers' accounts of teachers' high capacity level at sampled schools, about 60% of surveyed proprietors indicated that the school needs more teacher training to improve learner performance. Many proprietors reported investing in teacher training.[25] Over half of the sampled proprietors reported providing financial resources to teachers to enable them to attend external training to enhance their capacity. Also, several interviewees reported that local education officials often included non-state schools in teacher training opportunities.[26] Nevertheless, the need for additional training will likely continue given the upcoming teacher policy, which will require teachers to have a degree to qualify to teach - an issue that two interviewees raised.

INSUFFICIENT TEACHING AND LEARNING MATERIALS

NSSs at both the primary and pre-primary levels and across foundation body types tend to have inadequate access to teaching and learning materials. ***More than half of surveyed proprietors indicated that 76% or more of learners lack access to MoES-required math and English textbooks.*** More than 90% of sampled school proprietors reported that a quarter of students or more lacked access to Math and English textbooks. Also, fewer than half of the schools (41.9%) reported the presence of a library in their respective schools.

Figure 3: Percentage of schools where 76 percent of learners lack access to a math or English textbook (n = 641)



[25] Other professional development opportunities provided by schools included peer mentoring (78%), in-service. training (74.3%), observation and instructional coaching (64.5%), and teacher collaboration groups (55%).

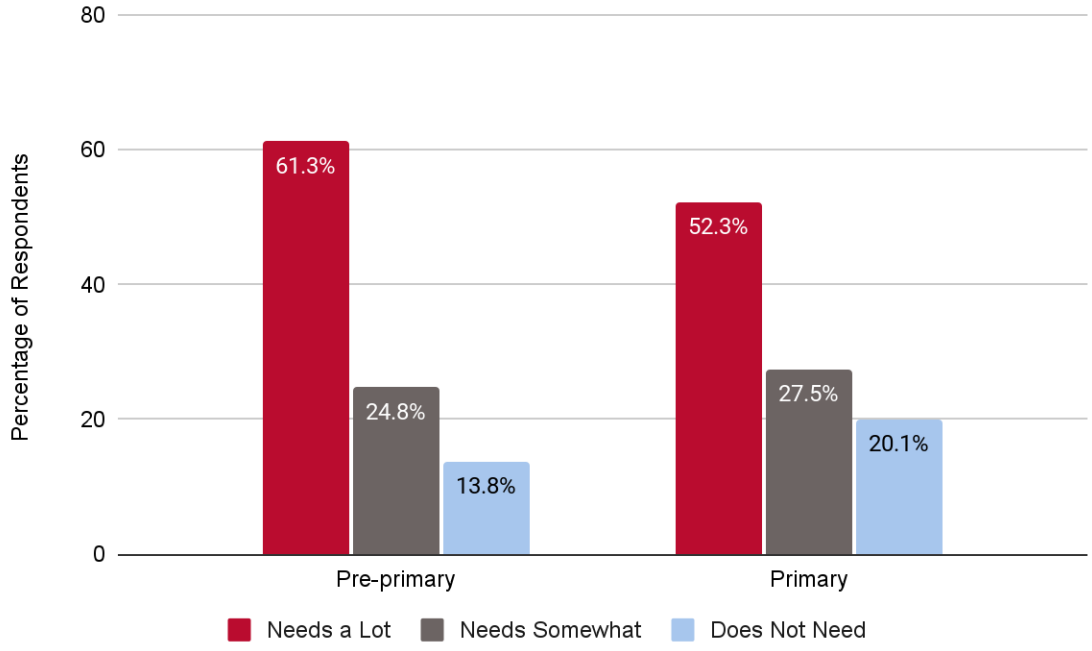
[26] This was reported by two INGO staff, four local and two national education officials, and one PSA representative.

Findings from key informant interviews similarly pointed to the inadequacy of teaching and learning materials at non-state pre-primary (three local education officials) and primary schools (four local education officials and one national official). Two local education officials indicated that urban schools tend to be better equipped because parents have more money and are willing and able to pay for materials. The government and donors occasionally give textbooks to NSSs.[27] However, the distribution of textbooks to schools is sporadic.

CLASSROOM CONDITIONS

School proprietors and local education officials indicated that NSSs are in need of infrastructure improvements. When asked to what extent the school needs infrastructure (e.g., classroom construction) to improve learners' performance, 56.5% of surveyed proprietors indicated they needed a large degree of infrastructure development, and 25.2% indicated they needed it to some extent. The proportion of pre-primary school proprietors that reported that their schools needed a large degree of infrastructure improvements (61.4%) was higher than that of primary schools (52.4%).[28]

Figure 4: Distribution of the need for infrastructure/classroom construction by school type (n=620)



[27] This was reported by eight local and two national education officials, one INGO staffperson, and one PSA representative.

[28] Using the chi-square test, we found a statistically significant association between the school level and the reported need for infrastructure. p-value<0.04.

In semi-structured interviews, three local education officials from two northern districts similarly indicated that the non-state schools in their districts did not have enough classroom space.

> "They have very small classrooms squeezed somewhere in a corner with no facilities, no playground."
>
> — Principal Education Officer

SUFFICIENCY OF DESKS AND CHAIRS

Most surveyed proprietors (75.8%) reported that the school had enough desks for all learners to sit in.[29]

LEARNER-TEACHER RATIO

The mean learner-teacher ratio for all sampled primary and pre-primary schools was 20.4 learners per teacher and the median learner-teacher ratio was 18.9 learners per teacher.[30] Most schools in our sample had both pre-primary and primary sections, so it is difficult to compare learner-teacher ratios for pre-primary and primary schools. The MoES 2017 Annual School Census reported a national pre-primary learner-teacher ratio of 22 learners per teacher and private primary pupil-teacher ratio of 22 learners per teacher. This compares to the national average of 55 learners per teacher found within government schools, as noted in the 2017 census. It is probable that the learner-teacher ratio in sampled schools has declined slightly since the 2017 census, which is consistent with reports by Opportunity International (2022).[31]

[29] We did not find statistically significant differences by foundation body.

[30] There was a standard deviation of 10.6. The interquartile range was 13.4 learners per teacher for the 25th percentile and 25 learners per teacher for the 75th percentile.

[31] See: https://edufinance.org/publications/key-insights/covid-19-uganda-schools-reopen-for-in-person-learning/

RQ1b: Stakeholders' perceptions of how COVID impacted non-state school quality in urban and peri-urban areas of Uganda

Research participants indicated that the 22 months of enforced school closures during the height of the COVID-19 pandemic in Uganda led to learning gaps and losses for children of school-going age, a loss of teaching staff, many of whom had to seek other employment during school closures, and mental health problems for children. While the Ministry of Education and Sports endeavored to support distance learning during the pandemic, it appears many children did not have access to those opportunities.

Survey respondents and interviewees indicated that NSSs had benefited from government support in the form of curriculum support and training to implement the abridged curriculum. However, several interviewees indicated that teachers struggled to implement the abridged curriculum due to the large amount of material to cover within a short timeframe. These challenges were likely compounded by the reported mental health challenges that children faced, given the established relationship between child well-being and academic achievement (Durlak et al., 2011; Mahoney, Durlak, & Weissberg, 2018).

LEARNING LOSS DUE TO COVID

According to UNICEF (2021), only approximately 10 percent of primary and secondary school children accessed some form of alternative learning option during the pandemic. Most of GoU's efforts during the pandemic were targeted at the public sector, and there is scarce information about the nature of the support provided to non-state schools (Kahunde et al., 2022).

Similar to UNICEF's (2021) findings, two interviewees from this study argued that not all learners could access distance learning options provided by the MoES. One local education official indicated that the government did not have enough home learning materials to offer to all learners in urban schools in their jurisdiction, so it prioritized provision to learners in rural areas. The other respondent expressed doubt that learners were tuning into radio lessons.

Likely due to the limited access to distance learning options, six interviewees reported that pandemic-related school closures led to loss and gaps in learning.[32] Upon returning to school, teachers

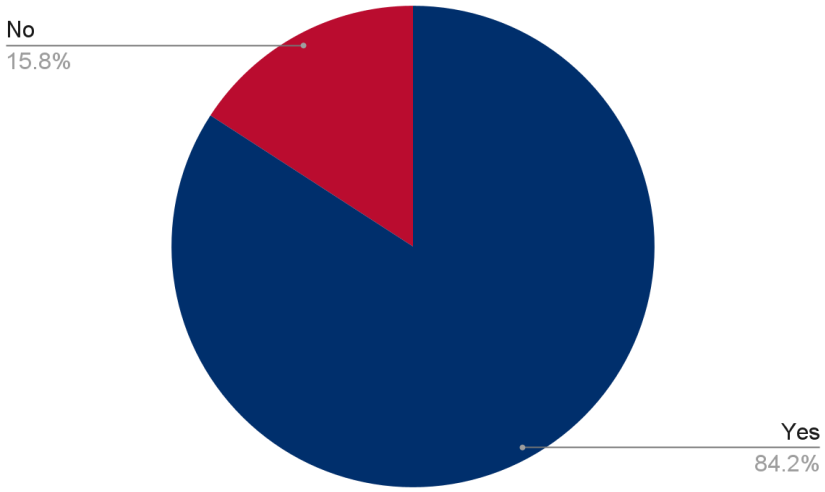
[32] This was asserted by three PSA representatives, one local education official, and two INGOs.

have been charged with implementing an abridged curriculum to help learners catch up with missed learning during forced school closures.

DIFFICULTIES IMPLEMENTING THE ABRIDGED CURRICULUM

The National Curriculum Development Centre developed an abridged curriculum for each grade level to help learners catch up with their grade level while at the same time ensuring that children learn key dda concepts and competencies. The vast majority of surveyed teachers (84.2%) indicated that they received training in the abridged curriculum. (See Figure 5 below.)

Figure 5: Percentage of teachers trained on abridged curriculum (n=342)



The major challenge identified by four interviewees regarding implementing the abridged curriculum was the compacted timeline for covering what they considered to be a large amount of material. For example, one local education official explained,

> "So now the teachers are now struggling between covering work for primary five and primary six to manage primary seven… We bring an abridged curriculum for example, but we disseminate for one day [laughter] and expect teachers to go and roll out. It is inadequate and it is not enough."
>
> — Local Education Official

The difficulty implementing a new curriculum with a large amount of material in a short timeline is likely exacerbated by what respondents explained was a high incidence of children struggling with mental health challenges brought on by the pandemic. This is discussed further in the next section.

SOCIOEMOTIONAL IMPACTS OF THE PANDEMIC ON LEARNERS

Several interviewees indicated that the pandemic negatively affected the mental health of learners in schools.[33] Three local education officials and two representatives of private school associations explained that children returned to school with "bad discipline." One national education official and one private school association representative reported that learners were using drugs.[34] The same national education official and a different private school association representative reported that there were increasing cases of children committing suicide.

> "Many children got traumatized. During that time, they lost parents. They lost their teachers. So when they came back to school, that psychosocial support was lacking because now schools were all aiming on coverage of the syllabus. That's why I think we are hearing issues of suicidal cases coming up, which we never used to have. Mental breakdowns, mental health issues are coming up. Yes, we used to have drugs, but now it seems it's really becoming a big issue in schools for both boys and girls, and I was also told that the discipline of children was also a big issue when they came back."
>
> — Ministry of Education and Sports Official

One possible reason why respondents are reporting higher cases of learners using drugs is that (according to two interviewees) some learners who have returned to primary school are older than the typical age.

[33] This was reported by three local and two national education officials, and two PSA representatives.

[34] The research team could not find many studies measuring the use of alcohol and drugs at the primary school level in Uganda. One recent yet-to-be-published study titled "Drug and Substance Abuse (DASA) in Primary and Secondary Schools in Uganda: Baseline Survey Implications for National Sensitizations" found that alcohol use was more prevalent in rural areas and government schools than in private schools. Another study by Abbo et al. (2016) found that 70% of secondary school students between the ages of 12 and 24 had reported ever trying alcohol. A third study found 5.2% of sampled in-school boys ages 10-14 and 26.8% of sampled in-school adolescent boys and young men of ages 15-19 in Kampala had ever consumed alcohol (Kabwama et al., 2020).

> ""They are growing in terms of age. So you find that the structure, the child of 13 should be in primary seven. Now in primary seven you have a child of 15. That's one challenge. So the rate of… the effects of adolescence are affecting us."
>
> — Private School Association Representative

TEACHERS LEAVING TO START NEW JOBS

In addition to struggling to implement a new curriculum and to manage children's mental health challenges, twelve key informants indicated that many teachers started new jobs or businesses during the pandemic and did not return to teaching when schools reopened.[35]

> "A number of them lost teachers. Some schools even one month into the term this year; I would say up to almost the middle of the term, there was a serious hunt for teachers. Teachers left. They were selling clothes. They found that one is more profitable and they didn't go back."
>
> — District School Inspector

Additionally, more than two-thirds of surveyed school proprietors indicated that their schools needed more teachers to improve performance.

RQ2: Reported barriers and enablers to accessing NSSs for learners from traditionally marginalized groups before and during COVID

The cost of NSSs is an important barrier to access for **low-income learners and orphans, particularly for certain categories of NSSs.** Faith-founded schools subsidized a significantly larger number of learners' education, and local education officials indicated that faith-founded and otherwise

[35] This was reported by four local and two national officials, three PSA representatives, one FI representative, and two INGO staff.

charitable schools were more likely to keep their fees low to enhance access. Surveyed parents indicated that COVID-19 reduced their ability to afford school fees.

Enrollment of both male and female learners declined in sampled schools following the pandemic. However, there was a slightly higher decline in girls' enrollment. While girls made up, on average, 53.8% of the student body prior to the pandemic, that percentage decreased to 52.8% following the pandemic- the decline in the percentage of girls enrolled was statistically significant. On average, girls' enrollment declined by 13 female learners per school, while boys' enrollment declined by seven learners per school. For primary schools where girls' enrollment decreased after the onset of COVID, school proprietors' stated the reasons for declines in girls' enrollment included early pregnancy (23.2%),[36] child marriage (18.4%),[37] and the economic impacts of the pandemic on household incomes (40.4%). In schools where boys' enrollment decreased after the onset of COVID, school proprietors' stated reasons for the declines in boys' enrollment were that the pandemic increased the economic strain on poor households (35%) and that boys left school to start working during the pandemic (33.7%). Several proprietors also indicated that some boys and girls saw themselves as too mature/old to return to primary school.

Finally, sampled NSSs had a smaller percentage of **learners with disabilities** than the estimated percentage of children with disabilities in the community (UNICEF 2019). We did not observe a meaningful change in the enrollment of learners with disabilities pre- and post-COVID. Key school-related barriers for learners with disabilities include 1) a lack of handicap-accessible infrastructure, 2) not enough teachers trained in inclusive education, 3) inaccessible teaching and learning materials, and 4) a lack of assistive devices. On a positive note, enumerators observed that most classrooms employed visual aids.

BARRIERS TO LEARNERS FROM LOW-INCOME HOUSEHOLDS

Forty-eight percent of surveyed parent PTA representatives indicated that the high cost of school fees was a barrier preventing children from enrolling in their schools. District and national level stakeholders also indicated that the need to pay fees at non-state schools was an important barrier to accessing non-state schools for learners from low-income households.[38] Relatedly, three government officials indicated that low-income families are likely to consider pre-primary education to be too expensive.[39]

[36] Five local and one national education official also asserted that pregnancy led to declines in girls' enrollment.

[37] Two local and one national official also asserted that child marriage led to declines in girls' enrollment.

[38] This was reported by three local and two national education officials, two INGOs, and PSA representatives.

[39] Two local and one national government officials.

Nevertheless, data from the study suggest that between a quarter and a third of sampled non-state schools did serve less affluent learners. Slightly more than a quarter of surveyed parent PTA members reported that "Pupils at this school are less well off/wealthy than most in the community."[40] Also, 46.7% of parents indicated that the fees at the sampled schools were less than at other schools in the community.

Research participants suggested that the level of access to NSSs for low-income learners varied based on the type of NSS. Two private school associations and one district education officer indicated that some low-income families were able to access more affordable non-state schools. Three local education officials asserted that faith-based and otherwise charitable schools were likelier to keep their fees low and prioritize access for low-income learners than schools seeking a profit.[41]

> "Most of these schools which are faith-based, which are for that foundation body, usually do not levy a lot of money as school fees. So it's more or less an offer of a service but with a little contribution from the parents. So the churches usually come in strongly to support their schools."
>
> — City Schools Inspector

Subsidies for low-income learners are often an important way for this population to access NSSs. Three interviewees indicated that access to NSSs for low-income learners is often limited to the few who are given a bursary (or scholarship) to attend school.[42] Seventy-two percent of school proprietors reported that some learners at their school received a subsidy. However, the data showed that a significantly higher number of learners at faith-founded schools received a subsidy versus those at community schools or schools started by entrepreneurs.[43]

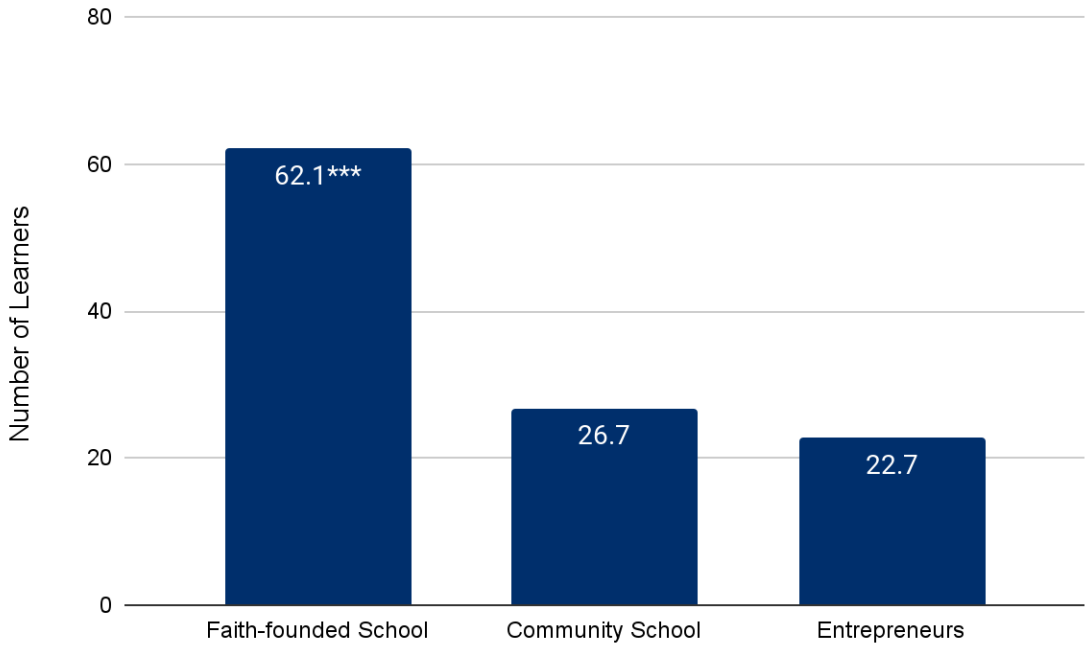
[40] A similar percentage of teachers reported having more than 30% of children at their schools coming from socioeconomically disadvantaged homes. A total of 594 teachers answered this question.

[41] Of note, only 35.5% of faith-founded schools and 24% of community-founded schools characterized themselves as for-profit schools compared to 80% of entrepreneur-founded schools.

[42] This was reported by two private school associations and one district official.

[43] We ran this regression using OLS regression. We obtained a p-value<0.001.

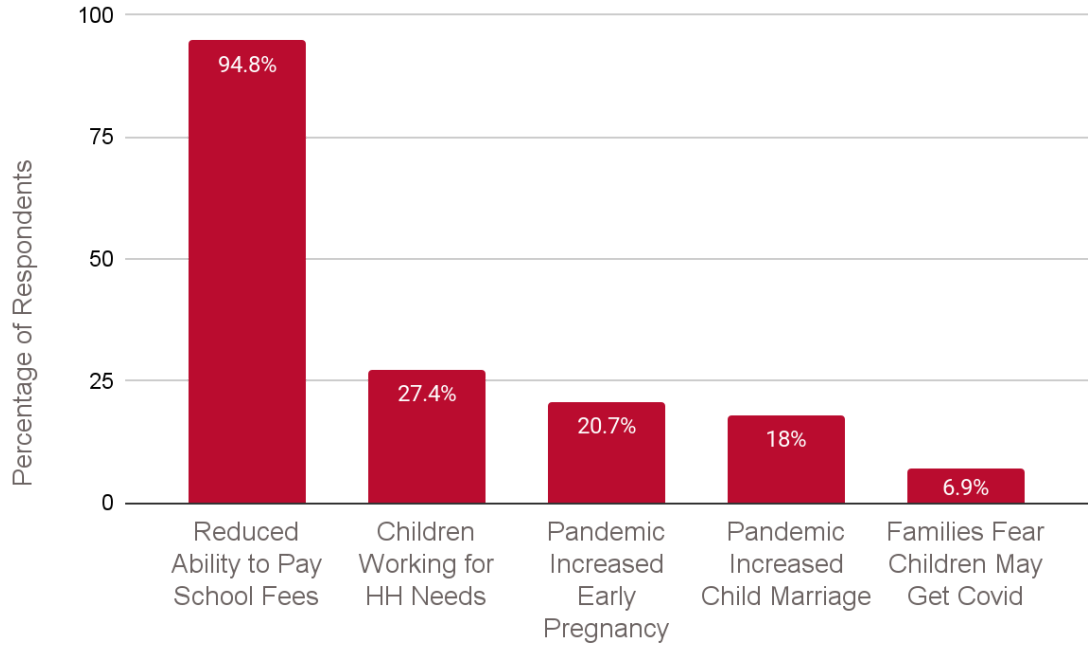
Figure 6: Mean number of students who receive subsidy by foundation body, (n=454)



COVID AND ACCESS FOR LOW-INCOME LEARNERS

As demonstrated in Figure 7 (following page), surveyed parents indicated that the pandemic reduced their ability to pay school fees, which likely further eroded the ability of low-income families to afford NSSs. According to the Uganda National Household Survey (2019-2020), "the share of poor persons [was] significantly higher during COVID (21.9%) compared to 18.7 percent in the pre-COVID period" (p. 121). Also, six local education officials, two PSA representatives, and two INGO staff indicated that due to the pandemic, some families transferred their children to more affordable schools.

Figure 7: How the COVID pandemic impacted parents' ability to send their children to school (n=610)



ORPHANS

Parents and local education officials explained that orphans were among the groups likely to be out of school in their localities.[44] Also, 78% of surveyed parents reported that the most important barrier that orphans faced in accessing the sampled schools was a lack of ability to pay school fees.

Data from the most recent annual school census (MoES 2017) in Uganda indicated that orphans are more likely to attend government schools than non-state schools. The census found that 83.1% of orphans enrolled in schools are in government schools and that the highest percentage of these children are in P1, suggesting that many drop out in higher grades (MoES 2017). The dropout rate, in particular, aligns with the aforementioned parents' and education officials' assertions that orphans are likely to face barriers to attendance at both state and non-state schools.

[44] Three local education officials and 42.6% of surveyed parents indicated that orphans were among the children who were out of school in their communities.

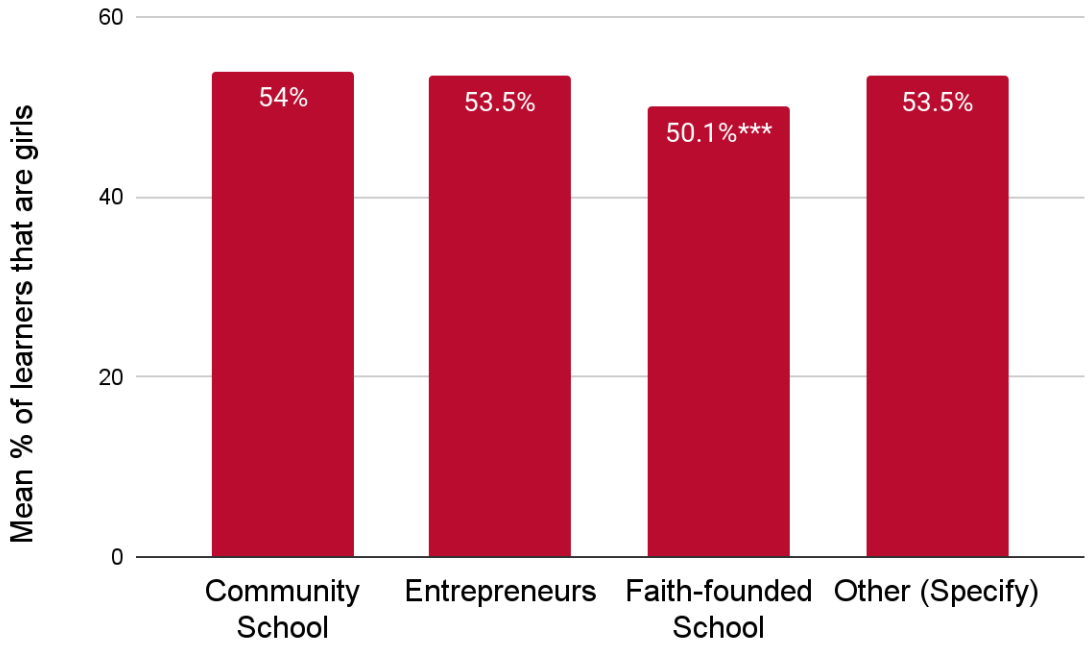
GENDER-RELATED BARRIERS TO ACCESS

Boys and girls had relatively similar enrollment percentages (approximately 47% and 53%, respectively) in sampled non-state schools, but research participants indicated that boys and girls, especially those from low-income families, experienced gender-specific barriers to enrollment.

GIRLS' ACCESS TO NSSS

Sampled schools had a higher percentage of female enrollment (52.9%) than male enrollment. The percentage of girls' enrollment in primary schools (53.4%) was similar to that of pre-primary (52.5%). When disaggregated by the foundation body, we found that faith-founded schools had a significantly lower percentage of girls enrolled.[45]

Figure 8: Mean percentage of the current number of girls enrolled in schools by school foundation body (n=610)



[45] We conducted an OLS regression comparing each foundation body type against entrepreneur-founded schools. p-value < 0.001

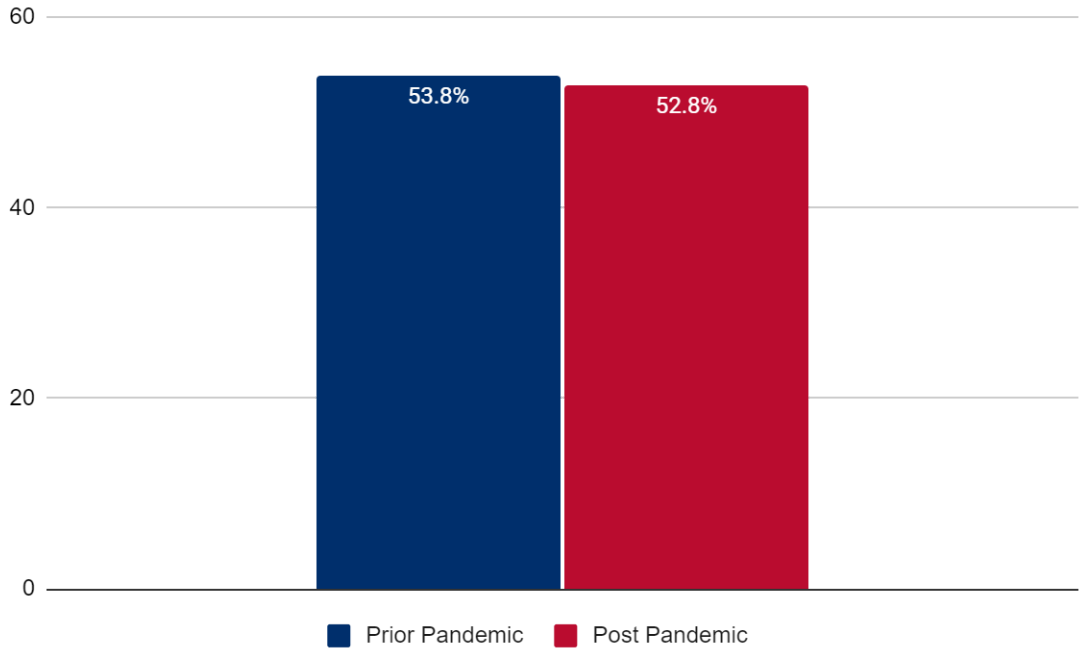
MOST SCHOOLS HAVE ADEQUATE WASH INFRASTRUCTURE

Inadequate water, sanitation, and hygiene (WASH) infrastructure is an often-cited barrier to girls' attendance during menstruation (Hennegan et al., 2020). The research team found two major strengths of the sampled NSS WASH infrastructure — 96 percent of schools had a water source, and 95.5 percent of schools had separate toilets/stances/latrines for boys and girls. However, about 20 percent of school enumerators found that school toilets/stances/latrines were not clean and schools did not have a hand washing station.

SLIGHT DECLINE IN GIRLS' ENROLLMENT FOLLOWING THE PANDEMIC

As indicated in Figure 9 below, the mean percentage of girls enrolled in sampled NSSs reduced by one percent from 53.9 percent before the pandemic to 52.9 percent following the pandemic.[46]

Figure 9: Mean percentage of girls enrolled in school (n=610)



[46] We conducted a paired t-test and found that this difference was significant at a p-value of 0.02.

When we asked proprietors why girls' enrollment declined after the pandemic, the top five reasons cited were: (1) increased economic strain on poor households with small children (40.4%); (2) other;[47] (3) increased rate of early pregnancy (23.2%); (4) increased rate of child marriage (18.4%); and (5) prioritization of boys' education (17%). Among the "Other" responses, eight proprietors indicated reasons for the decline in female enrollment was because some girls felt embarrassed to return to their schools because they thought they were too old to be in primary school. For example, one proprietor reported, "Some girls grew big, and they felt ashamed to come back to school." Similarly, a national education official describes how the loss of two years of schooling meant that some girls aged out of what families thought was the appropriate age to be in school, and families instead saw them as "candidates for marriage."

> "...because when children were staying at home they were doing nothing, and they put on a lot of weight. But now people, instead of looking at them as girls, they were looking at them as potential candidates for marriage. "
>
> — National Education Official

When asked what barriers girls face to enrollment in schools, the top four barriers identified by parents were: (1) girls are required to carry out many domestic chores (21.3%); (2) early pregnancy (21.3%); (3) barriers to attendance during menstruation (19.2%); and (4) parents do not value girls' education (18.7%). Of note, 42% of parents reported that girls faced no barriers to attending the sampled schools.

For schools that only had pre-primary sections (90 schools), 60% of parents reported that girls faced no barriers to attending the sampled schools. For these schools, the most common barrier identified was parents not prioritizing girls' education (14.1%), followed by girls being required to carry out many domestic chores (10.9%).

The current policy guidelines for management of teenage pregnancy in school indicate that girls should be taken out of school as soon as they reach three months of pregnancy and not allowed to return to school until six months after delivery.[48] While this policy mandates that mothers should be allowed to

[47] When we parsed out the "other" responses, the most prevalent reasons that proprietors gave for the reduction in girls' schooling were: (1) financial challenges that families faced; (2) families moving to new locations (often rural areas) during the pandemic; and (3) families transferring their children to more affordable schools.

[48] Ministry of Education and Sports. (2020). :Revised Guidelines for the Prevention and Management of Teenage Pregnancy in School Settings in Uganda". See the following link for the policy document: https://www.ungei.org/sites/default/files/2021-02/Revised-Guidelines-Prevention-Management%20-Teenage-Pregnancy-School-Settings-Uganda-2020-eng.pdf

return to school upon completion of their mandatory six month leave, the requirement that pregnant girls be out of school for at least eleven months likely leads to substantial learning after a year away from school, which may be an additional barrier to re-entry.

In their recent study on school re-entry for child mothers in Western Uganda, Nyakato et al. (2022) found that child mothers are often seen as a bad influence to their peers and either prevented from returning to school or discriminated against in school. Similarly, one City Inspector of Schools indicated that girls who become pregnant are seen as a bad example to their peers.

> "Some girls have failed to access schools - like those who got pregnant. They were never allowed to go back to schools, and mainly community schools, these schools started by faith. They say, 'She is going to be a bad example to others.' They say, 'When you have delivered, look after your child for one year or two then you come back.' So that one is already a limitation. In fact we have a case."

BARRIERS TO BOYS' EDUCATION

In 329 schools, boys' enrollment declined after the onset of the pandemic. When asked why boys' enrollment declined in these schools, approximately 35% of school proprietors indicated the pandemic increased the economic strain on poor households. Also, 33.7% of proprietors indicated that the pandemic increased the need for male children to work. Among the "other" responses, 25 proprietors indicated that children did not return because families could not afford to pay school fees; 22 proprietors indicated that male children started working during the pandemic; 19 proprietors indicated that children did not return because families moved to villages during the pandemic; and 14 proprietors reported that children moved to more affordable schools. In alignment with the survey data, three government officials indicated that the primary reason that boys drop out of school is to start working.

ACCESS LEARNERS WITH DISABILITIES

Our data suggests that a smaller percentage of learners with disabilities enroll in NSSs than the estimated percentage of children with disabilities in Uganda (UNICEF 2019). Key school-related barriers for learners with disabilities include: (1) a lack of handicap-accessible infrastructure; (2) not enough teachers trained in inclusive education; (3) inaccessible teaching and learning materials; and (4) a lack of

assistive devices. On a positive note, enumerators observed that most classrooms employed visual aids. We did not find a meaningful change in enrollment pre- and post-COVID-19.

LOW ENROLLMENT OF LEARNERS WITH DISABILITIES

On average, 1.18% of learners at sampled schools had disabilities (n=633). We found similar percentages for learners with disabilities at pre-primary and primary schools (1.2% versus 1.6%, respectively).[49] According to the most recent Annual School Census (MoES 2017), learners with disabilities represent about 2% of total primary school enrollment and 1.6% of total pre-primary school enrollment. This compares to the approximately 7.5% of children ages 5-17 years and 3.5% of children ages 3-4 years in Uganda who have a disability (UNICEF 2019). In short, both state and non-state schools are failing to ensure access to learners with disabilities. However, non-state schools have a slightly lower percentage of learners with disabilities than state schools. There was not a meaningful change in the enrollment of learners with disabilities following the onset of COVID-19.[50]

NUMEROUS BARRIERS FOR LEARNERS WITH DISABILITIES

We have strong evidence to suggest that most NSSs lack handicap-accessible infrastructure. Using an observation checklist, enumerators found that only 28.8% of schools had handicap-accessible classrooms, and 26.7% of schools had handicap-accessible toilets.[51] Similarly, four interviewed government officials reported that the lack of handicap-accessible infrastructure was a barrier to attendance at both state and non-state schools for learners with physical disabilities. Also, 55.3% of surveyed parents indicated that a lack of handicap-accessible infrastructure at sampled schools was a barrier for learners with disabilities.

Forty-seven point five percent of surveyed parents reported that a lack of appropriately trained teachers was a barrier to education for learners with disabilities. On average, school proprietors reported that 18.4% of teachers at their schools were trained in inclusive education (n=617). The percentages of

[49] The total number of responses for pre-primary was 291 and the total number of responses for primary was 339.

[50] The mean number of learners with disabilities enrolled in sampled schools slightly increased from 1.07% prior to the pandemic to 1.18% post the pandemic period. However, the mean change in the number of learners with disabilities was less than one learner. The total number of proprietor responses included in the statistic on the percentage of learners with disabilities pre-COVID was 602 and post-COVID was 633.

[51] n = 640

teachers trained in inclusive education were similar for pre-primary (18.39%) and primary (18.45%) schools.[52]

Among the other school-related barriers to enrollment for learners with disabilities identified by surveyed parents included a lack of assistive devices (55.3%), a lack of accessible teaching and learning materials (53.5%), and discrimination at school (7.1%).[53] Respondents also identified barriers within the home and the community. Almost half of the surveyed parents (47.2%) reported difficulty traveling to school as a barrier to education for learners with disabilities.

Both surveyed parents and local education officials indicated that discrimination by parents was also a barrier to education for learners with disabilities. While parental discrimination was not one of the survey options in the PTA survey, 18 surveyed parents identified this barrier when asked to specify "other" barriers to education for learners with disabilities. For example, one parent reported, "Some parents think investing in educating children with special needs is a waste of time." Four local education officials indicated that parental discrimination was a barrier to schooling for learners with disabilities. On a positive note, enumerators observed visual aids in 95% of sampled schools. The literature on universal design for learning encourages the use of multiple modes of presenting information, such as visual as well as auditory, to allow for comprehension by learners with different learning needs (Hayes et al. 2018).

Most of the sampled pre-primary and primary schools were registered; however, many experienced barriers to registration, licensing, and license renewal. Barriers included the cost of registration and license renewal, the time required, and government inspection requirements.

The majority of school proprietors indicated receiving at least one inspection visit at least once a term. Several local education officials also indicated visiting NSSs at least once per term. However, local

[52] The total number of proprietor responses included in the statistic on the percentage of teachers trained in inclusive education was 288 at the pre-primary level and 329 at the primary level. We did not find significant differences by foundation body.

[53] PTA survey. n=610

education officials indicated that inadequate funding, staffing, and transportation were barriers to the regular inspection of non-state schools.

Despite termly school visits, several local and national officials indicated difficulties in enforcing education standards and policy guidelines because there are few mechanisms at their disposal to hold non-compliant schools accountable for failing to adhere to standards.

Furthermore, the research team observed that many districts lacked access to recent Education Management Information System (EMIS) data, and some schools still struggle to acquire EMIS User accounts, which may result in failure to transfer information from the EMIS print forms to the EMIS system by the school. District officials had paper-based forms which had not yet been input into the electronic system. Local officials also indicated that schools themselves completed EMIS forms, which means that the information provided in the print forms is subject to self-reporting bias, and data incompleteness.

NON-STATE SCHOOL REGISTRATION, LICENSING, AND LICENSE RENEWAL

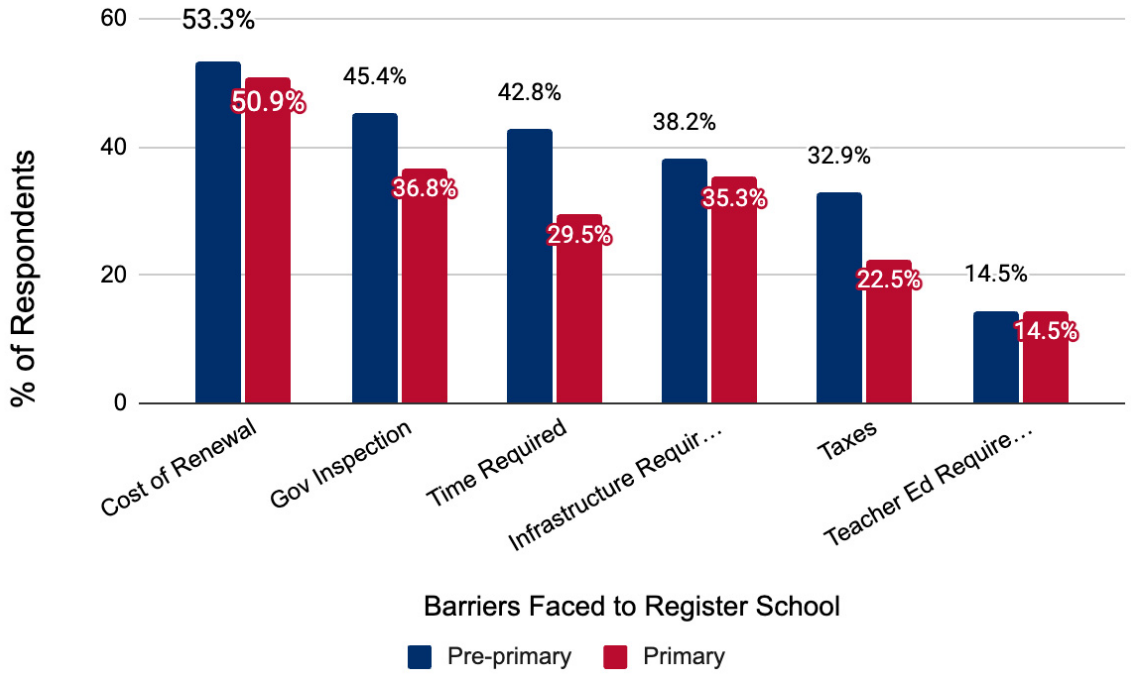
Most pre-primary (77.1%) and primary school (83.8%) proprietors indicated that their schools were registered. These, however, are likely overestimates given that the SHARE research team received its initial list of schools from local education officials, which did not consider primary and pre-primary schools operating under the radar of local education officials. In contrast, the NPA (2019) ECD Thematic Study found that "more than half of [sampled ECCE] centers (56%) were unregistered and not even licensed (p. 66)."

More than half of sampled pre-primary (56%) and primary (57%) schools reported that they experienced barriers to registration (n=602), and around a third of sampled pre-primary (33.5%) and primary (31.5%) schools reported barriers to licensing (n=604). The barriers to school registration included the cost of renewal, government inspection requirements,[54] the time required, among others.

[54] In our qualitative data, we learned that if a private school wants an inspector to visit the school to complete the inspection required for the registration process, it is expected that the private school will pay for the official's transportation to the school.

The most frequently cited barriers to licensing were the cost of renewal,[55] taxes,[56,] and time required (n=154).[57]

Figure 10: The main barriers faced by students and their families when registering for school (n=325)



TERMLY INSPECTIONS OF NSSS AND TERMLY MEETINGS CONVENED BY LOCAL EDUCATION OFFICIALS

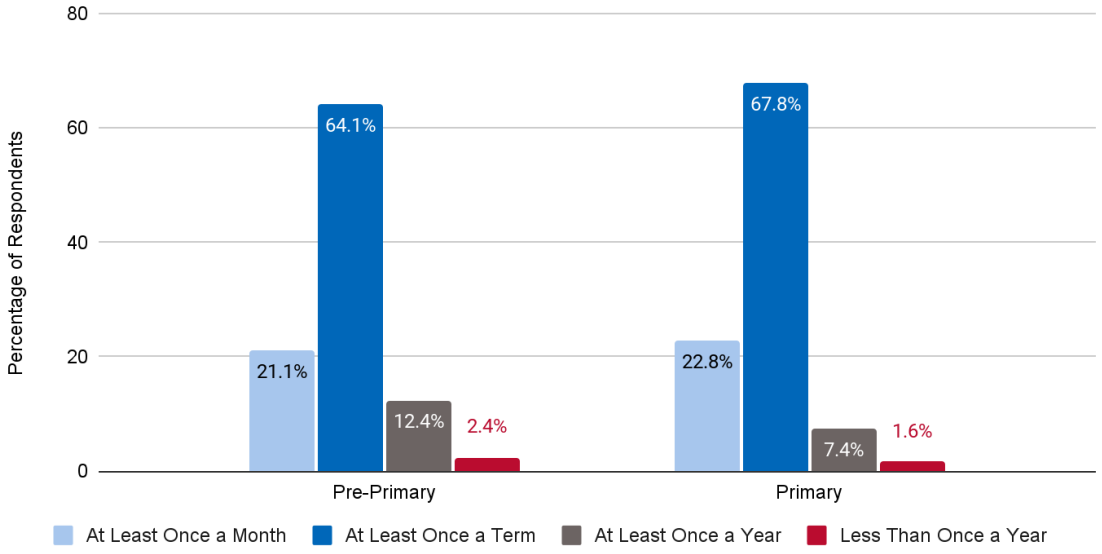
The 2008 Education Act gives the Directorate of Education Standards, in collaboration with local governments, the mandate to undertake school inspections. The majority of surveyed school proprietors indicated that their schools are inspected at least once a term, with 90.6% of primary school proprietors reporting being inspected at least once a term or more and 85.2% of pre-primary school proprietors reporting being inspected at least once a term or more.

[55] Of the 154 schools that reported experiencing barriers to renewing their licenses 62.5% of pre-primary and 56.1% of primary schools reported that the cost of renewal was a barrier.

[56] Taxes were a barrier to renewing licenses for 40.3% of pre-primary and 36.6% of primary schools.

[57] The time required to renew a license was a barrier for 30.6% of pre-primary and 32.9% of primary schools.

Figure 11: How often respondents say a representative from the government visits their school. (n=562)



Proprietor reports of the frequency of school inspections are consistent with, though slightly less than, the reports from the 2017 MoES Annual School Census findings that 99% of schools were inspected by the DEO's office at least once per term (2017 MoES Census, p. 31). Six local education officials indicated that they visit the schools at least once each term.[58]

> "On our side, we do monitoring of schools and I want to say not very frequently, but at least once in a term on the side of the management in the education department."
>
> — Principal Education Officer

In addition to termly visits to schools, four local education officials indicated that they hold termly meetings with all state and non-state schools in their jurisdictions to communicate key issues to schools, such as policy guidelines. However, several education officials, as well as three representatives from private school associations, indicated that the frequency of school inspections was *insufficient*.

[58] One local education official indicated that they do not visit pre-primary schools as frequently as primary schools.

INADEQUATE FUNDING AND STAFFING IMPEDE REGULAR INSPECTIONS

Similar to other studies (e.g., Harma, 2019; Mutabaruka et al., 2018; NPA, 2018; NPA III, 2020), we found that inadequate funding (ten respondents),[59] staffing (nine respondents),[60, 61] and transportation (three respondents)[62] were barriers to regular inspection of non-state schools.[63]

> "We have tried to do a mapping for pre-primary schools in Wakiso and now we are doing one in Kampala currently under the support of UNICEF. And we have seen that there are thousands and actually we are even wondering how our district inspection officers are really able to inspect these schools to ensure that they meet the minimum standards... It is very hard for our inspectors to visit all of them even in a year both in urban and peri-urban and peri-urban and that is a big challenge."
>
> — National Official

Several local education officials indicated that the policy to allocate funding for school inspections based on the number of government schools in a locality meant that they were chronically underfunded. Perhaps as a result of the fact that inspectors are not provided enough funding to inspect all schools in their jurisdiction, two national officials and one local official indicated that some schools give inspectors money to inspect their schools.

[59] This was reported by nine local education officials and one INGO staff person.

[60] This was reported by seven local education officials, one national official and one INGO staff person.

[61] Two local education officials indicated that they had come up with creative means of overcoming understaffing. One employed retired head teachers to visit schools. Another utilized volunteers to help inspect schools.

[62] This was reported by three local education officials.

[63] According to the National Planning Authority (2018), "the budget provision for the inspection function is UGX 56,000 per primary school, which is about a third of the minimum estimated cost of UGX.152,292" (p. 2).

"They will call the inspector to come and inspect their teachers because they have the money to give and you cannot say I am not coming because I don't have money for fuel. They will just say, 'You come. I will give you fuel.' Because he wants you as an outsider to look at what he or she is doing and advise."

— National Official

However, being reimbursed for coming and inspecting schools could undermine government actors' unbiased oversight of schools. At worst, the expectation that non-state schools will pay for their oversight can lead to more endemic corruption. Indeed, in their analysis of low-cost private schools in Kampala, Harma (2019) found that local inspectors sometimes prioritized visiting private schools over government schools because they could solicit bribes at those schools.

DIFFICULTY ENFORCING ADHERENCE TO STANDARDS/POLICY

Consistent with other studies (e.g., Oduor-Noah, 2021), we found that there was inadequate enforcement of standards. Several local and national education officials, as well as INGO staff, indicated that local officials have difficulty enforcing NSSs' adherence to standards. Four respondents indicated that some non–state schools ignore education policies.[64]

Respondent: "They do adhere and sometimes not... like I will give an example of a school calendar. There is a school calendar that is provided to all schools and the public [at the] beginning of the term, but what happens is that some private schools start early and close early before the closing date and some do it two weeks before and that is not adherence. They have told them that when they are recruiting teachers to give them appointment letters but…"

Interviewer: "Is the government following up on this?"

Respondent: "Enforcement is the problem. That is what I was telling you."

— INGO Staff Person

[64] This was reported by two local education officials, one national official, and one international NGO.

Enforcement of standards happens through inspection and guidance. For schools that fail to comply with standards, education officials reported that the only repercussion outside of providing official guidance and submitting the inspection report to the Ministry of Education and Sports is school closure. However, in practice, closing schools that fail to comply with standards can be difficult because school leadership will solicit help from politically powerful individuals in the locality (as reported by six local education officials and one INGO staff person).

> "At times, we have that political interference [. . .] like we had it that time when the government issued a circular that if a school is not licensed, it's supposed to close. We came up with a list of schools that were supposed to be closed. But you find that the mayor has some political something with those owners of schools. So you find when you're supposed to take action, you can't take action because the mayor said, 'You hold on.'"
>
> —- District Inspector of Schools

PAPER-BASED DATA COLLECTION LEADS TO INEFFICIENT DATA SHARING WITH KEY DECISION MAKERS

Although the MoES has an established EMIS to support periodic data collection on the key developed indicators,[65] the system is paper-based at the district level and as noted earlier, it can take time for data that has been collected to be uploaded into the EMIS system. (See Annex VI for copies of the EMIS reporting forms for pre-primary and primary schools.) When the study team visited districts prior to data collection to obtain EMIS data on schools in sampled districts, many of the district officials had completed paper forms, but the data had not yet been uploaded into the system. For many of the districts that we visited, local officials explained that they did not have data on schools in their district from the 2022-2023 school year. Since we were entering schools in the third term, this lack of data suggests some key gaps in the timely access to EMIS data needed to make decisions.

Also, according to reports from the district education officials that we spoke to, the EMIS forms are completed by the schools themselves rather than by external inspectors/officials. As a result, data could be inaccurate as schools may paint a better picture of their school environment than what exists.

[65] See: https://www.education.go.ug/emis/

RQ4a: Financial sustainability of non-state pre-primary and primary schools in urban and peri-urban areas of Uganda

The study found that a key barrier to the financial sustainability of NSSs is the fact that the vast majority of them depend primarily on learner fees, which makes them vulnerable to economic shocks, such as COVID-19 or the current global economic crisis. Respondents indicated that schools having alternative sources of funding are more financially sustainable, and several respondents noted that faith-founded schools often are able to generate supplemental support from their religious bodies. A large percentage of proprietors reported that they were able to access finance to invest in the continued growth of their schools as well as manage short-term gaps in resources, such as when parents delay paying fees.

REVENUE SOURCES

The study confirmed that most non-state schools are primarily dependent on school fees.[66] **More than three-quarters of school proprietors indicated that between 76% and 100% of their school funding came from learner fees (n=634).**[67] According to one private school association representative, since the families that non-state schools serve are not always financially secure, dependence on learner fees creates a high degree of financial instability for NSSs:

> "[. . .] we only depend on school fees. When parents don't pay, you will not have money."

Also, 25% of schools reported that they received some funding from benefactors and donations.[68] Faith-founded schools were significantly more likely to receive funding from benefactor donations ($p<0.001$).[69] While a large proportion of "Other" schools reported receiving funding from benefactor

[66] One FI, one local education official, two INGOs, and one PSA reported NSSs are primarily dependent on fees.

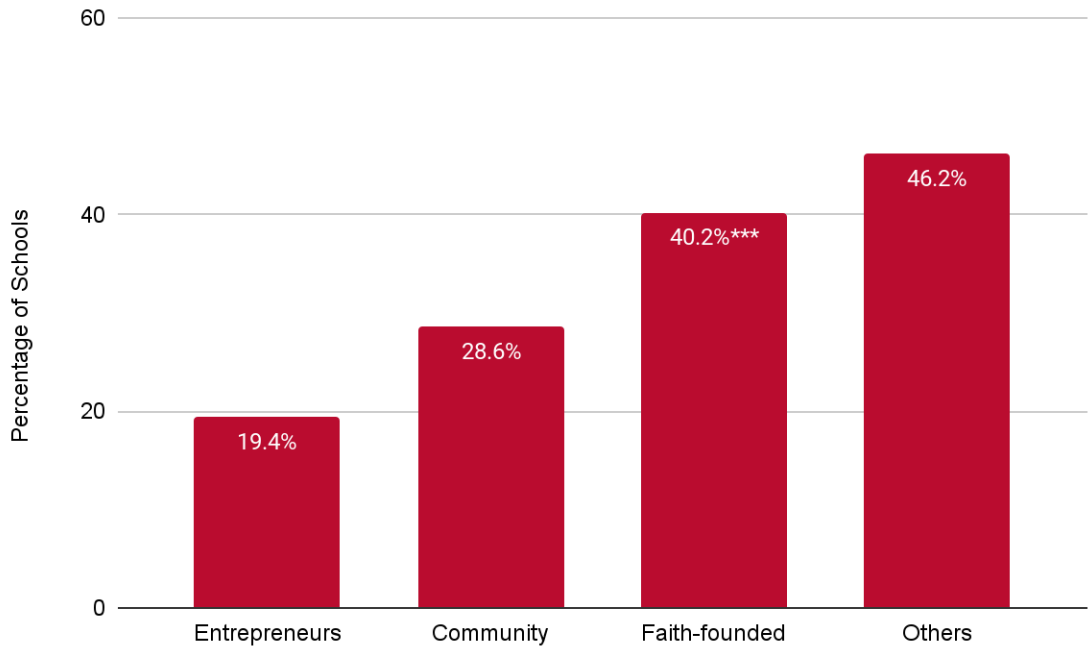
[67] The results for pre-primary and primary schools were very similar - 76.8% of pre-primary schools and 75.7% of primary schools reported that between 76% and 100% of their funding came from learner fees.

[68] Slightly more pre-primary (74.7%) than primary (71.7%) schools reported receiving no benefactor donations.

[69] We conducted an OLS regression comparing each foundation body type to entrepreneur-founded schools.

donations, this only represented 13 schools in the sample, which is likely why the difference was not significant.

Figure 12: Percentage of schools that receive funding from benefactor donations by foundation body (n=621)



Key informants also noted that faith-founded schools tended to be more financially resilient than non-faith-founded schools because they are able to obtain support from their religious bodies.[70]

> "The strength of the faith-based schools is that the foundation bodies also come in to give that financial helping hand to their schools. They recruit the teachers, pay the teachers, and all that in addition to the little money they get from the parents [. . .] Many of them usually close, but the faith-based ones—they rarely close. There is continuity compared to the individual-based schools."
>
> — City Inspector of Schools

[70] This was reported by four local education officials, one PSA representative, and one financial institution.

Four respondents (three PSAs and one FI) indicated that schools that have alternative sources of funding are more financially resilient, and two respondents (one FI and one PSA) pointed to agriculture as a common source of alternative financing for NSSs. Approximately 13% of surveyed school proprietors listed school farming as an additional source of school income, along with school meals (25.3%), extended lessons (12.8%), and renting school facilities (7.8%). The most prevalent "Other" source of school funding that proprietors listed were the proprietors' own personal money that they injected into the school.

PARENT SUPPORT FOR SCHOOL FINANCES AND FINANCIAL DECISION-MAKING

Since schools largely depend on parents paying school fees, it is perhaps unsurprising that PTA members play an important role in school financial decision-making. Almost 90% of surveyed PTA members reported that the school proprietors consulted them for decisions around budgeting and monitoring the allocation of funds.

NORMATIVE VIEWS AROUND GOVERNMENT SUPPORT

None of the schools in the sample reported that they received financial support from the government. However, in semi-structured interviews, twelve respondents explained that non-state schools often receive support from the government in the form of the provision of textbooks or inclusion in training opportunities managed by the local government.[71] Seven respondents (four local education officials, two PSAs, and one FI) expressed the view that the government should be providing more financial/material support to non-state schools in Uganda, either in terms of subsidies, in-kind material support, or tax exemptions.

> "[As] much as these schools are private schools, they are educating Ugandans. When you talk about Ugandans, you cannot say this one is a private Ugandan, this one is a government Ugandan. I think the government needs to find a way to support these schools to a certain level. If maybe they can only support them with the infrastructural materials, or they support them in-kind with infrastructure, it will really do a lot."
>
> — District Inspector of Schools

[71] This was reported by eight local education officials, two national education officials, one PSA, and one INGO.

According to Harma (2019), dealing with the government has consistently been a challenge for private schools in Uganda. The government regulatory framework relies heavily on taxation with little support to non-state institutions. Private schools are subject to the same tax obligations regardless of their size or revenue, including registration fees, local service tax, van fees (even if there are no school vans), and property taxes. If schools cannot meet government regulations, they can continue operating by paying bribes (Härmä, 2019).

SUPPLY AND DEMAND OF FINANCE

Access to finance is a key resource that NSSs utilize to make investments in their schools and to keep up with costs when parents delay in completing payment of fees. According to three interviewed representatives from financial institutions, there are various loan products available for schools, including working capital loans, school improvement loans, school fee loans, group guarantee loans, and equipment purchase loans.

Almost half of the surveyed school proprietors indicated that their school had taken a loan in the last ten years, and most schools that had taken a loan reported that they were currently servicing a loan. Data from semi-structured interviews similarly suggests that there is demand in the non-state school sector for loans from financial institutions.[72] For example, one representative from a private school association explained:

> "We are frequent borrowers in the bank. The money never comes in time. You and [I] know that [parents] cannot pay zero balance every term for [their] our children… So money never comes in time. So that is number two, we are frequent borrowers, but we are good friends to the banks."

Most school proprietors (68%) who had taken a loan indicated that they accessed a loan through a commercial bank (n=307). A smaller percentage reported taking loans from village savings and loans associations/savings and credit cooperative organizations (16%) and microfinance institutions (10%). School proprietors reported that they used loans to pay off debts (24.1%), buy furniture (17.3%), and

[72] This was reported by one financial institution, one INGO, one national official, and one PSA representative.

purchase teaching (14.3%) and learning (11.4%) materials (n=307). The "Other" responses included using loans to pay teacher salaries (24 responses), using loans to purchase land for the school (18 responses), using loans for infrastructure development/improvement (14 responses), using loans to purchase a vehicle for the school (11 responses), and using loans to purchase food for school meals (9 responses). While more than half of school proprietors reported being willing/interested in taking a loan in the future, still 40% of proprietors were not interested in a future loan. More research is needed to understand this hesitancy. However, in the next section on COVID-19 and NSS financial sustainability, we will discuss some of the challenges schools have faced repaying loans during the two years of pandemic-related forced school closures. The recent challenges that proprietors experienced repaying loans that accumulated during COVID-19 school closures may explain the reticence to take a school loan in the future.

ACCESS TO FINANCE

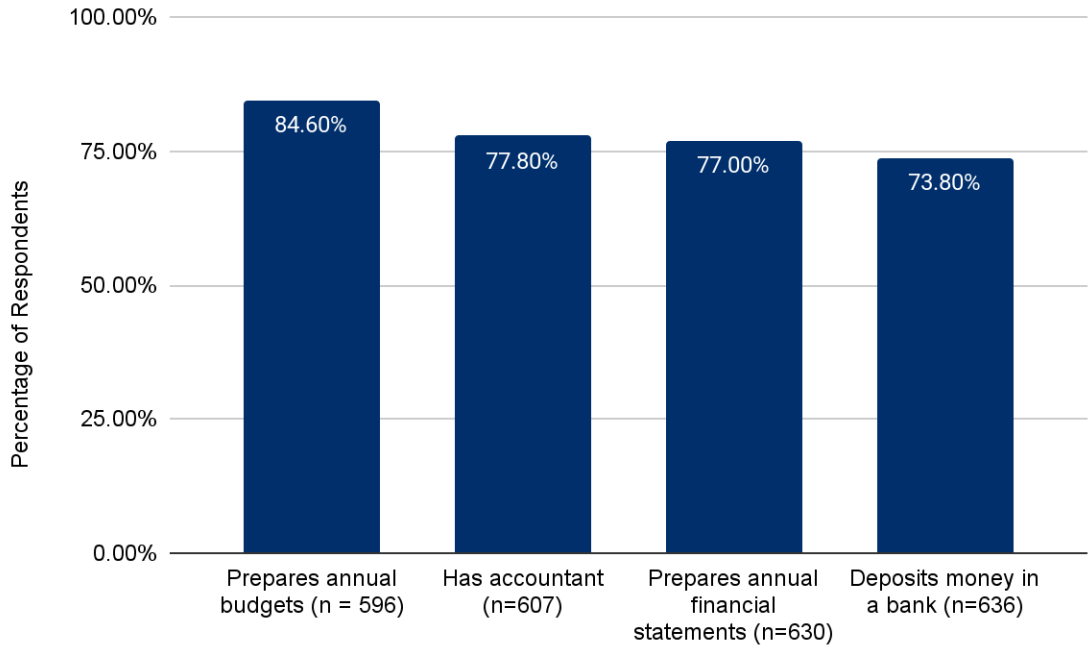
Financial institutions reported different requirements depending on the type of loan a school wished to acquire. For smaller short-term loans, commercial banks assess creditworthiness based on cash flow statements of schools, and they typically request to see bank statements.[73] [74] This means that for schools to be able to access finance, they need to be complying with good accounting practices and deposit money into a bank account. The majority of schools in our sample reported preparing annual budgets and financial statements, depositing money into a bank, and employing an accountant to manage school finances.[75] (See Figure 13, following page.) We did not find statistically significant differences among foundation bodies regarding these practices.

[73] This was reported by representatives of two financial institutions that lend to the education sector.

[74] Three respondents (two FIs and one national official) indicated that most banks provide financial literacy training to the businesses they serve.

[75] The MoES requires schools to have a bank account and to keep financial records (Harma 2019).

Figure 13: Percentage of proprietors who report using the following financial management practices[76]



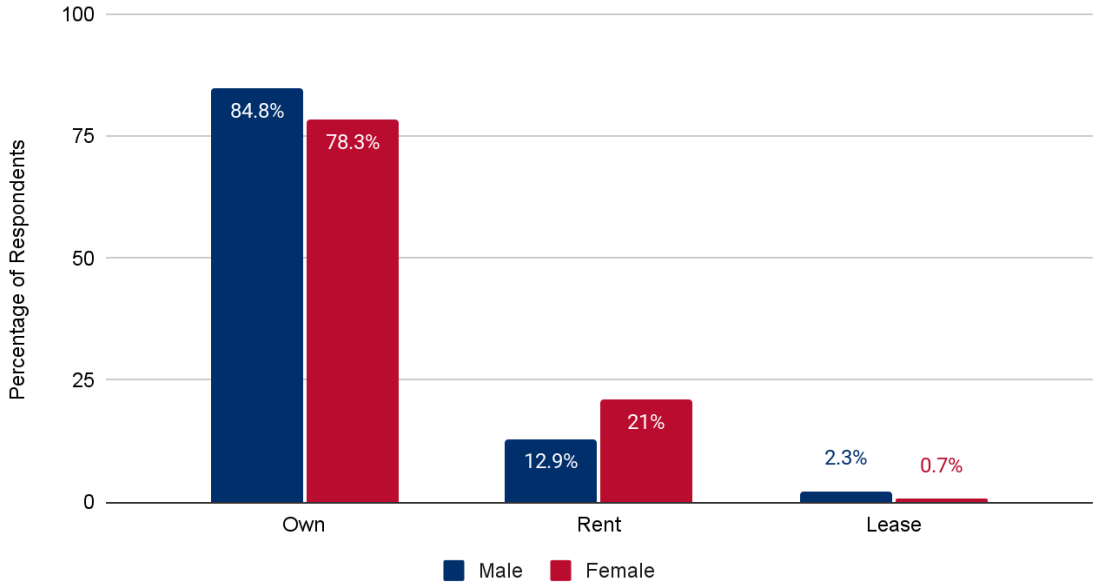
For larger loans, commercial banks tend to require some collateral as well as additional documentation of school finances, such as audited accounts.[77] The majority of schools in the sample did own the land on which they operated. However, we found a significant association between the sex of the proprietor and whether the school operated on land that was rented, owned, or leased by the proprietor (see Figure 14, following page).[78] In particular, female proprietors were more likely to rent land than own land versus male proprietors. This has implications for their access to larger loans and overall financial sustainability. (This will be discussed more in the next section on school closures.)

[76] The number of respondents differ for each bar because the bars represent separate survey questions.

[77] This was reported by representatives of two financial institutions that lend to the education sector.

[78] We conducted Fisher's exact test to test the association between proprietor sex and whether the school rents, owns, or leases the land. $p<0.012$

Figure 14: Does your school rent or own the land on which the school is operating by sex of the proprietor? (n=641)



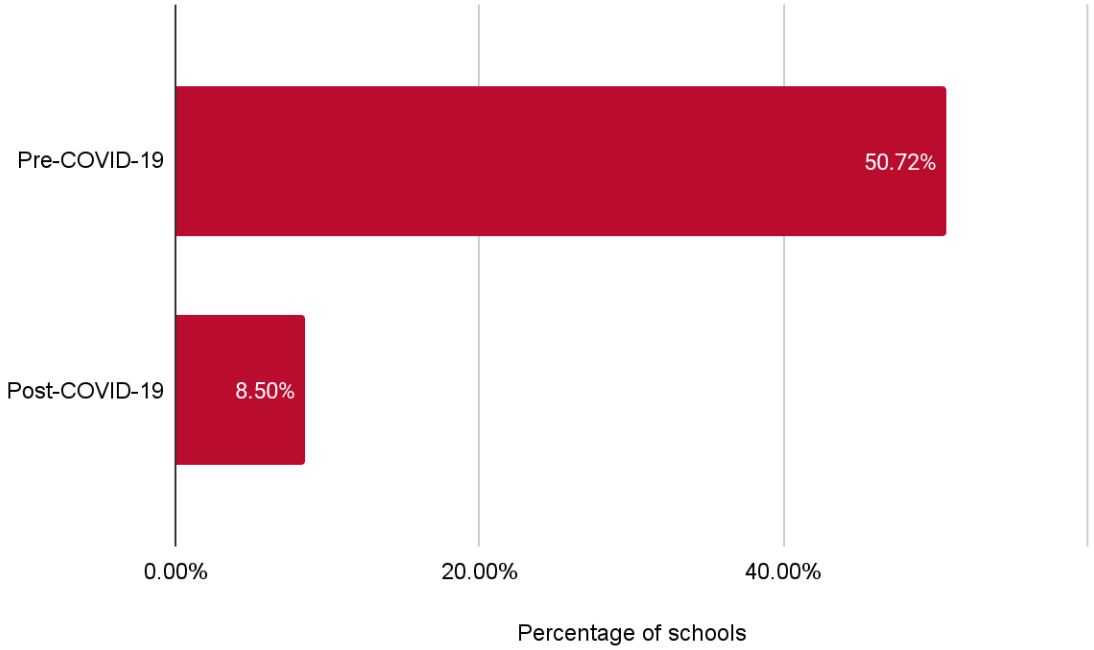
RQ4b: Non-state school finances before and during COVID

Study findings suggest that the financial sustainability of non-state pre-primary and primary schools in urban and peri-urban areas of Uganda has declined since the onset of the COVID-19 pandemic. School proprietors reported a decline in savings/profit since the onset of the pandemic. School proprietors and three interviewees reported difficulty collecting fees from families. Key informants indicated that the rising cost of goods and services increased costs for non-state schools. Proprietors reported a reduction in enrollments since the pandemic, and interviewees describe how the two years of pandemic-induced school closures made it difficult for proprietors to repay loans and pay rent, which led to some school closures.

REDUCED SAVINGS/PROFIT FOLLOWING COVID

School proprietors reported that their ability to save money or earn a profit declined following the pandemic, as illustrated in Figure 15.

Figure 15: Percentage of schools able to save money/earn a profit before and after COVID (n=632)[79]

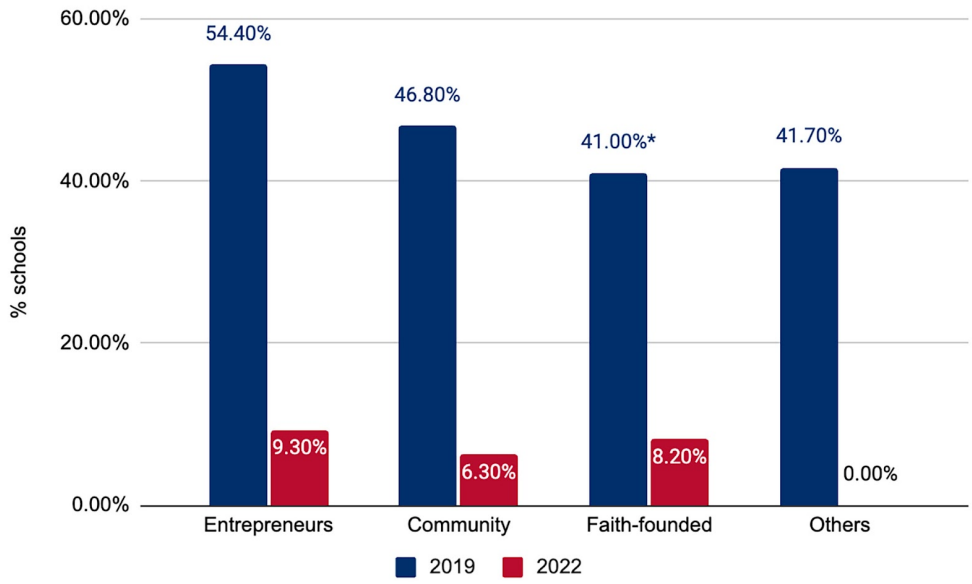


When we compared whether schools saved money or earned a profit pre- and post-COVID by foundation body, we found that faith-founded schools were significantly less likely to save/earn a profit prior to COVID, but that there were no significant differences between foundation bodies following COVID.[80] (See Figure 16, following page.) This difference likely has to do with what interviewees categorized as faith-founded schools' tendency to operate as service or charitable organizations rather than profit-seeking organizations.

[79] The difference in the percentage of schools able to save before and after the pandemic was statistically significant. Using a chi-square test, we found a p-value <0.000.

[80] We used OLS regression to compare schools by foundation body type. We found a p-value<0.05.

Figure 16: Percentage of schools able to save money and earn a profit before and after COVID by foundation body, (n=632)



DIFFICULTY COLLECTING FEES FROM FAMILIES

Three interviewees explained that because families are struggling economically, it is difficult for proprietors to collect fees from parents.[81] Similarly, almost 80% of surveyed school proprietors indicated that at least 25% of learners at their school were not up-to-date with their fees.

RISING COSTS OF GOODS AND SERVICES

Three local education officials and one private school association indicated that the rising cost of goods and services had required them to increase their school budgets.[82]

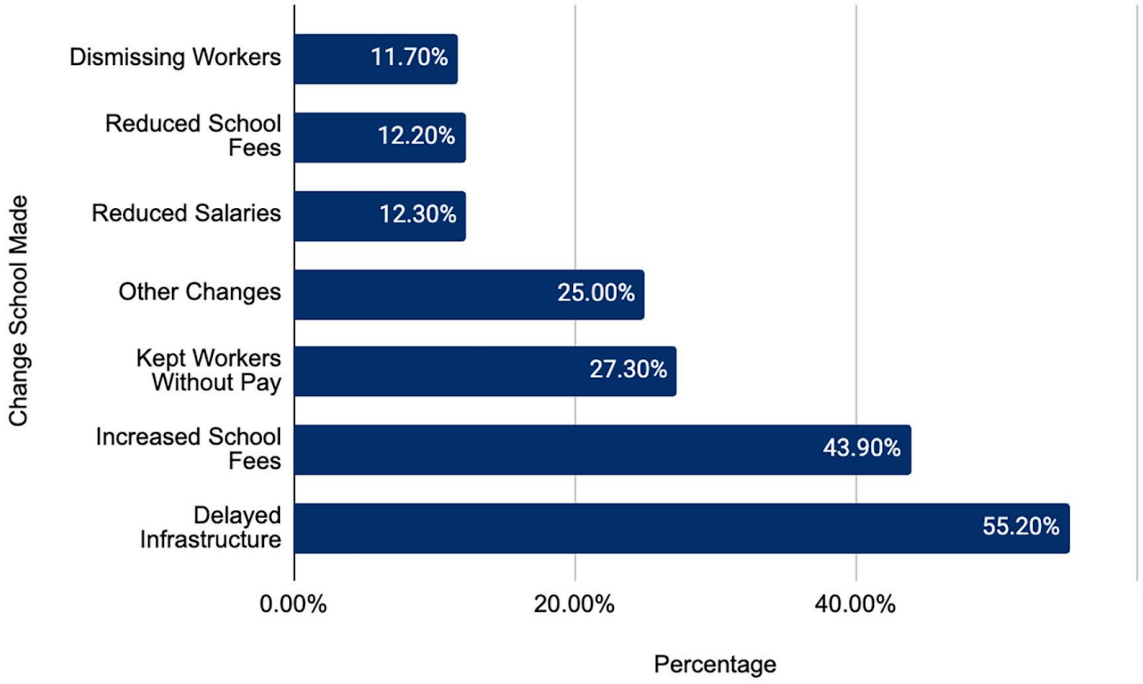
> "Some of them made budgets at the level when fuel was at 3000 shillings. It now doubled. In other areas, it tripled. So it is a challenge and after drafting the budget and presenting it to the parents, they are fixing a certain amount of money in terms of fees they are supposed to pay. Now if the prices hike, you cannot call the parents again and say, 'Now you look, we are changing the fees structure.'"
>
> — School Inspector

[81] This was reported by one local education official, one representative of a PSA, and one INGO.

[82] This was reported by three local education officials and one representative of a private school association.

Surveyed school proprietors indicated that they had to make several changes to their budgets due to the pandemic, including delaying infrastructure investments and increasing school fees.[83] (See Figure 17 below) Increasing school fees likely further eroded the level of access to non-state schools for low-income learners.

Figure 17: Reported changes schools made as a result of the pandemic (n=640)



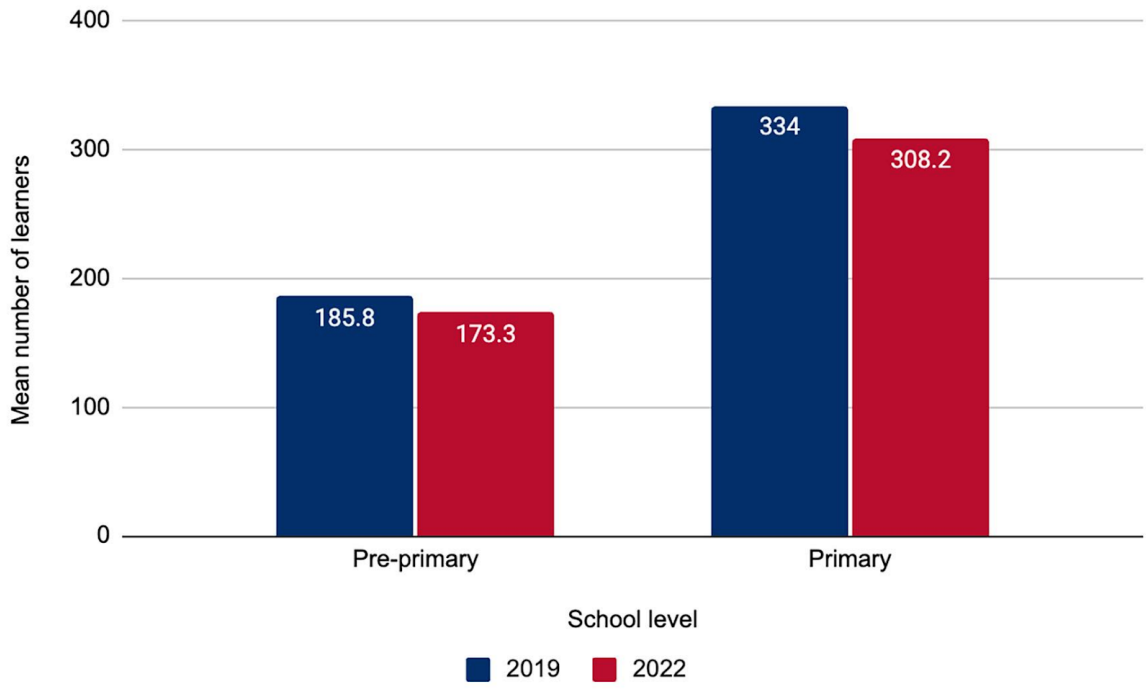
REDUCTION IN ENROLLMENTS FOLLOWING COVID

The mean enrollment in sampled non-state schools also declined significantly since the onset of the pandemic for both pre-primary and primary sampled schools.[84] (See Figure 18, following page.) Since most schools are largely dependent on learner fees for revenue generation, the decline in enrollment likely means that revenues are declining at the same time that prices are rising.

[83] These findings were corroborated in the PTA survey. See Annex V for more details.

[84] We conducted paired t-tests to compare the means enrollment pre- and post-COVID-19 for each school level. The difference in the mean enrollment for both pre-primary and primary schools before and after COVID-19 were significant at p-value<0.004. (n=275) and p-value<0.0000 (n=329) respectively.

Figure 18: Mean enrollment of learners in pre-primary and primary schools pre- and post-COVID, (n=634)



At pre-primary schools, the average number of learners enrolled per school reduced by an average of 13 learners per school, whereas at primary schools, the average number of learners enrolled reduced by an average of 33 learners per school. The large reduction in enrollment in non-state primary schools is consistent with our qualitative findings presented in the access section, where interviewees reported that many families transferred their children from non-state schools to more affordable state schools.

SCHOOL CLOSURES

Interviewees indicated that schools with outstanding loans,[85] schools renting land or buildings,[86] and schools individually owned were those most likely to close as a result of the pandemic.[87] For schools that had outstanding loans, despite the fact that most financial institutions restructured loans to make it easier for schools to pay back their loans, many schools were still struggling with the debt burden they

[85] As reported by two representatives of PSAs, two staff from INGOs, and two national and two local officials.

[86] As reported by two local and two national education officials and one financial institution.

[87] As reported by four local and one national education official.

accumulated over two years when they had no income.[88] According to interviewees, compared to sole proprietorships, schools with support from churches or communities were better able to withstand the economic stress of the pandemic. For example, one district education official indicated, "All the schools that never reopened were started by individuals and we do not have a faith-based institution that started under that category that closed."

[88] As reported by one national and one local education official and one representative of a private school association.

RECOMMENDATIONS

RECOMMENDATION 1: Enhance Education Quality at NSSs

Targeted Inclusion Of Not-For-Profit Non-State Schools In Donor And Government Distribution Of Teaching And Learning Materials. The study data indicate that NSSs have inadequate teaching and learning materials. While national and local education officials indicated they occasionally provided teaching and learning materials to non-state schools, this distribution happened erratically. The MoES, in collaboration with development partners, should work to target not-for-profit NSSs as recipients of regular provision of teaching and learning materials to ensure greater access to these vital materials for all learners.

Continued Inclusion Of Nss Teaching And Learning Staff In Targeted Instructional Improvement Interventions. Local education officials reported that they typically included non-state school teachers and leaders in the professional development that they offered to state schools. The inclusion of NSS actors in such professional development opportunities could be extended to USAID-sponsored activities to support teaching and learning. In particular, providing professional development to school leaders - who may be less likely to leave the school than teachers - is a key way to enhance teaching and learning within NSSs.

Professional Development For Teachers And School Leaders To Address The Continued Need For Learning Recovery And Catch-Up. Interviewees in this study indicated that teachers struggled to implement the abridged curriculum and that learning loss and gaps in learning were key challenges affecting learners. Efforts to support teachers to implement learning recovery and catch-up strategies to effectively address learning loss and gaps among learners should be provided to teachers at state and non-state schools.

School-Based Interventions To Support Mental Health And Social Emotional Learning Of Learners. To address key informants' concerns about the psychosocial impacts of the pandemic on children and youth who have returned to school, the MoES and other development partners should explore evidence-based solutions to enhancing children's wellbeing, including school-based social-emotional learning interventions (Taylor et al. 2017). For example, the Learning to Read in a Healing Classroom (LRHC) program piloted in the Democratic Republic of Congo, which trained teachers to support children's social and emotional needs, was found to make children in treatment schools feel more supported, respected, intellectually stimulated, and safe than children in control schools (Torrente, 2015, p. 57).

RECOMMENDATION 2: Enhancing Access to NSSs for Traditionally Marginalized Learners

Tax Exemptions For Schools That Subsidize A Target Percentage Of Learners Or Keep Fees Under A Threshold Of Affordability. Respondents indicated that access to NSSs for low-income learners varied based on the fees charged at the school as well as the inclination of the school to provide bursaries to support access for low-income learners. One way to enhance the ability of NSSs to extend access to children from low-income families would be to provide tax exemptions for schools that either subsidize a certain percentage/number of learners or that keep fees under a certain threshold. According to Harma (2019), private schools pay the same taxes regardless of the size and fee structure of schools, including "registration renewal, local service tax, sign board fees, van tax (even if there is no school van), and property rates (p. 144)."

Advocate For The Passage Of The Ecce Policy Which Would Provide Subsidies For Preschool-Age Children. At the pre-primary level, the draft ECCE policy would provide government subsidies to enhance access for low-income learners. This would likely expand access to pre-primary education for low-income families.

Proven Social Norms And Behavioral Change Communication Strategies To Combat Stigma Against Child Mothers. The possibility that some child mothers have been turned away from faith-founded and other non-state schools that see them as a "bad example" to their peers is an important concern. While Ugandan policy allows child mothers to return to school after six months of mandatory maternity leave, it appears this policy is not being enforced in practice. Donors should work closely with the Ugandan government to continue to combat the stigma against pregnant learners through social and behavioral communication change efforts (see for example Petit and Zalk, 2019).

Support Re-Entry Of Child Mothers And Other Out-Of-School Children Through Accelerated Education Programming. Accelerated education programming can be an effective way of supporting the re-entry to schools for child mothers and other children who dropped out of school during the pandemic.

Enhanced Education Budgets For Special Needs And Inclusive Education For Both State And Non-State Schools. Our findings show that learners with disabilities have insufficient access to both state and non-state schools. The government needs to increase the financial support for special needs and inclusive education for both state and non-state schools. Special needs and inclusive education only receive 0.1% of the current education budget despite the fact that the Ugandan Constitution requires 10% of the education budget to go toward it (World Bank 2020, Daily Monitor 2022).

Donors who have pledged to support universal access to basic education have a role to play in enhancing access for learners with disabilities through both advocacy and financial support. Key investments needed in both state and non-state schools include: (1) improving access to teaching and learning materials so that teachers can provide multiple means of presenting information to learners; (2) training teachers in inclusive education; and (3) investing in handicap-accessible infrastructure. Literature regarding the implementation of inclusive education in Uganda, Kenya, and Zambia suggests that the training and sensitization of teachers on inclusive education is the highest priority intervention of the three (Okech et al., 2021; Ireri et al., 2020; Muzata et al., 2021). In Uganda, researchers asked special needs teachers what their main concerns were with implementing inclusive education, and respondents most frequently selected "teachers' feelings of competence." (Okech, Yuwono & Abdu, 2021). Many teachers stated that they received no training, and interviews suggested that the lack of training resulted in "integration, as opposed to inclusion," meaning that teachers treated children with differing abilities the same as all other children, rather than adapting instruction to accommodate different learning needs (Okech, Yuwono & Abdu, 2021).

Investments are also needed to enhance community/family support for educating learners with disabilities and strengthen their ability to promote the schooling of children with special needs.

RECOMMENDATION 3: Enhance Oversight and Regulation of NSSs

Increased Human And Financial Resources For Inspection: Enhanced investment in human and financial resources is needed for school inspections - including investment in the training needed to provide quality feedback to schools. This likely means shifting the way that funding is provided to districts to account for both state and non-state schools.

More Focused Oversight On Issues Most Relevant To Improving Learning: Inadequate financial and human resources to handle school inspections are a common challenge in many low- and lower-middle-income countries (Ehren et al. 2016). In their review of literature on school inspections in low-income countries, Ehren et al. (2016) explain that "a work overload of inspectors (both in numbers of schools to inspect as well as in numbers of indicators to inspect) [can] lead [inspectors] to focus on a simple checking and control of administrative protocols (p. 475)" They assert, "Studies also show how a lack of high-quality feedback and a lack of consequences may have caused an overall lack of impact of school inspections in developing countries (p. 480)." They argue that schools will have a higher likelihood of accepting feedback from inspectors when that feedback is seen to be helping them improve performance.

Coordination Of Oversight And Support For Nsss Among Local And National Education Officials, Centre Coordinating Tutors, School Management Committees, And Private School Associations: We recommend that MoES in partnership with education development partners invest in efforts to mitigate the human and financial resource inadequacies impacting school inspection through enhanced coordination of school oversight and support. This can be done by improving communication among local and national education officials, Centre Coordinating Tutors, and School Management Committees to support struggling schools implement their school improvement plans. Also, Private School Associations could be brought on to provide support to their member schools that are struggling to meet standards.[89]

Enhanced Timely Access To Education Data Through Simplifying Digitization Of Education Information. Currently, the system for collecting school-level EMIS data is largely paper-based. This causes delays in data sharing and data access, because of the time-consuming process of digitizing data. MoES, in partnership with donors and multilateral organizations, should explore context-relevant data collection platforms that can provide more timely access to data. Examples of platforms that have worked in the Ugandan context are EduTrac,[90] SESIL,[91] U-Report,[92] all of which utilize free SMS-based platforms for collecting education-related data. We recommend scaling up the EduTrac system, which was piloted in 37 Ugandan districts. The system enhanced access to data for a broad range of stakeholders including district education officials and school management committees. Providing a platform where local and national education officials can share information on school needs/inspection reports and coordinate follow-up visits to schools can help better manage the limited human resources available for regulation and oversight of schools. That said, efforts to scale up the platform would require planning for personnel to manage the platform. Also, local officials would need internet access to reach the platform.

Strengthened Enforcement/Support Options For Local Education Officials And Link Enforcement/Support To Root Causes Of Schools' Failure To Adhere To Standards. Local education officials indicated that the enforcement tools at their disposal (school closures and feedback

[89] This point emerged as an idea from stakeholders from the Ministry of Education and Sports and the Ministry of Gender, Labour, and Social Development who participated in a policy dialogue to discuss this study's findings, which was hosted by the ResilientAfrica Network.

[90] https://www.unicef.org/uganda/what-we-do/edutrac

[91] https://www.education.go.ug/sesil/

[92] For more information, visit this website: https://blogs.worldbank.org/edutech/using-mobile-phones-collect-data-education-sector-uganda

during inspections) were inadequate to change the behavior of school leaders who refuse to comply. MoES should consider applying additional approaches to encourage adherence to standards, such as incentives-based systems,[93] and working more closely with Parents Teachers' Associations (PTAs) and School Management Committees (SMCs) to develop and promote adherence to school improvement plans.

In some cases, however, non-adherence to standards or failure to perform is rooted in structural challenges facing the school. In these cases, interventions will likely require addressing those structural causes of non-adherence. One such example of a policy that will likely be difficult for non-state schools to adhere to is the New Teacher Policy, which will require that all school teachers have a university degree. The time and cost needed for schools to meet this standard will likely be prohibitive for schools with limited resources, such as low-fee private schools or community-founded schools that may be the schools that enable the greatest amount of access for low-income learners. Promotion of adherence to this standard will require enhancing access to additional teacher education opportunities for current teachers in non-state schools, such as offering continuing education programming during school breaks and scholarships or other subsidies for teachers seeking to update their credentials.

RECOMMENDATION 4: Supporting Financial Sustainability of NSSs

Work With Financial Institutions Serving Nsss To Train Nsss To Identify Opportunities To Diversify Sources Of Funding. NSSs are heavily dependent on learner fees, which makes them vulnerable to economic downturns and other crises that affect their clientele. Respondents indicated that schools with alternate funding sources were more able to withstand the economic impacts of COVID-19. This may mean supporting proprietors to conduct market analyses to identify ways to capitalize on their existing resources (e.g., buildings, land, school equipment) for additional revenue generation during non-school hours. Financial institutions indicated that they provided financial literacy training for the institutions they serve. We recommend that financial institutions include in their training support for conducting market analyses to identify opportunities to diversify funding sources.

Mitigate Tax Burdens And Additional Fees On Non-State Schools, Especially Those That Are Not-For-Profit. Private schools are subject to the same tax obligations regardless of their size or revenue, including registration fees, local service tax, van fees (even if there are no school vans), and

[93] For example, a quality standards improvement system that publicly ranks schools according to a standardized tiered system, as is used for early childhood education and daycare centers in the USA, has been shown to effectively incentivize quality improvement (Bassok et al., 2019; Greenberg et al., 2018).

property taxes. According to Harma (2019), "proprietors have repeatedly ranked dealing with the government as one of their key challenges, referring specifically to the difficulties attached to becoming registered, and with navigating the multiple taxes and fees that schools are asked to pay by a range of actors (p.140)." Providing tax exemptions for non-state schools (especially those that are not-for-profit or that are subsidizing marginalized learners) could enhance their financial sustainability.[94]

Enhance Access To Finance For Land Purchases For Female Proprietors Who Are Significantly Less Likely To Own Land Through The Use Of Blended Finance Facilities. Respondents indicated that NSSs renting their land and/or buildings were less able to withstand the shock of the COVID-19 crisis. Our data indicate that female proprietors were more likely to rent the land for their schools. Enhancing access for school proprietors to larger long-term loans that they can use to purchase their land can help to make their businesses more sustainable in the long run. USAID can support extending access to finance through grants or partnerships to extend blended finance[95] facilities to non-state schools, such as concessional loan facilities or credit guarantee schemes.[96]

[94] Stakeholders from the Ministry of Education and Sports and the Ministry of Gender, Labour, and Social Development who participated in a policy dialogue to discuss this study's findings suggested making it a requirement that schools enroll a target number of learners from traditionally marginalized groups in order to qualify for this tax break.

[95] According to a blogpost by the World Bank Group (2020), "Blended finance combines concessional financing—loans that are extended on more generous terms than market loans— and commercial funding." Accessed September 9, 2021 from: https://ieg.worldbankgroup.org/blog/what-blended-finance-and-how-can-it-help-deliver-successful-high-impact-high-risk-projects

[96] A credit or loan guarantee "is a promise by one party (the guarantor) to assume the debt obligation of a borrower should the borrower default [on their loan]" (USAID-Deloitte, 2019, p. 79). Through loans, private finance institutions use public funds to make loans to borrowers. These loans thus require a lower return for the lending institution.

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ANNEXES

ANNEX 1: EVALUATION STATEMENT OF WORK

Uganda Non-State Schools Assessment of the quality of and level of learner access to non-state schools

PURPOSE OF THE EVALUATION

The purpose of this SHARE Buy-In for the USAID Mission in Uganda is to assess the quality of and level of access to education in non-state pre-primary and primary schools in urban and peri-urban areas of Uganda.[97] It will also inform USAID/Uganda's future education programming, with a specific focus on strengthening engagement with non-state actors in the delivery of quality education.

The assessment will have the following goals: 1) to understand the quality of education in non-state pre-primary and primary schools in urban and peri-urban areas of Uganda, especially in light of the recent COVID-19 pandemic, 2) to understand the barriers learners from traditionally marginalized groups face in accessing non-state pre-primary and primary schools in urban and peri-urban centers, 3) to explore the oversight and regulation of non-state pre-primary and primary schools, and 4) to understand the capacity[98] of non-state pre-primary and primary schools to sustainably finance quality education.

[97] USAID defines a non-state school as "an educational institution controlled and managed by a non-governmental organization (e.g. religious group, association or enterprise) or that has a governing body primarily consisting of members not selected by a public agency" (Alfred 2020, 6).

[98] This will entail examining school proprietors' ability to manage funds as well as their access to finance.

SUMMARY INFORMATION

Table A1: Summary Information of Uganda NSSA Activity

Strategy/Project/Activity Name	Uganda NSS-Assessment of the quality of and level of learner access to non-state schools
USAID Office	USAID Uganda
Implementer(s)	University of Notre Dame, ResilientAfrica Network (RAN)
Cooperative Agreement/Contract #	
Total Estimated Ceiling of the Evaluated Project/Activity(TEC)	$325,000
Life of Strategy/Project/Activity	April 25, 2022-December 24, 2022
Active Geographic Regions	*National*
Development Objective(s) (DOs)	

BACKGROUND

Description of the Issue and Context

Non-state actors play a prominent role in the provision of pre-primary and primary education in Uganda. The pre-primary sector is provided entirely by non-state actors and, according to the most recent school census, more than 40% of primary schools in the country are privately owned (MOES 2017). According to the Uganda Bureau of Statistics (2014, 2019) private schools make up as much as 59% of all schools in Uganda (as cited in Oduor-Noah 2021, 197).

Over the next few decades demand for primary and pre-primary education will likely grow in Uganda. Uganda has one of the world's youngest populations, with nearly half of the population under 15 years of age. According to the African Institute for Development Policy and the University of Southampton (2018), demand for primary schools could increase from 8 million learners in 2015 to 17-20 million by 2065. Because non-state schools make up such a large share of primary and pre-primary schools, efforts to ensure access to quality basic education in Uganda must first understand the current level of access to and quality of non-state schools.

The Role of Non-State Schools in Providing Education in Uganda

The Government White Paper on Education (1992) set up the framework to liberalize the education sector, and according to the Ministry of Education and Sports (2021), "Since the government of Uganda decision in 1993, thousands of schools and institutions have been set up by private investors." Further, the "Private Schools and Institutions department is charged with the overall coordination, regulation, policy formulation, and guidance on all matters regarding

private schools and institutions" (MOES 2021).

Pre-Primary/Early Childhood Education in Uganda

Early childhood education or pre-primary education is defined by the Uganda Early Childhood Education Policy (2008) as instruction provided in educational settings for children aged 3 through 5 years in preparation for their entry into primary school. For their study of pre-primary education, Weatherholt et. al (2019) include private, home, and community-based nursery settings, and daycare centers.

Provision of pre-primary education is exclusively private sector-led, with the government only providing an enabling environment (i.e. policy, legal and regulatory framework, inter-sectoral coordination mechanisms, finance, monitoring, inspection, and support supervision) (Ministry of Finance, Planning and Economic Development 2016). A key component of this study will be to assess the extent to which government oversight and support for early childhood education occurs in practice.

Although the government is not directly involved in the establishment of day-care centers and nursery schools, the Ministry of Education and Sports (MoES) is the lead agency in the implementation and oversight for ECCE.[99] The MoES, through several sub-sector policies, namely the Early Childhood Development Policy (2008), the National Integrated Early Childhood Development (NIECD) Policy (2016), and the Early Childhood Care and Education-(ECCE) Policy (2018), provides an implementation, regulatory, and multisectoral framework for pre-primary education. This study will examine the extent to which the government supports the implementation of this framework in practice.

In the ECCE policy implementation framework, the MoES (2018) describes the private sector as "a key and strategic stakeholder in the establishment, management, and administration of ECCE service delivery in line with provisions of the ECCE Policy" (18). The ECCE policy indicates that "the establishment and management of the ECCE Centres shall be a responsibility of the private sector, Faith-Based Organisations (FBOs), Civil Society Organisations (CSOs), communities, and individual proprietors" (MoES 2018, 14).

Primary Education

Primary education is the largest sub-sector of education in Uganda in terms of enrollment, human resource requirements, and budget (Uganda Bureau of Statistics 2017). It has a seven-year cycle,

[99] The vision of the National Integrated Early Childhood Development-(NIECD) Policy-2016 is that all children in Uganda from birth to 8 years of age grow and develop to their full potential (*Ministry of Gender Labour and Social Development, 2016*)). The policy mission of the Early Childhood Care and Education-(ECCE) Policy (2018) is: "to support, guide, coordinate, regulate and promote quality and relevant ECCE services for increased access, timely enrolment and smooth transition to primary level for children in Uganda" (Ministry of Education and Sports 2018, 14).

including Primary one (P.1) to Primary seven (P.7).
Constitutionally, primary education is mostly provided publically, complemented by the private sector (for-profit or charitable) (Government of Uganda 1995). Under the Universal Primary Education (UPE) programme, the Government of Uganda abolished all tuition fees and Parent and Teacher Association charges for primary education at government schools. However, the ban on PTA fees for government schools was eventually lifted in urban areas (Dauda 2004), and in practice most rural and urban schools charge fees for what should be free primary education. Furthermore, though the UPE policy increased access to primary schools, this increased access has not been matched with quality and learning outcomes are low, with many pupils finishing the primary level without basic literacy and numeracy skills (Uwezo 2019).

The role of non-state schools in enhancing access to quality education

Current statistics suggest that access to quality primary and pre-primary education in Uganda is inadequate. Access to quality education is very minimal at the pre-primary level and while enrollment numbers are high at the primary level, the ability of learners to access quality education at that level is eroded by factors such as teacher absenteeism and lack of instructional materials. However, learning outcomes are better in non-state schools than in government schools.

Quality

Several statistics indicate poor performance in the primary education sector as a whole. The National Planning Authority-NPA (2020) in its National Development Plan-NDP III (2021-2025) indicates low literacy rates (49.9% at P.3, and 53.1% at P.6), low numeracy rates (55.2% at P.3, and 50.9% at P.6), and low completion rates (38%) in primary school. Systemic issues related to weak school management, limited teacher capacity, the absence of school feeding programming, limited parental/community participation, underfinancing of education, and poor assessment methods are cited among the reasons for poor quality primary education (NPA 2020). Weatherholt et al. (2019) add that poor teacher attendance and inadequate time on task also undermine education quality at the primary level.

There are some indicators that non-state schools and schools in urban areas are performing at higher levels than government schools and rural schools. According to a report by the National Assessment of Progress in Education (NAPE 2018), the percentage of learners rated proficient in numeracy (68.4%) in schools in urban areas was higher than that of learners in schools in rural areas (51.2%). Further, when schools were compared on the basis of ownership, there was a wide disparity in the proportion of learners who rated proficient in English literacy - 83.3% of learners at privately-owned schools were found to be proficient compared to 44.2% of learners in

government-owned schools.
However, some recent studies also suggest that numerous non-state schools continue to operate despite failing to meet minimum standards due to problems with the policy framework for overseeing non-state schools and weak government enforcement of standards (Oduor-Noah 2021). This study will contribute to this literature by exploring barriers to government enforcement of standards as well as barriers to non-state schools' adherence to quality standards.

Access

Access to primary and pre-primary education entails both enrollment in school as well as the ability to learn while in school. There are high enrollment rates in primary education in Uganda (Kan and Klasen 2021; UBOS 2014). However, at the primary level, instruction is compromised by the limited availability of instructional materials, teacher absenteeism, loss of instructional time, and insufficient infrastructure (Uwezo 2019).

At the early childhood level, the National Planning Authority's (NPA) National Development Plan-III (2021-2025) indicates that there is low enrollment in Early Childhood Care and Education (ECCE) and poor quality of ECCE services. The NPA (2020) indicates that, in 2015-16, only 15.6% of children aged 3-5 years had access to ECCE. Low access to ECCE means that few children are entering primary school with school readiness skills needed to meet key learning goals.

ASSESSMENT QUESTIONS

The proposed assessment will address the following research question and sub-questions:

1) *What factors influence the quality of and level of access to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda?*
    a) *What are key stakeholders' perceptions of the facilitators and barriers to quality education in non-state primary and pre-primary schools in urban and peri-urban areas of Uganda? What are key stakeholders' perceptions of how COVID-19 impacted school quality in urban and peri-urban areas of Uganda?*
    b) *What barriers and enablers to access do learners from traditionally marginalized groups have to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda? How has COVID-19 impacted their access to these schools?*[100]
    c) *How does oversight and regulation of non-state primary and pre-primary schools in urban and peri-urban areas function in policy and practice?*

[100] For example, we will look into how schools have adapted to COVID-related school closures, such as through open and distance learning services and to what extent are learners from traditionally marginalized groups able to access open and distance learning platforms.

d) *To what extent are non-state primary and pre-primary schools in urban and peri-urban areas of Uganda able to sustainably finance quality education and how has COVID-19 impacted education finances?*[101]

ASSESSMENT DESIGN AND METHODOLOGY

This study proposes a mixed-methods approach to explore factors related to access to and quality of non-state schools. We will conduct structured interviews with PTA members,[102] school proprietors, and teachers as well as semi-structured interviews with key stakeholders at the national and local levels to allow for in-depth insight into some of the factors related to access to and quality of non-state schools. Qualitative data will help glean information about the perceptions and experiences of key stakeholders working with or in the non-state school sector. Also (as available) we will collect and analyze existing data on non-state primary and pre-primary schools to get a sense of some of the trends associated with non-state schools. Below is a table that summarizes SHARE's methodology and approach for the study, followed by an in-depth description of each data collection method.

Table A2: Data Collection Methodology

Data collection to assess **quality** of non-state schools	Data collection to assess **access** to non-state schools	Data collection to assess **financial sustainability**	Data collection to assess **accountability**
● Desk review ● Collect and analyze existing data (e.g., UBOS, EMIS) ● Semi-structured interviews with key	● Desk review ● Collect and analyze existing data (e.g., UBOS, EMIS) ● Semi-structur ed interviews with key stakeholders	● Desk review ● As available, collect and analyze existing government data on non-state school finance	● Desk review ● Semi-structured interviews with key stakeholders ● Surveys with schools proprietor at sampled

[101] In their How To note on Education Finance, USAID defines education finance as "monetary and in-kind resources made available for education from a variety of both public and private actors covering the full student lifecycle, from pre-primary through higher education, and addressing the question of how resources are allocated, used, and accounted for to achieve sustainable, quality education for all children and youth" (Hurley, Chassey and Lee 2019, 4). In alignment with this definition, as we examine financial sustainability, we will examine how resources are allocated, used, and accounted for as well as how they are generated.

[102] Since not all members of the PTA are parents, we will request to interview the parent representative member of the PTA.

stakeholders ● Surveys with schools proprietor at sampled schools ● Surveys with one senior teacher per sampled school ● Surveys with one parent member of the PTA per sampled school	● Surveys with school proprietors at sampled schools ● Surveys with one senior teacher per sampled school ● Survey with one parent member of the PTA per sampled school	● Surveys with schools proprietor at sampled schools ● Survey with one parent member of the PTA per sampled school ● Surveys with one senior teacher per sampled school ● Semi-structured interviews with key actors in the financial market	schools ● Surveys with one senior teacher per sampled school ● Survey with one parent member of the PTA per sampled school

Measuring Quality, Access, Regulation and Oversight, and Financial Sustainability:

1) Perform a targeted review of the literature, including but not limited to a targeted review of the extant literature on financial sustainability, regulation, policy, access to, and quality of non-state primary and pre-primary schools in Uganda (e.g., relevant grey literature coming from the mission and/or partners, relevant education policy documents, scholarly literature, publications from the Ministry of Education and the Uganda Bureau of Statistics).[103]

Measuring Quality:

1) As available, collect and analyze existing quality-related data (e.g., pupil-teacher ratio, teacher attendance, primary leaving exam scores, P7 completion rates) collected on education in state and non-state schools by the Uganda Bureau of Statistics (UBOS), Teacher Management Information System (TMIS), Education Management Information System (EMIS), Inspection Information System (IIS), etc.

[103] Much of the grey literature that will be reviewed will come from partners such as CapPlus, OI, and PEAS.

2) Surveys/structured interviews with school proprietors in sampled schools to assess barriers and facilitators to quality education provision. The structured interviews will include questions about key quality inputs, such as teaching and learning materials, teacher training, teacher attendance, pupil-teacher ratio, class sizes, and teacher remuneration.[104]

3) Surveys/structured interviews with one teacher at each sampled non-state school.[105] The structured interviews will include key questions related to quality, such as information on teacher oversight, access to professional development and mentorship, teacher well-being issues, school climate, etc.

4) Semi-structured interviews with key education stakeholders (e.g., Ministry of Education and Sports (MOES), Education Standards Agency (ESA), Uganda National Examinations Board (UNEB), Uganda National Association for Private Schools and Institutions - UNAPSI, Uganda National Association of Teachers(UNATU) Federation of Non-State Education Institutions (FENI), Early Childhood Development Training Institutions Association-Uganda (ECDTIA-U), District/Municipal Education Officers, Private School Teachers' Association, Private School Associations, etc.)

5) Surveys/structured interviews with one PTA member per sampled school to examine parents' perceptions of school quality as well as key constraints on quality.

Measuring Access:

1) As available, collect and analyze existing data (e.g., EMIS, DHS, UNHS, UBOS) related to level of access to non-state schools for different groups (e.g., enrollment information, fees charged, WASH infrastructure, number of male and female teachers, teacher training in special education, number of out of school children, etc.)

2) Surveys/structured interviews with one teacher at each school regarding access issues for non-state schools, such as the following:
    a) number of students in their class from traditionally marginalized backgrounds,
    b) sense of efficacy and ability to teach to students from marginalized backgrounds,
    c) observed gender-related barriers to learners' access to school.

[104] We will modify the following instrument developed by PISA using some survey questions that SHARE developed for its assessment of low-cost private schools in Ghana:
https://www.oecd.org/education/school/TALIS-2018-MS-Principal-Questionnaire-ENG.pdf

[105] We will adapt the following instrument developed by PISA:
https://www.oecd.org/education/school/TALIS-2018-MS-Teacher-Questionnaire-ENG.pdf

3) Surveys/structured interviews with school proprietors of sampled non-state schools regarding issues related to student access, such as % of parents up-to-date with fees, enrollment information (e.g., gender parity, number of children with special needs, children from minority linguistic groups), and number of male and female teachers at the school, and accessibility (e.g. % of teachers trained in special education, accessible school infrastructure and teaching and learning materials).

4) Surveys/structured interviews with PTA members of sampled non-state schools regarding issues related to student access including the children in their community who are out of school, affordability of non-state schools for children in their community from the lowest income households, additional barriers to accessing non-state schools for children from traditionally marginalized groups in their community.

5) Semi-structured interviews with Community Development Officers for each sampled district to assess barriers to access to non-state schools for traditionally marginalized groups.

Measuring Regulation and Policy Implementation:

1) Surveys/structured interviews with school proprietors in sampled schools to assess implementation of policy regarding oversight of non-state schools. The structured interviews will include questions about key oversight mechanisms, such as frequency of school inspections and relevance of the existing policy framework for supporting the needs of non-state schools.[106]

2) Surveys/structured interviews carried out with one teacher at each sampled non-state school.[107] The structured interviews will include key questions related to school oversight including frequency of school inspections and level of oversight of head teachers by local education officials.

3) Semi-structured interviews with key education stakeholders (e.g., Ministry of Education and Sports (MOES), Uganda National Examinations Board (UNEB), Ministry of Gender Labour and Social Development -(MoGLSD), Uganda National Association for Private Schools and Institutions - UNAPSI, Federation of Non-State Education Institutions (FENI), Municipal Education Officers, Private School Teachers' Association, Private

[106] We will modify the following instrument developed by PISA using some survey questions that SHARE developed for its assessment of low-cost private schools in Ghana:
https://www.oecd.org/education/school/TALIS-2018-MS-Principal-Questionnaire-ENG.pdf
[107] We will adapt the following instrument developed by PISA:
https://www.oecd.org/education/school/TALIS-2018-MS-Teacher-Questionnaire-ENG.pdf

School Associations, etc.) regarding the existing policy and its implementation for overseeing non-state schools.

Measuring Financial Sustainability

1) Surveys/structured interviews with school proprietors in sampled schools to assess school financing. The structured interviews will include questions about sources of finance, the school fees charged at various levels of education, allocation of finances, financial management practices, financial oversight practices, and ability to manage financial shocks (e.g., COVID-19)

2) Teacher questionnaire carried out with one teacher at each sampled non-state school. The structured interviews will include key questions related to financial sustainability and its influence on teaching and learning, such as information on access to teaching and learning materials, teacher pay, etc.

3) Surveys/structured interviews with one PTA member per sampled school to assess the school fees charged, additional support and resources provided by the PTA, the level of oversight provided by the PTA.

4) Semi-structured interviews with key education stakeholders in charge of overseeing non-state school finance, such as the Director of Basic Education - Preprimary and primary & private schools and institutions, MoES Department of Private Schools and Institutions, Education Standards Agency (ESA), Private Sector Foundation Uganda (PSFU)

Sampling Research Participants

The table below provides an overview of our selected research participants for qualitative and quantitative data collection. The numbers provided for qualitative data collection are estimates. The total number of qualitative interviews will be determined by the study team based on the level of data saturation. For the district level interviews, we will purposefully select districts in which to conduct interviews based on a combination of the districts in the sample and, to the extent possible, regional representation.
The numbers provided for the quantitative data collection are further explained in the section below the table.

Table A3: Quantitative and Qualitative Methodologies

Method of data collection	Type of data collection	Target	Sample size
Quantitative interviews	Surveys	Number of NSS	460
		1 Proprietor, 1 Senior Teacher and 1 PTA member per school	3
		Total Number of Surveys (both Preschools and primary)	1,380
Qualitative data collection	National level KIIs	Ministry of Education and Sports (MOES) ● Dir. of Basic Education - Preprimary and primary & private schools and institutions, ● Dir.of Educ Standards, Finance and Administration ● MoES Department of Private Schools and Institutions ● Ministry of Gender Labour and Social Development -(MoGLSD)-The National Early childhood Education Secretariat.	4
		Civil Society Organizations representing private schools (e.g., Uganda National Association of Private Schools and Institutions (UNAPSI), Federation of Non-State Education Institutions (FENI), Private School Teachers' Association), Early Childhood Development Training Institutions Association-Uganda (ECDTIA-U)	4
		Uganda National Examinations Board UNEB	1
		Development partners/organizations working with the early childhood sector (UNICEF, UNESCO)	4
		Financial Institutions	5

	Total		**13**
	District level KIIs[108]	District Education Officer	12
		District Education Inspector	12
		Community Development Officer	12
	Total		**49**

Sampling non-state schools

The study will invoke a **random sample of pre-primary and primary schools, with separate samples for pre-primary and primary schools.** Sample size estimates presented below rely on the assumption that there are a total of 865 urban non-state pre-primary schools and 1,390 urban non-state primary schools. These numbers are based on the Ministry of Education (2017) report, which identified 20,305 primary schools, of which 2,350 are urban (12%) and 59% are not government-owned. The same report states that there are 7,210 pre-primary schools, of which we assume 12% are urban and all are not government-owned.

Given the budget constraints, the study will not stratify the sample of non-state schools according to the type of non-state school (e.g., for-profit, non-profit, faith-based, etc.), given that stratified samples require larger sample sizes. Nevertheless, SHARE may be able to make comparisons across these groups using the data collected.

Sample size:

- 220 pre-primary schools and 240 primary schools, randomly selected across all the urban centers. The definition of urban centers used would be the same as the one used by the Ministry of Education in 2017 (centers with 10,000 or more inhabitants).

This sample will allow SHARE to estimate indicators of quality that are present in 75% of the schools, with a 95% confidence and an error of 0.05. Expecting a 75% occurrence of certain characteristics sounds reasonable, given that the Ministry of Education (2017) reports that in 2017, 74% of private primary schools had adequate sitting spaces, 71% had teachers with adequate qualifications, and 69% of pre-primary schools had no permanent classrooms. The precision in less common characteristics (such as the percentage of pre-primary schools attached to a primary school/65% - would be lower). However, the majority of other quality and access indicators were higher (for instance, teacher presence in private primary schools was 90%) and would be estimated with high precision.

[108] This number is a preliminary estimate. We will not know the total number of districts until after we have generated the sample of non-state schools.

What this study allows us to do:

a) Estimate **national results for pre-primary and primary schools as separate domains**

b) Conduct **statistical analysis of differences** by various factors, such as region, city size, school cost (e.g., low-fee, mid-fee, high-fee), etc. **and compare how the correlates of school quality and the impact of COVID-19 differ between pre-primary and primary schools.**

DELIVERABLES AND REPORTING REQUIREMENTS

1. Assessment Design:

Within ***6 weeks*** of approval of this Scope of Work document, the assessment team will submit an assessment design to the AOR and her designated task manager. The design will become an annex to the assessment report. The assessment design will include:

1. A detailed assessment design matrix that links the Assessment Questions from the SOW (in their finalized form) to data sources, methods, and the data analysis plan;
2. Draft questionnaires and other data collection instruments or their main features;
3. A sampling plan
4. Data analysis and management plan
5. Limitations to the assessment design; and
6. Dissemination plan (designed in collaboration with USAID).

Unless exempted from doing so by the AOR, the assessment design will be shared with partner country stakeholders as well as with the implementing partners for comment before being finalized.

The data analysis plan will clearly describe SHARE's approach for analyzing quantitative and qualitative data (as applicable), including proposed sample sizes, specific data analysis tools, and any software proposed to be used, with an explanation of how/why these selections will be useful in answering the assessment questions for this task. Qualitative data should be coded as part of the analysis approach, and the coding used should be included in the appendix of the final report. Gender, geographic, and role (beneficiary, implementer, government official, NGO, etc.) disaggregation must be included in the data analysis where applicable.

All dissemination plans will be developed with USAID and include information on audiences, activities, and deliverables, including any data visualizations, multimedia products, or events to

help communicate evaluation [*findings/conclusions/recommendations]*.

USAID offices and relevant stakeholders are asked to take up to **five** working days to review and consolidate comments through the AOR and/or the designated task manager. Once the evaluation team receives the consolidated comments on the initial assessment design, SHARE will return a revised assessment design and work plan within **five** working days.

***Inception Report**:*

The assessment team will present findings from the desk review and/or examination of data to date and combine this with the evaluation design document. This may result in modifications to the assessment design or its components.

***Interim Meetings**:*

The assessment team will hold biweekly (or weekly if needed) calls with the USAID Uganda point-of-contact after the evaluation design and inception report have been finalized. The objective of these calls will be to discuss comments on the assessment tools, questions by the assessment team on country-level security, potential challenges, emerging opportunities, updates on the timeline, or other logistics as the team moves closer to the data collection phase. The team will also provide the assessment AOR with periodic briefings and feedback on the team's findings, as agreed upon during the in-briefing.

Presentation of Findings and Recommendations Development:

The assessment team will deliver a virtual presentation to deliver and discuss the findings and conclusions with USAID for the assessment and draft collaboratively any additional recommendations. The timing of this presentation will be mutually agreed upon between the SHARE evaluation team and the USAID Uganda Mission.

***Draft Assessment Report**:*

SHARE will provide a draft assessment report, which will address each of the questions identified in the SOW and any other issues the team considers to have a bearing on the objectives of the assessment. Any such issues can be included in the report only after consultation with USAID. This report will also include an Executive Summary of findings from the study. The submission date for the draft assessment report will be determined in the design document and updated during the Interim Meetings. Once the initial draft assessment report is submitted, the Uganda Mission will have **10 working days** in which to review and

comment on the initial draft, after which point the AOR will submit the consolidated comments to the assessment team. The assessment team will then be asked to submit a revised final draft report within **eight working days**, and again the Uganda Mission will review and send comments on this final draft report within **five working days** of its submission.

***Final Assessment Report**:*

The assessment team will take no more than **five working days** to respond to and incorporate final draft assessment report comments from the Uganda Mission and the AOR. The assessment team lead will then submit the final report to the AOR.

***Other Evaluation Deliverables**:*

NA

***Submission of Dataset(s) to the Development Data Library**:*

Per USAID's Open Data policy, SHARE will submit to the AOR and the Development Data Library (DDL), at www.usaid.gov/data, in a machine-readable, non-proprietary format, a copy of any dataset created or obtained in performance of this award, if applicable. The dataset should be organized and documented for use by those not fully familiar with the intervention or evaluation.

***Submission of Final Assessment Report to the Development Experience Clearinghouse**:*

ASSESSMENT TEAM COMPOSITION

The SHARE team will bring in its regional sub-awardee, the ResilientAfrica Network (RAN), who has already identified a strong team of education experts with experience in conducting qualitative and quantitative research. The RAN team will assemble research team members and enumerators who bring perspectives across genders and different ethnic groups. Enumerators will be recruited that can speak the local languages needed for the areas where the research will be carried out. RAN will support the research design process, development and validation of the assessment tools, identification and training of enumeration staff, preliminary data collection and quality assurance, data cleaning, and analysis.

The research efforts will be spearheaded by SHARE's Technical Director, Dr. Nancy Rydberg, who will be supported by SHARE Program Manager, Aimee Lyons. Aimee Lyons will help manage the study work plan, inter-agency communication, partner engagement, and budget.

Together, they will oversee the research design process, tool identification, data quality assurance, analysis, and presentation of findings.

FINAL REPORT FORMAT

1. Abstract
2. Executive Summary
3. Assessment Purpose
4. Background on the Context and the Strategies/Projects/Activities being Evaluated
5. Evaluation Questions
6. Methodology
7. Findings, Conclusions, and (If Applicable) Recommendations
8. Annexes

See the Evaluation Toolkit for the How-To Note on Preparing Evaluation Reports and ADS 201mah, USAID Evaluation Report Requirements. An optional Evaluation Report Template is also available in the Evaluation Toolkit.

The evaluation **abstract of no more than 250 words** should describe what was evaluated, evaluation questions, methods, and key findings or conclusions. The **executive summary should be 2–5 pages** and summarize the purpose, background of the project being evaluated, main evaluation questions, methods, findings, and conclusions (plus recommendations and lessons learned, if applicable). The evaluation methodology shall be explained in the report in detail. Limitations to the evaluation shall be disclosed in the report, with particular attention to the limitations associated with the evaluation methods (e.g., in sampling; data availability; measurement; analysis; any potential bias such as sampling/selection, measurement, interviewer, response, etc.) and their implications for conclusions drawn from the evaluation findings. Annexes to the report must include:

- Assessment SOW (updated, not the original, if there were any modifications);
- Assessment methods;
- All data collection and analysis tools used in conducting the assessment, such as questionnaires, checklists, and discussion guides;
- All sources of information or data, identified and listed;
- Statements of difference regarding significant unresolved differences of opinion by funders, implementers, and/or members of the evaluation team, if applicable;
- Signed disclosure of conflict of interest forms for all evaluation team members, either attesting to a lack of or describing existing conflicts of interest; and
- Summary information about evaluation team members, including qualifications, experience, and role on the team.

ANNEX 2: EVALUATION METHODS AND LIMITATIONS

SAMPLING STRATEGY - SAMPLED SCHOOLS

A total of 642 schools (320 Pre-primary and 322 Primary schools) were selected for participation in the study. The sample size was calculated using a multi-stage cluster sampling approach based on the fifteen (15) statistical regions of Uganda according to the Uganda Bureau of Statistics (North Buganda, South Buganda, Busoga, Bukedi, Karamoja, Elgon, Teso, Kampala, Acholi, Lango, West Nile, Bunyoro, Toro, Ankole, and Kigezi). The other assumptions considered in the sample size estimation included: a 95% confidence; an error margin of 0.05; an average proportion (80%) for the attributes of quality of education (ranging from 69% to 90%); adjustment for a design effect of 1.3; and for a finite population. A district is considered a cluster from which non-state schools were randomly selected.

THE SAMPLE SIZE OF PRE-PRIMARY SCHOOLS

As indicated in the Education Management Information System (EMIS) 2017 database, there are a total of 1695 peri-urban and 1918 urban pre-primary schools in Uganda. It is important to note that all pre-primary schools in the database are non-state. Using the sample size estimation formula for cluster sampling, random sample size formulae at Z=1.96, Z*Z= 3.8416, P=0.8, q=0.2, e=0.05, e*e= 0.0025, n=3613, Design Effect=1.3, sample size of=245.8624, Adjusting for the Design Effect= 319.621 pre-primary schools. We also adjusted the sample size for 10% non-response and finite population, the final sample size is 320 pre-primary schools.

THE SAMPLE SIZE OF PRIMARY SCHOOLS

Based on the Education Management Information System (EMIS) 2017 database, there are a total of 2,122 peri-urban and 1,666 urban non-state primary schools in Uganda. Using the sample size estimation formula for cluster sampling, the following assumptions were taken into consideration: Z=1.96, (Z*Z= 3.8416), P=0.8, q=0.2, e=0.05, e*e= 0.0025, Design Effect=1.3, Adjusting for 10% non-response and finite population correction yields a total sample of 322 primary schools. Therefore, we shall need a total sample of 322 primary schools from 31 districts across the 15 statistical regions of Uganda.

SAMPLING PROCEDURE

The study was conducted in 15 Uganda Bureau of Statistics (UBOS) statistical regions (Acholi, Lango, West Nile, North Buganda, South Buganda, Busoga, Teso, Elgon, Karamoja, Kigezi, Ankole, Toro, Bukedi,

Kampala, and Bunyoro). Depending on the number of districts in each region, 1-3 districts in each region were randomly selected as indicated in table 1 below. We obtained a list of non-state pre-primary and primary schools in the selected districts. The selection of the schools was based on their location; urban and peri-urban classification.

Table A4: Number of districts selected by region and school category

UBOS sub-regions	Sampled districts	Pre-primary	Primary	Total schools
North Buganda	Luweero, Mukono, Mityana	24	27	51
South Buganda	Mpigi, Masaka	13	14	27
Busoga	Busia, Iganga, Jinja	4	17	21
Bukedi	Pallisa, Tororo	7	6	13
Karamoja	Napak, Moroto	2	2	4
Elgon	Sironko	2	3	5
Teso	Katakwi, Kumi	2	2	4
Kampala	Wakiso, Kawempe	156	170	326
Acholi	Gulu, Kitgum	13	11	24
Lango	Lira, Apac	11	8	19
West Nile	Arua, Yumbe, Nebbi	18	13	31
Bunyoro	Hoima, Kibaale	18	12	30
Toro	Kabarole, Kasese	30	21	51
Ankole	Mbarara, Sheema	12	11	23
Kigezi	Kabale	8	5	13
Total number of schools		**320**	**322**	**642**

DATA COLLECTION

For Quantitative data collection, six field coordinators oversaw the data collection in sampled schools by enumerators. There were six teams of six enumerators (for a total of 36 enumerators) carrying out quantitative data collection in the sampled schools. Each team had a field coordinator who was in charge of ensuring appropriate introduction to the relevant community authorities, data collection flow, and logistical arrangements for the data collection team. Field coordinators observed the data collection process and provided immediate feedback and technical support to the data collection teams in the field so that corrective measures can be taken, if necessary, to correct mistakes. Every evening, the supervisors engaged the respective team members to review the performances of the surveys, solve field problems faced by the enumerators, and plan for the next day.

The Field Enumerators carried out surveys using the Open Data kit (ODK) software that was installed on Android tablets. The enumerators will communicate any issues that arise during the day to the Field Coordinator. They will also inform the supervisor if they encounter any problem during the data collection.

Qualitative data collection was carried out at the national and the district levels. At the national level, qualitative interviews with the Uganda Ministry of Education and Sports Officials, Civil Society Organizations, financial institutions, and international non-governmental organizations (INGOs) were carried out by the senior research team at RAN and UND.

At the district level, key informants were identified among the local government education officials and interviews were conducted by the field coordinators.

FIELD QUALITY CONTROL PROCEDURES

Field Coordinators monitored enumerators during the fieldwork. They reviewed surveys and observed enumerators as they interacted with proprietors, PTA members, and teachers. They held daily debrief meetings with the data collection teams to keep track of the progress of the data collection activities, as well as collaboratively address the gaps identified.

The survey questionnaires will be programmed into ODK software that will be installed on Android tablets to provide real-time data capture/entry. This allowed RAN's Statistician to provide timely and continuous oversight as well as quality control while enumerators are surveying. Several skip patterns and quality control validation checks were incorporated into the programmed survey tools so as to ensure the quality and completeness of the data. The RAN statistician also provided status updates on the progress of data submitted into the ODK software on a regular basis (at least twice a week).

Field Coordinators also uploaded audio recordings of interviews with district/municipal officials on the same day that interviews were conducted onto a secure Google drive. The senior research team at RAN and UND reviewed interview transcripts for quality assurance purposes.

DATA COLLECTION TOOLS

The RAN team adapted the PTA and school prietor survey instruments and all of the semi-structured interview guides from data collection tools generated by the UND team for a similar study carried out in Ghana on low-cost private schools. The RAN team also adapted the PISA teacher questionnaire to the Ugandan educational context. The team also piloted the survey instruments during the enumerator training in non-state schools and with local education officials.

QUANTITATIVE DATA ANALYSIS

Through our quantitative analysis, we sought first to describe the current state of non-state schools' educational quality, level of access, financial sustainability and oversight and identify critical areas for additional policy intervention/support. Once we had that overall descriptive analysis, we sought to identify any differences in aforementioned topics (quality, access, financial sustainability, and oversight) by type of non-state school. The latter focus on identifying differences within the category of non-state schools was informed by Steer et al. (2015) who emphasize the importance of understanding the diversity of types of non-state providers of education and the need to make distinctions between those types of schools. As such, we collected additional data to help us distinguish between non-state schools including their founding body type and whether they categorized themselves as for-profit or not-for-profit. We decided to disaggregate our analysis by the founding body because in our qualitative analysis, our interviewees tended to make distinctions among non-state schools based on the founding body.

Our statistical analysis of the non-state schools involved two steps. First we generated descriptive statistics (disaggregated by founding body) for key indicators (see Annex IV) linked to each of the research questions. For statistics where there were remarkable differences among founding body types, we conducted an OLS regression analysis where we made entrepreneur schools the dummy variable and compared faith-founded schools and community schools to entrepreneur schools. We chose to make

entrepreneur schools the dummy school because it was the category of school with the largest number of schools in our sample.

ANNEX 3: DATA COLLECTION INSTRUMENTS AND IRB MATERIALS

IRB and UNCST Approvals

Consent forms

Qualitative data collection tools

Quantitative data collection tools

ANNEX 4: SOURCES OF INFORMATION

The matrix below provides details about the data sources we used to answer each research question.

Table A5: Research Question and Data Source Matrix

Specific Aim	**What are the key variables or areas of inquiry that you need to collect data on to meet the specific aim?**	**From which populations or data sources will this information be collected?**	**What data collection methods will be used to meet the specific aims?**
Research question 1: What factors relate to and are perceived to affect the quality of education in non-state primary and pre-primary schools in urban and peri-urban areas of Uganda? What are key stakeholders' perceptions of how COVID-19 impacted non-state school quality in urban and peri-urban areas of Uganda?			
Identify perceived barriers and facilitators to quality education in urban and peri-urban primary and pre-primary non-state schools	1. UNEB scores on the primary leaving exam for 2019, 2020, 2022 2. School proprietors' accounts of barriers and facilitators to quality, including key quality-related inputs (e.g., percentage of learners with a textbook, pupil-teacher ratio, percentage of teachers with teaching credentials)	1. Uganda National Examinations Board 2. District education officials 3. School Proprietors 4. One parent representative of PTA per sampled school 5. One teacher per sampled school 6. Key national level stakeholders (e.g., Ministry of Education, representatives of private	1. Surveys with school proprietors, parent PTA representative, and teacher at each sampled school 2. Semi-structured interviews with district education officials 3. Semi-structured interviews with national level stakeholders

	and outputs (e.g., PLE scores) 3. District officials' accounts of observations of quality of education in non-state schools in urban and peri-urban areas under their jurisdictions. 4. Teachers' accounts of barriers and facilitators to school quality including school leadership, access to teaching and learning materials, etc. 5. Parent PTA representative's account of barriers and facilitators to quality including issues such as overcrowding, school climate, teaching and learning materials 6. National level stakeholders' accounts of common barriers and facilitators to non-state school quality in urban/peri-urban localities	school associations, development partners/donors)	

Identify perceived impacts of COVID-19	1. School proprietors', teachers', and parents' accounts of impacts of COVID-19 on their schools 2. District education officials' accounts of the impact of COVID-19 on the non-state schools in urban/peri-urban areas under their jurisdiction. 3. National-level stakeholder accounts of the impact of COVID-19 on non-state school quality in urban and peri-urban localities.	1. District education officials 2. School Proprietor for sampled schools 3. One parent representative of PTA per sampled school 4. One teacher per sampled school 5. Key national level stakeholders (e.g., Ministry of Education, representatives of private school associations, development partners/donors)	1. Surveys with school proprietors, parent PTA representative, and teacher at each sampled school 2. Semi-structured interviews with district education officials 3. Semi-structured interviews with national level stakeholders
Research question 2: What barriers and enablers to access do learners from traditionally marginalized groups have to non-state primary and pre-primary schools in urban and peri-urban areas of Uganda? How has the level of access to these schools changed since the onset of COVID-19?			
Identify barriers and enablers to access to urban and peri-urban primary and pre-primary non-state schools	1. Published reports on population of children with disabilities in Uganda	1. School proprietors of sampled urban and peri-urban non-state schools	1. Surveys with teachers, proprietors, and one parent from sampled schools

	2. Enumerator observations of infrastructure for accessibility for learners with disabilities and for WASH infrastructure 3. Enrollment in sampled schools disaggregated for key groups (e.g., learners with disabilities, girls, boys) 4. School proprietor accounts of subsidies offered to students from marginalized groups. 5. Number of male and female teachers in sampled schools (to understand potential gender barriers) 6. Parent PTA representative accounts of out-of-school children in their community and barriers to access to non-state schools for these groups. 7. Teacher accounts of barriers to access for marginalized students including gender barriers	2. Secondary data sources (e.g., EMIS) 3. Parent representative of PTAs for sampled schools 4. Teacher at sampled schools 5. District Education Officials	2. Protocol to guide enumerators on a walk-through of sampled schools 3. Literature search 4. Semi-structured interviews with district education officials

	and accessibility issues (e.g., accessible infrastructure, accessible teaching and learning materials, teacher training in special education) 8. District education officials' accounts of which children are out of school in urban/ peri-urban areas under their jurisdiction and the level of access to non-state schools in the urban/peri-urban areas under their jurisdiction.		
Identify how access to urban and peri-urban non-state schools has changed since the onset of COVID-19	1. Enrollment at sampled schools pre- and post-COVID disaggregated by sex and disability status. 2. Parent representative of PTA account of the impact of COVID-19 on community members'	1. School proprietor 2. Parent PTA member 3. District education officials 4. Teachers	1. Surveys with school proprietors, teachers, and parent PTA representativeS in sampled schools 2. Semi-structured interviews with district education officials

	abilities to educate children 3. School proprietor accounts of efforts to provide distance education during COVID-related shutdown 4. Teacher accounts of changes in enrollment pre- and post-COVID 5. District education official accounts of changes in enrollment pre- and post-COVID in urban and peri-urban non-state schools under their jurisdiction and how that varies by type of non-state school and for children from different demographic groups		
Research question 3: How does oversight and regulation of non-state primary and pre-primary schools in urban and peri-urban areas function in policy and practice?			
Identify existing policies and regulations for overseeing non-state primary and pre-primary schools and assess	1. Policies, regulations, standards and frameworks for non-state	1. Policy documents 2. District education officials 3. School proprietors 4. Teachers	1. Surveys with school proprietors and teachers at sampled schools

the extent of their implementation	primary and pre-primary schools 2. District education officials' reports of barriers/enablers to effective oversight of urban and peri-urban non-state primary and pre-primary schools 3. School proprietor accounts of oversight by government officials (including frequency of school inspections, level of support provided, and barriers to registration) 4. Teacher accounts of government oversight of school and school leadership 5. Ministry of Education accounts of barriers/enablers to effective oversight of urban and peri-urban non-state schools	5. Ministry of Education (MoES) officials	2. Semi-structured interviews with district education officials and Ministry of Education officials

Research question 4: To what extent are non-state primary and pre-primary schools in urban and peri-urban areas of Uganda able to sustainably finance quality education? How have schools' financial sustainability changed since the onset of COVID-19?			
Assess the financial sustainability of urban and peri-urban primary and pre-primary non-state schools.	1. Revenue sources for sampled non-state schools 2. Access to finance for non-state schools 3. Financial management practices for sampled non-state schools 4. Net income/profit for sampled non-state schools 5. Supply of edufinance for urban and peri-urban non-state schools across different regions of Uganda	1. School proprietors 2. Financial institutions 3. Private School Associations	1. Surveys with school proprietors 2. Semi-structured interviews with financial institutions providing loans to non-state schools 3. Semi-structured interview with representatives of private school associations
Assess how the financial sustainability of urban and peri-urban primary and pre-primary non-state schools has changed since the onset of COVID-19	1. School proprietor reports of changes in school revenue pre- and post-COVID 2. School proprietor reports of changes in expenditures (e.g., laying off staff, reducing salaries) to accommodate	1. School proprietors 2. Parent PTA representatives 3. District education officials 4. Representatives of financial institutions 5. Private School Association representatives	1. Surveys with school proprietors and parent PTA representatives 2. Interviews with district education officials 3. Interviews with representatives of financial institutions

	revenue changes as a result of COVID-19 3. School proprietor reports of number of non-state schools in community that have closed since COVID-19 4. School proprietor accounts of challenges to maintaining operations amidst COVID-19 5. Parent PTA representative reports of number of non-state schools in community that have closed since COVID-19 6. District education official reports of the number of urban and peri-urban non-state schools that have closed since COVID-19 7. Financial institution representatives' reports of impact of COVID-19 on their recovery of loans and on school closures		4. Interviews with representatives of private school associations

ANNEX 5: ADDITIONAL ANALYSES

The chart below provides details from UNEB data on how male and female learners at non-state schools performed on the primary leaving exam in years 2019, 2020, and 2022. Of note, both male and female learner performance improved over these years, though males tended to perform better overall. Division 1 (or 1 in the chart below) is the best passing score and Division 4 (or 4 in the chart below) is the worst passing score.

Figure A1: Non-state female versus male performance on PLE by year (n=704,461)

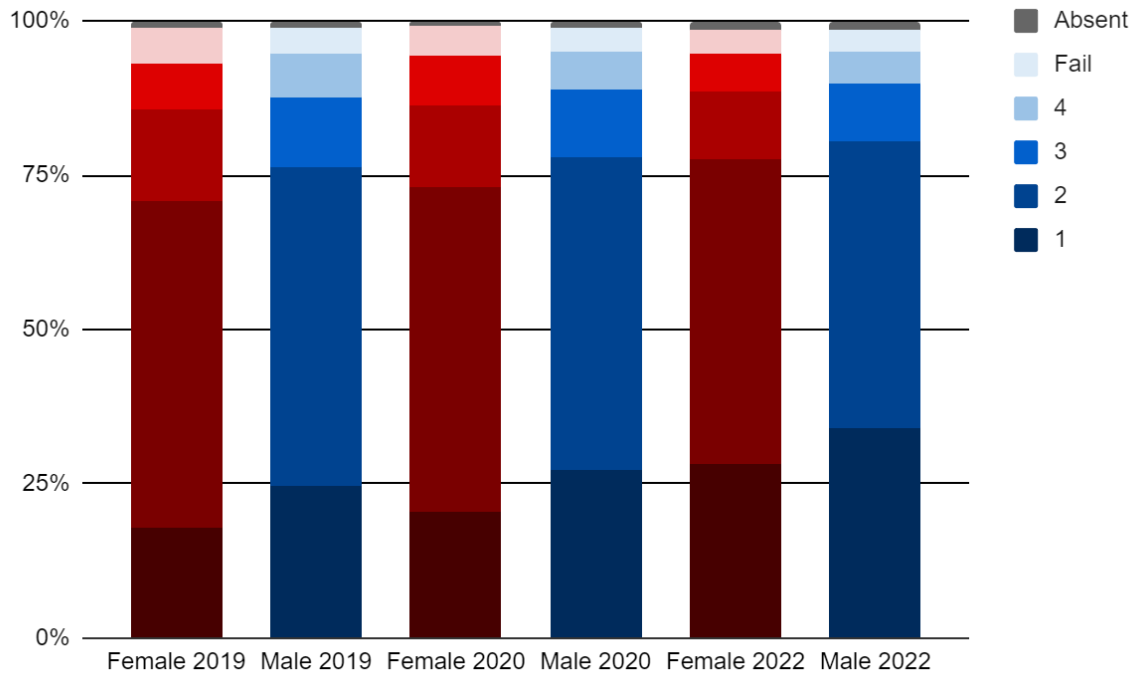


Table A6: Additional Findings for Survey Questions Disaggregated by Founding Body Type

Questionnaire	**Group Means**				
School proprietor survey	**Entrepreneur**	**Community**	**Faith-founded**	**Other**	**Overall**
Does the school have a library? (% yes)	38.9%	42.7%	46%	69.2%	41.4%
Proprietor has post-secondary education (% yes)	87.1%	77.1%	91.1%	100%	86.9%
% Female teachers	70%	67.1%	68.8%	67%	69.3%
Do some students receive a subsidy? (% yes)	71.1%	75.6%	69.4%	76.9%	71.5%
Is the school registered by MoES (% yes)	82.5%	76.5%	78%	61.5%	80.4%
Did the school have difficulty registering (% yes)	57.4%	52.6%	50.5%	90.9%	56.1%
Did the school have difficulty getting a license (% yes)	32.9%	28.8%	31.5%	66.7%	32.6%
Does the school have a school account (% yes)	73.3%	74.4%	75%	76.9%	73.8%
Does the school prepare annual	77.2%	72.5%	79.2%	76.9%	77%

finance statement (% yes)					
Had budget last year (% yes)	79.9%	78.7%	80.7%	76.9%	79.8%
Have budget this year (% yes)	85.5%	82.5%	83.3%	76.9%	84.6%
Has the school taken loan in past 10 years (% yes)	58%	34.6%	29.4%	38.5%	49%
Currently servicing loan (% yes)	63.4%	60.7%	77.1%	40%	64.4%
Wanting to take loan (% yes)	62.1%	48.7%	44%	61.5%	56.8%
Saving pre-covid? (% yes)	54.4%	46.8%	41%	41.7%	50.6%
Currently saving? (% yes)	9.3%	6.3%	8.2%	0%	8.5%
Own the school land (y/n)	80%	85.2%	88.1%	58.3%	81.8%
PTA Survey	**Entrepreneur**	**Community**	**Faith-founded**	**Other**	**Overall**
Fees at this school are > other schools in community	42.9%	51.8%	56.8%**	36.4%	46.7%
Pupils at this school are less wealthy than most children in the community	23.7%	34.9%*	26.3%	45.5%	26.2%
Parents choose to	69.1%	57.8%	63.9%	90.9%	66.9%

send their children to this school because instruction is provided in English					
Parents choose to send children to this school because of good teacher attendance	75.8%	77.1%	73.1%	46.7%	75.1%
Parents choose to send children to this school because children score well on PLE	53.6%	51.8%	54.6%	72.7%	53.6%
Parents choose to send children to this school because school fees are affordable	74.7%	84.3%	83.2%	81.8%	78%

PTA survey question	**Primary**	**Pre-Primary**
Parents choose to send their children to this school because instruction is provided in English (% yes)	68.8%	64.9%

Figure A2: Proprietor survey: Professional development activities sampled schools provide for teachers (n=639)

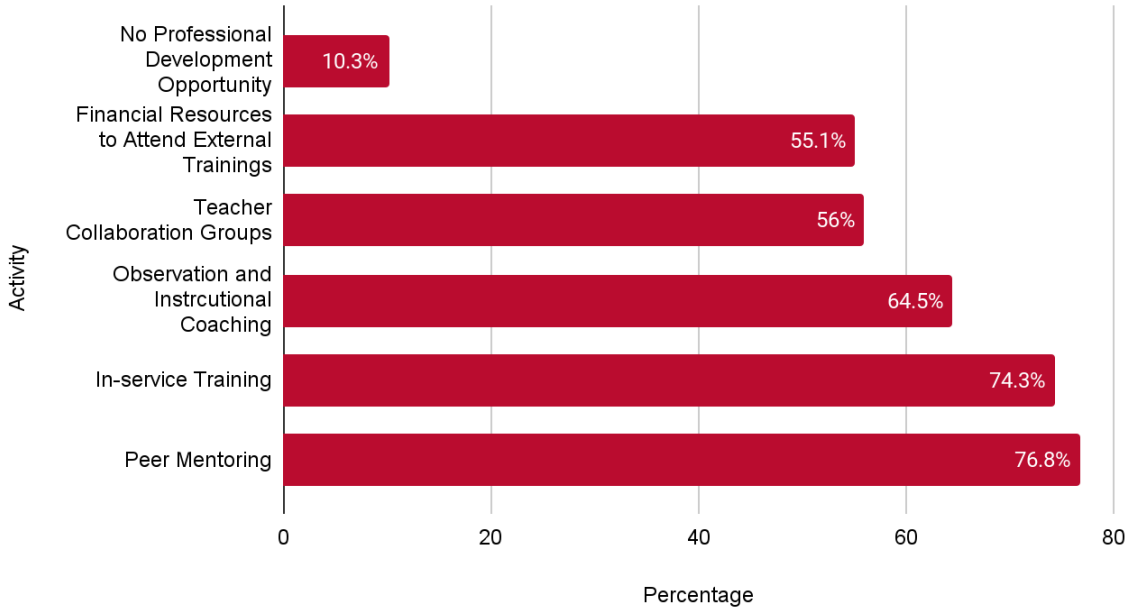


Figure A3: PTA Reports of Schools' Strengths, (n=610)

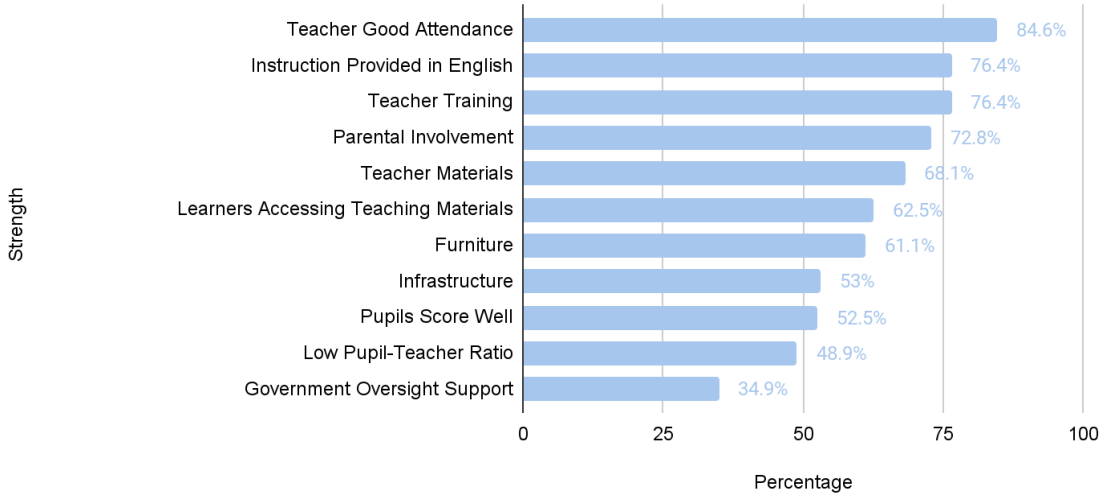


Figure A4: Enumerator Observations: Accessibility of school infrastructure for learners with disabilities, (n=640)

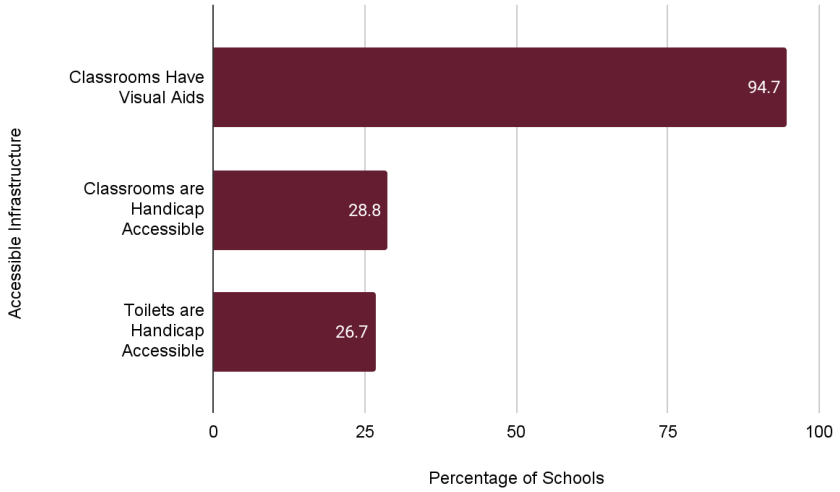


Figure A5: PTA survey: Frequency of PTA meetings

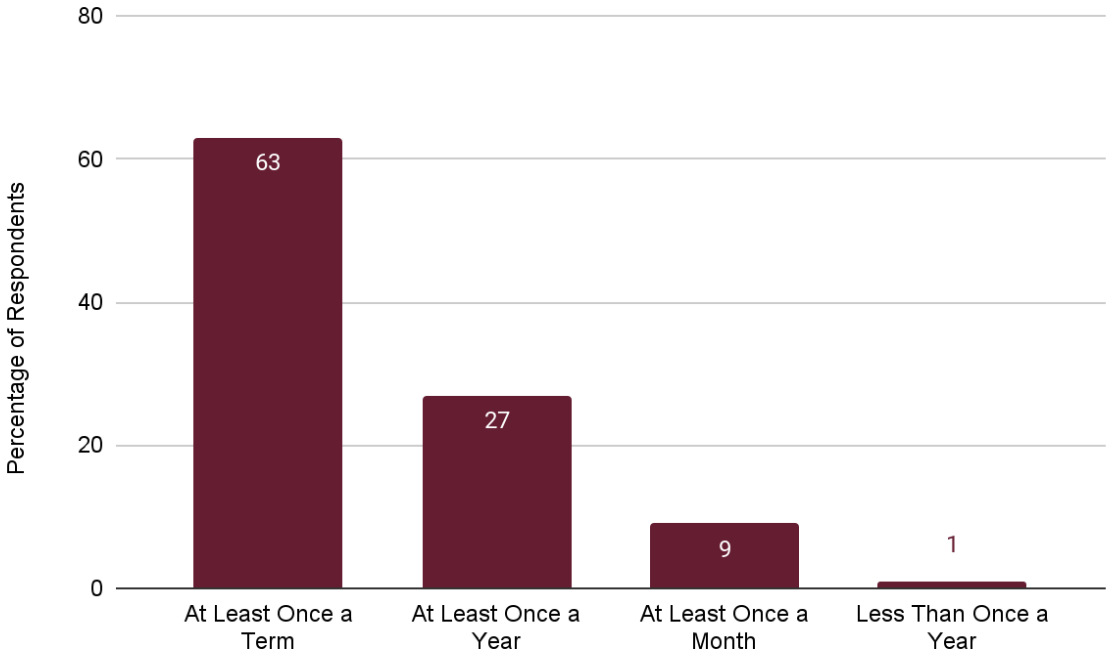
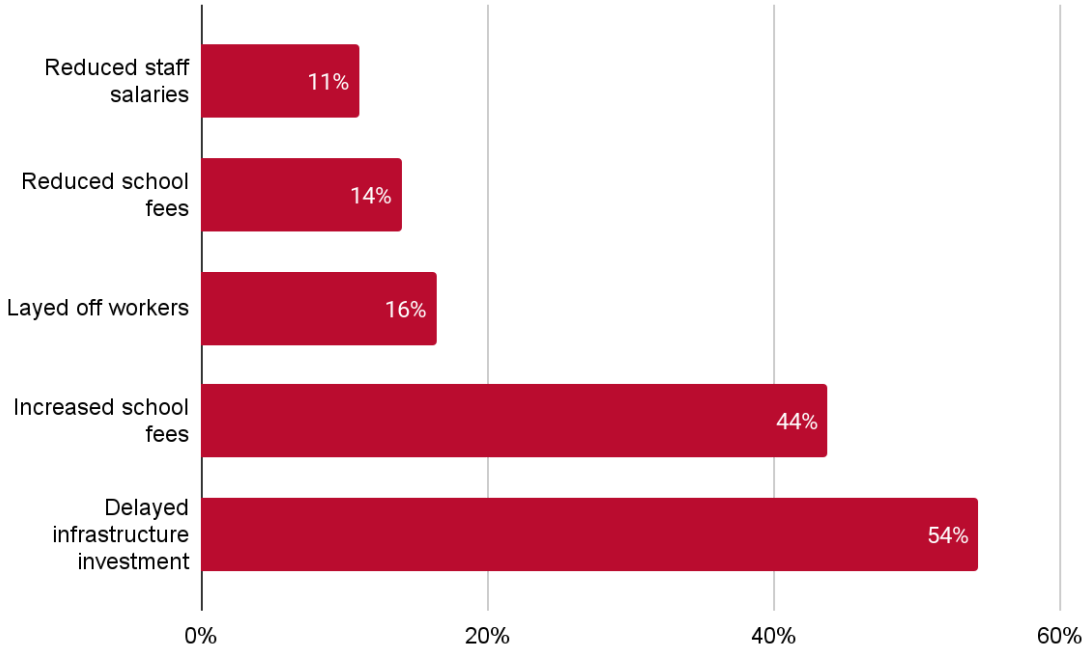


Figure A6: PTA survey: Percentage of parents reporting the above changes to the school budget as a result of COVID-19 (n=610)



ANNEX 6: INSPECTION REPORTS

THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

PRIMARY SCHOOL TERMLY DATA REPORTING FORM

Section A: Background Information					
A1	Name of School				
A2	District/ City/ Municipality				
A3	County				
A4	Subcounty/ Division / Town Council				
A5	Parish / Ward / Town Board				
A6	EMIS NO				
A7	School Email Address				
A8	Telephone Contact				
A9	SNE Institution Category	Special (SNE only) ☐	SNE Unit attached ☐	Inclusive ☐	
A10	Reporting term	Term I ☐	Term II ☐	Term III ☐	
A11	Reporting year				
A12	Does the school have an ECCE centre attached to it? (1= Yes, 2=No)				☐
A13	**Ownership status of the school** 1=Public/ Government aided 2=Private				☐
A14	Who founded this school?				
	01=Entrepreneurs/private 02=COU/Anglican 03=Roman Catholic	04=Islamic 05=SDA 06=Orthodox	07=Community 08=CBOs/NGOs 09= Government		☐
A15	What is the licensing/ registration status of this school? (for private schools only)				
	1= Licensed	2= Not Licensed	3= Registered		☐
A16	**Location of the school**				
	1=Urban	2=Peri-Urban	3=Rural		☐
A17	**School type**				
	1=Mixed	2=Boys only	3=Girls only		☐
A18	**Boarding Status**				
	1=Day	2=Partly Boarding	3=Fully Boarding		☐

Section B: Learners' Information

SECTION B: Learner Enrolment in the reporting term

B1	P1		P2		P3		P4		P5		P6		P7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<6 years														
6 years														
7 years														
8 years														
9 years														
10 years														
11 years														
12 years														
13 years and above														
Total														

1

Section C: Enrollment of Learners with Disability in the reporting term														
	P1		P2		P3		P4		P5		P6		P7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Difficulty in seeing (Including those wearing reading glasses)														
Difficulty in Hearing including those using a hearing aid														
Difficulty in walking or climbing steps														
Difficulty in lifting objects or using hands or fingers														
Difficulty in remembering or concentrating														
Difficulty in Selfcare (Washing all over or dressing).														
Difficulty in communicating (understanding or being understood by others)														
Difficulty controlling emotions.														

SECTION D: Reasons for Learners leaving School														
	P1		P2		P3		P4		P5		P6		P7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
No school fees														
Teenage pregnancy (Not married)														
Disciplinary														
Repeated more than once														
Sickness														
Relocation														
Early Marriage														
Disability														
Abuse from home														
Absconded														
Substance abuse														
Died														
No longer interested in school														
Unknown														

SECTION E: Teenage Pregnancy and Management at school last term (Capture only new cases for each term)

	< 10 yrs		10-14		15-19		20 yrs+	
	M	F	M	F	M	F	M	F
Number of alleged teenage pregnancy cases reported								
Number of alleged child marriage cases reported								
Number of child mothers enrolled (Re-entry program)								

SECTION F: Number of orphans by class in the reporting term

	P1		P2		P3		P4		P5		P6		P7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Only mother dead														
Only father dead														
Both parents' dead														

SECTION G: Number of Non-Citizen learners in the reporting term

Refugees		Non-Refugees (non-Ugandans)	
Male	Female	Male	Female

SECTION H: Staff Information in the reporting term

H1: Category	Qualification, training and post level	Government paid staff		Privately paid staff	
		M	F	M	F
Trained teacher	Graduate teacher				
	Diploma in Primary Education				
	Grade III teacher				
Qualified teacher	Bachelor's degree and above				
	Grade V (DSE, DTE, DSNE)				
	SNE Trained teachers				
	Other Qualifications				
Non-teaching Staff	Matron				
	Nurses				
	Bursars				
	Sign language Interpreters				
	Cooks				
	Sighted guides				
	Helpers for wheel chair users				
	Security/ Gates man				
	Others				
		Male		Female	
Sex and Reproductive Health Support Staff	Active Senior man				
	Active Senior woman				

H2: Terms of Employment of Staff				
	Teaching		Non-Teaching	
	M	F	M	F
Contract				
Probation				
Permanent				

H3: Teacher's Continuous Professional Development through CCTs (as per the last school term)			
Category	Training	Male	Female
Early Grade Reading	Lower primary teachers trained in EGR		
Special Needs Education	Braille Instruction		
	Sign Language		
	Functional assessment training		
Guidance and Counselling	Guidance and Counselling		
ICT	ICT Knowledge		
Gender	Gender Responsive pedagogy		
	Violence against children/ Child Protection		
	Menstrual Hygiene Management		

SECTION I: Rooms (reporting term)		
	Number of rooms	
	Permanent	Temporary
Classrooms		
Classrooms with access to ramps		
Library/ Bookstore		
Sick Bay		
Kitchen		
Guidance and Counselling rooms		
Staff Accommodation Units		
Staffroom		
Changing rooms		

SECTION J: Information on Sex Reproductive Health, Gender & Career as per last term	
Number of functional clubs with integrated activities on child protection	
Number of career talks held	
Number of guidance and counselling sessions held	
Number of sexual and reproductive health workshops held	
Number of exhibitions or excursions (visits/ tours)	
Number of monitoring visits conducted (CCTs, DLGs, MoES)	

SECTION K: Sanitation Information in the reporting term						
K1: Category	Number of Latrine Stances					
	Permanent			Temporary		
	Male	Female	Mixed	Male	Female	Mixed
Learners only						
Teachers only						
Learners with Special Needs						
Learners and Teachers (Shared)						

Does the school have the following (1=Yes, 2=No)			
Lightening Arrester		Flower Garden	
Incinerator		Suggestion box	
Green grass		Permanent fence (Wall fence with bricks)	
Tree shades		Temporary fence	
Emergency Sanitary Pads		Handwashing facilities	
Safe drinking water			

K2	What is the number of functional handwashing facilities at school?	
K3	What is the main source of water for this school? Piped Water ☐ Borehole ☐ Rain Water Harvest ☐ Well Spring ☐	
K4	Distance to the water nearest main source of Below 1 km ☐ 1-3 km ☐ 3.1 -5 km ☐ Above 5km ☐	
K5	What is the main source of energy for lighting at the ECCE Centre? 01. Electricity (National grid) 02. Solar 03. Personal generator 04. Community thermal plant ☐ 05. Biogas 06. Paraffin (lantern)	

SECTION L: Number of Textbooks and Desks in the reporting term

	P1	P2	P3	P4	P5	P6	P7
Single Seater desks							
3-seater desks							
Mathematics							
English							
Science							
Social studies							
Teacher guides							
Others							
EGR readers							
Literacy							

SECTION M: Number of Equipment in the reporting

		Functional	Non-Functional
Special Needs Education	Braille books		
	Braille Machine		
	Embossers		
	Victor Readers		
Sexual and Reproductive Health (HIV and Gender Issues)	Readers		
	Charts		
	Teacher's guides		
	Learner's guides		
	Guidance & counselling		
ICT	Computers		
	Tablets		
	Printers		

SECTION N: School Feeding

N1	What type of hot meal is provided (select one) 1=Solids ☐ 3= Both (Fluids& solid) ☐ 2=Fluids(porridge, milk) ☐ 4= No meals ☐		
N2		Male	Female
	Number of learners having a meal at school		
N3	What is the main source of food for learners?		
	1=School Garden 2=Parents Cash Contribution 3=In kind 4= Packed food	5= Part of School fees 6=International Agencies 7=Non-Governmental Organization	☐
N4	What is the main source of energy used at school? 1=Biogas 3= Electricity 2=Firewood 4= Charcoal ☐		
N5	How much was spent on the main source of energy last term (Ushs)?		

SECTION P: School Governance			
P1	Does the school have School Management Committee (SMC) (1= Yes, 2=No)?		
P2	How long has the current SMC been in existence?		
	Less than 1 year ☐ 1-2 years ☐ 2-3 years ☐ More than 3 years ☐		
P3	How many SMC meetings were held last term?		
P4	Does the school have Parents Teachers Association (PTA) (1= Yes, 2=No)?		
P5	How many PTA meetings were held last term?		
		M	F
P6	How many members does the School Management Committee have?		
P7	How many SMC members were trained on their roles and responsibilities in the last term?		

SCTION Q: Number of Learners that attended all school days in the last school term													
P1		P2		P3		P4		P5		P6		P7	
M	F	M	F	M	F	M	F	M	F	M	F	M	F

SECTION R: Number of learners absent in the last school term														
Days of Absenteeism	P1		P2		P3		P4		P5		P6		P7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1-5														
6-11														
12+														

SECTION S: Number of teachers present for all school days in the past school term	
Male	Female

SECTION T: Teachers' Absenteeism in the past school term		
Days of Absenteeism	Number of teachers	
	Male	Female
1-5		
6+		

This form was filled by:

Name	
Position	
Telephone Contact	
Signature and Stamp	
Date	

THE REPUBLIC OF UGANDA
MINISTRY OF EDUCATION AND SPORTS

PRE-PRIMARY SCHOOL TERMLY DATA REPORTING FORM

Section A: Background Information on ECCE Centre								
A1	Name of ECCE Centre							
A2	District/ City/ Municipality							
A3	County							
A4	Subcounty/ Division / Town Council							
A5	Parish / Ward / Town Board							
A6	EMIS NO							
A7	School Email Address							
A8	Telephone Contact							
A9	Reporting Term	Term I ☐	Term II ☐	Term III ☐				
A10	Reporting Year							
A11	Is the ECCE centre a Day Care centre, Nursery or both?							☐
	1=Day Care Only	2=Nursery Only	3= Nursery and Day Care					
	4= Home based	5= Community Based	6= Others					
A12	Is the centre attached to a primary school?	1=Yes 2= No						☐
A13	Who founded this ECCE Centre?							☐
	01=Entrepreneurs (owned by individuals)	03=Roman Catholic	06= Orthodox					
	02=COU/ Anglican	04=Islamic	07=Community					
		05=SDA	08=CBOs/NGOs					
A14	What is the licensing or registration status of this ECCE centre							☐
	1= Licensed	2= In process of licensing	3= Not Licensed	4= Registered				
A15	Location of the ECCE centre							☐
	1= Urban	2=Peri-Urban	3= Rural					

Section B: Learners' Information in the reporting term								
	What is the total number of learners by sex and age per class in the reporting term							
	Day Care Centre		**Baby Class**		**Middle Class**		**Top Class**	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
<3 years								
3 years								
4 years								
5 years								
6 years								
>6 years								
Total								

Section C: Enrolment of Children with Disability in the reporting term								
Category	Day Care		Baby Class		Middle Class		Top Class	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Difficulty in seeing (including those wearing reading glasses)								
Difficulty in hearing including those using hearing aid								
Difficulty in walking or climbing steps								
Difficulty in remembering or concentrating.								
Difficulty in selfcare (washing all over or dressing)								
Difficulty in communicating i.e understanding or being understood by others.								
Difficulty in lifting objects or using hands or fingers.								
Difficulty controlling emotions								

Section D: Number of Orphans in the reporting term								
	Day Care		Baby Class		Middle Class		Top Class	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Only Mother dead								
Only father dead								
Both Parents dead								

Section E: Number of non-Citizens learners in the reporting term			
Refugees		Non-Refugees (non-Ugandans)	
Boys	Girls	Boys	Girls

Section F: Staff Information in the reporting term				
What is the total number of teaching and non-teaching / support staff by qualification/ post and sex?				
Category	Type of qualification/ training (Caregivers)		Sex of Teachers	
			Male	Female
Trained caregivers	Diploma in Early Childhood Education			
	Certificate in Nursery Teaching			
	Other Trained Caregivers			
Qualified Pre-primary teachers	Bachelor's degree and above			
	Diploma in Primary Education (Grade V)			
	Grade III teachers			
	SNE Trained teachers			
	Others			
Non-Teaching Staff	Nurses			
	Bursars			
	Sign language Interpreters			
	Cooks			
	Cleaners			
	Security/ Gates man			
	Librarian			
	Administrative staff with no instructional duties			
	Sighted guides			
	Helpers for wheel chair users			

Section G: Rooms in the reporting term

	Number of rooms	
	Permanent	Temporary
Classrooms		
Classrooms with access to ramps		
Library/ Bookstore		
Sick Bay		
Kitchen		
Resting rooms		

Section H: Sanitation Facilities in the reporting term

H.1Category	Number of latrine stances					
	Permanent			Temporary		
	Male	Female	Mixed	Male	Female	Mixed
Learners only						
Teachers only						
Learners with Special Needs						
Learners and Teachers (Shared)						

H2	Does the ECCE centre have the following (1=Yes, 2=No)			
	Lightening Arrester		Flower Garden	
	Incinerator		Permanent fence (Wall fence with bricks)	
	Green grass		Temporary fence	
	Tree shades		Handwashing facilities	
	Indoor play materials		Outdoor play materials	
	Safe drinking water			
H3	What is the number of functional hands washing facilities at the ECCE?			

H4 What is the main source water for this ECCE centre?
01. Piped Water
02. Bore hole
04. Rain water
03. Well Spring
☐

H5 Distance to the nearest source of water
Below 1 km ☐ 1-3 km ☐ 3.1-5 km ☐ Above 5 km ☐

H6 What is the main source of energy for lighting at the ECCE Centre?
01. Electricity (National grid)
02. Solar
03. Personal generator
04. Community thermal plant
05. Biogas
06. Paraffin (lantern)
☐

Section I: Learning and Playing Materials in the reporting term

	LEARNING MATERIALS	Does the ECD have the following learning materials? YES/ N0			
		Day Care	Baby Class	Middle Class	Top Class
Language Development					
	Children books				
	Magazines				
	Alphabetical letters				
	Story books				
	Drawing Implements (pencils, colored pencils				
	Alphabet stamps				
	Dolls				
	Word blocks				
	Toys				

		Does the ECD have the following learning materials? YES/ NO			
		Day Care	Baby Class	Middle Class	Top Class
Logical Mathematics					
	Counter (buttons, coins, rocks, color swatch).				
	Number blocks				
	Scale to weigh things				
	Clock, beads, puzzles, abacus, pattern blocks, cylinder to weigh liquid (water)				
Art					
	Pictures of all kind				
	Paint				
	Drawers				
	Collage				
	Colored chalk				
	Paste				
	Play dough				
	Peg board				
	Shapes				
	ECCD toolkit				
Outdoor Equipment					
	Child-friendly space (sand or grass field)				
	Seesaw				
	Mary go round				
	Jigsaw				

Section J: Integrated Health Services in the reporting term			
J1	Has the following service been provided at this ECCE Centre last term?	**Number of learners that received the service**	
		Boys	**Girls**
	Vaccination		
	Measles Immunization		
	Rubella Immunization		
	Polio Immunization		
	Deworming		
	Vitamin A supplement		
J2	Has the following service been provided for the parents and Guardians at this ECCE in the last term?	**Number of parents that received the service**	
		Male	**Female**
	Parenting Education		
	Community dialogue on feeding, health and nutrition		
	Child Birth Registration		
	26 Key Family Care Practices		
	Child protection		

Section K: School Feeding in the reporting term					
K1	What type of hot meal is provided (Tick one)				
	Solids ☐	Fluids (porridge, milk) ☐	Both (Fluids & Solids) ☐	No meal provided ☐	
K2		Boys	Girls		
	Number of learners having a meal at school				
K3	What is the main source of food for learners in the ECCE centre?				
	1=School Garden 2=Parents Cash Contribution 3= In kind 4= Packed food	5=Part of school fees 6=International Agencies 7=Non-Governmental Organization	☐		

Section L: Centre Governance in the reporting term				
L1	Does the ECCE centre have Centre Management Committee (CMC) (1= Yes, 2=No) ☐			
L2	How long has the current CMC been in existence? (Tick the most appropriate)			
	Less than 1 year ☐	1-2 years ☐	2-3 years	More than 3 years ☐
L3	How many CMC meetings were held in the last term?			
L4			Male	Female
	How many members does the Centre Management Committee have?			
	How many CMC members were trained on their roles and responsibilities in the last term?			

Section M: Number of learners that attended all school days in the past school term					
Baby Class		Middle Class		Top Class	
Boys	Girls	Boys	Girls	Boys	Girls

M2: Number of learners absent in the past school term

Days of absenteeism	Baby Class		Middle Class		Top Class	
	Boys	Girls	Boys	Girls	Boys	Girls
1-5						
6-11						
12+						

Section N: Number of teachers present for all school days in the past school term	
Male	Female

N2: Teachers' Absenteeism in the past school term

Days of Absenteeism	Number of teachers	
	Male	Female
1-5		
6+		

This form was filled by:

Name	
Position	
Telephone Contact	
Signature and Stamp	
Date	