

## Q&A - Consultant: Outcomes Assessment for 'Can't Wait to Learn Programme'

Question	Answer
<p><i>Can you provide a bit more information on how War Child Holland will use the results? For example, are these for internal learning purposes or for sharing with stakeholders?</i></p>	<p>The results will inform potential adaptations to the programme content, technical inputs such as teacher training and support, in-class programme delivery and community engagement activities, and project support structures such as staffing and logistics.</p> <p>The results will also be shared with external stakeholders where relevant</p>
<p><i>Do you have a rough budget envelope in mind for this?</i></p>	<p>Proposals should be based on a work plan covering all activities as described in the vacancy announcement.</p>
<p><i>Any sense of how many children, teachers, and schools would be involved in the assessment?</i></p>	<p>The programme will operate in two learning centers, including approximately 300 -500 children and 6-8 teachers. A proposed sample size can be included in the proposal.</p>
<p><i>Would this involve children outside of the program too (as a comparison group) or only children in the program?</i></p>	<p>Yes the sample group should be compared with a comparison group who is enrolled in AEP only.</p>
<p><i>Which regions of Uganda would the work be in?</i></p>	<p>The assessment will take place in a Congolese refugee settlement in the south western part of Uganda (Kyangwali/Kyaka).</p>
<p><i>Do you have any thoughts on how to measure well-being (i.e. what dimensions you would want to incorporate in this)?</i></p>	<p>The approach will include:</p> <ol style="list-style-type: none"> <li>1) A quantitative assessment of learning progress and well-being using recognised humanitarian education sector tools, namely the Early Grades Maths and Reading Assessments.</li> <li>2) Qualitative data collection with regards to children, teachers and other stakeholders' (perceptions) of factors enabling or hampering children's learning progress and well-being, including factors linked to training and support, community context, and in-classroom programme delivery. This data will be collected through focus groups discussion, key informant interviews and observations, and may include standardised tools.</li> </ol>

