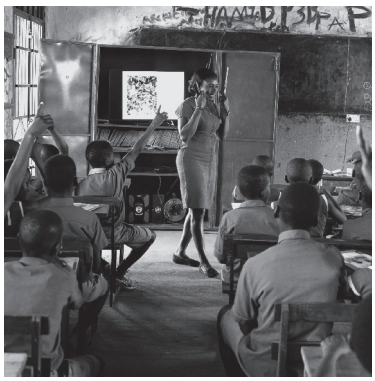


04

Girls' Education Challenge

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PORTFOLIO IN PRACTICE



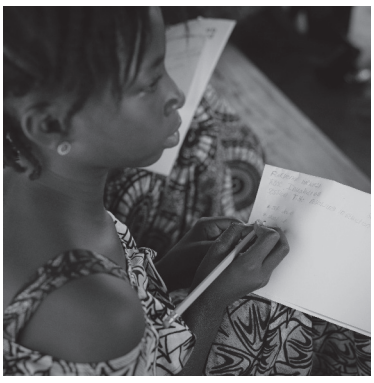


AUGUST 2023

Strengthening teaching and learning across a portfolio: A proven tool for self-assessment and action






The GEC 'Portfolio in Practice' series consolidates best practice and lessons learned regarding how to drive performance across a complex and diverse portfolio of projects. This knowledge and experience come from the GEC Fund Manager, a team drawn from a consortium of organisations, who manage the GEC portfolio of 41 projects across 17 countries on behalf of the UK Foreign, Commonwealth and Development Office (FCDO).

This series is aimed at individuals and organisations (including Fund Managers, INGOs, donors, foundations and consultants) involved in managing large portfolios. The briefs provide practical guidance on how to set up technical, operational and managerial systems or tools to ensure that a large and diverse set of projects effectively delivers for girls. They also provide reflections on successes, challenges and lessons learned.

Introduction – the challenge of maintaining standards across a diverse portfolio

The Girls' Education Challenge (GEC) aims to improve educational opportunities for the world's most marginalised girls. As such, project implementing partners have a deep understanding of the home, school, community and societal constraints that girls experience. In order to support girls' learning outcomes and transition through education, projects design and implement a range of activities that address the diverse constraints on girls' participation and learning. All 41 GEC projects include activities that focus on teaching and learning, as teaching quality is a factor that has the most direct effect on learning in schools.[1]

Each GEC project has a unique teaching and learning approach to achieve learning outcomes, which is not only informed by the girls' contexts, but is also influenced by the implementing organisations' strengths, ways of working and previous programmatic experience and approaches. Projects are also working in different contexts and are targeting girls with specific learning (and wider) needs. For example, in some contexts, girls are being supported to transition from junior secondary school to senior secondary school, in others, girls have little or no formal education at all. Given these varied contexts and target groups, projects have different teaching and learning aims which include: strengthening formal education, accelerated education, remedial support, and non-formal provision which focus on functional numeracy and literacy. Support to teachers also varies and includes training, coaching, teacher learning circles, and/or support to gain teacher qualifications.

As a result of this project diversity, across the GEC portfolio there is a variety of teaching and learning approaches and interventions. As the manager of the GEC portfolio, the GEC Fund Manager (FM) has had the important task of ensuring that all GEC projects are implementing their teaching and learning interventions in a robust and effective manner. The GEC FM developed a Teaching and Learning Self-Assessment Tool (and accompanying guidance) to help GEC projects self-assess – through reflection and analysis – their level of confidence in their teaching and learning approach, and whether they are on track to meet learning outcomes.

This Portfolio in Practice brief elaborates on the way in which the FM has achieved this through the use of a Teaching and Learning (T&L) Self-Assessment Tool (and accompanying guidance). This facilitates critical self-assessments by projects and turns these into more effective teaching and learning practices, thus improving overall learning outcomes for girls.

"Each GEC project has a unique teaching and learning approach to achieve learning outcomes, which is not only informed by the girls' contexts, but is also influenced by the implementing organisations' strengths, ways of working and previous programmatic experience and approaches."



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The Girls' Education Challenge (GEC) is the UK Foreign Commonwealth and Development Office's (FCDO) 12-year, £855 million Global Fund which aims to improve the educational opportunities of the world's most marginalised girls. The GEC is comprised of two types of projects: 1) GEC-Transition (GEC-T) projects, which work within schools and support girls most at-risk of dropping out; and 2) Leave No Girl Behind (LNGB) projects, which target highly marginalised girls who have already dropped out or who have never been able to enrol in school.

[1] DFID (2018) Education Policy: Get Children Learning

Strengthening teaching and learning across projects: Facilitating robust self-assessments

The GEC T&L Self-Assessment Tool aimed to ensure a strong focus on teaching and learning and to facilitate a process of regular critical self-reflection and analysis of a project's own teaching and learning approach. As illustrated in *Figure 1*, the reflection process it supports is cyclical and focuses on the systematic use of evidence to inform programme design and adaptations.

The Tool was one of several strategies used to drive higher standards in teaching and learning, and it was used alongside other strategies. For example, the FM provided direct technical assistance, which included remote and in-country monitoring and support assignments during which the Tool was used. The Tool, and technical support on teaching and learning, was also integrated into project review and reporting processes. This process included analysing projects' data on teaching and learning and reporting progress, successes and challenges to the FM. There was then a structured process to review the activities collaboratively and discuss and approve adaptations as needed. The Tool facilitated this process.

The T&L Self-Assessment Tool was underpinned by four key principles

1. Understand what girls know and what they can do
- Projects must have up-to-date data on girls' learning levels.
- Support to teachers and girls should be informed by evidence on their learning – and the gaps.

2. Place teachers' skills, needs and contexts at the heart of interventions[2]
- Projects must consult teachers and analyse their needs and contexts.
- Build TPD existing skills and competencies, tailoring support to the realities of their classrooms.
- Avoid a one-size-fits-all approach.

3. Integrate coaches, mentors, master trainers and headteachers into interventions
- Consider the professional development (and other) needs of teacher educators, headteachers, and others that support teachers and set TPD standards.

4. Use evidence-based interventions and adaptations
- Use evidence from baseline and midline evaluations and data from routine monitoring and evaluation to ensure the on-going relevance and quality of the approach.
- Understand the changing needs and contexts of girls and educator.
- Continuously collect this evidence and regularly analyse and reflect on it, using the analysis to inform any changes to teaching and learning activities.

"The GEC T&L Self-Assessment Tool aimed to ensure a strong focus on teaching and learning and to facilitate a process of regular critical self-reflection and analysis of a project's own teaching and learning approach."

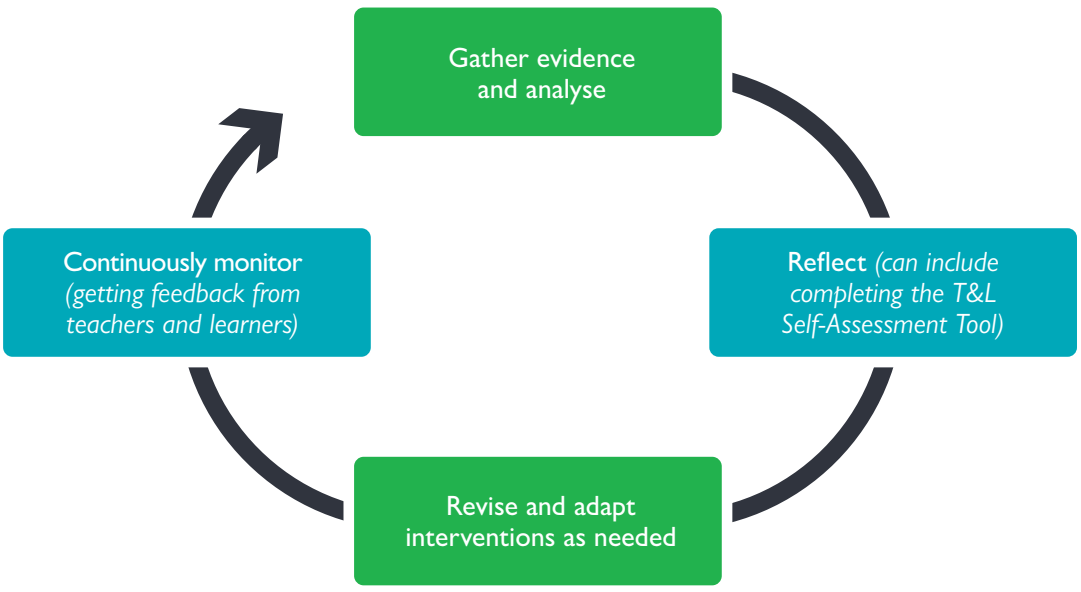

Figure 1: Process of self-assessment

[2] Analysing teachers' needs, skills and contexts also helps to inform how headteachers can lead and set the standards and context for the continuous professional development of teachers.

How to use the T&L Self-Assessment Tool

The T&L Self-Assessment Tool is based on eight Minimum Standards which are integral to quality teaching and learning programming (see *Table 1*). Standards 1 and 2 relate to understanding girls' needs, 3 and 4 relate to understanding teachers' needs, and Standard 5 relates sustaining teaching and learning interventions beyond the life of the project. Standard 6 focuses on inclusive access to education opportunities and on ensuring enrolment and retention strategies are in place to reach and support the most marginalised. Standard 7 focuses on applying a gender and inclusion lens to all teaching and learning activities. And finally, Standard 8 focuses on ensuring that projects have the human resources and technical expertise required to deliver competent implementation and monitoring of a project's teaching and learning interventions. Embedded within this is the need to have mechanisms in place to assess and support the continuous professional development needs of staff in order to maintain a high standard of implementation and monitoring.



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Table 1: Standards to ensure strong teaching and learning interventions

Understanding girls' needs

Standard 1: The project is regularly collecting evidence on girls' learning, barriers to learning and risks.

Standard 2: The teaching and learning interventions are responding to the needs of girls, and are on track to improve learning outcomes.

Understanding educators' needs

Standard 3: The project has up-to-date information on the professional development and other needs of teachers/educators and those providing support (teacher educators, trainers, headteachers etc.).

Standard 4: The project is confident that teaching and learning activities are responding to the assessed needs of teachers/educators, and affecting positive change in classroom practices.

Sustainability

Standard 5: Project teaching and learning activities are in alignment with government policy and the project has activities to ensure sustainability of relevant teaching and learning interventions and activities.

Gender and inclusion

Standard 6: There is an inclusive enrolment and retention approach that ensures participation in learning for the most marginalised.

Standard 7: The project has applied a gender, equity and social inclusion (GESI) lens to their teaching and learning activities and is working towards being GESI transformative.

Project resource for design and implementation

Standard 8: The project has the teaching and learning technical expertise to ensure improved learning and life outcomes for girls, and has mechanisms to continue to build relevant expertise and skills.

Understanding what good looks like

The T&L Self-Assessment Tool includes good, better and best exemplars for each standard, as illustrated in *Figure 2*. These descriptors are not exhaustive, nor does a project teaching and learning intervention need to meet every bullet point in the column. The main purpose of the exemplars is to facilitate self-assessment and reflective discussion.

That said, when the Tool was initially developed in 2018, projects were required to conduct a T&L self-assessment every six months and the process was integrated into project reporting. Ideally, the first step in the process is a workshop involving key project staff such as monitoring and evaluation focal points, programme managers and education advisors. Before the self-assessment, projects decide on which standards are most relevant (it is not necessary to focus on all eight), and a staff member such as the Monitoring, Evaluation and Learning (MEL) Advisor pulls together the most up-to-date data related to the chosen standards. This helps ensure that discussions are evidence based and helps to highlight gaps in evidence to inform future monitoring. Types of evidence include evaluation reports, research, monitoring data, needs assessments, project documents (theory of change, logframe, risk log, monitoring and evaluation tools) and data from the school or education system. The second step in the process is the 'moderation' where FM staff who are familiar with the project act as a 'critical friend' and discuss and moderate how the project assessed themselves against each standard.

Box 1: Using the teaching and learning Standards to adapt to changing contexts such as COVID-19

When school and learning centres closed in 2020, projects had to adapt quickly their teaching and learning approaches to support girls' safety, well-being and continuation of learning. This prompted the addition of two new Standards to the T&L Self-Assessment Tool:

9) There are remote learning approaches to ensure learners who remain out of school, due to COVID-19, are engaged in meaningful learning opportunities

10) There is clear strategy to support learners to catch up on lost learning time due to COVID-19.

However, as projects time was consumed with responding to COVID-19, the T&L assessment was no longer mandatory and was delinked from FM reporting.

Overall, projects managed to adapt effectively during COVID-19 and employ various strategies to stay connected with girls, implement distance learning interventions and support communities where needed. When schools began to re-open, projects nimbly adapted approaches to support the safe return to school and catch girls up on lost learning. The two 'COVID-19 Standards' are no longer needed. However, they provide an illustration of how the Standards can be amended and added to, if needed.

Standard 1: The project is regularly collecting evidence on girls' learning, barriers to learning and risks

EXAMPLES OF WHAT WOULD CONSTITUTE GOOD PRACTICE AT EACH LEVEL:

GOOD	BETTER	BEST
• The project has collected evaluation (baseline, midline etc.) data on beneficiary girls (their context, barriers, opportunities, challenges etc.) and their learning levels and has used this to inform project design and adaptations. • The project is collecting data on disability prevalence, types and severity and how they impact on learning. • The project is tracking barriers at the home/ community level to learning including negative social and gender norms. • The project is tracking barriers at the school level to inclusive and quality education. • The project has mechanisms to identify the on-going unique needs of various groups of learners (both out of school and in school) to determine different and extra support needed. • The project is tracking and interrogating the risks and assumptions of their theory of change for girls – and any backlash to the project approach.	• The project is continually tracking and monitoring girls' progress in literacy, numeracy and life skills set against clear benchmarks (outside of evaluation points). The data clearly reflects the different learning needs of different learners. • Projects that are providing non-formal education, remedial classes etc., are collecting data on attendance, learning outcomes and progress set themselves set against clear benchmarks on a regular basis (e.g. quarterly or every school term). • Monitoring approaches are participatory and consultative and have a feedback loop to stakeholders and girls. Approaches provide a platform for girls' voices to be heard and responded to. • The project is tracking girls' experience (and changes in experience) in the classroom, with a particular focus on safety and gender responsiveness.	• The project is building the capacity of relevant stakeholders (teachers, school management, government officials) to collect, organise and analyse data/ evidence on girls' learning to systematically inform decisions on teaching and learning. • The project has developed remote monitoring strategies for girls not accessible via regular monitoring (for example during times of school closure) to track and assess girls' participation and progress in learning (See the Distance T&L guide, Domain 5) • The project is collecting evidence of what works to inform the scaling of effective teaching and learning activities for marginalised girls. The project has a learning agenda and has mechanisms to share learning with relevant stakeholders such as teachers, school leadership, district and national government.

Figure 2: Exemplars of 'good', 'better', 'best' for each standard

Results from using the T&L Self-Assessment Tool across the portfolio

Improvements in projects' practice

From 2018 to 2021, the FM analysed the projects' use of the Tool, their changing confidence in their T&L approaches, and adaptations to teaching and learning activities. Overall, it found that the use of the T&L Self-Assessment Tool encouraged processes of self-reflection, critical thinking, and an adaptive approach to intervention design and implementation. Also, projects' confidence level in their teaching and learning approaches generally increased with time. Some common general trends across the reporting period were:

1. **Project teams engaged more in reflection,** were more open to self-criticism and honest discussion, and more open to discussions of gaps in teaching and learning approaches.
2. **Projects grew in confidence in their monitoring systems** and increased the capacity of staff to track students' learning and monitor classroom practices and teaching and learning approaches. Projects continuously developed a deeper understanding of both learner and educator needs. They also reported more confidence in understanding the needs of learners with disabilities.
3. **Projects started to systematise the use of evidence** more and grew in their confidence to effectively analyse data to inform project design and teaching and learning approaches.
4. **Projects demonstrated increased ability to make appropriate adaptations to teaching and learning interventions,** with enhanced agility, flexibility and capacity to improve and adjust.
5. Finally, the self-assessment process has helped to **identify areas where projects need additional support,** prompting FM technical monitoring or additional support if needed.
6. **96% of GEC projects demonstrated improvements in the quality and effectiveness of teaching, facilitation and support to learning**. This correlates with the GEC's learning outcome indicator for the same reporting period, in which the learning target for girls was successfully met.[3]

"...the use of the T&L Self-Assessment Tool encouraged processes of self-reflection, critical thinking, and an adaptive approach to intervention design and implementation"



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[3] It is difficult to *directly attribute* the use of the T&L Self-Assessment Tool with girls' learning outcomes; however, as this correlation indicates, pedagogical improvements can have one of the most significant effects on girls' learning.

Overall improvements in teaching and learning

The following case studies illustrate three significant improvements to teaching and learning interventions that came as a result of the T&L Self-Assessment Tool and project monitoring: 1) the move away from cascade training; 2) the focus on girls' and teachers' needs; and 3) the need to support those who work with teachers. The accompanying case studies also elaborate on the impact these improvements had on classroom practices and/or girls' learning.

1. **An important shift away from cascade teacher training.** The cascade model of teacher professional development (TPD) relies on centralised trainings and participants are expected to cascade the knowledge to other teachers in their school. Research has found however that on-going, individualised support to teachers involving in-school teacher coaching or repeated tailored trainings is more effective than centralised trainings.[4] When project evidence and data was analysed, many found that the cascading of training to schools did not happen as intended. In some cases, it did not happen at all, and in others the quality of the training was compromised. A lack of quality control, a lack of support from management, or the needed time and resources not being allocated were all reported as issues. As a result, many projects moved to a more individualised approach to TPD at the school level (which included peer-to-peer and coaching approaches). Shifting to school-based models of TPD allowed all teachers (rather than a select few) to gain support and readily try out new methodologies in their classroom.[5] This tended to work better as it is often when they are trying out new skills and methods in the realities of their classrooms, that teachers need the greatest support.

The Educate Girls, End Poverty project in Somalia implemented a school-based continuous professional development component which provided training, coaching and peer-to-peer support to teachers. There was a particular focus on English language as this was a gap for many teachers and the project developed an online English as a second langue (ESL) platform. The Endline Evaluation found considerable improvements in the teaching quality of targeted teachers, particularly in the areas of teaching methodologies (particularly using varied teaching methods), classroom management, subject knowledge and overall confidence in teaching. Teachers found the coaching component the most beneficial, and many headteachers wanted to use the coaching approach more broadly across their schools (i.e., with teachers not targeted by the project). The evaluation also found improvements in girls' learning outcomes which was attributed in part to improved engagement of teachers with students, supporting different learning styles and improvements in teaching methodologies.

2. **Honing in on the granular needs of girls and teachers.** As a result of the T&L self-assessment process, projects were encouraged to continuously analyse girls' learning needs and teachers' professional development needs. While this was a focus of all projects from the outset, as projects became more effective at gathering and analysing granular data, they became more adept at tailoring teaching and learning approaches to the specific, granular needs of sub-groups of learners and individuals. For example, TPD became more centred on the very specific needs of the teachers and the needs of the learners.

The STEM project in Nepal made several adaptations to their teaching and learning approach based on monitoring and evidence from their Midline Evaluation, which found learning gaps in writing and analytical skills. The project responded with tailored training and workshops for teachers in this area and succeeded in improving subject-specific knowledge and the pedagogical approaches of teachers. **Girls reported that classroom teaching was more learner-centred and attributed their improvements in learning outcomes to the classroom practices of the teachers in their Girls' Clubs.** As the project finished, the project team reflected on some lessons learned

'...Teacher training should be designed after collecting and analysing the needs of the trainees themselves for better outcomes. Also, it is important for programmes to have a mechanism to assess teachers' professional development continuously. By the same token, girls' learning needs should be continuously assessed and then interventions should be designed and implemented accordingly. In this way, it can be possible to achieve the agreed project targets in terms of learning outcomes in literacy and numeracy.'[6]

The GEARR project in Uganda continuously assessed teachers' and learners' needs in the classroom. In 2019, the project completed an internal review of learners' needs and teaching practices using observations and interviews. This evidence informed the review of the Great Teachers' Rubric, which formed the basis for the project's TPD interventions and monitoring. The project's Midline Evaluation documents improvements in teachers' pedagogical practices (as assessed against the rubric), and girls report a high standard of teaching. Overall, the project has had a positive impact on girls' learning outcomes.[7]

[4] Evans, D.K., Popova, A. (2015). What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews, Policy Research Working Paper, World Bank, McEwan, P.J. (2012). Improving Learning in Primary Schools of Developing Countries: A Meta- Analysis of Randomized Experiments. Review of Educational Research, 20 (10), 1-42

[5] Orr, D.; Westbrook, J., Pryor, J., Durrani, N., Sebba, J., Adu-Yeboah,C (2013). What are the impacts and cost-effectiveness of strategies to improve performance of untrained and under- trained teachers in the classroom in developing countries? London: EPPI-Centre, Social Science Research Centre, Institute of Education, University of London.

[6] https://girlseducationchallenge.org/media/xrphptsr/summary_learning_stem_nepal_v2.pdf

[7] https://girlseducationchallenge.org/media/5qibebam/summary_learning_peas_v3.pdf

3. **Reinforcing teachers' support systems.** As a result of the T&L self-assessment process, projects reviewed the approaches to working with those who are supporting teachers and in many cases strengthened the support provided to headteachers, coaches, senior teachers and teacher trainers in their TPD models. As outlined in the case study below, head teachers were integral to ensuring effective teaching and learning was taking place in schools, and some projects had a strong focus on ensuring they were spearheading TPD (and other) initiatives in their schools.

The 'Let Our Girls Succeed' project in Kenya adapted their teaching and learning approach to include a peer mentorship programme for headteachers which is designed to harness the expertise of successful headteachers and deploy it to enhance leadership and teaching capacity of all schools. Headteachers whose schools are performing exceptionally well were chosen to peer-mentor their colleagues with the aim of enhancing their leadership skills and driving improvement in other local schools, not just their own. The headteachers were paired – mentor and mentee – taking into account the type of school, the profile of their learners, performance and geographical location. They received training with a particular focus on how to handle their mentor/mentee roles given the fact that they are all leaders learning from one another. The Midline Evaluation found that headteachers were implementing actions to ensure improved school management.

More specifically, 493 headteachers were implementing action plans from the leadership mentorship programme. This was to ensure that there is improved management at the schools which translates to better learning environments and motivated teachers geared towards improving the learning outcomes.



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The Self-Assessment Tool – a value for money perspective

A VfM analysis of the T&L Self-Assessment Tool should not only consider the costs required to develop and implement it, but also the degree to which the Tool was used and its effectiveness, which can be seen through the results it produced (as discussed in the previous section). Locating costs in relation to these tangible and intangible results gives a more comprehensive analysis of the value of the Self-Assessment Tool.

With regard to costs, the FM invested staff time to develop the Tool and accompanying guidance, including revisions based on user feedback, to maximise its relevance and effectiveness. This investment equates to the full-time equivalent of 10 days to develop the tool and 10 days for consultation and revision (completed by a senior technical adviser).[8] This represents a one-off cost that can be amortised when spread over the 41 projects in the portfolio, and the number of years it is utilised. The Tool's flexible design also increased its use and usefulness by ensuring a proportionate and pragmatic application rather than a one-size-fits-all approach across the portfolio. This fixed development cost will reap further returns to the investment by others using the Tool as an open-source resource for their own purposes (noting that there will be some costs for adaptation).

There were also FM costs associated with embedding the Tool with projects – set up costs and recurrent costs. The initial FM set up entailed approximately two days for a senior technical adviser to present the Tool during in-person workshops during monitoring visits. The time and travel required for set-up was strategically shared with other aims for the project visit, such as FM monitoring and/or implementation of other FM tools (like the GEC GESI Framework). Hence, the FM was able to reap great efficiencies by avoiding duplication of resources and making use of existing planned trips and workshops. Following set up, the FM invested approximately five days annually per project to monitor progress and support implementation, which entailed a senior technical adviser conducting 'critical friend' discussions during the Review and Adaptation process, twice a year.

Projects also incurred set up costs as well as recurrent costs to implement the Tool. These costs varied by project and were dependent on: 1) the number of core-project staff spending time in the introductory workshop; and 2) the number of staff involved in conducting their self-assessment and critical friend discussions with the FM twice a year (some projects also utilised the Tool at other points, in addition to those required by the FM).

Overall, the total costs incurred by the FM to implement the T&L Self-Assessment Tool across a portfolio of 41 projects was the full-time equivalent of 205 days for a senior technical adviser (this full-time equivalent was often divided by three or four different advisers). This is less than 3.75% of the annual FM expenditure of roughly £4.1 million for that year. To put this into perspective, the average spend on monitoring and evaluation is 13.7% of the total FM expenditure.[9] Therefore, the relatively low cost of the T&L Self-Assessment Tool's implementation, paired with efficient delivery and the effectiveness it demonstrated via projects' teaching and learning results, makes the Tool very good value for money.

"The Tool's flexible design increased its usefulness by ensuring a proportionate and pragmatic application rather than a one-size-fits-all approach across the portfolio."



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[8] This cost relates to the time equivalent of two technical expert's time charged to create the tool (10 days to develop the tool, and 10 days to refresh the tool).

[9] The FM Senior Portfolio Adviser and Technical Expert spent approximately one day each on presenting the tool during in-person workshops during monitoring visits.

How to make the T&L Self-Assessment Tool work for you

The T&L Self-Assessment Tool can be adapted for use with different groups and across various contexts, and while it is particularly relevant for organisations or individuals who are overseeing a portfolio of projects that have a teaching and learning element, it can also be used with individual projects. While it has been developed for use throughout project implementation, it can also be useful at the design stage to help teams think through the different elements of quality teaching and learning interventions.

Below are lessons learned and recommendations for those who are interested in adapting the T&L Self-Assessment Tool for their own use:

1. **The self-assessment process should create a space for open and reflective discussion.** T&L Self-Assessment Tool should not seek to establish whether projects are doing the 'right' or the 'wrong' things. Instead, it should encourage a reflective conversation around whether things are on the right track – and the basis (or evidence) for this. Creating the space and time for these open, reflective and honest technical discussions is what is important and valuable. If the T&L Self-Assessment Tool is not facilitating constructive dialogue, the fund or portfolio manager should be open to adapting or simplifying the tools as needed.
2. **To ensure that discussions are productive, all relevant evidence/data should be shared beforehand.** One of the main aims of the T&L self-assessment is to encourage and systematise the use of evidence to inform project decisions. Discussions and reflection will be more effective when all participants have had time beforehand to familiarise themselves with the most up-to-date and relevant teaching and learning evidence and data (which should be shared with the group before sessions). Then, throughout discussion/workshops, each standard can be interrogated alongside the relevant teaching and learning data. This makes for richer discussions and means decisions can be made based on the ongoing needs of girls and teachers.
3. **Good relationships strengthen dialogue.** The FM/portfolio manager should establish a respectful relationship with projects in order to be a productive and helpful 'critical friend'. Establishing a mutually respectful relationship will allow for more in-depth discussion and constructive criticism between the 'critical friend' and the project staff.
4. **Align with other internal processes and guidance.** To improve efficiency and avoid duplication, the T&L self-assessment should be integrated and aligned with all other operational and technical processes. For example, the FM also deployed a GESI Self-Assessment Tool to ensure a high standard of GESI across all interventions and projects. The GESI Tool's format and processes were aligned with the T&L Self-Assessment Tool for ease and efficient use by projects and the FM (for example a combined T&L and GESI workshop could be had). In addition, links were made throughout the T&L Self-Assessment Tool with other GEC teaching and learning resources, such as the Quality Teaching Framework, Distance Teaching and Learning Guide, and Guide on drop out and retention.
5. **Allow for versality and flexibility in the use of the T&L Self-Assessment Tool.** You can create flexibility in how the Tool is used – it can facilitate an in-depth workshop or a lighter-touch process focusing on the one or two standards most relevant to projects.[10] It can also be used to guide remote or in-country technical monitoring visits aiming to provide an overall assessment, or to support trouble shooting for a specific teaching and learning issue. That said, although projects can be given more flexibility with regard to their use of the T&L Self-Assessment Tool, they should still be held to account for ensuring improvements in girls' learning via logframe indicators.

[10] It should be noted that more in-depth, systematic use of the T&L Self-Assessment Tool/process requires more FM staff to provide critical friend facilitation and analysis. If such resource is not available, a lighter-touch process can be used accordingly.

Girls' Education Challenge

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