Project Evaluation Report

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Evaluator:	Jigsaw Consult
GEC Project:	Girls' Education Finance: Empowerment for Girls' Education
Country	Uganda
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Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Girls' Education Challenge

UKaid from the British people

GEC-T Empowerment for Girls' Education

Opportunity International UK

Date	13 August 2020
Authors	Preeti Dhillon, Julia Pacitto

Jigsaw Consult Ltd is a company registered in England & Wales under no. 06844615 at First Floor, Salvation Army Building, Manor Park Road, London, NW10 4JJ.

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Acronyms

CSA	Child Savings Accounts
CCT	Coordinating Centre Tutor
DEO	District Education Officer
EGE	Empowerment for Girls' Education
EE	External Evaluator
FM	Fund Manager
GCLT	Girls' Club Liaison Teacher
GEC-1	Girls' Education Challenge – Phase 1
GEC-T	Girls' Education Challenge - Transition
IGA	Income Generating Activities
IO	Intermediate Outcome
KII	Key informant interview
MEL/M&E	Monitoring, evaluation and learning
NCDC	National Curriculum Development Centre
NGO	Non-governmental organisation
OBUL	Opportunity Bank Uganda Limited
OIUK	Opportunity International UK
P2E	Pathways to Excellence
PEDN	Private Education Development Network
PLE	Primary Leaving Exams
PSA	Profit Sharing Agreement
PTA	Parent-teacher association
RDM	Research and Development Management Ltd.
SDP	School Development Plan
SEC	School Enterprise Challenge
SFL	School Fee Loan
SIL	School Improvement Loan
SLPD	School Leadership Professional Development
SPAM	School Performance Appraisal Meetings

SMST	School Management Simulation Training
TAMTF	Teach A Man To Fish
ToC	Theory of Change
UCE	Uganda Certificate of Education
UNEB	Uganda National Examinations Board

Executive Summary

The purpose of the endline study is to examine the implementation of the EGE project and establish lessons learned, as well as to assess the Theory of Change and identify project impact to the extent possible.

The methodology was re-designed partway through data collection due to COVID-19 leading to school closures, travel restrictions and concerns around well-being of beneficiaries. The evaluation is primarily qualitative, and the main data source is remotely-conducted partner KIIs with a small number of remote beneficiary KIIs. In addition, quantitative data from the project, national exam data, and the partially-complete quantitative datasets are supplementary data sources.

Lessons learned

The report contains 18 lessons learned across five categories. The table below summarises the lessons learned and whether the practice comes from the project itself or stems from an identified gap in project implementation. Overall, the project demonstrated seven of the lessons learned.

Table 1: Lessons learned

Lesson learned	Emerging good practice (+) or gap in project implementation (-)	Explanation
Project design		
Establish clear selection criteria for schools	-	Schools are geographically disparate and have different levels of attainment and resources, leading to logistical issues with implementation.
Build in mechanisms for adaptation	+	Regular adaptation meetings and facilitation of new project activities helped the project be responsive and resulted in additions e.g. CCT training.
Have sustained engagement with school directors	-	Private schools in Uganda are often profit-making enterprises and not owned by education specialists. Buy-in at this level requires sustained and strategic communication.
Mitigate the risks of high teacher turnover	-	This risk was identified at GEC-1 and is a recognised issue in Ugandan private

		schools but mechanisms for mitigation were not universally implemented e.g. training multiple teachers.
Integrate government stakeholders	+	Integration promotes buy-in from the school level and facilitates implementation e.g. roll-out of CCT training.
Plan for project closure from the beginning	-	Some schools and households did not know when project activities were due to end and were therefore unable to plan for this e.g. bursaries.

Project management and consortium working

Involve all consortium partners in project design	-	OIUK led on the project design and was unable to engage partners to the extent that is common for OIUK projects. This led to issues in sequencing and duplication of activities.
Establish clear roles and responsibilities for partners	-	Responsibilities were not formalised and were unevenly distributed, leading to some partners feeling undervalued. A group Memorandum of Understanding could help with this.
Hire an on-the-ground, independent project manager with technical expertise	+	A project manager that does not come from any of the implementing partners, and is a technical specialist, can facilitate implementation. The project did this through the role of the Consortium Lead.
Create effective systems for partner communication	-	Regularly scheduled meetings for all partners, and encouraging informal and formal communication between partners is helpful to facilitate smooth implementation.

Processes for realising impact

Embed M&E within project design	-	A consortium wide M&E officer and co-design of M&E tools can be useful to ensure data is complete, not duplicated, and is useful for the project, donor and EE.
Monitor impact as well as implementation	-	The project focused on measuring implementation through outputs rather than impact on IOs and outcomes, as it was intended that the annual evaluations would do the latter.

		Monitoring impact at the project level can help with adaptation and provide data to inform external evaluations.
Regularly update the Theory of Change and logframe	-	Adaptations were not always reflected in the Theory of Change and logframe, leading to inconsistency in project M&E.

Project activities

Girls' Clubs are effective in promoting life skills	+	Activities such as menstruation management, financial literacy and children's rights were particularly effective.
Activities which bring schools together can facilitate mutual success	+	This is a project activity through the cluster model and is easily sustained.
Engaging CCTs facilitates access to teachers	+	CCTs have expertise and reach that make them a useful stakeholder in education projects in Uganda.
Income Generating Activities can improve the economic well-being of households	+	Financial barriers still remain for many households, and targeted Income Generating Activities can assist households most in need to generate sustained income.

Remote data collection with beneficiaries

Maintain a short yet comprehensive tool	N/A	These are learnings that come from remote data collection for the endline evaluation. The project did not need to do remote data collection as part of its M&E activities as the project had finished prior to lockdown. These lessons learned can be used for future project M&E and external evaluations as remote data collection is likely to become more common.
Prepare the respondent early enough	N/A	
Capture responses through audio recorder and transcribe	N/A	

Theory of Change

The project's Theory of Change is valid at endline. Assumptions were tested where possible and shown to be mostly valid, except for the assumptions of low teacher turnover and that households would access financial services through OBUL. There is some evidence for causal links between project activities and the five intermediate outcomes of: attendance, school governance, teaching quality, life skills and economic empowerment.

Learning outcomes

National exam data shows that there has been a decrease in performance from 2017 to 2020 in EGE schools, measured by the proportion of students scoring in Division 1. However, this mirrors a national trend over the same period and is not conclusive evidence that the project negatively impacted learning outcomes. All head teachers interviewed said that exam performance had improved in their school. It should be noted that at the primary level EGE schools outperform the national average, which is consistent with the broader trend of private schools often outperforming public schools in Uganda. This is not evidenced at the secondary level.

Transitions

The household survey shows that approximately 93% of girls transitioned successfully at endline. Around 20% of head teachers reported that less than half of students successfully transitioned from primary to secondary, whilst the other 80% reported a near 100% transition rate. Reasons for successful transition include improved life skills, households' ability to pay school fees, and the role of alumni networks and motivation provided by role models.

Child protection

Child protection and safeguarding activities have had a positive impact at all levels the project worked with: student, school, household and community. There is some evidence that norms such as corporal punishment have changed and that girls have become more vocal about their concerns.

Sustainability

The project ended in March 2020. There are indications that some activities will continue once schools reopen. These include Girls' Clubs, school businesses, and teacher training.

1. Introduction

1.1. Purpose of the endline evaluation

The Empowerment for Girls' Education (EGE) project worked in Affordable Private Schools in Uganda between 2017 and 2020 to improve learning and transition outcomes for marginalised students as part of the Girls' Education Challenge - Transitions (GEC-T). The purpose of this endline study is to examine the implementation of the EGE project and establish lessons learned, as well as to assess the Theory of Change and identify project impact as far as is possible. The purpose of the endline evaluation has evolved due to the global COVID-19 outbreak and associated school closures and travel restrictions which has significantly affected the research methodology for the study.

The addendum to the inception report of February 2020 stated that the intention of the endline evaluation was to interrogate the assumptions behind the Theory of Change (ToC) to assess if changes have occurred, and, if so, what caused these changes. However, given the changes to the methodology required as a result of COVID-19, the intention of the endline evaluation has shifted. Because of school closures and travel restrictions that were imposed in Uganda during the first week of quantitative data collection, it was not possible to obtain a complete quantitative dataset for learning assessments, student and household surveys. These were the original key data sources for the endline evaluation, and were central to the measurement of project impact. Due to the impossibility of obtaining these datasets given the current global situation, the key data sources for the endline evaluation have changed, and the purpose of the evaluation has therefore also changed to reflect the differences in what can be achieved

with these data sources. Remotely-conducted partner KIIs and pre-existing project data are now the central data sources for the endline evaluation, with a small number of remote beneficiary KIIs (with head teachers and Girls' Club liaison teachers), national exam data, and the partially-complete quantitative datasets acting as supplementary data sources.

Partner KIIs provide a rich source of information on the successes and challenges of project implementation that is very well-suited to the development of lessons learned. For this reason, it was decided that the main focus of the endline study would revolve around lessons learned.

The assessment of project impact and the Theory of Change was retained as the other main point of focus for the evaluation, but with the recognition that without full quantitative datasets the explanatory power of the evaluation would be limited.

Pre-existing project data focuses primarily on outputs and intermediate outcomes, and partners were able to speak extensively about outputs, IOs and the links between the two during the KIIs. This arm of the Theory of Change can therefore be effectively interrogated using the adapted methodology. Wherever possible, the link between the IOs and outcomes has been examined, however the capacity to engage with this aspect of the Theory of Change is limited for three main reasons: (i) the modified methodology driven by school closures and travel restrictions has prevented the collection of the quantitative data (surveys and learning assessments) that would usually be used to measure outcomes, (ii) M&E carried out at the project level throughout the lifecycle of the project was not initially designed to collect data on outcomes, (iii) later additions to the project M&E that *were* intended to capture data on outcomes (e.g. OBUL's transitions survey) were also hampered by school closures. As a result of (ii) and (iii), partner KIIs were also limited in the insights that they provided on outcomes; partners did not have M&E data on outcomes so were in most cases unable to speak to (or were only able to speak anecdotally to) this aspect of the Theory of Change.

1.2. Context

Overview of education in Uganda

Education in Uganda consists of seven years of primary school (grades Primary 1 to Primary 7) followed by six years of secondary school (grades Senior 1 to Senior 6). Uganda introduced Universal Primary Education (UPE) in 1997, and in 2007 it was the first country in Sub-Saharan Africa to introduce Universal Secondary Education (USE). Students sit national exams In Primary 7 (P7), Senior 4 (S4) and Senior 6 (S6). In P7, students sit the Primary Leaving Exam (PLE), in S4 the Uganda Certificate of Education (UCE) and in S6 the Advanced Certificate of Education (UACE). Children aged three to five years of age are expected to enrol in early childhood education, and after secondary school students have the option to enrol in university or training schools such as nursing or primary teaching.

The UPE policy has been more successful than the USE policy; the net primary enrolment rate is 91% and the net lower secondary enrolment rate (to Senior 4) is 23%. However, the completion rates at both levels are substantially lower than the enrolment rates; only 10% of youth aged 15 to 24 have completed primary school, and 2% have completed secondary school.[1] Primary net enrolment and completion figures are higher for girls than for boys, though the transition rate to lower secondary is higher for boys than for girls, at 61% compared to 57%.[2] Despite this, literacy rates among youth are higher in Uganda than other low income countries. The literacy rate among males aged 15 to 24 is 86%, and for females in

[1] FHI360 (2018) 'National Education Profile - Uganda' Education Policy and Data Center
[2] Net enrolment: boys 89%, girls 92%. Completion: boys 50%, girls 52%. Source: ibid

the same age bracket the rate is 82%.[3] People with disabilities in Uganda have a literacy rate of 43%.[4]

Education finance

The proportion of government funding spent on education has decreased slightly since 2015, from 12% of government expenditure to 11% in 2018.[5] As a proportion of GDP, government spending was 2.5% in 2018. The government estimated the cost to fulfil its policy objectives and identified a 57% budget shortfall.[6] However, households contribute more than double the amount the government spends on education. A comprehensive National Education Account conducted by UNESCO-UIS highlighted that in 2014 government expenditure on education accounted for 34% of the total amount spent on education, whilst household expenditure contributed 57% of total spending, external donors 8%, and 1% was contributed by 'other private sources'.[7] The household contribution to education is higher than many comparable countries.[8]

The substantial household contribution can be partly explained by the role of private schools in the education system. Uganda liberalised its education system in 1993, allowing private schools to fill the resource gap in the government education provision. 36% of primary schools in Uganda are privately owned, and 65% of secondary schools are privately owned.[9] The gap in government provided education is likely to widen, as Uganda has one of the world's fastest growing populations, at 3% per annum. Between 2016 and 2020 the number of children reaching school age is predicted to increase by 37%.[10]

Barriers to education

Finance is a major barrier to education in Uganda. In private primary schools, households can spend an average of PPP$217 on fees, and PPP$553 at secondary.[11] The average purchasing power per capita is $1,837.20.[12] This means that secondary school fees for one student constitutes 30% of purchasing power. This barrier impacts enrollment, transition and completion. Twenty-two per cent of children in the poorest quintile are not enrolled in primary school compared to 8% of those in the richest quintile. The gap between the richest and poorest quintiles also exists at the secondary level, though the gap is smaller, with 35% of children in the poorest quintile out of secondary school and 29% of children in the richest quintile.[5] It should be noted however that overall the proportion of out of school children (OOSC) is high. The barrier of school costs is not unique to Uganda, and reducing the cost of education is seen to have a large impact on access to education in various countries with a similar barrier.[13]

The level of urbanicity also impacts enrolment. There are more out of school children in rural areas (14%) than in urban areas (9%). However, the proportions are reversed for gender and urbanicity at the secondary level, and 24% of rural children compared to 31% of urban children.

[3] Ibid
[4] Education for All (2013/4) 'Teaching and Learning: Achieving quality for all' EFA Global Monitoring Report
[5] UNESCO Institute of Statistics, Uganda. Accessed June 2020: http://uis.unesco.org/country/UG
[6] Ministry of Education and Sports (2017) 'Education and Sports Strategic Plan'
[7] UNESCO Institute of Statistics (2016) 'Who pays for what in education? The real costs revealed through national education accounts'
[8] Education for All (2013/4) 'Teaching and Learning: Achieving quality for all' EFA Global Monitoring Report, p.284
[9] Accessed June 2020: https://ugandaschools.guide/
[10] Ministry of Education and Sports (2017) 'Education and Sports Strategic Plan'
[11] UNESCO Institute of Statistics (2016) 'Who pays for what in education? The real costs revealed through national education accounts'. PPP= at purchasing power parity, used to compare costs between countries, taking into account the cost of living. PPP$1 buys the equivalent to what 1 US$ can buy in the United States.
[12] World Bank. Accessed June 2020: https://data.worldbank.org/indicator/NY.GDP.PCAP.PP.CD?locations=UG
[13] Abdul Latif Jameel Poverty Action Lab (2018) 'Reducing costs to increase school participation' J-PAL Policy Insights

As well as barriers to access, there are additional barriers which hinder transition through school and attainment levels. Low learning outcomes and completion rates are affected by faculty absenteeism and turnover, a lack of learning material and poorly trained teachers.[14] From 2004 to 2011, teacher absenteeism in Uganda was 27%.[15] Teacher absenteeism results in less teaching time for students, which disproportionately affects the most disadvantaged. High teacher turnover is also an issue, and affects both private and public schools.[16] Moreover, girls face particular challenges in accessing and completing education. At the primary level, out of school statistics are similar for boys and girls, at 14% of boys compared to 13% of girls. A higher proportion of girls are out of school at the secondary level than boys, 30% of girls compared to 21% of boys.[17] The Government of Uganda identifies major barriers for girls to include: teenage pregnancy, early marriage, low value placed on girls' education, child labour, and sexual abuse.[18] Fifty-five per cent of girls are married by the age of 18 and 24% of girls are teenage mothers.[19]

It should be noted that private schools in Uganda tend to outperform public schools in national exams, with the biggest difference in results seen in rural areas.[20]

Education policy and practice

Sector plans

The main policy document currently guiding education in Uganda is the Education and Sports Sector Strategic Plan 2017-2020.[21] This policy aims to:

- realign the curriculum
- strengthen inspection and regulation functions
- improve management capacity
- support teacher development
- promote community engagement
- increase and improve infrastructure
- ensure better resource utilisation

Initiatives through the sector plan include: increasing the number of schools, reducing education costs, and improving teachers' skills. Teacher education at the secondary level is addressed through improvements to the National Teacher Colleges, and the *Tusomere Wamu* project encourages parents to read with their children at home. As of May 2020 progress had been made in government schools on a number of initiatives, such as reducing the textbook to

[14] Kasirye, I (2009) 'Determinants of learning achievement in Uganda' Economic Policy Research Centre
[15] Patrinos, H (2013) 'The hidden cost of corruption: teacher absenteeism and loss in schools' World Bank Blog
[16] Candle, J (2010) 'Factors affecting teacher turnover in private secondary schools in Wakiso district' MSc diss Makerere University.
'High Teacher exits worry leaders' Daily Monitor, 07 Jan 2020
[17] FHI360 (2018) 'National Education Profile - Uganda' Education Policy and Data Center
[18] Ministry of Education and Sports (2013) 'National Strategy for Girls' Education in Uganda 2015-2019'
[19] Accessed June 2020: https://www.girlsnotbrides.org/child-marriage/uganda/
UNICEF (2015) 'Ending child marriage and teenage pregnancy in Uganda: A formative research to guide the implementation of the national strategy on ending child marriage and teenage pregnancy in Uganda'
[20] Kizza, J '2017 PLE results out, boys beat girls' New Vision, 12 January 2018. Accessed June 2020: https://www.newvision.co.ug/news/1468895/2017-ple-results-boys-beat-girls
Lawrence, K '2017 PLE results are out' Ugandan Buzz, 12 January 2018. Accessed June 2020: https://www.ugandanbuzz.com/news/uneb-releases-ple-results.html
[21] Ministry of Education and Sports (2017) 'Education and Sports Strategic Plan'

student ratio from 14:1 to 5:1.[22] Only some of the initiatives benefit private schools, such as improvements in teacher training, whilst others affect public schools only, such as provision of materials or infrastructure improvement.

Uganda recognises the specific needs of marginalised groups. A National Strategy for Girls' Education 2015-2019 was created to address gender inequalities in access to education, but has not yet been updated.[23] There is also an Education Response Plan for Refugees and Host Communities in Uganda, and a Special Needs and Inclusive Education Policy in draft stage.[24]

Curriculum

An additional area of focus for the Ugandan government is updating national curricula. A thematic curriculum for the lower primary level was introduced in 2009 and focuses on development of literacy and numeracy skills, taught in a local language from P1 to P3, then P4 uses a mixture of local language and English as a transition year to be taught in English from P5 to P7. The other curricula are being adapted to use a thematic approach. In January 2020, a new curriculum was launched for lower secondary, with the intention of moving away from such a teacher-centred approach to learning. The new curriculum is focused on skills and competencies compared to the previous knowledge-based curriculum.

Stakeholders

One of the main government stakeholders the project interacted with is the Coordinating Centre Tutors (CCT). The CCTs are linked to a Primary Teaching College (PTC) and provide a link between a PTC and the school level. They ensure new curricula and policies are being implemented, and advise teachers on best practice.

In addition, the District Education Offices are responsible for inspecting schools within the district and providing a link between the national and local levels in education.

Education projects

There are many organisations with education projects in Uganda. Some work in public schools only whilst others focus on private schools only, or both private and public.

Most of the projects focus on similar topics to the EGE, that is, teaching quality, school governance, community involvement, life skills. In public schools there are organisations such as Elevate and Africa Educational Trust, but the largest project is run by RTI and encompasses 80% of government primary schools.[25] For children at risk specifically, the CRANE operates around Kampala, and SALVE works with children living on the street.[26]

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[22] Ministry of Education and Sports (2020) 'NRM Presidential Manifesto 2016-2021: Education and sports sector accomplishments' Available at: http://www.education.go.ug/wp-content/uploads/2020/05/Final_MES-v10-Presentation-for-Manifesto-Week-May-2020_22052020-compressed.pdf
[23] Ministry of Education and Sports (2013) 'National Strategy for Girls' Education in Uganda 2015-2019'
[24] Ministry of Education and Sports (2018) 'Education response plan for refugees and host communities in Uganda' Ministry of Education and Sports policies and regulations list. Available at: http://www.education.go.ug/wp-content/uploads/2019/07/Policies-and-Regulations.pdf
[25] Accessed June 2020:
https://www.visionsmadeviable.org/projects/ElevatePartnersforEducation
https://www.rti.org/focus-area/education-transforms-lives-uganda
https://medium.com/@RTI_INTL_DEV/early-grade-reading-programs-offer-students-a-window-of-hope-in-uganda-9a462fadea25
https://africaeducationaltrust.org/uganda/
[26] Accessed June 2020:
https://www.cranenetwork.org/
https://www.salveinternational.org/salve-explained/

For private schools, PEAS runs a network of secondary schools, Helping Uganda Schools assists schools, and Action Aid Uganda also helps communities to set up private schools.[27]
There are also alternative education projects, such as Soft Power Education, and organisations that focus on life skills development such as Educate!.[28]

Child protection and safeguarding

Child protection issues are widespread in Uganda. Corporal punishment is illegal in schools but legal within the home and other care settings.[29] One survey showed that 44% of girls and 59% of boys aged 13 to 17 had experienced physical violence in the last year, with it mostly taking place within the home but also in schools.[30] In addition, nearly a quarter of children (24%) have experienced sexual abuse in school.[31]

Child labour is also common, especially in rural areas. Nationally, half of all children aged 5 to 17 are working, and this increases to 93% in rural areas.[32]

The government, in conjunction with UNICEF, is currently improving child protection mechanisms. There is a free child protection hotline, Sauti 116, which receives between 500 to 700 calls a day.[33] Other initiatives include improving the justice system and birth registration.[34] In addition, there is a National Strategy to End Child Marriage and Teen Pregnancy 2015-2020.[35]

Overview of Empowerment for Girls' Education

The EGE started under GEC-1 in 2013 and ended in 2017. There were two main project partners, OBUL and PEDN. Activities centred around finance initiatives such as School Fee Loans (and insurance), School Improvement Loans and Child Savings Accounts, and life skills development through Girls' Clubs. There was limited intervention on school management, and no input on teaching quality.

The key successes were: improvements in literacy and numeracy outcomes; improved infrastructure through SIL; reduced absenteeism through the SFL; and confidence in financial literacy skills.

EGE under GEC-T was expanded to provide a more holistic approach to education. Activities expanded to address the quality of education rather than focusing on access to education. This increased the number of partners to include Teach A Man to Fish, Link Community Development, EduQuality (under EduFinance within Opportunity International), in addition to OBUL and PEDN. PEDN worked with Aflatoun on development of the Girls' Club curriculum, and InHive participated in year three of the project but were not a central consortium member.

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[27] Accessed June 2020:
https://www.peas.org.uk/
https://helpingugandaschools.org/
https://uganda.actionaid.org/news/2020/community-opens-own-school
[28] Accessed June 2020:
http://www.softpowereducation.com/
https://www.experienceeducate.org/
[29] Global Initiative to End Corporal Punishment (2020) 'Corporal punishment of children in Uganda'
[30] Ibid
[31] Accessed June 2020: https://www.unicef.org/uganda/what-we-do/education
[32] Accessed June 2020: https://www.unicef.org/uganda/what-we-do/child-protection
[33] Achan, J 'Sauti toll free telephone line helping Ugandan children avert violence' New Vision, 25 September 2018 Accessed June 2020: https://www.newvision.co.ug/news/1486386/sauti-toll-free-telephone-line-helping-ugandan-children-avert-violence
[34] Accessed June 2020: https://www.unicef.org/uganda/what-we-do/child-protection
[35] Ministry of Gender, Labour and Social Development (2015) 'The national strategy to end child marriage and teenage pregnancy'

1.3. Overview of the Theory of Change

There is no singular definition of what constitutes a 'Theory of Change'. However, a Theory of Change (ToC) can be broadly understood as 'the description of a sequence of events that is expected to lead to a particular desired outcome.'[36] In project evaluation, this is generally linked to the articulation of all the underlying assumptions about how change will happen in a given project.

The EGE project's ToC states that the main barrier for students to access and stay in education in Uganda is the cost of schooling. Additional barriers for girls include menstruation, cultural preference for boys and child abuse. Barriers to successful learning and transition include poor quality of education, mismanagement of schools, and a lack of life skills such as financial literacy and confidence. The project aims to reduce the barriers to access, learning and transition through activities that simultaneously target the student, school and household and community levels.

At endline, the ToC has been updated by the External Evaluator to reflect changes in the project since inception (see also Lesson Learned 13 Regularly update the Theory of Change and logframe). The original ToC developed by the project is included in Annex 1. The updated ToC has been designed based on the latest logframe and the External Evaluator's understanding of the project from discussion with project partners and project document review.

The main changes that have been made to the Theory of Change are:

- The inclusion of new activities. Teacher training through the CCTs has been reflected in the updated ToC, as well as the Income Generating Activities and alumni networks.
- OPEN Educator has been linked to both teaching quality and school governance. Resources on the online platform are intended for use by teachers and school management, and this is reflected in the ToC.
- Child protection and safeguarding activities have been removed. These were previously reflected within IO4 Life Skills but also contribute to IO2 School Governance and IO3 Teaching Quality and therefore are not subsumed under any individual intermediate outcome.

The table below summarises the overall outcomes, intermediate outcomes, outputs and activities of the project. A third outcome, not listed in the table, is sustainability of project outcomes. Sustainability is an overall aim of the project and relates to both the continuation of particular activities, as well as the continued impact of the project results. As such, it is an overarching aim that covers the Theory of Change and will be addressed throughout the report.

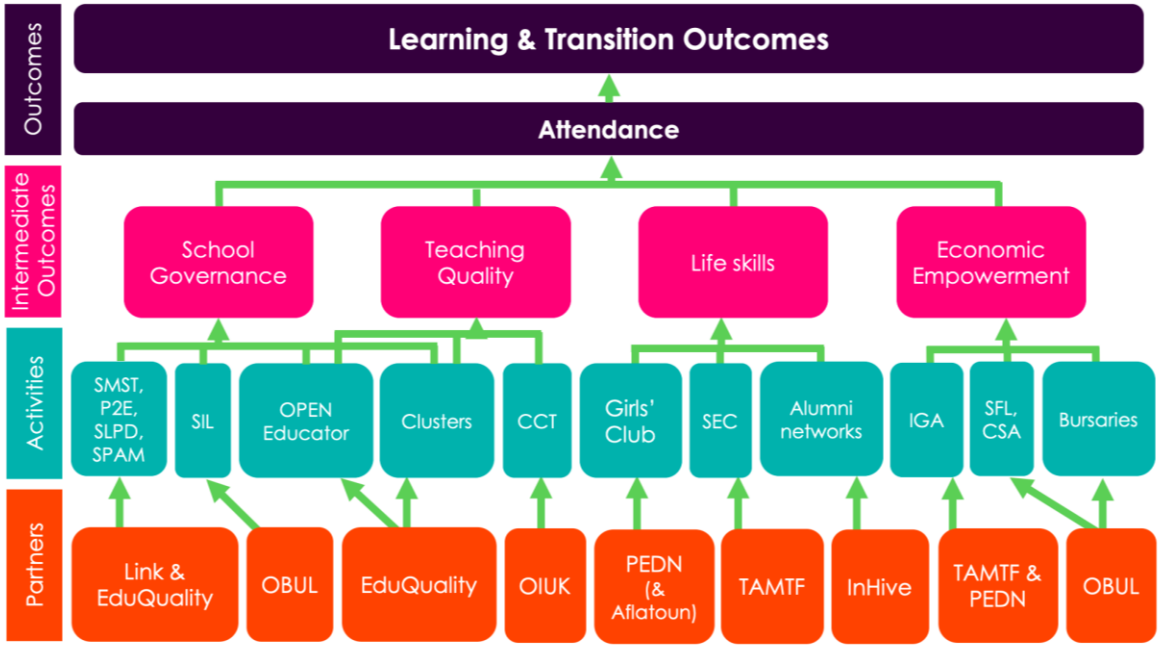
Table 2: EGE Theory of Change at endline - table

Outcomes	• Learning - literacy and numeracy • Transitions - from primary to lower secondary, lower secondary to upper secondary

[36] Davies, R (2012):'Criteria for assessing the evaluability of a theory of change'. Accessed June 2020: http://mandenews.blogspot.co.uk/2012/04/criteria-for-assessing-evaluablity-of.html

Intermediate outcomes	• Attendance • School governance • Teaching quality • Life skills • Economic empowerment
Outputs	• School leaders have knowledge of effective management and governance methods • Teachers can integrate literacy and numeracy in the classroom • Teachers are aware of best pedagogical practices • Students are equipped with life skills such as financial literacy skills, knowledge of their rights, and menstruation management • Schools and households have sufficient and sustainable financial resources
Activities	• Girls' Clubs with structured curriculum • Child protection and safeguarding training for school staff, students and communities • School Enterprise Challenge (SEC) - with Profit Sharing Agreement (PSA) • Income Generating Activities for marginalised households • Coordinating Centre Tutors (CCTs) deliver teacher training • OPEN Educator resource platform • School Management Simulation Training (SMST) • School Leadership Professional Development (SLPD) • Pathways to Excellence (P2E) • Self-improving school systems (clusters) • School Performance Appraisal Meetings (SPAM) • School Improvement Loans (SIL) for schools • School Fee Loans (SFL) for households • Child Savings Accounts (CSA) for students • Bursary for marginalised students • Alumni networks

Figure 1: EGE Theory of Change at endline - diagram



Development of the Theory of Change

Design of the Theory of Change

Opportunity International UK (OIUK) aims to ensure that the causal links in any project's Theory of Change/logframe are valid and reflect rigorous, evidence-based logic and the acquired knowledge and experience of OIUK and partners. OIUK has a combined unit for proposal writing and programme management to facilitate this, whereby the prospective programme manager for a project is a key contributor to proposal development. Proposal development also includes extensive desk-based research using government statistics, policies and plans, evidence from the sector, NGO and UN reports and other data sources. Prospective project partners are also involved at the design stage of a project.

For the GEC-T, a basic logframe was submitted at the proposal stage and a more detailed Theory of Change was developed at a later date. For the transition window the project expanded on the activities from the first GEC cycle to introduce a multifaceted approach to address quality of education as much as access to education. The five intermediate outcomes were selected based on the list of seven provided by the donor. Additional partners were identified based on their work in these areas. However, collaboration with partners in the design of the ToC was limited in the case of GEC-T due to time constraints (see also Lesson Learned 7 Involve all consortium partners in project design).

The ToC was adapted during the project through roundtables with OIUK and partners and in collaboration with the Fund Manager (see also Lesson Learned 2 Build in mechanisms for adaptation). The main adaptations to the ToC were: the introduction of Income Generating Activities in the most marginalised households; Profit Sharing Agreements for SEC; increased emphasis on menstruation management, including provision of sewing machines; expansion of child protection activities; alumni networks; and teacher training through the CCTs.

Causal links in the Theory of Change and the endline evaluation

The activities conducted by each partner under the GEC-T are based on existing models and ToCs established prior to the EGE project. For example, projects managed by OIUK always involve a finance element and a bank as a partner due to the finance-driven model underpinning the organisation. The exception to this is the Income Generating Activity, which was developed in collaboration between partners drawing on the experience and expertise in this area. A detailed explanation of each organisation's ToC and wider evidence for the causal links contained therein is beyond the scope of this evaluation.

In addition, intermediate outcomes for the logframe were pre-selected at the GEC programme level based on learning from the first cycle of GEC activities and an extensive evidence review. Providing rationale for the programmatic selection of intermediate outcomes and the causal links with overall outcomes is therefore beyond the scope of this study.

However, some of the causal links between activities, outputs and intermediate outcomes will be tested through addressing selected evaluation questions (more detail below). The causal links between intermediate outcomes and outcomes are not rigorously tested under this methodology but the endline provides evidence of the links between intermediate outcomes and outcomes where possible.

Assumptions of the Theory of Change and the endline evaluation

In addition to testing some of the causal links in the ToC, the endline evaluation will test some of its wider contextual assumptions.

The general assumption of the ToC is that schools, students and household and community members will be receptive to project activities and willing to participate.

The assumptions between the project activities and intermediate outcomes are detailed in the table below. This list of assumptions has been compiled by the External Evaluator based on the EE's understanding of the EGE, and the project's ToC and logframe. Given the change in approach for the endline evaluation due to COVID-19 (see the Methodology chapter), the endline is unable to test all of the assumptions within the ToC. For each assumption the table states whether the endline tests the assumption (**bold**) or not (not in bold).

Table 3: Assumptions of the Theory of Change

Theory of change causal link	Assumption(s)	Rationale
IO1 Higher attendance		
Girls' Clubs provide life skills such as menstruation management that facilitate regular attendance	1. Menstruation is a barrier to attendance. 2. Students are willing to engage with menstruation management activities. 3. Girls club liaison staff encourage participation. Girls find the club beneficial. 4. School and household	Students and households are not included in data collection. Some information may be captured through evidence in the sector, interviews with head teachers, teachers and partners.

	environments encourage attendance, including adequate infrastructure at school, and a low domestic burden at the household level. 5. Girls clubs provide girls with basic self-care abilities. Girls do not feel that their health is compromised by attending school.	
Students from households with access to financial opportunities such as School Fee Loans, Income Generating Activities, savings and bursaries will attend school more frequently.	1. Households do not have access to sufficient financial resources. **2. School fee costs are one of the main barriers to education.** **3. Households will access financial services through OBUL.** 4. Households will use additional financial resources for education.	Households are not included in data collection, but OBUL data provides a snapshot of usage.
IO2 Improved governance		
School governance will be improved through School Leadership Professional Development, the Pathways to Excellence tool, School Management Simulation Training, School Performance Appraisal Meetings, and cluster meetings.	**1. School leadership attends SLPD training.** **2. Schools carry out self-assessments.** **3. Schools develop a SDP and identify areas for improvement that impact learning outcomes and transition rates.** **4. School leadership participates in SMST.** **5. School leadership develops knowledge and skills.** **6. Communities are involved in school planning.**	Project data and head teacher interviews facilitate the testing of most of these assumptions. Households and community members are not included in data collection but are discussed by head teachers and partners.
Access to School Improvement Loans will improve schools' resources and facilitate learning	**1. Schools use SILs to improve the learning environment and access to resources.**	Project data and head teacher interviews facilitate the testing of these assumptions.

outcomes.	**2. The changes to the learning environment and resource access have an impact on learning outcomes.**	
Resources on the OPEN Educator platform will improve school leadership.	1. Head teachers regularly use the OPEN Educator platform. 2. Head teachers do not have access to/use other education resources. 3. The resources are relevant and applicable.	Head teachers will be asked their opinion on project activities generally, and EduFinance will be interviewed, but this activity will not be prioritised for further probing.
IO3 Teaching quality		
Knowledge sharing between teachers through a cluster model will improve teaching quality.	**1. Cluster meetings will occur regularly and be well attended.** 2. Teachers did not share knowledge before the project intervention. 3. Information shared at the cluster meetings will directly impact teaching practices.	Project data is available on cluster attendance, but this will not be probed in teacher KIIs.
Teachers will access resources via the OPEN Educator platform.	**1. Teachers and head teachers regularly use the OPEN Educator platform.** 2. Teachers and head teachers do not have access to/use other education resources. 3. Information on the platform leads to improvements in teaching practice.	Teachers will be asked their opinion on project activities, and EduFinance will be interviewed, but this activity will not be prioritised for further probing.
CCT training facilitates integration of literacy and numeracy in the classroom and improves pedagogy	**1. CCTs are able to deliver all training to schedule.** **2. Teacher turnover is low.**	Project data and interviews with CCTs, head teachers and teachers will speak to this.
IO4 Life skills and aspirations		

Girls with entrepreneurial skills, life skills and financial literacy skills will be more likely to successfully perform at school and transition through school.	1. Life skills such as confidence and health management are reasons for the absence of girls from school. 2. Children learn financial literacy skills in school. **3. Interventions including skills development, promoting sexual and reproductive health, and mentorship help build confidence.**	Students are not included in data collection. Some information will be captured through interviews with head teachers, teachers and partners.
Households that have knowledge of the importance of child protection and girls' education will raise girls with greater life skills and aspiration.	1. Attitudes and treatment of household members differs for girls and boys. 2. Girls in households with knowledge of child protection principles and the importance of girls' education will have higher life skills and aspiration. **3. Household members attend community dialogue sessions.**	Students and households are not included in data collection. Some information will be captured through project data and interviews with head teachers, teachers and partners.
IO5 Economic empowerment		
Households with access to financial services such as School Fee Loans, IGAs, savings and bursaries are more likely to be economically empowered.	1. Households do not have access to sufficient financial resources. **2. School fee costs are one of the main barriers to education.** **3. Households will access financial services through OBUL.** **4. Households will use additional financial resources for education.**	Households are not included in data collection, but project data provides some information.
Children with access to savings accounts will be able to practice financial literacy skills and life skills to assist in the long-term.	1. Children have funds to save. 2. Children will not be expected to contribute financially to the household. **3. Financial literacy skills will be used by girls to save funds.**	Students are not included in data collection. Some information will be captured through project data and interviews with head teachers, teachers and partners.

1.4. Evaluation questions

Related to the assumptions that the endline evaluation will explore in depth, the project's evaluation questions have also been prioritised based on the data sources available to answer the question in detail.

These questions were discussed and prioritised in conversation with the OIUK and Fund Manager in light of COVID-19 travel restrictions, and in the interest of the safety and well-being of students and households.

The table below groups the evaluation questions by those that will be addressed, partially addressed, or not addressed in detail. Questions focused on exploring the process of project implementation are central to the endline given the emphasis on lessons learned, and discussion of the impact on learning and transitions is limited.

Table 4: Evaluation questions

#	Category	Evaluation question	Data source(s)
Addressed			
1	Learning	What impact did improved governance and teacher quality have on improved literacy and numeracy outcomes for girls and boys?	Sources: national exam data, project classroom observation data, KIIs with CCTs and partners.
2	Learning	What impact did the Pathways to Excellence Assessment have on quality of teaching? On quality of governance?	Sources: Link KII, CCT KII, P2E self-assessment results.
3	Sustainability	Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Sources: partner KIIs, sustainability plan, TAMTF reports, project closure reports, head teacher KIIs, Girls' Club liaison teacher KIIs.
4	Process	Did the various project stakeholders fulfil established output targets? If not, why so?	Sources: partner KIIs, project reports.
5	Process	Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	Sources: partner KIIs, project reports.
6	Process	What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a	Sources: partner KIIs, project reports.

		result of project findings?	
7	Process	What evidence is there to suggest that the interventions are mutually reinforcing?	Sources: partner KIIs, project reports.
Partially addressed			
8	Learning and transition	What impact have Girls Club interventions (financial literacy, life-skills training and empowerment initiatives) had on girls' sense of personal agency/confidence? How does this relate to learning? To transitions?	Sources: PEDN survey, PEDN KII, Girls' Club liaison teacher KIIs.
10	Sustainability	How successfully has the project equipped girls with financial literacy knowledge?	Sources: partner KIIs, sustainability plan, TAMTF reports, project closure reports, head teacher KIIs, Girls' Club liaison teacher KIIs.
11	Sustainability	How successful was our financial literacy programming at getting girls to save more, both formally (in a bank) and informally (at home, school savings group)? In what ways are these savings employed to support a girl's education?	Sources: partner KIIs (esp OBUL, PEDN and TAMTF), sustainability plan, TAMTF reports, project closure reports, Girls' Club liaison teacher KIIs.
Will not be answered in detail			
12	Learning	How do financial literacy, life-skills training and empowerment initiatives impact learning outcomes (literacy and numeracy) for marginalised girls and boys?	Sources for these evaluation questions are limited to those listed above, and selected use of data collected before the change in methodology.
13	Learning	How do improved life skills translate into better learning outcomes in the classroom?	
14	Learning	How long is it necessary for a girl to be actively engaged in a girls club in order to experience its positive impacts? How long is this effect of girls' club programming felt after leaving the club?	
15	Transition	What impact does education quality programming and girls' clubs have on classroom attendance of marginalised girls and boys? On dropout rates?	

16	Transition	How does improved school governance translate into improved transition outcomes for girls?	
17	Transition	How do improved life skills impact on dropout rates for girls and likelihood of transitioning successfully?	
18	Transition	How does financial literacy training impact dropout rates for girls and the likelihood of transitioning successfully?	
19	Transition	How successful are school fee loans in preventing long term absenteeism and dropout?	
20	Transition	How successfully does menstrual health education reduce days absent from school for female-specific health concerns?	
21	Sustainability	How successfully have life-skills training sessions prepared girls to make use of essential life skills?	
22	Sustainability	How did the project alter gender norms at the student, school, and community levels?	
23	Sustainability	Were system-level sustainability initiatives implemented and received successfully? If not, why so?	

2. Methodology

2.1. Overview

The endline methodology was designed in collaboration with OIUK and the FM based on rapidly changing circumstances due to COVID-19. The following methodology outlines how the endline methodology was adapted from its original design, the conceptual frameworks used, the quantitative and qualitative data sources, and the challenges and limitations of the updated design.

2.2. Adaptation of evaluation design

As per the original methodology for the endline study, the intention was to have a sample of 703 students in 37 treatment schools and 703 students in 37 control schools (1,406 in 74 schools). Student surveys, household surveys, learning assessments and head teacher surveys were to be carried out across these 74 schools, and results compared to baseline and midline data to track change over time. In-person FGDs and KIIs were also to be conducted with a

range of stakeholders and beneficiaries, including: students, school staff and directors, government representatives and project partners.

The first phase of data collection for the endline using this methodology started on 16th March 2020. Following several days of training conducted by a member of the Jigsaw team, enumerators and qualitative specialists from RDM began their visits to schools and households across the three regions to administer surveys and learning assessments, and to conduct KIIs and FGDs. However, data collection stopped abruptly on Thursday 19th March, as schools across Uganda closed due to the COVID-19 pandemic. In total, 27 schools were visited (15 intervention, 12 control) across three regions before enumerators and qualitative specialists were advised to halt data collection. This represents over a third of the total 74 schools. In each of these schools, learning assessments, student surveys, head teacher surveys and household surveys were conducted. Some qualitative data collection was also completed.

After discussions with the Fund Manager, an adapted methodology was decided upon which reflected the evolving global and national situation, and associated travel restrictions and school closures. To maintain the original endline submission deadline of July 31st 2020, and in the interest of the safety and well-being of students and households, it was decided to change the methodology to use primarily existing data sources (project data, national exam data), and remotely-collected qualitative data (partner KIIs and beneficiary KIIs with head teachers and Girls' Club liaison teachers).

The following list highlights the methodological changes from the pre-COVID-19 methodology:

- The focus of the endline evaluation is on intervention schools only.
- The student survey, household survey, learning assessments and head teacher survey are no longer main data sources.
- Project data is now a key data source.
- Partner qualitative data collection was carried out remotely by researchers from Jigsaw consult.
- Beneficiary qualitative data collection was also carried out remotely by qualitative specialists from Research, Development and Management (RDM), Jigsaw's in-country partner.
- Qualitative data collection consisted only of interviews rather than a mixture of interviews and focus groups.
- Beneficiary qualitative data collection was limited to head teachers and teachers.
- Students, household members and school owners are no longer included in the qualitative data collection.
- The timeline maintained a sequenced approach, with three stages instead of two. The first stage was analysis of project data. The second stage was qualitative data collection with partners, and the third stage was qualitative data collection with beneficiaries.

This endline study employs a flexible approach that does not comply with the standard reporting requirements for a GEC endline evaluation. Related to this, this research study cannot offer any detailed comparison with baseline data or midline data.

The focus of the endline evaluation is to provide lessons learned, whilst validating the Theory of Change and assessing impact as far as the available data allows.

2.3. Evaluation design

Conceptual framework

Contribution analysis

The evaluation design was informed by contribution analysis.[37] Contribution analysis aims to identify the contribution an intervention has made to a change and recognises that there are multiple causes of change such that it can be difficult to attribute cause to one particular intervention. Change can occur through external factors, or as a result of many different interventions. Therefore, contribution analysis does not aim to prove causality, but rather reduce uncertainty to provide a plausible, evidence-based narrative of change.

In doing so, contribution analysis seeks to answer questions such as:

- Did the development intervention influence a change, or did the intervention make an important contribution to a change?
- How and why did a change occur?
- What role did an intervention play in bringing the change about?
- What conditions are needed to make this kind of intervention succeed in the future?

To do this, four conditions must be met:

- The Theory of Change is based on sound assumptions
- Activities were implemented properly
- There is adequate evidence that change occurred at each level of the Theory of Change
- The contribution of external factors can be dismissed or demonstrated

To do this, the endline evaluation seeks to assess: the assumptions within the ToC; whether output targets were met; evidence for change in intermediate outcomes and outcomes; the wider context in which the project took place, including the policy environment and other projects operating in education.

It was expected that this would be accompanied by a scoring system to assess to what extent the intermediate outcomes and outcomes were realised, and to what extent the project contribution led to the outcome.[38] However, as the data analysis took shape, it became clear that a scoring system was not an appropriate method to use due to the limited data available on intermediate outcomes and outcomes (see also Lesson Learned 12 Monitor impact as well as implementation). However, an evidence-based narrative is possible with the available data, and it is this style of approach that has therefore been adopted for the study.

Lessons Learned

Because of the adapted methodology adopted for this study, the focus of the report has also shifted, with much more space afforded to the discussion of lessons learned (see the section on Purpose of the Endline Study for more details). In order to develop a framework for the

[37] INTRAC (2017) 'Contribution Analysis'. Available at: https://www.intrac.org/wpcms/wp-content/uploads/2017/01/Contribution-analysis.pdf

[38] The planned scoring system was:

For outcomes:

- 0 - outcome not realised at all
- 1 - outcome realised to any degree
- 2 - outcome realised in part
- 3 - outcome realised in full.

For project contribution:

- 0 - no evidence of association
- 1 - weak evidence of association
- 2 - credible association
- 3 - substantial contribution

discussion of lessons learned, a selected review of key guidance documents around lessons learned was undertaken.[39] Following this review, a set of guiding principles articulated by the International Labour Organization (ILO) regarding the purpose of lessons learned was adopted for this study. Lessons learned should:

- Describe knowledge gained by experience and are derived from specific and well-defined situations.
- They are intended to be significant, to have a relevance to a wider context, to be generalized and replicable.
- Address any positive or negative insights gained through the life of the intervention which had substantial impact on operations, achievement of outcomes, or impact on sustainability
- Relate to administrative aspects of the project or the technical context of the intervention.
- Highlight strengths and weaknesses and provide decision-makers with relevant information to help them avoid common mistakes and promote a more enabling environment.[40]

For the present study, lessons learned were developed primarily through the analysis of project partner KIIs and are either based on the implementation gaps, suggestions for improvements, and examples of good practice identified by project partners themselves, or were formulated by the External Evaluator using evidence collected from the project partners.

Mixed methods approach

The study employed a mixed methods design to incorporate quantitative and qualitative data sources. Central to the adapted methodology has been a sequenced approach to data collection and analysis, separated into three tiers:

1. Review and analysis of project data
2. Key informant interviews with project staff
3. Key informant interviews with head teachers and Girls' Club liaison teachers (GCLTs)

Each tier has informed the development of subsequent tiers i.e. findings from the review and analysis of project data was reflected in the development of the partner KII templates, and findings from both of these tiers informed the development of the templates for the KIIs with head teachers and GCLTs.

Evaluation questions

Due to the change in design, the original evaluation questions were reorganised based on the data sources available to answer the questions in detail. The questions were discussed and prioritised in conversation with the OIUK and Fund Manager in light of COVID-19 travel restrictions.

The final list of reprioritised evaluation questions is in the Introduction.

[39] This review included the following documents:

- Spilsbury, M J et al. (2007) 'Lessons learned from evaluation: a platform for sharing knowledge' UNEP Evaluation Office
- Davies, R (2009) 'Expectations about identifying and documenting 'lessons learned''

[40] Evaluation Unit (2014) 'Guidance Note 3: Evaluation lessons learned and emerging good practices' ILO

2.4. Data collection

Surveys and learning assessments

Student, household and head teacher surveys and learning assessments were collected for a few days at the beginning of the pandemic. They are not used as primary data sources but the surveys are selectively drawn upon where they provide useful information for triangulation. There are 14 intervention school responses for the head teacher survey, 159 for the household survey, and 139 for the student survey. Use of this data in the report is not representative of EGE schools.

National exam data

Learning outcomes were measured using examination data for the Primary Leaving Exam (PLE) and the Uganda Certificate of Education (UCE) for project schools, covering the years 2017-2019. Data was available for 53 of the 96 project primary schools and 25 of the 36 secondary schools, although for some schools data was not available for each year. Data was not available for the remaining project schools as the school names and districts could not be matched by UNEB (see Challenges and limitations, below).

Control school exam data was not used. However, the EGE schools are compared to publicly reported national exam data as a proxy for the control, where available.

Project data sources

Project data was collated from project partners and the following is a list of project data used:

- Attendance spot check report PEDN
- PEDN survey report
- PSA Project Pilot Report
- Child protection attendance register - school staff
- Child protection attendance register - students
- Pathways to Excellence self-assessment dataset
- Link internal monitoring monthly reports
- Teach A Man To Fish Year 1, Year 2 and Year 3 Summative Reports
- Coordinating Centre Tutor Lesson observation data
- Coordinating Centre Tutor Training reports
- Teach A Man To Fish Inspirational stories
- OBUL EGE FS Tracking Report
- OBUL Success Stories
- OBUL Bursary database
- OBUL Report cards
- Income Generating Activities Project Pilot Report (TAMTF)
- Income Generating Activities Report (PEDN)
- EGE Project Closure Events Report
- Sustainability plan
- Project workplans
- Aflatoun report

Textual data was analysed qualitatively and numeric data was analysed quantitatively using Microsoft Excel. Where analysis had already been conducted by partners on quantitative datasets, for example in the TAMTF and PEDN reports, then the analysed data was taken directly from these reports and the original datasets were not used.

Interviews

A total of 12 partner KIIs were conducted remotely. Templates were designed based on a set of basic questions asked to each participant (see Annex 1) and adapted to include discussion of

findings from project data and each partners' activities. The interviews were carried out by researchers from Jigsaw Consult, with two researchers conducting each interview. Partners were asked what their preferred digital platform for the interview was, and this was accommodated. Interviews were conducted using Skype, Zoom, WhatsApp or IMO. Wherever possible, video calls were used. When this was not possible due to connectivity issues, audio calls were used. Partner interviews were 60 to 90 minutes in length.

In total, 18 beneficiary KIIs were conducted. Two templates were used, one for head teachers and one for Girls' Club liaison teachers. They were carried out by two qualitative specialists from RDM, with one researcher per interview. Beneficiary KIIs were conducted via telephone calls, and lasted approximately 35 minutes each.

Jigsaw Consult conducted a two-hour webinar with RDM before the beneficiary KIIs to recap the project partners and activities, explain the templates and provide key findings from project data and partner interviews. The qualitative specialists were involved in the midline evaluation and had been involved in the first iteration of the endline and were therefore familiar with the EGE project.

Sampling

Partner KIIs

Project level key informant interviews (KIIs) were conducted with project partners in order to address questions related to project implementation, impact and lessons learned. The sampling approach was agreed with the OIUK Consortium Lead and Senior Programme Manager. The following project partners were interviewed for the endline study:

- PEDN MEL Manager
- PEDN Child Protection Coordinator
- TAMTF MEAL Manager
- Link Programme Manager
- OBUL Project Supervisor
- EduFinance Head Education Specialist
- OIUK Senior Programme Manager
- OIUK Consortium Lead
- OIUK Director of International Programmes
- OIUK Consortium M&E Officer
- Two Coordinating Centre Tutors (CCTs) from Shimoni CPTC

Neither Aflatoun nor InHive were included in the partner data collection, in agreement with OIUK. These organisations were not part of the core consortium but rather worked with PEDN for development of the Girls' Club curriculum and alumni networks, respectively.

Beneficiary KIIs

Schools for remote beneficiary qualitative data collection were chosen based on four criteria: geographic distribution, primary/secondary distribution, availability of national exam data for the school across the project life cycle, school performance in national exams.

Each partner was asked for the names of five 'successful' schools and five less 'successful' schools according to the metrics of each partner. It was expected that this would also inform the school selection. Notably, however, there was little overlap between the lists provided and these were therefore not included as the main basis for selection.

The geographic distribution of EGE schools is as follows: 73% Central Region, 17% Eastern Region, and 10% Western Region. The primary/secondary distribution is: 72% primary and 28% secondary. A corresponding geographical and primary/secondary distribution was therefore chosen for qualitative data collection with beneficiaries i.e. seven schools from the Central region, of which five were primary schools and two were secondary; two schools from

the Eastern region, of which one was a primary school and one was secondary, and; one primary school from the Western region.

In addition, inclusion in the sample has been limited to those schools for which there is national exam data available for the entire project cycle. This approach was adopted as it allows for some examination (albeit to a limited extent) of the links between project activities and learning outcomes. This means that the sample has been drawn from the full list of EGE schools ie. inclusion is not limited to the 37 intervention schools selected for the midline evaluation. This is because the UNEB dataset is incomplete and limits the total number of schools available for the sample. Amongst the EGE schools with a complete UNEB dataset, ten schools were chosen based on exam performance, including five schools whose exam results have improved over the project, and five schools which have a more mixed picture or have declined in their performance.

Names of the ten priority schools were provided to Field Officers from PEDN, who then contacted the head teacher and a Girls' Club Liaison Teacher from each school to tell them about the evaluation and ask for permission to pass on their contact information to the research team. The script that Field Officers were given to relay this information can be found in Annex 2.

Inclusion of teachers was limited to Girls' Club liaison teachers to provide information on this project activity and its impact on students, especially in the absence of students from the data collection.

The names of seven back-up schools were also provided to the PEDN Field Officers in case the priority choice participants were unavailable or did not wish to take part. Nine priority schools and one back-up school agreed to take part after being contacted by PEDN Field Officers. During the course of interviews, one head teacher and one teacher could no longer be contacted.

In total, 18 interviews were completed. One of the head teachers was female, and six of the teachers were female. GCLTs had worked at their current schools for between three and 10 years. The years in service for the head teachers ranged from seven years to 16 years. In some instances the deputy head teacher was interviewed in place of the head teacher. It is assumed that this is because of the availability of the head teacher, but, in one school the head teacher is the spouse of the school owner and is a symbolic position with little day-to-day involvement in the school.

Where quotes from head teachers and teachers have been included in the Findings chapter they specify the position and school type i.e. primary or secondary. They do not specify the region to protect anonymity, as the Western region only had one school in the sample.

2.5. Data analysis

Partner KIIs were analysed using a framework based on the report structure. Transcripts were thoroughly reviewed by two researchers from Jigsaw Consult, and insights and excerpts relating to each of the elements of the report were collated from all partner KIIs. This collated document was then analysed to identify points of consensus and difference between participants regarding each of the report elements.

Beneficiary KIIs were coded and analysed using MAXQDA qualitative analysis software. The coding process for beneficiary KIIs was both inductive and deductive. An initial coding framework was developed around the evaluation questions, with further codes added inductively as themes arose during the analysis process.

2.6. Challenges and limitations

Inequitable distribution of voices in the collected data

Students themselves are no longer included in the data collection, except for where they are represented through project data. This means that the perceptions of the main beneficiary of the project will not be captured. However, this is a suitable approach under the circumstances due to the ethical and safeguarding issues that arise from remote data collection with children.

Households are also excluded from the data collection. It was originally planned to complete a reduced household survey via telephone, but this was later removed as a method after discussion with the FM due to the ethical considerations of asking for households' time during a pandemic.

Given the absence of students and households from data collection, data on impact is limited to what is available through project data, partners, head teachers and teachers. As a result, there is some in-built bias that should be recognised as well as the additional challenge of not always being able to effectively triangulate the data.

In addition, InHive (and Aflatoun) were not included in the qualitative data collection. It was expected that InHive's EGE report would be available for analysis but this was not submitted for endline. Alumni activities are therefore not explored in detail from the implementation side, but the impact is discussed by head teachers and teachers.

Limited project data

The project collected data on outputs and, to some extent, fulfilment of IOs. However, there is limited data on project impact at the outcome level (learning and transitions). The project's M&E plan allocated assessment of the overall outcome to the annual external evaluation points. Therefore it is not possible to provide detailed analysis on the project's impact at the outcome level (see also Lesson Learned 12 Monitor impact as well as implementation).

Validity of data

The validity of project data cannot be guaranteed (see also Lesson Learned 11 Embed M&E within project design). The External Evaluator was not able to conduct quality assurances of the methodologies used to collect project data, or to match national exam data with EGE schools. This challenge has been mitigated by drawing on multiple data sources.
It should be noted that the exam data for EGE schools was not compiled by the EE and was matched using the school name rather than the unique centre number used by UNEB. Due to similarities in school names it is possible that the exam data is inaccurate for some schools and instead reflects another school of a similar name.

It was expected that there would be multiple rounds of interviews with partners, to sense-check findings at each stage of the process. Given the compressed timeline and unforeseen delays in data collection this was not possible for all partners. OIUK's Senior Programme Manager was the only individual interviewed more than once. However, the sequencing of the partner interviews themselves provided an opportunity for sense-checking e.g. OIUK's Senior Programme Manager was interviewed after all of the partners and was therefore able to provide additional context and explanation for the information provided by other partners.

Limitations of remote KIIs

Overall, conducting interviews remotely was a sufficient alternative to face-to-face interviews. This was especially the case with partner interviews as partners were usually in areas with strong internet connectivity and video could be used which effectively replicated the face-to-face experience.

Remote data collection with head teachers and teachers was overall a positive experience. RDM provided the following feedback:

> *"Overall, the team thinks that phone call interviews are a good substitute to face to face interviews, most especially where you don't have to travel in between interview locations in order to get information that you can access remotely in less than half an hour. Even for longer interviews, the team thinks that given the flexibility of the respondents, if the duration and purpose is clearly explained, the phone interviews would be most suitable and cost effective to generate the needed information from all categories of respondents. Therefore phone interviews in principle can be as effective as face to face interviews as long as the tool is short enough to generate the needed information and the connectivity and power reliability concerns are addressed in time".*

There were some challenges encountered during the data collection with beneficiaries (see also Lessons Learned 17 to 20 on Remote data collection with beneficiaries):

- Power and low battery. Some interviews were interrupted by phones running out of battery and were not finished until a few days after the original interview.
- Non-verbal cues. Beneficiary interviews were not conducted with video and as such the non-verbal cues that are valuable to qualitative data collection were missed.
- Difficulties in probing. Due to connectivity issues and additional stress resulting from COVID-19 and delayed salary payments from schools, some respondents were unwilling and unable to provide more detail when probed.

However, these challenges did not impact the quality of the data overall as the sample size ensured that there were adequate opportunities to capture detailed information.

Limitations of contribution analysis to assess impact

Contribution analysis is most effectively carried out in an iterative manner, whereby the contribution narrative is refined at each stage through collecting additional data where data is limited or weak. However, due to the timeline of the endline evaluation and the impact of COVID-19 on data collection, it has not been possible to follow this good practice.

2.7. Reflections on data collection during a pandemic

There is a considerable lack of knowledge, understanding and practice of how to conduct research effectively and meaningfully in the context of a global pandemic. This includes the design of effective and relevant tools and instruments that elicit the required insights while also ensuring that the process is enriching for the participants. The research team was able to draw on current research and sharing of learning within the sector through a review of literature and attendance at various relevant interactive webinars on the subject.[41] However, since the learning was shifting while the data was being collected for this study and the timeline was fixed, it was challenging to balance continued research into good sector practices and the implementation of the study's methodology.

It is likely that project evaluations will rely more on in-country data collection teams and remote data collection given the likelihood of long-term travel restrictions. It is recommended to utilise the emerging good practice and existing innovative data collection methods to ensure beneficiary voices are captured in future evaluations.[42]

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[41] e.g. NVivo (2020) 'COVID-19 and Virtual Fieldwork' Webinar. Available at: https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/on-demand-webinars/covid-19-and-virtual-fieldwork
Ravitch, S (2020) *The Best Laid Plans… Qualitative research design during COVID-19,* 2020. Available at: https://www.methodspace.com/the-best-laid-plans-qualitative-research-design-during-covid-19/

[42] e.g. Lupton, D (editor) (2020) 'Doing fieldwork in a pandemic' Crowd-sourced document. Available at: https://docs.google.com/document/d/1clGjGABB2h2qbduTgfqribHmog9B6P0NvMgVuiHZCl8/edit?ts=5e88ae0a#

2.8. Research ethics framework

The table below details the ethical framework for this midpoint research study, including the general protocols followed and specific considerations. This draws on the following sources:

- The British Education Research Association guidelines and charter
- The United Nations Evaluation Group Ethical Guidelines for Evaluation
- The Girls' Education Challenge Transition MEL Guidance Part 2
- The TRUST Project's Global Code of Conduct for Research in Resource-Poor Settings

Jigsaw Consult seeks to protect the dignity, rights and welfare of all those involved in research, and is guided by the principles in the Belmont Report (1979), including:

- Potential research subjects must be treated as autonomous agents, who have the capacity to consider alternatives, make choices, and act without undue influence or interference from others.
- The two basic principles of beneficence: (1) do no harm, and (2) protect from harm by maximising possible benefits and minimising possible harm.
- Fairness in the distribution of the burdens and benefits of research.

Table 5: Research ethics framework

Commitments	Protocol	Application to this study
Informed consent	Ongoing and voluntary consent is sought from all research participants. Consent for research with children and adults at risk will be assessed on a case-by-case basis; Jigsaw believes that children and adults at risk should be consulted for consent where appropriate. Participants are able to withdraw their consent at any stage of the research.	KIIs: oral consent was sought from key informants at the beginning of the interview, which was an included section of the interview template and transcript. To ensure consent was informed, details were provided to participants at the beginning of interviews including: the purpose of the project; management of participants' data, including limitations to confidentiality; and the participants' right to withdraw consent at any time.
Sufficient staff training	Jigsaw staff and partners are trained in research ethics and current best practice in research.	The research team undertook additional research and training in remote data collection during the COVID-19 pandemic through a review of literature and attendance at relevant webinars. A webinar training was conducted with RDM qualitative specialists prior to the beneficiary KIIs.
Appropriate data	Jigsaw uses innovative and project-	The data collection tools were

collection tools	appropriate data collection methods. Data collection is often participatory. The tools are developed to be inclusive and accessible to all participants. Data collection tools are appropriate to the local context.	informed by best practice in lessons learned methodology. In addition, a sequenced approach to data collection was utilised whereby the partner KII templates and school KII templates were informed by previous rounds of data collection and analysis.
Data protection	Jigsaw has a comprehensive Data Protection Policy. Data is stored on a secured server, and access is restricted to staff who require it.	This study adhered to the Jigsaw data protection policy, whereby all collected data is stored on a secured server. This is accessible internally only - i.e., by the Jigsaw team. The report and other deliverables are anonymised. Participants were fully informed of how their information would be used.
Confidentiality and anonymity	All information provided in data collection is treated confidentially and anonymously, except when safeguarding procedures are triggered.	Participants were informed that their names would not be reported and their individual responses would not be disclosed to anyone outside of the research team. No individual names or school names were used in the final report.
Independence	Jigsaw upholds high standards with respect to research independence. Jigsaw staff are expected to disclose any actual or perceived conflict of interest with their private interests and the research, including but not limited to, the research objectives and stakeholders.	There is no perceived or actual conflict of interest that arises from Jigsaw's involvement in this research.

3. Findings – Outcomes

3.1. Learning outcomes

This section details the change in learning outcomes for EGE schools from 2017 to 2019 using national exam data. The findings serve to illustrate the impact of the project on learning outcomes and is used in the absence of learning assessment data at endline. The main limitation of the data is that it does not track the same sample of students but rather the students in 'candidate class' (last year of primary or lower secondary) which changes each year and therefore does not control for differences in cohorts of students and does not provide the same statistical rigour as the baseline and midline evaluations. A second limitation is that data was not available for all 132 EGE schools. Of the 96 primary schools, data was provided for 53 schools. Of the 36 secondary schools, results were provided for 25.

The main criterion for evaluating the success in learning outcomes at endline is whether the proportion of students in higher divisions has increased over the life cycle of the project. There are other criteria for success which include:

- Performance of EGE students relative to all students in Uganda (in absence of a control group this is a proxy)
- An overall increase in pass rate (and decrease in failure rate)
- A decrease in rate of absence from exams
- Reduced attainment gap between girls and boys

These criteria will be discussed where possible, but the main criterion is the proportion of students in the top divisions. According to this criterion, results worsened over the period 2017 to 2019. This is in contrast to what would be expected of learning outcomes in project schools, but it does mirror the national averages which slightly decreased over the same period. However, the other criteria provide a mixed picture of the outcomes.

A decrease in learning outcomes measured by national exam data does not provide conclusive evidence that the project has had a negative impact on learning outcomes due to the limitations in the dataset discussed above, and qualitative data suggests that there have been improvements in learning.

This section details the findings of the primary results and secondary results in turn, looking at the results by division over time as well as the pass, failure and absence rates. It includes a comparison to national exam data to situate the EGE schools in the wider context. It also shows the performance and change over time at the district level. At the primary level, results are provided for female students for English and maths. Explanations for the results are not explored in detail in this section. It was intended that discussion of intermediate outcomes would explain the results presented here. However, there is sparse data on the relationship between project activities and learning outcomes and any exploration is therefore anecdotal.

Primary

The Primary Leaving Exam (PLE) is taken by students in the last year of primary school, primary 7. Students take exams in four subjects: English, science, maths and social studies. The highest score available in each subject is one, and the lowest score available is nine, for a total of between four and 36 marks. Each student is then allocated a 'division' depending on the total score achieved:

- Division 1 - score 4 to 12
- Division 2 - score 13 to 23
- Division 3 - score 24 to 29
- Division 4 - score 30 to 34
- Fail - score 35 to 36

PLE results were provided for 53 project primary schools across 23 districts (55% of project primary schools). If the project had the intended impact on learning outcomes, it would be expected that the proportion of students in Division 1 would increase, and the aggregate score decrease during the life cycle of the project from 2017 to 2019. The results show that the inverse has occurred; the proportion of students in Division 1 has decreased by over 10 percentage points, and the average aggregate score has increased by 2 marks. The trend is more marked for female students than male students, which has led to a widened attainment gap between female and male students over the period, from a six percentage point difference (in favour of boys) to an eight percentage point difference.

In addition, the overall pass rate has decreased by one percentage point (from 97% to 96%) for all students (two percentage points for females), and the fail rate has increased by a similar proportion. The absence rate, that is, the proportion of students that registered for the exams but did not sit them, is fairly consistent over time.

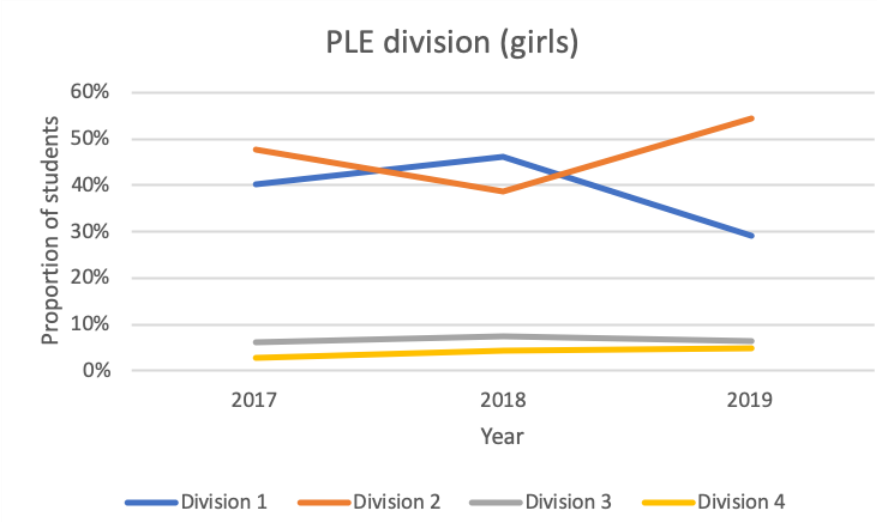
Table 6: Primary Leaving Exam results 2017-2019

	2017			2018			2019		
	All	**F**	**M**	**All**	**F**	**M**	**All**	**F**	**M**
Number of students	2567	1357	1210	2729	1448	1281	2999	1654	1345
Average PLE aggregate score	15	15	14	15	15	14	17	17	16
Division 1	43%	40%	46%	49%	46%	53%	33%	29%	37%
Division 2	46%	48%	44%	37%	39%	34%	52%	54%	48%
Division 3	5%	6%	4%	7%	8%	6%	7%	6%	7%
Division 4	3%	3%	2%	4%	4%	3%	4%	5%	4%
Pass	97%	97%	96%	97%	97%	97%	95%	95%	96%
Fail	2%	2%	3%	3%	3%	2%	4%	4%	3%
Absent	1%	1%	1%	1%	0%	1%	1%	1%	1%

The figure below shows the change over time in the proportion of girls in each division. It shows there has been a decrease of students in Division 1, and a commensurate increase of students in Division 2. This represents a decrease in PLE scores over time. The proportion of

students in Division 3 is fairly stable over the whole period, and the proportion of students in Division 4 has increased slightly.

Figure 2: PLE division breakdown 2017-2019 (girls)



Comparing the above scores to the national scores (as a proxy for a control group) shows that the EGE schools perform better than the national average. This follows the trend that private school students score higher in the PLE than students in public schools. Publicly available exam data shows that overall students in EGE schools score substantially higher than the nationwide average, and that the EGE results somewhat reflect the uneven and slight downward trend of the national results. The gap between the EGE schools and national performance has narrowed, from 34 percentage points in 2017 to 20 percentage points in 2019, due to a large reduction in EGE students in Division 1.

Table 7: PLE results comparison

	Division 1 EGE	**Division 1 National**	**Division 1 or 2 EGE**	**Division 1 or 2 National**
2017[43]	43%**	9%**	88%*	52%*
2018[44]	46%*	11%*	85%*	51%*
2019[45]	29%*	9%*	-	-

*Girls only
**All students (girls and boys)

All of the primary school head teachers that were interviewed remarked that the PLE results had improved over the project cycle, despite some schools having been sampled for the

[43] Accessed July 2020: https://ugandaradionetwork.net/story/ple-results-division-one-numbers-drop https://www.bridgeinternationalacademies.com/impact/impact-in-uganda/results-in-uganda/2017-ple/
[44] Accessed July 2020: https://www.bridgeinternationalacademies.com/impact/impact-in-uganda/results-in-uganda/2018-ple/ https://ugandaradionetwork.net/story/uneb-releases-2018-primary-leaving-examinations-results
[45] Accessed July 2020: https://uneb.ac.ug/ple-2019-results-out-on-friday-jan-17/

decline in exam results. This could be due to two reasons. The first is social desirability bias and a motivation to present the school in a positive light. A comparison of reflections by head teachers and actual performance in exam results shows that only two of the six primary head teachers accurately reported the change in exam results over time.[46] Secondly, the metric for what constitutes improvement somewhat varies between head teachers. When asked about improvement in national exams, some noted a change in the number of students in Division 1 and Division 2, whilst others measured success by focusing on girls' exam results only, and another looked at the overall pass rate. This highlights that the measure of 'success' in exams is multifaceted and depends on the priorities of a school and its starting point in terms of learning outcomes.

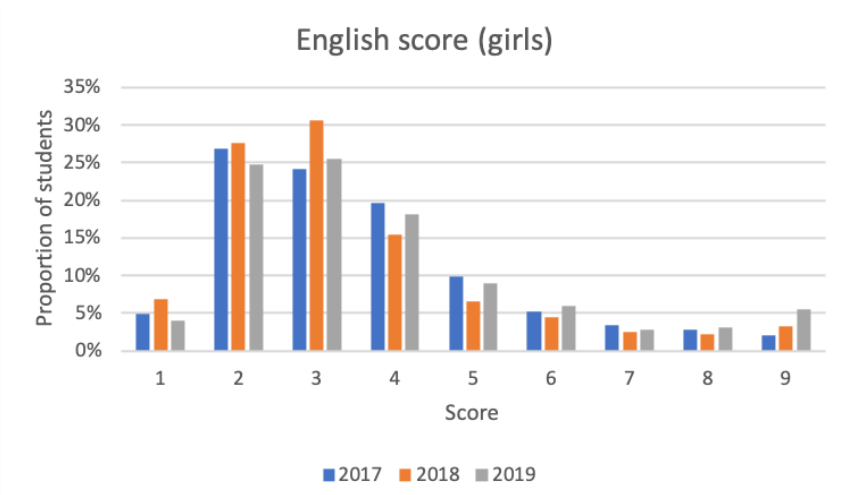
Subject analysis

Analysis of girls' PLE results by subject shows that girls overall do better in English than maths, but have not greatly improved in either subject.

In English in EGE schools, the proportion of girls achieving the top scores increased between 2017 to 2018, and then decreased between 2018 to 2019, as shown in the figure below. At the highest scores of 1 and 2, a lower proportion of girls achieved these scores in 2019 than 2017. However, the results are not normally distributed, they show that a high proportion of girls overall score highly in English.

Girls performed better in English than boys in 2017 and 2018, and an equal proportion scored the top score in 2019 (4%).

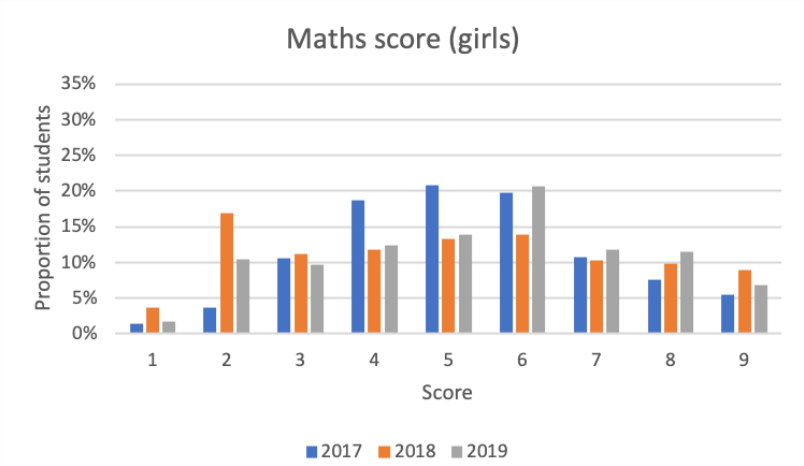
Figure 3: PLE - English score - girls



In maths the trend is mixed. Overall, girls improved from 2017 to 2018, and results decreased in 2019. The distribution of results is closer to a normal distribution than the English results, and shows that students generally score lower in maths than in English.

[46] It should be noted that the EGE schools were not matched with the national exam data by the EE, and were matched with the school name rather than the centre number. Due to similarities in school names it could be that there are inaccuracies in the exam data.

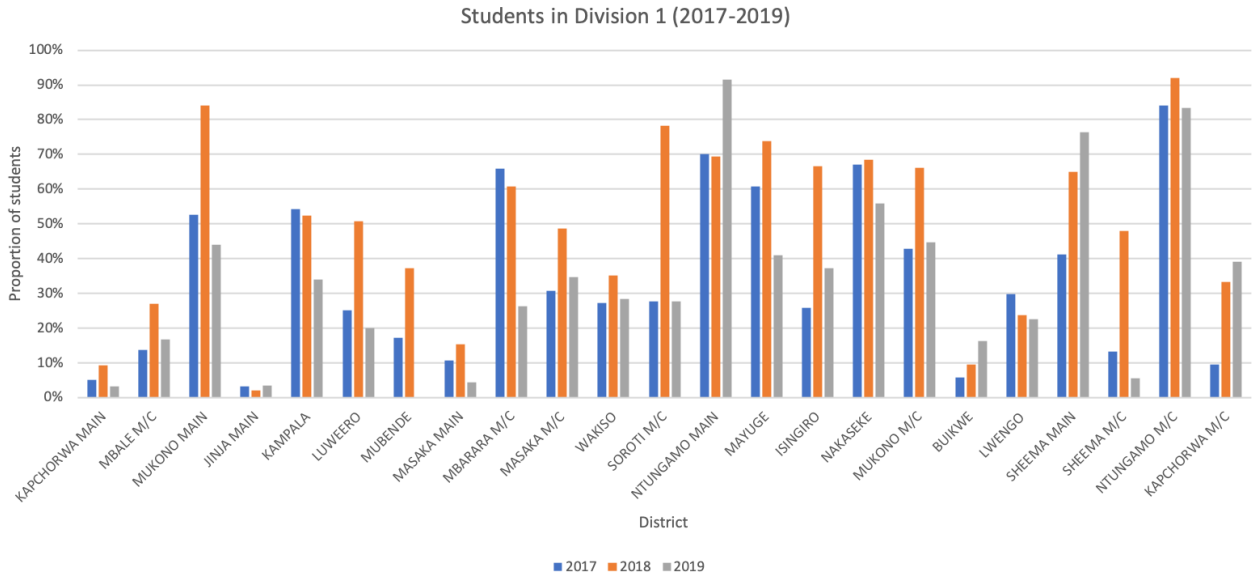
Figure 4: PLE - maths score - girls



District analysis

There is a large disparity in results by district. In 2019, Kapchorwa main and Jinja had the lowest proportion of students in Division 1 at 3% each, and Ntungamo main had the highest proportion at 91% of students.

Figure 5: Proportion of students in PLE Division 1 by district (2017-2019)



The chart highlights that there was also a large disparity in change over time in some districts in the proportion of students in Division 1, from 2017 to 2019. In the majority of districts there was little to no change in the pass, fail and absence rates.

Jinja experienced the largest decrease in pass rate, of 17 percentage points, whilst the pass rate in Buikwe increased by 6 percentage points. Mbarara saw the largest decrease in students in Division 1 (-39 percentage points), and Sheema Main experienced the largest increase (+35 percentage points).

Table 8: PLE changes by district 2017-2019

District	Pass rate	Fail rate	Absence rate	Students in Division 1
Buikwe	6%	-2%	-4%	11%
Isingiro	3%	0%	-3%	11%
Jinja Main	-16%	19%	-3%	0%
Kampala	-1%	1%	0%	-20%
Kapchorwa M/C	0%	0%	0%	30%
Kapchorwa Main	-2%	2%	0%	-2%
Luwero	2%	0%	-2%	-5%
Lwengo	-3%	0%	3%	-7%
Masaka M/C	0%	0%	0%	4%
Masaka Main	3%	-1%	-2%	-6%
Mayuge	2%	0%	-2%	-20%
Mbale M/C	0%	0%	0%	3%
Mbarara M/C	0%	0%	0%	-39%
Mubende*	-	-	-	-
Mukono M/C	0%	0%	0%	2%
Mukono Main	0%	0%	0%	-8%
Nakaseke	1%	-1%	0%	-11%
Ntungamo M/C	0%	0%	0%	-1%
Ntungamo Main	0%	0%	0%	21%
Sheema M/C	0%	0%	0%	-8%
Sheema Main	0%	0%	0%	35%
Soroti M/C	0%	0%	0%	0%
Wakiso	4%	-3%	-1%	1%

*Results for 2019 are not available for Mubende.

Secondary

Students sit the Uganda Certificate of Education (UCE) exam at the end of lower secondary (Senior 4). Students take exams in five compulsory subjects: English, maths, biology, chemistry, and physics, and have a choice of other subjects to take, for a minimum of eight and maximum of 10. An aggregate score is awarded by adding together a students' scores from their best eight subjects. Based on this result, each student is awarded a Division (1-4, 7 or 9).[47] Division 1-4 is a pass, and Division 7 or 9 is a fail. Students who fail their UCE exams or get a poor result (such as a Division 4) are usually not able to progress to A-Level.

UCE results were available for 25 EGE secondary schools in seven districts (69% of project schools). The trend in results is similar to the PLE results. The results show that the proportion of students in Division 1 has decreased slightly from 8% to 7% of students. The gap between female students and male students has reduced from three percentage points to two percentage points, but this is due to a larger reduction in results for boys rather than an improvement for girls. In addition, the overall pass rate has decreased by 3 percentage points, and the fail rate has increased by 5 percentage points. The absence rate, that is, the proportion of students that registered for the exams but did not sit them, reduced for the period from 4% of all students to 2%.

Table 9: Uganda Certificate of Education results 2017-2019

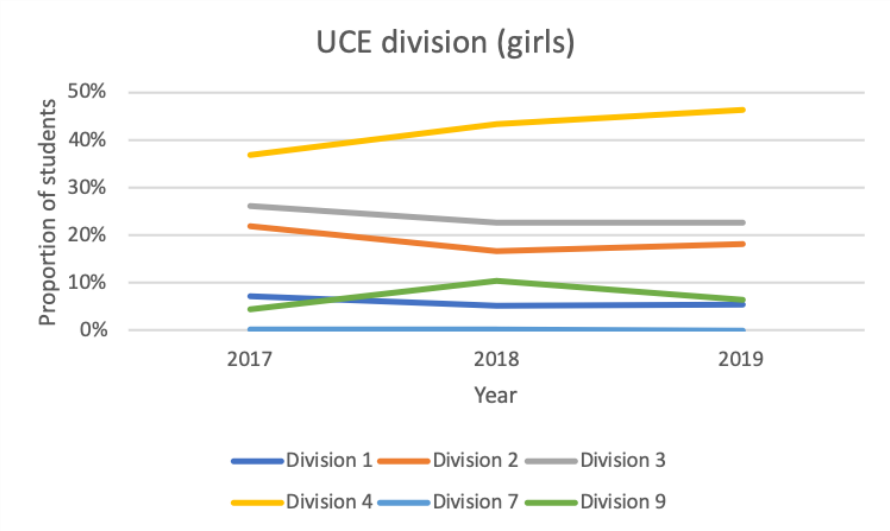
	2017			2018			2019		
	All	**F**	**M**	**All**	**F**	**M**	**All**	**F**	**M**
Number of students	1706	924	782	1908	1027	881	2232	1260	972
Division 1	8%	7%	10%	6%	5%	7%	6%	5%	7%
Division 2	21%	22%	24%	18%	17%	19%	19%	17%	19%
Division 3	24%	26%	29%	23%	23%	24%	23%	23%	24%
Division 4	30%	37%	30%	41%	43%	39%	44%	43%	39%
Division 7	4%	0%	0%	10%	0%	0%	6%	0%	0%

[47] There are no Divisions 5 and 6.

Division 9	3%	4%	4%	1%	10%	10%	1%	10%	10%
Pass	92%	92%	93%	88%	88%	89%	93%	88%	89%
Fail	5%	5%	5%	10%	11%	10%	6%	11%	10%
Absent	3%	4%	3%	1%	2%	1%	1%	2%	1%

The figure below shows the change over time in the proportion of girls in each division. It shows that a high proportion of girls are in Division 4 and that this has increased over time (from 37% of girls to 43%). In addition, there has been a decrease in students in Division 1 (7% to 5%) and a decrease in Division 2 (22% to 17%). This is in contrast to what would be expected in project schools.

Figure 6: UCE division breakdown (girls)



Comparing the above scores to the national scores shows that unlike at the primary level, EGE lower secondary schools do not outperform the national average.[48]

Table 10: UCE results comparison

This compares all students i.e. boys and girls.

	Division 1 EGE	**Division 1 National**	**Division 1 or 2 EGE**	**Division 1 or 2 National**
2017[49]	8%	10%	29%	26%

[48] National results for 2018 were not available at endline.
[49] Accessed July 2020: https://thetowerpost.com/2018/02/07/uneb-releases-2017-uce-results/

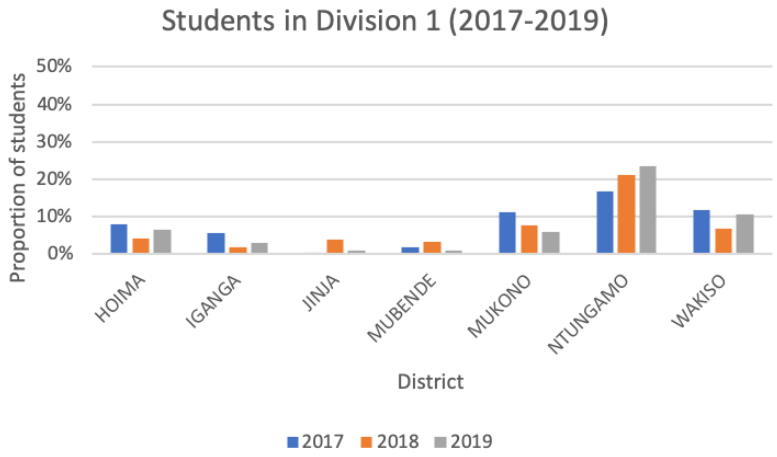
2019[50]	6%	8%	24%	26%

All head teachers interviewed in secondary schools said that exam results improved over the project cycle. Individual subject scores were not available so analysis of literacy and numeracy results is not possible at endline.

District analysis

Similarly to the primary level, there is a large disparity in results by district. In 2019, Ntungamo had the highest proportion of students in Division 1 (24%) and the lowest proportion was in Jinja and Mubende (1% each).

Figure 7: Proportion of students in UCE Division 1 by district (2017-2019)



Analysis of change in results by district shows that from 2017 - 2019 three of the seven districts saw an increase in the overall pass rate (students scoring Division 1 - 4), three districts saw no change, and one district saw a fall in the pass rate. All districts saw a decrease in the absence rate, with Jinja seeing the biggest decrease of six percentage points. Ntungamo is the only district to have seen an increase in the proportion of students in Division 1. Wakiso is one of the top performing districts in the country which is not reflected in the EGE schools. Notably, Jinja is one of the poorest districts covered by EGE and was selected for the Income Generating Activity pilot for this reason. The results for Jinja do not mirror the PLE results which show a large increase in the failure rate from 2017 to 2019.

Table 11: UCE changes by district 2017-2019

District	Pass rate	Fail rate	Absence rate	Students in Div 1
Hoima	3%	-2%	-1%	-1%
Iganga	0%	1%	-1%	-1%
Jinja	7%	0%	-6%	0%
Mubende	-3%	4%	-2%	-1%

[50] Accessed July 2020: https://uneb.ac.ug/ple-2019-results-out-on-friday-jan-17/

Mukono	0%	1%	-1%	-5%
Ntungamo	3%	-1%	-2%	7%
Wakiso	0%	2%	-2%	-1%

Summary of learning outcome findings

The results suggest that the project activities have not had the intended impact on learning outcomes, as measured by the proportion of students in Division 1 in PLE and UCE exams over the period 2017-2019. The proportion of students in Division 1 at primary and lower secondary decreased over the period.

An analysis of performance indicators other than the proportion of students in Division 1 shows that:

- The Primary Leaving Exam results are consistently higher than the national average exam results, following a trend in Uganda that private schools outperform public schools in national exams. This is not reflected at the secondary level.
- The proportion of students passing the PLE has fallen by two percentage points (from 97% to 95%) and by four percentage points at the UCE (92% to 88%).
- The absence rate has stayed the same at primary level (1%) and decreased by two percentage points at the secondary level (4% to 2%).
- Girls at the primary level continue to perform worse than the boys in both primary and secondary measured by the proportion that score in the top division. At the primary level the gap has widened from a six percentage point difference to eight percentage points, and at the secondary level the gap has slightly closed from a three percentage point difference to a two percentage point difference.

A breakdown of results by district shows a large disparity in performance and change over time. Ntungamo consistently performs highly as measured by students in Division 1 at both the primary and secondary level, and students in Jinja have consistently low attainment.

3.2. Transitions

Overview

The impact of the project on transition rates cannot be fully explored at endline. Pre-COVID-19, transitions data was being collected from schools by the project, but this dataset is incomplete due to the lockdown. However, there is anecdotal evidence from head teachers and teachers that is used in this section.

There are no output indicators related to transitions, and no assumptions that can be validated at endline. Note that the listed evaluation question can only be partially addressed at endline due to the data available. There are many evaluation questions related to transitions that cannot be answered due to limited data (see Introduction).

Table 12: Transitions - overview

Evaluation questions	Output indicators	Assumptions	Data sources
What impact have Girls Club interventions	-	-	Interviews with: head

(financial literacy, life-skills training and empowerment initiatives) had on girls' sense of personal agency/confidence? How does this relate to transitions?			teachers, Girls' Club Liaison Teachers

Due to the limited data available, this section focuses on the suggested trends from the anecdotal evidence and does not include sections on outputs, factors contributing to success, or challenges and limitations.

At endline, the evidence indicates that transitions have improved through project activities, but is not conclusive.

Outcomes

Overall, head teachers report that transition rates have improved in the last few years. There has been a marked improvement in transition rates of girls in particular, one head teacher notes: *"previously we would have like 8 pregnant girls in a population of 250 students but now we had only 2 pregnancies last year"* (head teacher, secondary). The head teacher survey results indicate that half of primary school head teachers reported a 96-100% transition rate from primary to secondary, and around 20% of schools have a transition rate of less than half of girls. The household survey also shows high transition rates amongst EGE school girls. 92.86% of girls successfully transitioned from midline to endline.[51] All of these girls were enrolled in school at the time of the survey. Four of the girls surveyed had not been in school in the previous year, but had re-enrolled in the current school year. Only two out of the 145 in-school girls were repeating a grade. Nine out of 154 girls surveyed were not currently enrolled in school. None of these out-of-school girls had successfully transitioned, and the majority were engaged in domestic activity.

The reported results are the same regardless of school level (primary or secondary) and region. However, in one rural school there has been only a moderate impact of project activities on dropout rates as the head teacher states that *"we are in a rural setting near a sugar factory so most learners want to work in plantations instead of studying… more boys drop out because they are the ones who want to look for money most times"* (head teacher, secondary).

Each school reports a different reason, or combination of reasons, that has led to improved transition rates. In some schools, the financial aspects of the project have been key, such as household access to School Fee Loans or the income generated from school businesses. For other schools, life skills such as confidence and determination have been the central factor, and in one school the existence of the activities increases motivation of children to go to school and stay in school.

[51] As per the midline report, the transition outcome tracks the rate of successful transitions of the cohort. Successful transitions are defined by: (i) continuation in school at appropriate grade level, (ii) transition to an alternative learning programme, if the student has dropped out. By contrast, unsuccessful transitions include: (i) dropping out of school, (ii) remaining in the same grade.

One cause of improved transitions mentioned frequently by head teachers is the role of alumni and other positive role models. This has been cited as a major factor in reducing dropout by changing the perception girls have of themselves. In the school where the rate of pregnancy has reduced, the head teacher (secondary) explained:

> *"Previously some girls had the attitude that they are the property of their men, they did not think that they can also be ministers or members of parliament… We even took them to public offices and they were able to witness other women in high office positions. This has helped to change their perception about the roles of women"*

In another school, a primary head teacher explained:

> *"A number of students have remained attached to the school because of some of these [project] activities. We see this by the number of alumni who keep coming back to share their experiences, challenges and approaches with the students, and this has continued to motivate the students to love studying and eventually be able to pass their exams"*.

Three GCLTs mentioned the effects of the school savings initiative on transitions. One secondary GCLT said the following:

> *"Those that were dropping out because of minor things have learnt that they can also pay for them instead of waiting on their parents like there are those that say that had it not been for my savings, I would not have been able to sit for exams because the used their savings to pay for fees balances or for some school requirements like a ream of paper or shoes".*

Conclusion

There are indications from the available data that transition rates have improved through project activities, however there are a range of activities which have led to the change, from financial interventions to life skills. The impact of alumni activities and promotion of community role models on aspirations and motivation of students is an activity that resonates with the majority of schools.

3.3. Sustainability

Overview

Project sustainability refers to the continuation of project activities without the intervention and resources of project partners. It is incorporated into project design through the sustainability plan.

Sustainability of project activities is discussed within each section on intermediate outcomes. This section serves as a collation of that information and summary of activities that are likely to continue after project closure.

There are no output indicators related to sustainability, and no assumptions that can be validated at endline. Note that the second and third listed evaluation questions can only be partially addressed at endline due to the data available, and are answered in IO4 Life Skills and IO5 Economic Empowerment respectively.

Table 13: Sustainability - overview

Evaluation questions	Output indicators	Assumptions	Data sources
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	-	-	Interviews with: project partners, head teachers, Girls' Club Liaison Teachers
How successfully has the project equipped girls with financial literacy knowledge? (See IO4)	-	-	Sustainability plan
How successful was our financial literacy programming at getting girls to save more, both formally (in a bank) and informally (at home, school savings group)? In what ways are these savings employed to support a girl's education? (See IO5)	-	-	EGE Project closure events report

This section does not include discussion of outputs. It summarises the project's sustainability plan and describes to what extent it has been fulfilled based on evidence from interviews and the project closure events.

At endline, the evidence indicates that some activities will continue, such as Girls' Clubs and the menstruation management and savings components of the clubs. There are less detailed plans for other project activities.

Outcomes

The project's sustainability plan focuses on sustaining impacts on girl's empowerment and financial literacy, access to tailored financial services, and improvements in school governance and teaching quality. This is intended to be achieved through establishing self-sustaining Girls' Clubs, self-sustaining school clusters and continuing to offer financial services.

Girls' Clubs
There is evidence that the Girls' Clubs will continue. In some cases, Girls' Club activities have been included in the school timetable and/or included in budgeting. One head teacher (primary) explained:

> *"The teachers should continue to support the girls club every Wednesday for at least one hour. By doing this, we intend to continue with what the girls clubs were involved in such as savings, tailoring, arts and craft, counselling and life skills. We find these activities very relevant and supportive to keep girls in school and would want to continue doing them within our means… Some of the steps we have taken include; putting the activities such as the girls club activities on the school calendar to ensure that the teachers continue supporting the students".*

Another head teacher (primary) echoed the same idea:

> *"since we have the teachers who have the knowledge in these [Girls' Club] activities, we will definitely want to continue with them. We have a vote in the budget of the school to support these activities that we want to continue and we will ensure that the teachers who have been at the core of these activities are facilitated to run these activities without disruptions".*

Several GCLTs expressed enthusiasm for the project activities to continue but indicated that the continuation of the activities hinged on the support of the school administration and management. For example, one GCLT said regarding the Girls' Clubs: "*It will continue if we are given the necessary support from management, like financially and keeping the activities on the timetable*" (GCLT, secondary). However, some GCLTs were optimistic about the continuation of the clubs: "*The school has given the club enough time on the school timetable to carry out its activities on a weekly basis. This time slot is known and respected by all the teachers and therefore will continue beyond the project"* (GCLT, primary). This teacher also expressed that they have strong support from the school management for the project activities:

> "*We have talked about the need to continue these activities on many occasions and I believe the club activities will continue even beyond the project. The good thing is that we now have at least 3 other teachers who were involved in the clubs activities and will be able to provide support, even if I am not there*".

Some head teachers specified particular activities of the Girls' Clubs that will continue. This includes sewing reusable sanitary pads, and savings activities. A savings culture will continue in most schools according to the qualitative data. This component requires minimal funding and resources from the schools, and moreover it has become a habit of many students. One head teacher explained: *"the financial literacy will also continue, the savings of the girls will also continue because all these don't need external funding, we as a school we can continue with them"* (head teacher, secondary) and a GCLT from a different school explained: "*savings have to continue because we still have the savings box, the child can use his or her book for savings and we can still continue meeting with the girls in the clubs because the learners in the club are about to finish primary so others in the lower classes will also have to join the club*" (GCLT, primary).

Teacher training

One CCT said that at the project closure event the school owners and head teachers discussed the possibility of inviting the CCTs to the schools, at the expense of the school. It was also suggested that schools form a group and pool their resources to facilitate CCT support. When asked how likely these actions are to happen, the CCT responded that *"with the private sector nothing is guaranteed"*, although the CCT had had one meeting related to this before the COVID-19 related lockdown in Uganda. This CCT was also enthusiastic about the activity himself, and said it was very important for it to be scaled up.

When asked if the schools were interested in continuing with the assistance given by the CCT, another CCT replied: "*Oh yeah. Because as we broke off, after the project many teachers were calling to say come and assist us - so that is an indication that people are willing".*

Two head teachers stated that teacher training will continue, but did not specify whether they will engage with CCTs for this, nor was the cluster system mentioned. One head teacher explained:

"We are also not going to change the experiences and knowledge acquired through the teaching methodologies teachers have been exposed to. We have seen great results over time and will want to maintain, if not improve the teaching and learning methods, continued support to the teachers to improve on the teaching methods so that ultimately, we should be able to provide better for our learners" (head teacher, primary).

Financing
Head teachers are keen to continue to generate income and provide practical skills training through school businesses. One head teacher stated that: *"we have also included all the enterprise activities in the school budget and planning so that the projects such as poultry and crop farming can be continued"* (head teacher, primary). In some cases, school businesses are being supported in capital requirements through school financing.

One primary head teacher said that the school plans to diversify income streams to reduce reliance on school fees. The school has discussed funding with parents and will look to alumni and other potential benefactors. There have been fundraising activities and the school made two million shillings in one day from one of these activities (approximately $535 USD). They plan to continue this success with a fundraising football match between parents, teachers and alumni.

OBUL as a commercial enterprise will continue to offer its range of financial products. Of the five schools that had not been issued an SIL, there was only one head teacher that was keen to seek financing from OBUL. The other head teachers said that interest rates are comparatively high, they could not meet the application requirements, or that a loan is unnecessary for the school.

A primary head teacher noted that the school will develop its infrastructure through local fundraising:

"We shall surely continue with the school infrastructure development as we already had planned. Now that we have the land for these developments, it is a matter of time before we secure funds to start putting up new structures. We are also planning to engage parents and other well-wishers to raise funds to start the school infrastructure development. We hope that this way, we shall engage parents in the development of some of the infrastructure to ensure that the children have better learning facilities".

Two schools mentioned that they will continue to provide bursaries for students at risk of dropping out.

Government support
Engagement with government stakeholders is a central component to the sustainability of project activities. There were joint monitoring visits to schools in November 2019 with government officials to encourage support for project activities and promote ongoing monitoring of private schools. The Consortium M&E Officer says that this was successful:

"*Ministries always deal with public schools, now they are committed to extend services to private schools, to make sure these schools have a curriculum, and register their teachers to make sure they are up to the standard of other, public, schools".*

Government officials attended the project closure events and made commitments to ongoing support. Commitments included monitoring of private schools and working with Primary Teaching Colleges and CCTs to continue to build capacity and maintain teaching quality.

However, due to the onset of COVID-19 shortly after the project closure events it is unclear what will be sustained once schools reopen.

Conclusion

Girls' Club activities are the most likely to continue beyond project closure. Clubs have been incorporated into school schedules and require little funding from schools. Teachers have been trained by PEDN and can run the Clubs independently. Activities such as sewing reusable sanitary pads and savings are the most likely to continue.
There is some commitment to continue teacher training, but plans for this are less detailed than for the Girls' Clubs.

To finance ongoing school needs, there is a recognition that reliance on school fees is unsustainable. Schools intend to keep growing school businesses and engage with the community for fundraising activities. There is little appetite for SIL offered by OBUL. Government stakeholders have shown support for project activities, but COVID-19 meant that schools are closed and it is unclear what actions government officials will take once they reopen.

4. Findings – Intermediate Outcomes

This section explores each of the intermediate outcomes with reference to the relevant output indicators, IO indicators and evaluation questions. It also discusses, to the extent possible, the links between the project activities under each IO, and the overall project outcomes, in particular learning and transition. However, in most cases, data was not available to assess the impact of activities on the overall outcomes, so discussion of this is very limited. For some IOs there is anecdotal evidence of links between the activities under the IO and learning and transitions. However, in the absence of learning assessment and transitions data it is not possible to verify these perceived improvements quantitatively. Furthermore, results from the national exam data are not indicative of improvements in learning outcomes in EGE schools across the lifecycle of the project.

The level of engagement with project activities and the link between this and the IOs and outcomes is often mixed. The school spotlight below highlights that full participation in project activities does not necessarily lead to improved outcomes through an example from a primary school. The school was selected for the spotlight as there was data available through a survey and interview with the headteacher, and the student survey and household surveys are drawn upon where applicable.

Figure 8: School spotlight

School spotlight

One EGE primary school has participated in many project activities but has experienced a drop in learning outcomes as measured by national exam results, and attendance and transition rates are low.

The school has participated in SLPD training, cluster meetings, Girls' Clubs, and has taken out an SIL from OBUL. The school has an SDP that focuses on improving infrastructure as its main priority. The clusters, SIL and Girls' Clubs have all reportedly had a positive impact on the school and students. The cluster meets monthly and has helped the school to address: teacher retention and professional development, discipline and punishment, leadership skills, and teaching pedagogy and practice. The head teacher reports that the cluster meetings have improved information sharing between head teachers, school owners and teachers. The

school has taken out two School Improvement Loans, one through OBUL and another through Bank of Africa. These SIL were used to build classrooms which have reportedly had a large positive impact on both the learning and safety of students. There has been a Girls' Club at the school for four years, and this has been the most beneficial activity according to the head teacher as the girls "are taught skills that will help them sustain themselves in life after school". The school intends to continue with Girls' Clubs and has allocated money in the budget for this activity.

In spite of this, attendance is low at the school, learning outcomes have decreased since 2017 and transition rates are low. Attendance is less than 50%. Girls in P6 have a higher attendance rate than boys, though in exam year, P7, boys have a higher attendance rate than girls. The head teacher reports that learning outcomes have improved: "last year the number of first grades were higher, so the general observation is that each year the first and second grades increase" but the results show otherwise. In 2017, 100% of girls in the school scored in Division 1 or Division 2. In 2019, this reduced to 79%, with a 5% absence rate and 2% fail rate. The attainment gap between boys and girls stayed the same, with an 18 percentage point difference in the proportion of students scoring in Division 1. The transition rate from P7 to Senior 1 is low for both girls and boys, and is estimated to be 46-50% for both sexes.

The data indicates that financial barriers still exist for the majority of households of the students at the school. The head teacher suggests that the 75-100% of households have difficulties to pay school fees at the beginning of term, and seven of nine households report that there have been times when money was not readily available for the girl to attend school. The school tries to mitigate the potential negative impact of this by allowing students to attend school even if there is a delay in payment. However, students report that despite this they have missed school due to the lack of school fees, as some households report that they decide to keep the child at home until the money is available. One household had participated in Income Generating Activities, and this household reported that there had not been difficulties in paying school fees and that they are able to meet their basic needs and purchase some non-essential goods, which suggests a positive impact of the livelihood component of the project.

The school spotlight shows that participation in the range of project activities at the school level does not necessarily guarantee successful outcomes, as shown by the decrease in learning outcomes. It also shows that tackling barriers at the household level is an important component to reduce education inequalities. The spotlight frames the findings in this section by showing the complexity of factors that can influence a project's success on education and transition.

4.1. IO1 Attendance

Overview

The attendance intermediate outcome differs from the other four in that it does not have activities which target attendance specifically (see the Theory of Change). Instead, through realisation of the other intermediate outcomes, it is expected that attendance will improve. The logframe indicators for IO1 are:[52]

[52] Note that indicator IO1.2 was removed for endline and therefore does not appear in this list.

- IO1.1 Percentage of girls who have been absent from school for six days or more, in current term
- IO1.3 Percentage of girls who have been absent from school in the current term because of school fees governance groups have improved the quality of schooling the girl receives
- IO1.4 Percentage of girls absent from school in the current term of account of health concerns

Attendance data at baseline and midline was problematic, due to poor record keeping in schools and the limits of self-reported attendance data. Due to this, and because of the position of attendance in reference to the other intermediate outcomes (IOs), attendance is not a central focus of the evaluation.

This section follows a different structure to the remaining IOs. It will discuss the evidence for impact of project activities on attendance at endline, but does not include discussion of outputs as attendance does not have related output indicators. It should be noted that the data available at endline is limited as the project did not consistently collect attendance data and some data is available through the head teacher survey but this is incomplete due to COVID-19. The student survey has not been used for attendance but the results of a PEDN survey from October 2019 which used the same questions on attendance has been used. The results of this survey are not disaggregated by gender, however the sample for the PEDN survey comprised of 85% girls and 15% boys.

The assumptions for attendance cannot be tested at endline with the available data. There is one evaluation question which specifically addressed attendance: *What impact does education quality programming and girls' clubs have on classroom attendance of marginalised girls and boys?* This evaluation question can be answered indicatively at endline with reference to the Girls' Clubs. There is no data available to specifically assess the impact of education quality programming on attendance at endline.

However, the evidence suggests that attendance has improved as a result of general project activities.

Outcomes

The following sub-section summarises the indicative evidence at endline of the impact of project activities on attendance.

School fees and health reasons (including menstruation) persist as the main reasons for absence from school, even amongst Girls' Club members. A PEDN survey in October 2019 showed that more than half of Girls' Club member students had been absent during the term: 53% of primary Club members and 68% of secondary Club members. Seventy-five per cent had missed one week or less. Over half of the students (54%) had missed school due to school fees, whilst 44% missed school due to health reasons. These figures are higher than the midline figures due to the difference in sampling; the midline results included students that were not part of a Girls' Club and may indicate that girls participating in a Girls' Club are some of the most disadvantaged in a school. Overall, the results indicate that improvements in life skills such as menstruation management and economic empowerment initiatives have not fully removed this barrier to education at endline.

However, there are indications that although the barrier persists, the situation has improved. A PEDN attendance spot check from March 2019 shows average attendance to be 84-100% for girls. The lowest attendance was in P7, the last year of primary school. This is supported by

the head teacher survey in which less than half (45%) of primary school head teachers said that P7 girls attended 96-100% of the 2019 school year. The attendance data attained through the CCT lesson observations are largely consistent with the PEDN data. Across 379 lessons observed, the average class attendance for boys was 90% and for girls was 94%. The CCT Training Report for January to March 2020 shows that attendance improved in observed classes, and the TAMTF Year 1 Summative Report showed that schools participating in the School Enterprise Challenge reduced absences from eight a term to just two. Evidence from the Income Generating Activities also shows that attendance in participating households improved substantially (see IO5).

Qualitative data supports the quantitative data in showing an impact from project activities on attendance. Several head teachers and GCLTs noted that the benefits of life skills training in the Girls' Clubs extend beyond menstruation management itself into improvements in both confidence and attendance. For example, one head teacher shared that *"this [menstruation management] greatly boosted their self-confidence and attendance as compared to previous cases were girls who miss classes or school because of menstruation"* (head teacher, primary). Another head teacher (primary) noted:

> *"We have realised that the girls club has had a very positive impact on the girl's confidence, attendance and performance– especially the making of sanitary pads, savings and continued guidance. This has boosted the confidence of girls to come to school and engage in different activities".*

The female GCLT from the same school reinforces the above: *"in the beginning, I saw that some girls would miss school during their menstrual period, but when we started training them in making the pads, none of the girls missed classes throughout the term"* (GCLT, primary).

Four GCLTs said that savings, and the ability of students to pay for their own scholastic materials through these savings, had a positive impact on attendance. One female primary GCLT said: *"even because of their savings, like instead of missing classes because of lack of scholastic materials they are able to get the materials in time and attend classes and actively participate".*

One head teacher (secondary) noted a difference in attendance rates for day scholars compared to boarding scholars:

> "*The challenge to better student performance is that this is a day school, so learners are usually not attending school regularly because of family issues, school fees, and some students want to work. Then because of the competition among schools, the good performers are usually taken away by other schools who give them full fees bursaries and then we are left with those that are not good performers".*

Challenges and limitations

The main limitation to monitoring impact on attendance of project activities is the reliability of attendance data. Schools often do not keep consistent or reliable records. The head teacher survey showed that all intervention schools keep written records for attendance and do not keep any digital records. When asked to provide attendance data nearly all head teachers provided an estimate rather than a calculated attendance rate. A review of the Education Management Information Systems (EMIS) in Uganda showed that the format of attendance registers is not centralised, resulting in differences in how attendance records are kept and

thus limiting comparability.[53] The project collected attendance data at various intervals though spot checks or when lesson observations were conducted, but the approach was not consistent. Reliance on self-reported data from students is also problematic, especially with younger pupils.

Conclusion

At endline there are indications that attendance has improved as a result of project activities. In particular, the Girls' Clubs including menstruation management and savings, and IGA. This answers the evaluation question '*What impact does education quality programming and girls' clubs have on classroom attendance of marginalised girls and boys?'* to a certain extent as it shows that these two components, plus economic empowerment, do have a positive impact on attendance. There is little evidence for the link between school governance and attendance at endline. However, student absence is still a persistent issue, mainly due to the cost of education and health reasons, and may be worse for day scholars than boarding scholars.

4.2. IO2 School governance

Overview

Improved governance is defined by the project as 'improved management, leadership and governance capabilities, with a focus on marginalised girls'. According to the MEL Framework, improved governance and commitment to girls' education at the school management level is central to sustainability. GEC-1 found that governance interventions improved learning and transitions. In particular, interventions aimed at 'proactive planning' were effective.

The project used this learning from GEC-1 to implement five activities aimed at improving school governance: School Management Simulation Training; Pathways to Excellence (P2E) self-assessment and School Development Plan; clusters; OPEN Educator resources; and access to School Improvement Loans (SIL).

Intermediate outcome 2 relates to improved governance, and in particular the perceptions of students and households as to the quality of governance and impact on learning and feelings of safety. The logframe indicators for IO2 are:

- IO2.1 Percentage of caregivers that believe that school management has improved in the last year
- IO2.2 Percentage of caregivers that believe the activities of the school governance groups have improved the quality of schooling the girl receives
- IO2.3 Girls consider the learning environment to be a safe space

Students and households are not included in data collection at endline and as such the IO indicators cannot be addressed.

There are three main outputs for school governance, each with a few respective indicators:

- Improved education quality through Self Improving School System Model - cluster model (output 2)
- Improved School governance through School Leadership Professional Development Programme and Development Planning (output 3)
- Schools Supported with (repeat) School Improvement Loans (output 4)

[53] Ministry of Education and Sports (2016) 'Uganda EMIS Peer Review Report'. Available at: http://www.education.go.ug/wp-content/uploads/2019/08/Uganda-EMIS-PEER-REVIEW-REPORT.pdf

This section discusses progress against the outputs above and the eight respective output indicators. It also discusses the impact of the outputs on IO2 'improved management, leadership and governance capabilities, with a focus on marginalised girls'. Evidence of impact on student learning and transitions is included, and the reasons for the successes and challenges in implementation. Overall, this section will address seven evaluation questions, eight output indicators, and eight assumptions. It uses a range of project data and EE qualitative data. These are listed in the table below.

Table 14: IO2 School governance - overview

Evaluation questions	Output indicators	Assumptions	Data sources
What impact did improved governance and teacher quality have on improved literacy and numeracy outcomes for girls and boys?	Number of active clusters with volunteer leaders	School leadership attends SLPD training.	P2E self-assessment dataset
What impact did the Pathways to Excellence Assessment have on the quality of teaching? On the quality of governance?	Average attendance rate per school at cluster meetings	Schools carry out self-assessments.	Link Internal monitoring monthly reports
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Number of schools using school development plans to guide improvements in schools	Schools develop a SDP and identify areas for improvement that impact learning outcomes and transition rates.	OBUL success story
Did the various project stakeholders fulfil established output targets? If not, why so?	Percentage of school proprietors agreeing that SLPD helped them to identify a clear pathway forward to school improvement	School leadership participates in SMST.	Interviews with: EduQuality, Link, OIUK, head teachers, Girls' Club Liaison Teachers
Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	School and community members engaged in school development planning	School leadership develops knowledge and skills.	-
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	Percentage of School completing pathways to excellence assessments a. Self assessment b. Independent	Communities are involved in school planning.	-

	assessment		
What evidence is there to suggest that the interventions are mutually reinforcing?	Number of schools accessing school improvement loans a. First loans b. Repeat loans	Schools use SILs to improve the learning environment and access to resources.	-
-	Proprietors are able to draw the connection between loan use and better student outcomes	The changes to the learning environment and resource access have an impact on learning outcomes.	-

There is an additional output (3.5) that refers to child protection which is addressed in Child Protection and Safeguarding.

The analysis in this section is limited as transition data is not available for project schools and so indications of impact come from qualitative data, including reflections on transitions reported by school management themselves. As such, the following evaluation question cannot be fully answered:

- How does improved school governance translate into improved transition outcomes for girls?

A further restriction is the limited amount of EduQuality data available. Data collected by EduQuality in Uganda is sent directly to the EduFinance office in the UK and is not readily available to staff in Uganda.

Overall, the project has had a positive impact on school governance at endline. The head teachers interviewed credited project activities for helping to prioritise and plan and have more community involvement.

Outputs

This sub-section discusses project achievements against output targets at endline. Examination of the impact of project activities on intermediate outcomes and outcomes, as well as discussion of the drivers of success and challenges to implementation, are included in the outcomes sub-section, below.

Output 2.1 Number of active clusters with volunteer leaders
The endline target for this output is 36. At midline the target was exceeded, with 38 active clusters with volunteer leaders. This output has not been verified at endline due to the limited EduQuality data available (discussed above).

However, the EduFinance Head Education Specialist noted that "*most clusters are now reaching maturity level. So they can even go on on their own. Some would have their own meetings without much struggle. Some clusters have gone to that level, some are still struggling".* This supports the midline findings that some clusters are able to run independently.

Output 2.2 Average attendance rate per school at cluster meetings
Similar to above, this output indicator has not been verified at endline. At midline the 50% target was exceeded as attendance reached 84%. The endline target is 90%.

Partner interviews indicate that a key change in attendance has been the composition of who attends from each school. The OIUK Senior Programme Manager noted that initially school directors sent teachers to attend management cluster meetings, and that over time this has changed and school directors themselves attend.

Output 3.1 Number of schools using school development plans to guide improvements in schools

The endline target is 80 schools, or 60% of all schools. As above, this output cannot be fully verified at endline, but qualitative data provides indications that the number of schools with SDPs increased in the final year of the project though gaps still exist. The head teacher survey suggests that a third of schools have a complete SDP at endline, though the sample is small (14 schools).

Link found that many of the schools they visited to conduct School Performance Appraisal Meetings (SPAM) did not have or were not aware of an SDP. This is also evidenced in the earlier Link monthly reports for March and April 2019 and shows slight improvement month on month. According to the Link Programme Manager, approximately 90% of the planned SPAM took place. This indicates that a similar proportion of schools had an SDP, as SPAM only took place in schools with an SDP.

Interviews with head teachers indicate that the number of schools that developed a SDP increased over the last year of the project; of the nine head teachers interviewed, eight said that the school has developed an SDP.

Output 3.2 Percentage of school proprietors agreeing that SLPD helped them to identify a clear pathway forward to school improvement

At endline, school proprietors were not included in data collection. However, the EduFinance Head Education Specialist referred to the SLPD as "*our successful programme".*

The head teachers were not directly asked about the SLPD but some mentioned it as a positive component of the project.

Output 3.3 School and community members engaged in school development planning

The endline target is 50% of schools. This cannot be fully verified at endline but there is evidence that this is taking place in many schools. Link reported that parents attended SPAM, and many head teachers mentioned the role of community members and parents in school planning (though this did not specifically mention SDP).

Some schools have set up school management committees that include household members. Committee structures range from Parent Teacher Associations to School Management Committees, to Child Protection Committees. A head teacher (primary) described the change:

> *"Previously, the relationship between the community and the school management was not good, the manner in which school fees was being demanded and parents sent away without being heard caused a lot of friction between the community and the school. But now, the community is taking the school as part of the community and there is mutual trust and openness in addressing different issues".*

Output 3.4 Percentage of Schools completing Pathways to Excellence assessments a. Self assessment b. Independent assessment

The endline target is 100% of schools. The EduFinance Head Education Specialist states that all the schools completed a P2E self-assessment in 2018 and 2019, however, the data received by the EE at endline is not a complete dataset and shows 15 schools in 2018 and 109 in 2019. Part of this difference is due to a change in the data collection system used. The EduFinance

representative said that schools have also completed self-assessments in 2020, but this cannot be verified at endline.

The year 3 project workplan shows that 6 M&E Officers were hired to conduct external assessments of schools.[54] This cannot be verified at endline.

Output 4.1 Number of schools accessing school improvement loans a. First loans b. Repeat loans

In total, OBUL data shows that 140 SIL were issued to 103 schools of 132 schools. This is supported by the head teacher survey in which 11 of 14 head teachers reported they had taken out an SIL The endline target of 56 first loans was not met, with 45 first loans issued, though the target of 56 repeat loans was exceeded, with 95 repeat loans. Note that this calculation from OBUL counts differs from the EE calculation which shows that 25 schools took out more than one loan during the project cycle. This is due to a difference in what is classified as a 'repeat' loan. In addition, only four of the nine head teachers interviewed report taking out an SIL.

Output 4.2 Proprietors are able to draw the connection between loan use and better student outcomes

At endline, school proprietors were not included in data collection. The head teachers interviewed do not explicitly make connections between loan use and student outcomes.

OBUL did not centrally collate information on learning outcomes at schools with SILs. The OBUL Project Supervisor explained that student outcomes are found in individual school files for the SILs, which sit at the respective branches.

OPEN Educator

There is no specific output indicator for use of OPEN Educator, and there is no project data available on its usage. EduFinance's Head Education Specialist reported that usage was low (see Challenges and Limitations below).

School Management Simulation Training

There is no specific output indicator for the SMST. However, the overall project target is that this would take place once in all 132 schools. The Year 3 Workplan states that two schools did not want to participate in the SMST, but overall take-up was high.

Outcomes

School Management Simulation Training

Each school participated once in the SMST and there is anecdotal evidence that the SMST activity, in conjunction with the P2E activities that target management, seems to contribute to improved management, leadership and governance capabilities.

The Link Programme Manager said that the impact of their activities was the revival of school management structures in the intervention schools: "*One of the impacts I can ably say is that we revived the governance function in most of the schools that we worked in".* Head teachers agree that the range of interventions aimed at school governance did have an impact (see Pathways to Excellence, below). However, the head teachers interviewed did not specifically mention the SMST as an activity.

The activities also had the secondary benefit of increased participation of parents in school management:

> *"And participation of parents in school affairs was strong, which is an impact that the project had. Before, the parents would only visit schools on visitation days, and if*

[54] The M&E Officers are referred to as 'external assessors' in the workplan.

> *parents did not visit their child the school owners would think that the parents are not involved, but through this more parents got involved in learning and the affairs of the school".*

The impact of this improved governance is less easily evidenced. However, the Link Programme Manager felt that in schools with improved governance were more able to allocate resources to issues in teaching and learning that required improvement, which in turn lead to better outcomes for learners:

> *"Where oversight improved and leaders were able to allocate resources to the most pressing needs, they were able to impact the main problems eg. teaching and learning came out during the SDP planning process. When we asked "so how do you address that teachers cannot teach due to lack of materials?" they would say "in the next budget we need to allocate this, and we need to monitor teachers" this led to a concerted effort towards performance in the school. In my opinion this led to a better outcome for learners in that school".*

The Link Programme Manager added that *"about 65% of school owners were able to have a different perspective after our engagement. After the SMST and SPAM activities".* This was based on the Programme Manager's experience and not specifically on a dataset collected by the project.

Pathways to Excellence

Discussion of the P2E component includes the School Leadership Professional Development programme, self-assessments, School Development Plans and School Performance Appraisal Meetings. P2E activities contribute to improved management, leadership and governance capabilities.

Interviews with head teachers show that the P2E helped school leaders to identify areas of improvement within their schools and develop an actionable plan to address those areas. A primary head teacher remarked:

> *"Now I have a better clue of the work am doing, I have more assignments to do and I feel that they work for me, other than previously where I was not involved in decision making, would do some activities half way but now we have everything planned, we operate by routine and it has been good. Unlike those days when we would just do things by accident".*

Another head teacher commented: *"We are able to set priorities and to follow steps that we have in the plan and this has made planning easier"* (head teacher, primary).

According to the EduFinance Head Education Specialist, the main benefit of P2E is that it provides a standard against which schools can measure themselves as this is not available on a national basis.

Areas identified by schools for improvement included: child protection, teacher retention, teaching quality, infrastructure, community involvement, and school culture.

According to the EduFinance Head Education Specialist, SuveyMonkey surveys administered by EduQuality after SLPD sessions show that school leaders appreciate the training sessions. This data was not available for endline, however, one head teacher (primary) said of the SLPD:

> *"The relationship between the school management and director has greatly improved. Whenever I attend a workshop, I brief the Director and share some of the propositions in order to improve the performance of the school. I can comfortably say, there is a lot*

> *of trust that has developed over time because a number of ideas that I have brought to his attention from the different workshops has greatly impacted the school".*

The impact of increased community involvement in school activities is a higher level of interest and joint-working in education of the students. For example, one head teacher (primary) explained that:

> *"In this COVID period I call the parents and have discussions with them on phone, and also encourage them. There are some materials that we send to them on WhatsApp and email that I also receive from other schools. The families that are badly off, we are giving them some of our food that we had in the store like beans".*

Another head teacher explained that this can also lead to changes in school governance as *"there is interest to develop the school as opposed to when the school directors only focused on the money that they got from the school and cared less how the facilities are, what the teachers, pupils and parents are going through. After these activities, the school directors are clearly very interested in the wellbeing of the whole school institution"* (head teacher, primary).

There is also anecdotal evidence of a spillover effect of the Profit Sharing Agreement activity, whereby school management became more transparent with students, as they were encouraged to share information on allocation of profits from the SEC.

The impact of improved school governance and community involvement on learning and transitions is unclear. For head teachers it is often not the governance activities in particular but the project as a whole that has caused a change. One head teacher (primary) remarked:

> *"It may not be directly attributed to the School Development Plan, but generally the activities brought in through the project has made a tremendous difference in the children. There is now more interest and love to learn as the children find the teachers more approachable and available to support them. I also see that the children are more motivated to do better as they see and are challenged by the results and products produced by their peers".*

The EduFinance Head Education Specialist said that there is anecdotal evidence for the impact on school environment, that schools are *'"creating a consciously inviting school. Most schools that you see from the painting, the signposting, visually schools have changed".* He notes that *'the way [leaders] handle teachers now is different to the way before. Once it is done, the teachers handle children better. The way the leaders handle their teachers and learners is different".* However, he notes that there is still a notable difference in that some schools focus on having a high proportion of students in Division 1 rather than improving teaching quality and the school environment.

Clusters

There is anecdotal evidence that the cluster system leads to improved management and governance.

Two of the head teachers credited the cluster model with improving school governance. In one school (primary):

> *"The comparisons with other schools have made it possible for us to structure our plans and think about where we want the school to be in future. There has been a lot of learning from different approaches of head teachers and school management during these interactions".*

In another school: *"exposure has influenced our approaches and ways of teaching. As a head teacher, I have interacted with different head teachers and shared different experiences and challenges and I get hints on how to help the school do better"* (head teacher, primary).

Some of the clusters are self-organising and will continue as they have reached 'maturity' (see Output 2.1 Number of active clusters with volunteer leaders).

School Improvement Loan
School Improvement Loans provide an avenue for resources for school leadership, though it cannot be concluded at endline that this leads to improved management and governance.

SIL are usually used to build new school structures or improve existing ones. They are occasionally used to buy land for schools. The OIUK Consortium M&E Officer noted that after the impact of SILs was visible:

> *"You could find that school structures have changed, schools have changed, at the beginning they had a core structure, eg. toilet block, central classroom block. Sometimes you could not find the school as it would have to move from one place to another. With the SIL schools have shifted and could have their own land and construct their own schools. By the end of the project schools had settled in one place and had good buildings".*

Four of the nine head teachers report taking out a School Improvement Loan from OBUL. One head teacher at the time of interview was planning to apply for a loan, and another reported that the Director's savings pay for the school. Schools which have had an OBUL SIL report a positive impact on the school. The loans have been mainly used to build or improve infrastructure. This includes construction of classrooms, expanding living quarters for both students and teachers, installing lights and improving water and sanitation facilities. These changes have been beneficial for student wellbeing, and both student and teacher motivation, although the impact on learning outcomes is not explicitly noted by head teachers. The changes have also improved community relations in some cases, one head teacher (primary) reports:

> *"In the beginning, we were using lanterns and it was difficult to motivate students to learn, but after installing the lights, the school is well lit and if you come to the school at night, you might think you are in town. The fact that the school has been able to set up these facilities, this has drawn the interest of parents and motivated students to stay in school and read. Right now, it is the pride of many people in our district to be identified with the school and we are very proud about that".*

An OBUL success story supports the above and shows how one school used a series of SILs to purchase land and build new structures, which led to increased enrolment in the school and a positive reputation for the school.

The SILs in themselves did not lead to improved management and governance, though they did provide a funding source for specific initiatives, and the link to learning outcomes and transitions cannot be validated at endline. Head teachers are exploring alternatives to school fees through school businesses and fundraising activities (see Sustainability).

Factors contributing to success

Project drivers

From the project side, there are three main reasons for success in fulfillment of activity outputs: relationship building, project management, and adaptability.

Firstly, the project prioritised relationship building with schools. The OIUK Senior Programme Manager explained that "*buy-in is slow at the beginning, but once you have the buy in it works*

really well". This contributed to private schools coming together in clusters with their competitors to collaborate instead. Link explained that relationship and trust building is also important to promote increased community involvement:

> *"Many schools at first didn't want us to involve the parents. We convinced them by telling them when it comes down to resources, you need to talk to parents so they can bring resources. If you take a loan from a bank you can pay it and the parents do not know. The parents came and started owning some of activities in the school and some proprietors had a change in their attitude".*

Secondly, effective project management was key to meeting the targets, especially for activities such as SDPs which included multipartner collaboration. Link's Programme Manager said that "*if we don't deliver as Link to the consortium then all the efforts of the project would be wasted. We would also meet on the weekends. Team members would go into the field and only come back when it was done"* and added that the role of the Consortium Lead was important: "*whenever there was a challenge, [the Consortium Lead] would come in strongly to ask for information to get activities moving".*

Finally, adaptation was central to the roll-out of SIL (see also Lesson Learned 2 Build in mechanisms for adaptation). The turnaround time for approval of SILs was reduced for small amounts by doing this locally rather than through the head office.

External context

Externally there were two contextual factors which helped project implementation, these were: government policy and the personal motivation level of DEOs.

National government policy says that every school should have a School Improvement Plan. Link's Programme Manager says that this provided an in-road to discuss SDP with schools:

> *"I thought probably because of the policy that every school should have a school improvement plan as part of their capacity to manage a school, maybe that allowed schools to take us seriously when we went to schools and told them that they should have a plan".*

Implementation was facilitated in some areas by the level of engagement of some DEOs (see also Lesson Learned 5 Integrate government stakeholders). Link's Programme Manager explained:

> *"In the Eastern region in Kaptura the DEO was so passionate - he would write circulars to all the schools and the schools responded immediately… through the project even the DEO said that it has helped many girls to get back to complete school because of gender awareness".*

Challenges and limitations

There were many challenges in implementation of school governance activities. These can be grouped into six areas: project design and resources; staff turnover; relationship between schools and OBUL; perceptions and attitudes; limited technology; and COVID-19.

Project design and resources

There were issues in project design and partnership working that delayed P2E and SPAM activities. Sequencing was not adequately built into the project design which led to delays in SDP development and therefore a short timeframe within which to conduct SPAM. Link's Programme Manager explained:

> *"It was a big challenge, how do we reach all of the schools when we have reached less than half? We needed a catch-up to have SPAMs conducted in all schools and planned,*

reviewed and aligned. It took us a bit of rearrangement and reorganisation of the team to achieve the level of implementation required".

In addition, Link and EduFinance had differing ideas of the purpose and scope of an SDP. To mitigate these challenges, the partners started meeting more regularly and shared their interpretations of SDPs.

Limited project resources prevented follow-up activities. EduQuality were unable to conduct lesson observations or other school-level activities to track the impact of the school governance activities. Limited budget also prevented follow-ups to track implementation of the SDP, which was "*a significant gap"* according to Link's Programme Manager. He said:

"The resources that were allocated to LCD allowed us to go to a school, conduct the appraisal, then leave. But it is not a one off thing to develop a SDP. you need the first meeting, second meeting, and that wasn't provided for".

This resourcing also limited the level of community involvement in the SMST compared to Malawi, where the SMST activity was developed:

"In Malawi there was a whole process of engaging the community. But for us - we would spend around 50,000 for refreshments - because it is a private school - inviting parents meant you need to provide meals and pay for transport - so that made it challenging. Malawi had more community members participating".

EduFinance data is centralised in the UK; very little data is collected and analysed locally. It is therefore hard for EduFinance to monitor impact as they work at the cluster level rather than the school level, so evidence on how schools used what they learned from the OPEN Educator resources or cluster trainings is difficult, according to the Head Education Specialist (see also Lesson Learned 11 Embed M&E within project design).

Staff turnover

Implementation was difficult due to the high turnover of staff, meaning that staff who had been involved in the P2E, SLPD and SMST did not know during the SPAM what had been done in these previous activities and little to no knowledge of the school's SDP developed during the SLPD. This was also because the staff that took part in the EduQuality training and development of the SDP saw it as simply an 'exercise' during a workshop and did not always share it with other staff members following the training. Staff turnover is a recurring challenge to project implementation (see also Lesson Learned 4 Mitigate the risks of high teacher turnover).

Relationship between schools and OBUL

The take-up of SIL was limited by the perception that interest rates are comparatively high. One head teacher had taken a personal loan but not a SIL due to a reported interest rate of 48%. Another head teacher reported that the school had one SIL from OBUL at an interest rate of 20% and then a second one from DFCU with a lower interest rate of 18%.

There are a number of EGE schools that were not able to meet repayments for the SIL and fell into arrears. One school closed permanently due to issues with repayment of loans and at least four others fell into arrears. The OBUL Project Supervisor explained "*we had a worst case scenario because the school was put up for sale because of complete failure of the school to pay back the loan… The bank tried to restructure their loans and see if that would help - but that did not go well - and because of misuse of the loans that were taken - that affected them in terms of making payments because they misused the loans".* The Project Supervisor explained that this is likely to have occurred in schools where a proper evaluation was not conducted and they were issued more money than they were able to pay back.

In schools that fell into arrears there were implications for implementation. Link's Programme Manager explained: *"for schools that have taken loans from OBUL, if you call as Link the school thinks you are coming to follow up on the loan, that you are part of the loan recovery team. The school keeps telling you that they are busy with other activities and tries to avoid you".*

One head teacher supported this finding:

> *"We think that the bank would be a good bank, but we think that they are not friendly. We have got loans from other banks, but they don't track their loans very stringently, they treat us like money lenders – they come to the school and harass whoever they find, their channels of communication are not very good. For instance, in the morning, someone at the branch office calls, later on someone at the regional office calls and before you know it, you would have talked to 3 to 4 people about the same issues"* (head teacher, primary)

Partners attempted to support schools, for example, EduQuality adapted a SLPD training plan to focus on budgeting and financial management. However, the SIL arrears was mostly considered to be an internal bank matter.

Perceptions and attitudes

Private schools are businesses, often with owners that are not education specialists. They are profit-driven, which can sometimes conflict with interventions that are education-driven and require resources to work effectively. This caused some implementation issues that were solved to a certain extent by relationship-building described above, but still proved to be a hurdle (see also Lesson Learned 3 Have sustained engagement with school directors).
The Link Programme Manager explained:

> *"Private schools are profit oriented. When you engage them and tell them you want to strengthen governance, in most private schools you would not see the SMC functioning. There would be a chairperson, but no other people are active. They [school owners] create the structure needed to register with the ministry. The owners do not feel comfortable with accountability. If you bring issues of child rights they say they do not agree with that. They do not want parents to be involved, they ask us "what do you want to do with them?" They do not want to give in to demands of parents"*.

The head teacher (secondary) of the one school interviewed that did not have a SDP stated:

> "*You know with private schools; you may not have so much authority. Many times, the directors have their own way they want the school to move, so much as you have things that you may want them to do, at times they are negative. So, I say we haven't made a school development plan".*

EduFinance's Head Education Specialist supported this idea:

> "*Some schools do not change their mindset immediately [the clusters are] where competitors are supposed to work together. This is the point. So they believe [other schools are] stealing their ideas. There are schools which remain reserved because of the model. Struggling schools want to shine over the weakness of the other".*

The challenge of mindset was also visible in P2E activities:

> "*P2E requires a paradigm shift… we introduced the SDPs when schools had their own plans - they might have had a plan to buy land, to put up a fence - but when we brought in ours, they struggled to change from the original plan to fit with the P2E. We introduced a lot of new concepts to them - even now schools need to work on their understanding of the P2E".*

Limited technology

Limited technology impacted the use of OPEN Educator resources. There have been challenges for some schools to access the resources due to the internet, a lack of prerequisite skills, and connectivity issues. The OPEN Educator resources were used in trainings and in cluster meetings to ensure that schools saw the material.

COVID-19

The project ended in March 2020. However, some activities were scheduled to finish after the official project closure, including EduFinance activities. School closure and a nationwide lockdown interrupted some activities. For example, EduFinance reported that there was a plan to work with schools to finish SDPs but this was affected by school closures and that these will continue once schools re-open.

Conclusion

At endline, it has not been possible to verify the intermediate outcome indicators as students and households are not included in data collection. In addition, it has not been possible to verify many of the output indicators due to limited access to EduFinance data. The available data and anecdotal evidence suggest that in the last year of the project many schools developed a School Development Plan and some clusters are self-sustaining, and that community involvement in school development planning is increasing. The indicators related to SIL show that the target for new loans has not been met but the target for repeat loans was met, but head teachers are often not able to connect loans with improved student outcomes.

Despite the limitations in data, the impact of the project on school governance is positive. Head teachers praised the governance skills they developed through the project activities and the benefits of community involvement. The schools that had used an SIL were positive about the impact on the school. However, the impact of improved school governance through EGE on overall learning and transition outcomes is unclear at endline.

Of the eight assumptions within school governance, seven can be validated at endline.

Table 15: School governance assumptions and findings

Assumption	Endline findings
School leadership attends SLPD training	At the beginning teachers were often sent in place of leadership, but this changed over the course of the project.
Schools carry out self-assessments	Qualitative data suggests this happened as does the limited data seen by the EE, but this cannot be fully validated.
Schools develop a SDP and identify areas for improvement that impact learning outcomes and transition rates	Head teachers identified key areas that could impact learning and transition including teaching quality and retention.
School leadership participates in SMST	SMST was conducted in nearly all schools and included school leadership.
School leadership develops knowledge and skills	Qualitative evidence suggests that this occurred.

Communities are involved in school planning	Qualitative evidence shows that this occurred, through inclusion in SPAM, setting up of SMC and PTA and other committees.
Schools use SILs to improve the learning environment and access to resources	OBUL data and qualitative data shows that SIL was mainly used for infrastructure and facilities.
The changes to the learning environment and resource access have an impact on learning outcomes	This cannot be validated at endline.

The table below summarises findings related to the evaluation questions.

Table 16: IO2 School governance - Evaluation question findings

Evaluation question	**Endline findings**
What impact did improved governance and teacher quality have on improved literacy and numeracy outcomes for girls and boys?	This cannot be answered at endline with the data available. Head teachers did not explicitly connect improved school governance with learning outcomes.
What impact did the Pathways to Excellence Assessment have on quality of governance?	P2E activities improved governance through better school planning, community involvement and facilitating schools to identify priorities.
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Schools will continue to collaborate through clusters, and will continue to implement actions identified on the SDP.
Did the various project stakeholders fulfil established output targets? If not, why so?	This cannot be fully validated at endline (see above).
Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	There were many challenges to implementation. These were somewhat mitigated by a focus on relationship building with schools and increased partner working.
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	The SIL approval process at OBUL was adapted to reduce the turnaround time for small loan amounts.
What evidence is there to suggest that the interventions are mutually reinforcing?	The Profit Sharing Agreement activity had a spillover effect on school governance as it increased trust at the school level.

The implications of the contributing factors to success and challenges and limitations are explored in Chapter Lessons Learned.

4.3. IO3 Teaching quality

Overview

Teaching quality is understood by the project to be a key contributor to learning outcomes. According to the project's MEL Framework, 'student "time on task" is directly tied to the quality of the teacher's classroom management skills – to say nothing of the quality of teaching methods employed or the level of knowledge commanded by the teachers themselves.' Teaching quality was identified as a key barrier to improved learning outcomes for students in GEC-1, and it is for this reason that teaching quality was amongst the intermediate outcomes adopted for GEC-T.

Intermediate outcome 3 relates to improved teaching quality, and in particular improved teaching methods within intervention classrooms with a focus on barriers faced by marginalised girls. The logframe indicators for IO3 include:

- IO3.1 Percentage of girls who report that their teachers discipline or punish students who get things wrong in a lesson,
- IO3.2 Evidence of improved teaching methodologies being applied in the classroom, and
- IO3.3 Girls and boys participate equally in the classroom.

IO3.1 cannot be assessed with the available data. However, the issue of corporal punishment is discussed in further detail on the section on child protection. IO3.2 and IO3.3 will be assessed to the extent possible using available evidence from CCT lesson observations.

The main output relating to IO3 is improved education quality through the cluster model (Output 2). Both the output and intermediate outcome relating to teaching quality refer specifically to the cluster model. However, one of the main project adaptations that took place at the end of year two was to establish a teacher training programme in conjunction with the Ugandan government's Centre Coordinating Tutors (CCTs). The project therefore aims to achieve changes in teaching practice through the following activities conducted by EduQuality and the CCTs:

- The cluster model
- Pathways to Excellence (P2E)
- CCT teacher training

In order to reflect the adaptations that have been made, this section explores improved teaching quality with reference to both the cluster model, the CCT teacher training and the P2E. This section addresses 7 evaluation questions, three output indicators, and one assumption. It also provides evidence relating to IO indicators 3.1, 3.2 and 3.3 and the overall outcomes, though in the acknowledgement that this evidence is limited. It uses a range of project data and EE qualitative data. These are listed in the table below.

Table 17: IO3 Teaching quality - overview

Evaluation questions	Output indicators	Assumptions	Data sources
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Number of active clusters with	Cluster meetings will occur regularly and be well	CCT Lesson Observation

	volunteer leaders	attended.	Data
Did the various project stakeholders fulfil established output targets? If not, why so?	Average attendance rate per school at cluster meetings	Teachers and head teachers regularly use the OPEN Educator platform	CCT Training Reports
Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	Evidence of changed teaching practices as a result of cluster participation	CCTs are able to deliver all training to schedule.	TAMTF Year 1, Year 2 and Year 3 Summative Reports
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	-	Teacher turnover is low.	GEC-T Year Three Q9-12 Workplan
What evidence is there to suggest that the interventions are mutually reinforcing?	-	-	Interviews with: CCTS, Link, OIUK, head teachers, GCLTs
What impact did improved governance and teacher quality have on improved literacy and numeracy outcomes for girls and boys?	-	-	-
What impact did the Pathways to Excellence Assessment have on quality of teaching?	-	-	-

This section demonstrates that CCT trainings have had a positive impact on teaching quality at EGE schools. However, the fact that this intervention was only brought in during the later stages of the project has limited the scale of this impact. Unfortunately, due to the limited project data available regarding the cluster teacher training and P2E, the evidence of the impact of these activities on teaching quality is sparse. There is some limited anecdotal evidence that suggests improvements in student performance as a result of improved teaching quality.

CCTs have expressed a willingness and readiness to continue to support and supervise EGE schools if the demand is there.

Outputs

This sub-section discusses project achievements against output targets at endline. Examination of the impact of project activities on intermediate outcomes and outcomes, as

well as discussion of the drivers of success and challenges to implementation, are included in the Outcomes sub-section, below.

Output 2.1 Number of active clusters with volunteer leaders

The target for this output indicator at endline is 36. There is no data source that provides evidence of whether this target was met at endline. However, at midline this target was exceeded (38 active clusters).

Output 2.2 Average attendance rate per school at cluster meetings

The target for this output indicator at endline is 90% attendance. There was no available data received at endline to assess attendance rate per school at cluster meetings. The EduFinance Head Education Specialist said the following with regards to teacher attendance at cluster meetings: *"[Attendance was] varied, due to challenges of transporting, and feeding, on average about 3 per school. Some many, some few".*

According to the GEC-T Year Three Workplan, the initial target in year three for the number of teacher meetings was 222. The total number of meetings that took place was 102 (46% of the target). However within the Workplan, it explains that this was 'lower than original grant target due to shift in teacher mentor training strategy, now introduced in Year 2 rather than through all 3 years.' It should also be noted that the number of cluster leadership meetings greatly exceeded the planning number (209 instead of a planned 36) again because of a shift in strategy for this activity.

Output 2.3 Evidence of changed teaching practices as a result of cluster participation

According to the logframe, the target for this indicator is 25% and relates to 'change in P2E scores'. However, it is unclear what this target specifically relates to or how it is to be calculated. The EduFinance Head Education Specialist indicated that all schools conducted P2E in 2018, 2019 and 2020. However, the dataset received by the EE was incomplete. There were only 15 entries for 2018, 109 for 2019, and no data from 2020. This, and the fact that all entries are anonymised, means that it is not possible to calculate change over time. This output cannot therefore be calculated by the EE at endline.

It is also important to note that the activities relating to improved teaching practices have changed over the course of the project, and a new activity (CCT Teacher Training) was added at the beginning of year three of the project. However, the logframe has not been updated to reflect this. For this reason, the relevance of the output indicators is limited.

Outcomes

Cluster model

There is limited data available to explore the impact of the cluster model on teaching quality at endline. However, teacher training at the cluster level was ongoing throughout year three of the project. Training covered a large variety of teaching practices, from learner-centred approaches, to classroom management, to behaviour management, to lesson planning.

One of the limits to the EduQuality approach to teacher training was the lack of direct monitoring of teachers. This, as well as the fact that EduQuality staff had no presence within schools to collect anecdotal evidence, means that it is very difficult to assess the impact of the cluster model on teaching quality at endline. That said, there was a small amount of qualitative data suggestive of the impact of the cluster model on teaching.

One head teacher also noted that the improvements in teaching quality are not only due to the CCT training but the cluster meetings that teachers (and head teachers) attend as well. The cluster model is credited with facilitating sharing between schools. One primary school head teacher had visited the best performing schools within his cluster *"to learn and see how they*

carry out their teaching and support to the children, and I came back and shared these hints with the teachers" (head teacher, primary).

As part of the cluster model, it was intended that teachers and head teachers would have access to teaching resources through the OPEN Educator platform. There is no available data to assess usage of this platform amongst teachers and head teachers. However, the EduFinance Head Education Specialist said the following when asked about usage among school staff:

> *"You see there was a challenge with the internet accessibility. The internet is expensive. It is a good initiative, which will eventually work well in the future, but schools had challenges with access because of cost of internet, remoteness of schools, technophobia, but what we did was transfer the content offline. So in cluster meetings, we had projectors and showed videos to them".*

He indicated that there was no data collected on OPEN educator usage and so it is not possible to assess the level of take-up amongst school staff.

The EduFinance Head Education Specialist said also that they were trying to promote the cascading of this training to other teachers, however he said that this is happening in some schools but not others, and that this is limited by the fact that for many schools there is no time in the school timetable for professional development. Some evidence of the cascading of information from the cluster sessions is found in the KIIs with GCLTs. Two GCLTs mentioned that they had attended cluster workshops, and then had returned to their schools and disseminated the information they had learned amongst other teachers.

P2E

There is limited available data to assess the impact of the P2E on teaching quality or the overall outcomes at endline. As described in the Outputs section, above, the P2E dataset received from the project does not allow for an assessment of change over time. Improvements in teaching quality cannot therefore be ascertained using this tool. There is no evidence from the qualitative data that suggests that the P2E has had a clear and observable impact on teaching quality.

KIIs with head teachers do demonstrate, however, that through the P2E schools identified teacher retention as an area for improvement, and have been equipped with actionable ways to promote this. One head teacher explains the importance of teacher retention to the school: *"we want our teachers to love their work and also have the opportunity to develop themselves during the course of their engagements"* (head teacher, primary). Teacher retention has started to be addressed through initiatives such as paying wages on time and identifying training opportunities. Teacher motivation has increased as a result of these actions and other changes within schools such as infrastructure development. In the one school that reports not having a SDP, teacher retention has also been improved through similar actions such as increased wages for teachers and ensuring payments are made on time. CCTs reported that high teacher turnover had an impact on the success of their training, and improved teacher retention combined with teacher training is therefore likely to have a more effective impact on a school's education quality (see also Lesson Learned 4 Mitigate the risks of high teacher turnover). However, the link between teacher retention and improvements in teaching quality and learning outcomes cannot be adequately supported with the limited evidence available. The OI Senior Programme Manager explained that it became evident from partner monitoring that the learning impact of the project was limited, so the Consortium Lead advocated for the engagement of CCTs to support the literacy and numeracy aspects of the project. CCTs were originally brought on to carry out classroom observations and fill the gaps in monitoring, but their role evolved over time to include training as well. This is indicative of the fact that the original project activities (the cluster model and P2E) were not having the intended effect on

outcomes. The following discussion therefore examines whether the CCT training was more successful in effecting change relative to IO3 and the overall outcomes.

CCT Training

CCT training was rolled out at the beginning of year 3 of the project, and three training sessions were scheduled for each EGE school across the year. CCTs travelled to EGE schools to conduct the trainings, and the trainings were available to all teachers within these schools. CCTs also conducted classroom observations during these school visits. According to the CCTs, the aim was to observe three teachers from P4, P5 and P6 during each school visit.

In an attempt to capture change in teaching quality over time, aggregate Lesson Observation data provided by the CCTs was compared from March/April 2019 and Feb/March 2020. This data must be read with the caveat that there is limited overlap in the school samples, and that the number of observations for March/April 2019 is much smaller (46 total observations) than the number of observations with trained teachers in Feb/March 2020 (166). However, comparison of aggregate data has been used to present an overall indication of whether improvements have occurred on the whole as a result of the training that took place in between these two dates. Ninety-eight per cent of trained teachers in the 2020 dataset had received at a minimum training by the CCT on 'Integration of Numeracy and Literacy Across All Subjects.' Around half of the teachers observed in 2019 reported that they had received prior training. However, no teachers had been trained on the integration of literacy and numeracy across subjects. Most of this training was provided by the project for the Girls' Clubs activities, though there were a couple teachers who mentioned training received prior to the project.

Table 18: Teacher performance according to CCT Lesson Observation overall teaching quality indicators

Teaching quality indicator (Overall)	% Good or Very Good	% Fair or Poor
Preparation and Planning		
March/April 2019	50%	50%
Feb/March 2020	81%	19%
Use of resources and the classroom environment		
March/April 2019	39%	61%
Feb/March 2020	67%	33%
The teaching and learning process		
March/April 2019	57%	43%
Feb/March 2020	90%	10%
Assessment and record-keeping		
March/April 2019	59%	41%
Feb/March 2020	77%	23%

Teacher knowledge		
March/April 2019	84%	16%
Feb/March 2020	91%	9%
Pupil understanding and attainment		
March/April 2019	67%	33%
Feb/March 2020	83%	17%

As the above table demonstrates, trained teachers observed in Feb/March 2020 perform markedly better across all six metrics of teaching quality than teachers observed in March/April 2019. Since no teachers in March/April 2019 had received training on integration of numeracy and literacy across subjects, whereas 98% of trained teachers observed in Feb/March 2020 had, this points to a link between this training and improvements in teaching quality.

It is important to note, however, that the improvements in pupil understanding and attainment reported in the lesson observation data could also be in part explained by the improved confidence and life skills gained by students through other project activities (see IO4 for more information).

In addition, it is important to highlight that there were a small number of lesson observations conducted in Feb/March 2020 with teachers who had not received any training. These were not included in the above data analysis because the aim was to assess the impact of CCT training specifically. However, it should be noted the small number of untrained teachers who were observed (14 teachers total) overall performed slightly better across all indicators than their trained colleagues. It is unclear why this is the case. However, the majority of these teachers were from the same two schools, so it may just be the case that these two schools are unusually high performing.

Table 19: Teacher Practices of Equal Participation according to CCT Lesson Observation data

Indicator statement	**% Good or Very Good**	**% Fair or Poor**
'The teacher provides for equal opportunity of boys and girls in class'		
March/April 2019	74%	26%
Feb/March 2020	92%	8%
'The teacher applies gender-responsive teaching methods during the lesson'		
March/April 2019	54%	46%
Feb/March 2020	89%	11%

Data from the lesson observations also indicates positive improvements in teacher practices of equal participation of boys and girls and use of gender-responsive pedagogy in class. These

improvements are also noted by CCTs in the CCT Training Report 2020, where it is written that there is 'evidence that knowledge is being applied.'

It is important to note, however, that these positive improvements in teaching quality may also relate in part to other formal and non-formal training and professional development carried out as part of the project activities. There is some suggestion of the impact of the cluster model, TAMTF and Girls' Club teacher training on the quality of teaching, and the impacts seen here cannot therefore be attributed to the CCT training alone.

Overall, the positive impact of the CCT trainings on teachers who took part finds support in the qualitative data. According to the qualitative data, training delivered by the CCTs has had a direct impact on teaching quality. Eight of the nine head teachers interviewed said that they had worked with CCTs in the last year. The ninth head teacher advised that the school director would be in a position to know whether CCTs were involved in the school. It should be noted, however, that some schools report only two trainings provided by CCTs rather than the target of three.

Some of the benefits of the training that head teachers noted included that: lessons became more structured, learning became more child-centered and participatory, and teacher-student relationships improved.

Lesson planning has improved in that teachers consider the structure of lessons, and have been equipped with practical methods to follow and implement the lesson plan. Previously, teachers that did have a lesson plan did not always apply them effectively which then changed with the training. A primary head teacher noted:

> *"We noticed that most times, teachers have not been using the methodologies they propose in their lesson plans, during the workshops this was observed a couple of times, where teachers would mention the teaching methods for the sake of showing that they have done a plan, and yet when implementing the plan, they would never pay attention to the methods - but after learning the relevance and ways of demonstrating the methods, they have made the learning more interesting and participatory".*

Movement away from a 'chalk and talk' approach towards a learner or child-centred approach is largely evidenced through a practical approach to learning whereby students are able to engage with the material in various ways, and accounts for different learning styles. For example, *"most of our teachers have become more creative in the use of teaching and learning aids during lessons"* (head teacher, primary), and a secondary head teacher remarked:

> *"The lessons are now practical, for example if they are learning about an engine, they are taken to see an engine, then the students can now make their own class notes, they are able to discuss with the teacher unlike then when the teachers would just come greet the students and give them notes then go out. Maybe also field study, we used to think it was for geography subjects only but now for any subject they can arrange and see some things physically".*

Head teachers also noted teachers had started to adapt the style of teaching to the individual needs of children *"such as identifying the shy ones and the slow ones so as to give them extra support"* (head teacher, primary).

Teacher-student interactions have become more positive through the course of the training: *"the teachers relate more with the learners so they do not fear them anymore so they can consult them where necessary"* (head teacher, secondary). This sentiment was echoed by a primary headteacher:

> *"There is confidence to approach teachers in situations where the student has not clearly grasped what the teacher taught in class. I also see that the student spend more*

> *time engaging in classroom work, instead of being idle around the school and playing when they are supposed to me in class"*.

One GCLT also explained that the CCT training had improved the relationship between teachers and students and *"created a positive attitude towards learning"* (GCLT, secondary).

Six out of the nine GCLTs interviewed mentioned the CCT training when asked about the project activities that had taken place at their school. Evidence from the GCLT KIIs is indicative of impact in terms of teachers' improved knowledge of child-centred pedagogies. All GCLTs who spoke about the CCT training were able to identify specific areas of improvement in their teaching methods as a result of the training. For example, a primary GCLT said the following:

> "*I think generally speaking, I would say, we have better approach to support learning for students. Personally, I see that my skills in scheming and lesson planning has greatly improved and I am able to support all the learners in class irrespective of their abilities".*

Overall, GCLTs who participated in the CCT training were positive about its impacts on their teaching. To take another example, a secondary GCLT said the following:

> "*For those who have been attending you find that there is a change in our teaching methodologies. It's aimed at making lessons child centred. You find that there is a very big difference between those that have been attending and those that have not been attending, and we are able to access good materials online*".

This teacher was very positive about the training, and said it had been well-received amongst the teachers at his school who had taken part. This is mirrored in the CCT training reports as CCTs noted overall enthusiastic participation amongst teachers during the trainings. However, although the GCLT KIIs are indicative of a positive reception amongst teachers towards the CCT training, one primary GCLT did express that some teachers at her school did not want to attend the CCT training. When asked why, she said, "*I think [it] was the lack of interest – I think some teachers think they know it all".* This observation also finds support in the CCT training report for 2020, as CCTs observed 'some issues of negative attitudes towards training' and 'teachers requesting payment" for taking part in the training.

The impact of these changes in teaching quality on learning outcomes has been noted by head teachers. With reduced fear of teachers and more participatory methods, students are more motivated and engaged in the learning process and have become more open in discussion and debate. Head teachers say this has improved learning outcomes. One of the GCLTs also explicitly linked improved student performance to improvements in teaching, saying that "*even the students are performing better because of the improved teaching skills*" (GCLT, primary).

The CCT reports a noticeable improvement in trained teachers' ability to read the curriculum and find ways to integrate literacy and numeracy skills. According to one of the CCTs, one teacher remarked after the training *"we have been doing integration accidentally - now I am going to do it intentionally!"* The CCT continued:

> "*With teachers we have created awareness they are now conscious of integration of literacy and numeracy skills - they can interpret the curriculum - they have the ability to fish out literacy and numeracy skills. Sometimes they say "how can we integrate it?" And we ask them to think harder, and then they come up with new things!"*

However, this skill does not always translate into teaching practice. The CCT commented that in the lessons he observed, the lesson plans had clear indications of when literacy and numeracy were going to be used, but this was not always evident in the classroom. The Consortium Lead echoed this point, *"teachers did not complete the approach in the short time CCTs worked with them. Habits die hard. It would need more time and more engagement with*

teachers before they would achieve that change in the classroom". This was echoed by the CCTs.

There is anecdotal evidence that the training has had an impact on learning outcomes, as the CCT reports that students are noticeably more confident and able to demonstrate their skills at the front of the classroom. Notably, one of the CCTs specifically mentioned that he had observed improvements in girls' participation in lessons:

> *"The first lessons we went to - because we had pre-observation lessons - the girls were very shy, not willing to answer questions, but that was because the teachers were looking at the boys better than the girls, and not giving individual attention. But when we went later - the girls were contributing - they would react and respond to the answers of others".*

However, as mentioned above, the improved confidence of students may also be linked to their participation in other project activities (as detailed in IO4).

There is anecdotal evidence that teachers trained by the CCTs are training new teachers to their schools. One CCT stated that during the teacher training the teachers designed lesson plans for each class which he saw were then used by new teachers when he visited for the lesson observations.

Other project activity impact on teaching quality

Teacher involvement is central to the School Enterprise Challenge model. Teachers are expected to deliver training on business concepts using materials provided by TAMTF and guide the student participants. There is some evidence that this benefits teachers and has spillover effects on teaching quality. The TAMTF MEAL Manager reported that teachers had learnt teaching techniques through the experiential learning method favoured by the SEC that impacted learning outcomes for students. This is also affirmed in the TAMTF Year Three Report, according to which a total of 560 teachers gained experiential teaching techniques as a result of SEC training and implementation.

The TAMTF Year One Report indicates that from a sample of 5 teachers, 100% self-reported that they had improved in business knowledge and skills and confidence. According to the Year Two Report, 100% of teachers reported they felt confident delivering business components to their students and felt part of a network of enterprising teachers.

It is worth noting that trained teachers in the Feb/March 2019 CCT Lesson Observation dataset also outperformed their untrained colleagues in preparation and planning, use of resources and the classroom environment, the teaching and learning process, and assessment and record-keeping. Since the majority of the trained teachers had received training from the project relating to the Girls' Club activities, this provides some evidence of the impact of this training on those teachers involved.

Reasons for success

Project Drivers

CCTs highlighted the following factors of success in the CCT training component of the project:

(i) Teachers were engaged with the training. Discussion of preparing students for the 21st century "*got their attention fully"*. One CCT reports that teachers from neighbouring schools wanted to join the teacher training (which he permitted).

(ii) Learning materials were contextualised as they were developed in conjunction with the CCTs.

(iii) One CCT commented that instead of delivering the teacher training individually, three CCTs grouped together and delivered the training as a team in each school. This enabled the CCTs to provide more support to the teachers, as well as support one another.

Overall, the CCTs had extensive prior experience conducting trainings and lesson observations similar to the ones carried out for the project (see Lesson Learned 5 Integrate government stakeholders and 16 Engaging CCTs facilitates access to teachers). The fact that the Consortium Lead had the contextual knowledge and expertise to advocate for the inclusion of the CCTs in the training of teachers as part of one of the project adaptations was a major factor for success in relation to IO3 (see Lesson Learned 9 Hire an on-the-ground, independent project manager with technical expertise).

External drivers

According to one of the CCTs interviewed, the introduction of a thematic curriculum for lower primary (P1-P3) by the government in 2009 emphasises a focus on skills rather than knowledge acquisition. This was therefore not a new concept for teachers, although private schools are less familiar with the practice.

Challenges and limitations

The CCT activity was only instituted at the beginning of year three of the project. Larger impact could have been observed if the CCT activities had taken place over a longer period.

High teacher turnover was an issue raised by several project partners, as well as the CCTs. The One CCT noted it can be as high as 50% in one term. This high teacher turnover also impacts on the ability for CCTs to observe improvement over time:

> "*If I have given my feedback to a particular teacher - I am assuming that their practice has improved. But sometimes I don't find this particular teacher - and I find that they are gone. So there is very little we can do. If you want to observe it might not be the same teacher that is in the training".*

Though some efforts towards better teacher retention were commenced through the P2E, this is an ongoing and systemic issue amongst private schools in Uganda (see Context).

One CCT explained that the materials received for the EGE training were inadequate compared to the training materials they receive from the government for the training they conduct in government schools eg. a lack of accompanying materials such as flashcards, newspapers. However, another CCT was satisfied with the materials and the level of detail they contained.

Management structures of private schools are a limiting factor to successful implementation of the CCT training. According to one CCT some school directors, who often do not have an education background, were resistant to the training. Part of the problem was that the directors were not engaged in the first place. Head teachers were approached to develop a timetable for the training, but they then had to get approval from the school director which caused bottlenecks [see Lessons Learned].

One CCT said that a cross cutting issue is that head teachers and directors buy teaching materials *"in the open market"* and then insist that these teaching materials are used by teachers. These materials are *"exam oriented, not focusing on skill development"* and they therefore do not align with the training on integration of literacy and numeracy. This CCT said that during face to face meetings with teachers, he has attempted to harmonise the two sets of materials and tried to explain to teachers the importance of developing a skill rather than focusing on exam marks. In general, he said that:

> *"[Some school owners] take the school as a business. They are not interested in skill development, they are after how many children do I have in the school, and how do I entice children into my school, and now in Uganda parents are more interested in marks, not skills".*

Diffuse geographical spread of schools meant that one of the CCTs was only able to conduct trainings at five of the nine schools he had been allocated (see Lesson Learned 1 Establish clear selection criteria for schools). This CCT also highlighted that all of the schools were

located outside of his usual catchment area - so he did not have existing relationships with any of the schools.

One CCT said that it was difficult to train the teachers on teacher talk - especially integration of literacy and pronunciation sounds, because the teachers did not have a grasp of more foundational elements of literacy - i.e. the 'five big ideas' of literacy. The training was therefore pitched too high and assumed a base level of knowledge that was not present amongst the teachers who were trained.

Conclusion

There is a good degree of evidence to suggest that the CCT trainings have had some positive impact on teaching quality at EGE schools from both the project data and qualitative data collected by the EE. However, the qualitative data suggests that the impact was limited by several factors: (i) the fact that CCTs only became involved in the latter stages of the project and did not have the time to effect substantial change in teacher practices, (ii) because of the high level of teacher turnover in EGE schools, and (iii) because teachers did not have the requisite foundational knowledge that the training was designed to build upon.

Unfortunately, due to the limited project data available regarding the cluster teacher training and P2E, the evidence of the impact of these activities on teaching quality is much more sparse. It is also not possible to adequately assess the output indicators for this reason.

In terms of the IO3 indicators, IO3.2 and IO3.3 have been partially addressed using available data. For both of these indicators, evidence is suggestive of positive improvements in both teaching methods used and the equal participation of boys and girls in the classroom.

There is some anecdotal evidence that suggests improvements in student performance as a result of improved teaching quality.

In terms of the assumptions, the number of cluster teacher meetings was less than planned for year three, however this was due to a change in strategy for this activity, rather than problems with implementation. cluster leadership meetings happened much more regularly than planned for the same reason. This suggests that cluster meetings did occur regularly and this assumption is thus validated. Without data on cluster meeting attendance, it is not possible, however, to verify whether or not they were well-attended. There is no evidence to suggest that teachers and head teachers are regularly using the OPEN Educator platform. This assumption cannot therefore be verified. CCTs expressed some difficulty in being able to deliver all training to schedule, although overall this seems to have been successfully implemented. This assumption is therefore partly verified. The assumption that teacher turnover is low has not been verified, and has indeed been refuted through the evidence collected.

Table 20: IO3 Teaching quality - Evaluation question findings

Evaluation questions	Endline Findings
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	According to the EGE Project Closure Report and CCT KIIs, CCTs are committed to support and supervise schools, based on demand.
Did the various project stakeholders fulfil established output targets? If not, why so?	It has not been possible to assess output targets for this indicator due to limitations in the available data.

Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	See below.
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	Partner monitoring revealed that the learning impact of the project was limited. As a result, the Consortium Lead advocated for the engagement of CCTs to support the literacy and numeracy aspects of the project.
What evidence is there to suggest that the interventions are mutually reinforcing?	P2E-related improvements in teacher retention support the successful completion of CCT teacher training. Teacher training to promote child-centred learning complements life skills activities aiming to improve the confidence of students. Students bring their improved confidence to class and find a welcoming classroom environment to participate in.
What impact did improved governance and teacher quality have on improved literacy and numeracy outcomes for girls and boys?	There is some limited anecdotal evidence from the qualitative data that improved teaching quality has had a positive impact on student performance. However, results from the national exam data are not indicative of improvements in learning outcomes in EGE schools across the lifecycle of the project.
What impact did the Pathways to Excellence Assessment have on quality of teaching?	There is no clear causal link between the P2E assessment and improvements in the quality of teaching. However, there was some evidence of improvements in teacher retention as a result of the P2E.

The implications of the contributing factors to success and challenges and limitations are explored in Chapter 6 Lessons Learned.

4.4. IO4 Life skills

Overview

Although the project does not provide a definition of life skills, the sector-wide understanding is that life skills programming is 'designed to teach a broad set of social and behavioral skills that enable individuals to deal effectively with the demands of everyday life'[55]. According to the project, improved life skills and a greater sense of personal agency support transition by

[55] World Bank (2013) 'Life Skills: What are they, Why do they matter, and How are they taught?' Learning from Practice Series

helping girls overcome common obstacles facing them, such as gender bias, lack of funds, and lack of role models. This stems from the Theory of Change, which understands the key role financial and life skills training plays in ensuring a successful transition from school to vocation.

Intermediate outcome 4 (IO4) relates to increased life skills and aspirations, improved life-skill awareness, capability and confidence amongst intervention students. The logframe indicators for IO4 include: IO4.1 percentage increase in GEC Life Skills Index score, and IO4.2 percentage increase in girls learning about financial management in school.

The main output relating to IO4 is that children are provided with life skills and financial education (Output 1). The project aims to achieve this through the following activities within the PEDN Girls' Clubs and Partners:

- Financial Education and life-skills training (PEDN delivery of Aflatoun and Aflateen curriculums)
- School Enterprise Challenge (Teach a Man to Fish)
- Alumni Networks (InHive)
- Child Protection Advocacy Campaign (PEDN with ANPPCAN and UCRNN)

In particular the project focuses on skills-building in the areas of goal setting, resource management, assumption of personal responsibility, and planning and organising skills, all of which are covered by the above activities.
This section discusses progress against three output indicators. There is an additional output indicator related to child protection (percentage of children with knowledge about the correct channels to report child abuse) which is addressed in Chapter 5.

This section addresses seven evaluation questions, three output indicators, and one assumption. It also provides evidence relating to IO indicators 4.1 and 4.2 and the overall outcomes, though in the acknowledgement that this evidence is limited. It uses a range of project data and EE qualitative data. These are listed in the table below.

Table 21: IO4 Life skills - overview

Evaluation questions	Output indicators	Assumptions	Data sources
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Percentage of girls who complete all three life skills training modules	Interventions including skills development, promoting sexual and reproductive health, and mentorship help build confidence.	PEDN student survey October 2019
Did the various project stakeholders fulfil established output targets? If not, why so?	Number of schools that implement an income generating business (target 70% of schools)	-	TAMTF Year 1, Year 2 and Year 3 Summative Reports
Were any intermediate	Percentage of	-	TAMTF EGE

outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	beneficiaries reading supplementary reading materials		SEC tracker
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	-	-	PEDN Girls' Club Attendance Register Dataset
What evidence is there to suggest that the interventions are mutually reinforcing?	-	-	GEC-T Year Three Workplan
What impact have Girls Club interventions (financial literacy, life-skills training and empowerment initiatives) had on girls' sense of personal agency/confidence? How does this relate to learning and transition?	-	-	Interviews with: TAMTF, PEDN, OIUK, head teachers, GCLTs
How successfully has the project equipped girls with financial literacy knowledge?	-	-	

The analysis in this section is limited as students and households were not included in the data collection. As such, the following evaluation questions that relate to IO4 cannot be fully answered:

- How long is it necessary for a girl to be actively engaged in a girls club in order to experience its positive impacts? How long is this effect of girls' club programming felt after leaving the club?
- How do financial literacy, life-skills training and empowerment initiatives impact learning outcomes (literacy and numeracy) for marginalised girls and boys?
- How do improved life skills impact on dropout rates for girls and likelihood of transitioning successfully?
- How do improved life skills translate into better learning outcomes in the classroom?

- What impact does education quality programming and girls' clubs have on classroom attendance of marginalised girls and boys? On dropout rates?

These evaluation questions are, however, addressed to the extent possible throughout this section.

Overall, this section demonstrates that confidence and financial literacy of students has improved as a result of the project activities. Girls' Club activities in particular are linked to improved confidence and improved financial skills in saving. SECs are also linked to improved financial literacy, as well as improved confidence. There is anecdotal evidence that classroom participation has improved as a result of this increased confidence, with some suggestion that this has had a positive impact on learning outcomes. However, in the absence of learning assessments, these assertions cannot be verified at endline. In addition, results from the national exam data are not indicative of improvements in learning outcomes in EGE schools across the lifecycle of the project.

Outputs

This sub-section discusses project achievements against output targets at endline. Examination of the impact of project activities on intermediate outcomes and outcomes, as well as discussion of the drivers of success and challenges to implementation, are included in the Outcomes sub-section, below.

Output 1.1 Percentage of girls who complete all three life skills training modules
According to the logframe, the target for girls completing all three life skills training modules for year three was 2470. The logframe also states that the targets and actual output for years one and two were as follows: Year one target: 2600. Year one actual: 2865. Year two target: 3510. Year two actual: 4835. Therefore, according to this data a total of 7700 girls completed all three life skills training modules across years one and two.

The EE was unable to replicate these figures through the project data received, despite attempts using different parameters. Aggregated data of Girls' Club Attendance was received from PEDN for years one and two. According to this data a total of 6241 girls were named on the registers for the Girls' Clubs in years one and two. Of these, 2006 (32%) completed all eight sessions across the three Girls' Club modules. One of the three modules was specifically called 'Life Skills' so attendance at the four sessions (STIs, Teen Pregnancy and Child Marriage, Menstrual Hygeine, Social Financial Enterprise) that made up the 'life skills' module was also calculated. Using this measure, 2266 (36%) of girls completed all four sessions for this module.

For year three, a total of 2083 girls were named on the registers for the Girls' Clubs. Of these, 1341 (64%) completed all eight sessions across the three Girls' Club modules. For the module specifically labelled 'Life Skills', 1504 (72%) of girls completed all four sessions for this module. According to this analysis, the target was not met when assessed against either the first metric (all Girls' Club modules) or the second (sessions within the 'Life Skills' module). However, it is possible, given the discrepancies between the analysis of the year one and year two data conducted by the EE and the figures in the logframe, that the logframe figures have been calculated using a different data source or method of analysis to the approach taken by the EE.

Output 1.2 Number of schools that implement an income generating business (target 70% of schools)
The target for the number of schools implementing an income generating business by year three was 74 as per the logframe. According to the TAMTF Year 3 Summative Report, a total of

31 schools established a student-led school business in year 3, giving a total of 108 schools who had implemented a business by the end of year three. This target has therefore been met. A target of 70% of schools was also indicated in the logframe. In the TAMTF Year 3 Summative Report this was interpreted as the percentage of 'year three' schools who implemented a business out of those registered for year three. According to the report 89% (31 out of 35) of year 3 schools implemented a business, and 94% of the schools that set-up a business realized an income.

The total percentage of all schools who had implemented a business by the end of year three was 81.8% (108 out of 132 schools). According to the report, a total income across all 108 schools of USD 5,025 was generated, and a total of 7,505 students (75% girls and 25% boys) were involved.

There is no data available regarding whether the schools who took part in the SEC in years one and two are still running their businesses at the year of year three, however. According to the TAMTF EGE SEC Tracker, 20 year two schools had re-registered for the SEC as part of their online cohort, and one year one school. This represents 27.3% of the total number of schools for years one and two. This is only indicative of the number of schools that re-registered for the SEC, however, and does not shed light on the number of schools who continued to run their businesses.

It is important to note that the data collected by TAMTF relates to businesses set up through the SEC. It does not therefore account for other school businesses that may be running but are not part of the SEC.

Output 1.4 Percentage of beneficiaries reading supplementary reading materials
According to the GEC-T Workplan Q9-12 Year 3, the target for 'newspaper in education distribution' was 11,040 copies. A total of 12,996 copies were distributed and PEDN therefore met 118% of the target.

Outcomes

Girls' Clubs
Overall, the qualitative data suggests that Girls' Clubs were a popular and well-received activity amongst GCLTs and head teachers. According to the head teacher survey conducted by the EE, 64% of head teachers said that the Girls' Club was the most beneficial project activity (from a small sample of 14 schools). The OIUK Senior Programme manager also named the Girls' Clubs amongst the most successful of the project activities, emphasising in particular their impact on life skills and financial literacy.

Financial Literacy

Students were encouraged by PEDN to start savings clubs at the school level. These were initiated from within the Girls' Clubs, but were sometimes expanded to include other students. The PEDN Survey Report[56] indicates high levels of saving amongst Girls' Club members. Almost all respondents reported learning how to save at school. Furthermore, a high proportion of respondents reported using their savings for school and school-related activities. This data finds significant support in the qualitative data collected at endline, which is detailed below.

[56] The PEDN student survey was carried out in Q10 of the project in 30 out of 54 project year two schools. 502 students were sampled in total (out of 3,780 club members trained in project year two). Questionnaires were modified to align with the project midline tool. Data collection was carried out by PEDN MEL team and one external research assistant. Student survey learner demographics: 90.5% of primary level club members were between the ages of 9 and 13. 91.8% of secondary level club members were between the ages of 14 and 17. 85% of respondents were female and 15% male. 42% of primary students and 81% of secondary students were boarders.

Table 22: Knowledge on savings and financial literacy (From PEDN Student Survey Report October 2019)

Knowledge on savings and financial literacy statements (% Agree)	Primary	Secondary	Overall
Saving money is not necessary if you live at home with your family.	32.3%	24.8%	30.1%
It's better to spend money today than to save it for use in the future	23%	14.6%	20.5%
Saving is for adults only	12.2%	3.1%	9.8%
I usually save	88.9%	93.7%	89.1%
My parents have helped me to save	90.1%	80.4%.	87.2%
I use my savings for school and school related activities e.g. books, pens, pencils, school fees, school uniform, shoes etc.	83.9%	86%	84.6%
I am prepared to talk about money with relatives (parents, siblings, extended family)	90.4%	90.1%.	90.3 %
I have learnt how to manage money at school	97.2%	100%	98%
If you have 1000 shs in a savings account with 1% interest and you wait for 1 year. Do you have a higher amount of money there?	73.5%	88%	77.7%

Head teachers and Girls' Club liaison teachers (GCLTs) are unanimously positive about the savings activities in the schools and the impact it has on the students. GCLTs across all schools said that the financial literacy programming had been successful in getting Girls' Club members to save money. Indeed, saving and prioritising expenses were the two key skills that all GCLTs referred to in their appraisal of the impact of the Girls' Clubs on financial literacy. Several GCLTs expressed that they had provided support to girls to set targets for their savings according to what they wanted to save up for.

Many GCLTs referred to savings boxes at their school as the main method by which students save, though several GCLTs also mentioned OBUL, and said that some of their students had opened formal savings accounts with the bank. According to head teachers and GCLTs, impact on financial literacy is evident, students are aware of the importance of saving and do so regularly. A head teacher explained: *"These pupils don't get a lot of money, but it is strange that even for as little as 1,000/=, they would want to save 200/= or 300/=. Cumulatively, at the end of the term, some of them would have saved up to 10,000/= or more and therefore can buy whatever they want"* (head teacher, primary).

Some GCLTs and head teachers also referred to wider life skills that had been developed as a result of the savings activity in the Girls' Clubs. One head teacher (primary) explained that as well as the benefits in financial literacy:

> "*The ability to learn how to save comes with the ability to identify your priorities. I see the children challenge themselves by comparing what they will buy with their savings. Some of them actually invest the money in income generating activities during holidays and are able to raise more money and continue saving, whereas others use it for consumables".*

In addition, there are additional benefits from the self-organised structure of the savings clubs. The students *"do the savings by themselves, they have a secretary, treasurer, and so they know how to keep records, for us we just oversee. They have even taught the teachers how to save because they are saving together with the learners as members of the saving scheme"* (head teacher, primary).

The link between these savings and economic empowerment are explored further in IO5. Several GCLTs referred specifically to the visit to OBUL that was organised as part of the project activities, and agreed that this was a particularly beneficial activity for the children involved. One primary GCLT said:

> *"There was a time we took the students of a tour of Opportunity bank to help them understand the banking process and function of the bank officials, we realised that most of the students did not know what a bank slip was, they did not know how to fill a bank slip, they did not know what a teller was, some of them had never seem an ATM machine and how it works. After this visit, they were able to learn about the different structures and functions in the bank and they were even taken through the process of filling in a bank deposit and a bank withdrawal slip".*

However, the OBUL project supervisor explained that bank visits for Girls' Clubs stopped in year two of the project due to difficulties in transportation and budget constraints.

Life Skills

According to the PEDN Survey Report October 2019, Girls' Club members scored high on the Life Skills index. The Life Skills index scores, as well as the responses to questions on life skills, decision-making and agency from the survey are detailed in the tables below. Unfortunately the value of this data is limited by the fact that it is a single dataset which therefore cannot not capture change over time. The PEDN survey does, however, use the same questionnaire design as the EGE midline student survey tool. And although accurate comparability with the midline data is not possible (due to different samples), it is still interesting to note that the Life Skills Index scores of the Girls' Club members in the PEDN sample is around 10% higher than the overall sample of girls for midline (which includes both Girls' Club members and non-members) and is higher than the target set for endline. In particular, Girls' Club members in the PEDN sample scored particularly high in the areas of agency and decision-making relative to the midline sample. Though this alone cannot be used to confirm impact of the Girls' Clubs and other project activities on the life skills of club members, the qualitative data collected for the endline, which is explored in detail below, provides a good level of evidence of impact on life skills amongst club members.

Table 23: Life Skills average index scores (from PEDN Survey Report October 2019)[57]

School Level	Life skills average index score
Primary	0.87
Secondary	0.887

[57] n=502, of which 29% are secondary students and 71% are primary.

Overall	0.875

Table 24: Life Skills (from PEDN Survey Report October 2019)

Life Skills Statements (% Agree)	**Primary**	**Secondary**	**Overall**
I can read as well as my friends	91.5%	96.5%	93%
I am as good at Maths as my friends	75.2%	69.7%	73.6%
I get nervous when I have to read in front of others	38%	47.5%	41.4%
I get nervous when I have to do Maths in front of others	43%	56%	46.8%
I feel confident answering questions in class	89.8%	95.1%	91.3%
I can stay focused on a goal despite things getting in the way	89.7%	87.6%	92.3%
I would like to continue studying/ attending school after this year	97.2%	98.6%	97.6%
I can put a plan in place and stick with it	92%	92.3%	92.2%
I recognise when choices I make today about my studies can affect my life in the future.	74.3%	72.9%.	73.9%
I can describe my thoughts to others when I speak	84.4%	91.3%	86.3%
If someone does not understand me I try to find a different way of saying what is on my mind	93.2%	97.3%.	94.4%
I can work well in a group with other people	97.4%	100%	98.1%
When I have the opportunity, I can organize my peers or friends to do an activity.	93.8%	98.6%.	95%
I have trusted friends I can talk to when I need to	88.6%	95.8%	90.7%
I have trusted adults I can talk to when I need to	93.5%	93.8%	97.6%
I ask the teacher if I don't understand something	97.2%	98.6%	97.6%
I feel confident that I can take up a leadership position of any project or social club/enterprise at my school or in my community.	94%	99.3%	95.6%

I have already set my educational goal that I aim to achieve in future.	96.6%	98.7%	97.2%
I know where to report in case my rights are abused	96.3%	99.3%	97.2%

Table 25: Decision-making (from PEDN Survey Report October 2019)

Who mostly makes decisions about the following, or if this is in the future, who do you expect will make this decision? (% I decide or I decide jointly with my family)	Primary	Secondary	Overall
Whether or not you will go to school	60.4%	72.1%	63.8%
Whether or not you will continue in school past this year	52.5%	71.1%	57.8%
When/ at what age you will get married	63.1%	90.1%	70.9%
If you will work after you finish your studies	85.6%	94.4%	88.1%
What type of work you will do after you finish your studies	96.1%	96.5%	91.4%
How you spend your free time	90.2%	94.4%	91.4%
How often you spend time with your friends	89.8%	94.5%	91.2%

Table 26: Personal agency (including aspirations) (from PEDN Survey Report October 2019)

Personal agency (including aspirations) statements (% Agree)	Primary	Secondary	Overall
I remain calm when facing difficulties	69.2%	78.5%	71.9%
When I am confronted with a problem, I can usually find several solutions	90.6%	96.6%	92.3%
It is easy for me to stick to my plans and accomplish my goals	94.4%	90.2%	93.1%
I can always manage to solve difficult problems if I try hard enough	91.7%	93.6%	92.3%
I am confident that I could deal efficiently with unexpected events	68.8%	76.3%	71%

GCLTs agreed unanimously that participating in Girls' Clubs had improved girls' confidence. As one Primary GCLT put it "*I can say that the students have been taken through some basic skills such as communication and self-expression sessions and this has transformed the girls*

completely". As discussed further below, other skills acquired are seen by head teachers and GCLTs to be either the product of this increased confidence (e.g. leadership skills) or as a contributing factor to this increased confidence (e.g. skills in menstruation management).

Several GCLTs expressed that girls had gained confidence through the clubs because the clubs are a space where they are encouraged to engage in open discussion. For example, one secondary GCLT said, "*When you look at those people who are in the club, you find that they the ones who are active in the clubs are again the ones who are confident in class because our club sessions have the component of being open where they can freely talk and discuss*. *They also feel free to discuss with teachers now because in the club they have the chan*ce to freely interact with the teacher". The debates that took place during the Girls' Club were mentioned by some GCLTs as a particular activity that had contributed to improvements in girls' self-confidence and self-expression

Other key life skills that GCLTs said their students had gained through the Girls' Clubs include: teamwork skills, leadership skills, improved discipline and citizenship/community service skills. For example one secondary GCLT said that students in the Girls; Clubs "*developed their communication and leadership skills through the different discussions that they have in the club. They also developed the skill of cooperating with each other because in the clubs they usually work together".* For another GCLT (primary), these leadership skills were linked to the improved confidence of girls involved in the club. She said that as a result of their improved confidence, girls' have been able to campaign for and win leadership positions within the school. She said now most of the student leadership positions are occupied by girls, and mentioned that "*The current head prefect for instance is a girl who was the president of the girls club, and she is doing a great job".*

Several teachers also mentioned that members of the Girls' Clubs carried out community service tasks, namely the cleaning of public spaces such as community centres or markets.

Alumni Networks
The partner KIIs did not discuss the role of alumni networks and activities of InHive in any detail, but the impact of alumni features in the majority of head teacher and GCLT KIIs, across all regions and school type (primary and secondary). Alumni are included in the schools through regular interaction with current students and in fundraising events. This involvement is credited with increasing student morale and motivation as "they are able to see that they can also succeed".

"The older students, including those who have left the school have continued to come back to support the younger ones and this has encouraged many students to work hard to emulate the older students in the successes scored" (head teacher, secondary).

"They are now confident that they can also be able to perform, because they have had alumni come in and talk to them and they are able to see that they can also succeed" (head teacher, primary).

Six out of nine GCLTs mentioned the alumni activities. Though some just mentioned it in passing as one of the project activities at their school, others expressed positive opinions regarding the alumni activities and their impact, particularly in terms of both the motivation, confidence and skill development of students: "*Also, the alumni who come to talk to them help them, there is one who came and taught them how to beautify bottles for sale. They were taught that skill and this encouraged them to know that they can learn an income generating skill from school*" (GCLT, secondary).The same GCLT also said: "*They have attained confidence*

that they can also be successful in life because we have had many people that come to the school and tell their testimonies of success".

The alumni visits were also associated with practical skill development according to some GCLTs; two GCLTs mentioned specific practical skills in craft-making that alumni taught students in the Girls' Clubs.

Menstruation management

The teaching of menstruation management including making reusable sanitary pads has been a beneficial activity for girls according to head teachers and GCLTs.

Several GCLTs mentioned menstruation management as one of the key skills developed by girls in the clubs, and some also mentioned that boys had also benefited from increased knowledge about menstruation, as well as the practical skills developed through learning how to make reusable sanitary pads. Several head teachers and GCLTs noted that the benefits extend beyond menstruation management itself into improvements in confidence. For example, one secondary GCLT said that the menstruation management activities in the club had *"helped curb stigma and fear of girls when they are in their periods, they feel free to discuss it with one another".*

Making reusable pads also has economic benefits for households that have more disposable income as they do not spend on these products *"so the money the parents would spend on sanitary pads they keep it for fees"* (head teacher, secondary). A GCLT also (male, secondary) said that the Girls' Clubs had benefited households financially because now that the girls had learned how to make reusable pads, parents no longer had to spend money on disposable sanitary towels. Some parents have also learnt how to make reusable pads with the support of GCLT: *"our parents are so proud that the learners can use reusable pads and some parents were also asking us about how the pads are made, so we connected them to the liaison teacher, and they have been making them"* (head teacher, primary). One secondary GCLT also mentioned that students from the Girls' Club had gone into other communities to teach the girls there how to make reusable sanitary pads.

There is some evidence from the qualitative data that attendance has improved amongst Girls' Club members as a result of the Girls' Club activities. One head teacher linked the improved confidence of girls relating to successful menstruation management to improved attendance: *"this [menstruation management] greatly boosted their self-confidence and attendance as compared to previous cases were girls who miss classes or school because of menstruation"* (head teacher, primary).

The PEDN MEL Director also confirmed this: *"if you look at attendance, greatly improved especially for club attendance, we did not track attendance for the whole school. Girls did not come [to the club] when on their period but then they stopped missing the club when they were on their period.'*

Attendance of Girls' Club members is discussed in further detail in IO1.
In addition, beyond the practical skills developed through making reusable sanitary pads, there were a number of other practical skills that students learned through participation in the Girls' Clubs. GCLTs mentioned learning how to bake, and how to make shoe polish, jewellery and other crafts.

SECs

Financial Literacy and life skills

108 schools had implemented a business through the SEC by the end of year three, and a total of 7,505 students were involved in this activity over the life cycle of the project. Project data from TAMTF and qualitative data collected for the endline evaluation is indicative of improvements in financial literacy and other life skills as a result of the SEC.

According to the TAMTF Year one report, 58% of students surveyed that were involved in the school enterprise challenge improved in soft skills and business skills, compared to 31% of students that were not participating. Students said the skill they learnt most was budgeting, followed by marketing and then self-confidence. According to the year two report, the top 3 skills students reported that they had developed through participation were: communication, teamwork and record keeping. In year three, the top three skills students reported that they had developed were: budgeting, marketing, and how to write a business plan.

In years one and two, leadership, confidence and teamwork were the skills cited by most of the teachers as having improved through participation. In year three, the top skills were leadership, confidence and problem solving. 64% of teachers in year one, 71% of teachers in year two and 64% of teachers in year three said that students used the skills they gained outside of school.

In year one, results from the student self-assessment and leaderless discussion exercises demonstrated that students that participated in the SEC showed higher results in all skills than non-SEC students. This is also the case in year two, however, in year two there appears to be less difference between participating and non-participating students than in year one. The skills assessed were: business knowledge, teamwork, communication, problem-solving, adaptability, critical thinking, entrepreneurial attitude and aspiration. In year three, only four skills categories were indicated in the report: agency, life skills, decision-making and knowledge on financial literacy and savings. SEC students showed higher results in three of these skills: agency, decision-making and life skills. The most notable difference was in agency, where SEC students scored 9% higher than non-SEC students. However, SEC students scored lower than their non-SEC counterparts in financial literacy and savings (12% compared to 15% for non-SEC students). It is not clear what led to this anomalous result in year three. However, a pop quiz was also administered to students in year three, and the results showed a higher number of SEC students with increased business knowledge (74% of SEC students, compared to 54% of non-SEC students).

Qualitative data confirms the impact of the SEC on students financial literacy and life skills. Four of the nine head teachers report that the school participated in the School Enterprise Challenge. This includes one secondary school and three primary schools. One head teacher explains that *"the team from TAMTF visited us only once"* (head teacher, primary). For the other four schools that did not participate no explanation was provided.

For the schools that participated in the SEC, the experience was resoundingly positive. The students developed life skills such as communication, confidence and "self-management", and this has been related to improvements in learning. One head teacher (primary) explained:

> *"I think the competitiveness of the School Enterprise Challenge gave the students a different focus, to aim to win and succeed in what they are doing. I see that there is a lot of determination in the students to do their best now, as compared to the previous years"*.

Another noted that SEC participation improved *"numeracy as a skill because they have to count money, look at what they have invested, the sales… they are able to count , budget, add"*.

Four GCLTs mentioned that SECs took place at their school. Only one GCLT whose school was part of the SEC did not mention this activity during her interview. And, interestingly, in one school the GCLT described activities consistent with the SEC - i.e. support from TAMTF to set up a business - however the head teacher at the same school said that the school was not part of the SEC. However, this may be due to a lack of brand recognition of the "School Enterprise Challenge" by the head teacher.

All GCLTs whose school was part of the SEC identified skills that members had developed as a result of their participation, with particular reference to entrepreneurship skills and record-keeping. Three of the four GCLTs said that it was the SEC activity in particular that had led to improvements in financial literacy:

> *"I think the most prominent activity was the crafts and bead making - we engaged students quite a lot in bead making and it really contributed to their understanding of costing, record keeping, calculation of profit and loss and saving".*

The TAMTF MEAL Manager also affirmed that participating students had acquired skills in confidence and leadership, as well as financial literacy skills:

> "*We have seen students acquire skills in entrepreneurship especially business knowledge - in FGDs we talked to girls about business concepts and they were able to use the business language which shows that they were interested and had gained the knowledge. So if they understand e.g. what market research - that shows us that they have learned".*

She asserted that they had observed increases in 'soft skills' and a difference between students involved and the students that are not involved as well as an absolute difference. She said that overall primary schools were more successful than secondary schools in the SEC, which reflects a trend seen more widely in the SEC in Uganda. She attributed this to the fact that secondary schools have less time to spend on such activities, as well as the fact that *"learners are being brought in at a tender age which boost their interest in learning"*.

Impact of improved life skills and financial literacy on learning

There is some evidence that Girl's Club and SEC activities, and the skills developed through them, have had an impact on learning. Several GCLTs, when asked about improvements in learning related to increased confidence, spoke about improvements in class participation amongst students in the Girls' Clubs. A small number of GCLTs and head teachers explicitly linked this improved participation to better learning outcomes. One GCLT (primary) explained:

> *"I believe this confidence impacted student learning. As we were comparing the performance of the students, we realised that in every class, the girls were greatly improving across all subjects. We have seen this in classroom activities where the girls have become more confident in expressing themselves, in asking questions and participating in classroom discussions"*.

A number of GCLTs referred specifically to the newspaper in education activity as something which had directly contributed to improvements in literacy amongst students. For example a primary GCLT said the following:

> *"A number of learners were not very fluent in English at the beginning and did not know how to use the dictionary, but with [the newspapers in education] activity, there was a significant change in their communication and fluency in English".*

Another GCLT said that the exercise of writing Girls' Club meeting minutes has also contributed to improved writing skills amongst the club committee members.

One important point that was mentioned by several GCLTs was the link between improved student-teacher relationships that the Girls' Clubs have engendered, and more active participation and willingness to ask questions in class. A primary GCLT reported:

> "*You know before this they would fear to approach the teacher and ask a question but now you find most of them easily ask a teacher any question. This has really helped us to build the rapport between the teacher and the learners*".

It is important to note that the project activities aimed at improving teaching quality could also partly explain the improvements in class participation and student-teacher relationships that are detailed here (for more information see IO3).

These reports of positive learning impacts amongst Girls' Club members are triangulated by the PEDN MEL Director, who said that although they didn't conduct learning assessments with students, testimonies from girls and teachers suggested that there had been improvements particularly in vocabulary and comprehension, and that teachers believe that class performance has improved due to the increased confidence of students in the Girls' Clubs.

According to the TAMTF Annual reports, In the year one report, 40% of teachers said that student's maths abilities had improved the most amongst academic subjects at the business plan stage, and 26% saw further improvement in maths at the business implementation stage. 20% of teachers also said that students improved most in writing and reading at the planning stage, while 30% of teachers said that business studies skills had improved the most at the implementation stage. In the year two report, 36% of teachers said that student's maths abilities had improved most at the business plan stage, and 45% saw further improvement at the business implementation stage. Improvements in writing and reading were reported as the most significant improvement by just under a fifth of teachers at both stages. In the year three report, however, over 80% of teachers reported the most improvement in maths at the business planning stage, and this figure rose to 90% at the implementation stage. No teachers reported the most improvements in business studies at the planning stage, and only 3% at the implementations stage.

Overall, this data is suggestive of improvements in numeracy as a result of participation in the SEC. However, evidence of these improvements was not found in the qualitative data. When asked about whether improved financial literacy has an impact on student learning, no GCLTs mentioned explicit links between financial literacy and numeracy outcomes. Several GCLTs did, however, say that improvements in financial literacy had led to improved performance in entrepreneurship education classes. And some saw improvements in financial literacy as contributing more broadly to the increased self-confidence of girls, which they linked to more active participation in class.

Factors contributing to success

Project Drivers

According to the head teacher KIIs, one of the factors for SEC success is the availability of start-up capital. In one school this is provided by the school, and in another is provided by

parents. Indeed, a lack of start-up capital was identified as a key challenge for EGE schools (See Challenges and Limitations, below). Relatedly, according to the TAMTF MEAL Manager, adaptability and intensive resources and support to schools were key to the successful implementation of the SEC activity. TAMTF were able to successfully mitigate the challenge of working with under-resourced schools with no start-up capital by adapting their implementation practices:

> "*So we started strategising on how to further boost the capacity to look at the resources that they had available in order to create enterprises. Strategy to help them - in our training we have a resource assessment - so initially we would go through that and not base much on it - but we had to emphasise on this module for EGE - so the FOs would be there to visit the schools to visit 3 times in a term - to ensure that if schools struggled to raise startup capital we would mitigate those at the inception phase to show schools how to raise startup capital".*

PEDN MEL Director considered the Girls' Club activities to have been very successful. When asked about the reasons for success, he explained that it was in part due to a sense of ownership by schools fostered by promoting the inclusion of schools in activities, and in part because of the existing good relationships that had already been built up between PEDN and some of the schools during GEC-1, and because "*some of the teachers were the same and already had the concepts at the back of their mind".*

Adaptability was also a key driver of success in the Girls' Club component according to the OI Senior Programme manager (see also Lesson Learned 2 Build in mechanisms for adaptation):

> *"Success comes from both partners [PEDN and Aflatoun] being willing to adapt - e.g. Aflatoun adapting curriculum to meet needs of project. And PEDN are innovative and can make changes on the ground. That's how you see the real success factors coming out of that. For example they saw this need for menstruation management - so provided sewing machines and instruction on reusable pads, then saw that some were not' accessing sewing machines so addressed that".*

External drivers

The level of entrepreneurship in Uganda is high.[58] Entrepreneurship is embedded within the Ugandan education system through the subject 'Commerce and Entrepreneurship' which is part of the Lower Secondary Curriculum.[59] The Ugandan Young Achievers Awards has categories for both Business and Social Entrepreneurship.[60] The overall culture of entrepreneurship in Uganda and within Ugandan schools is therefore arguably conducive to projects aiming to improve financial literacy.

Challenges and Limitations

Although for almost all head teachers and GCLTs the savings activities had been resoundingly successful, one GCLT described an incident in which unfortunately almost 2 million shillings in savings had been stolen from his school. This was also an issue that was reported at midline. The GCLT said that this incident had a negative impact on the students: "*The negative impact is that they lost their savings last year and this demoralised them from saving"* (GCLT, secondary).

[58] Accessed June 2020: https://www.virgin.com/entrepreneur/uganda-named-worlds-most-entrepreneurial-country
[59] Aprea, C. et al. (2016) 'International Handbook of Financial Literacy', Springer.
[60] Accessed June 2020: https://reachahand.org/program/young-achievers-awards/

Another practical challenge faced by some schools has been a scarcity of materials with which to make reusable sanitary pads.

According to the TAMTF MEAL Manager, one of the limitations of the SEC activity was that the schools select which students participate in the SEC. And although TAMTF encouraged schools to select girls and students most at-risk, this was not guaranteed. It is therefore not guaranteed that the SEC benefitted those students who were most in need.

One challenge identified by the TAMTF MEAL Manager was that the EGE schools were under-resourced in comparison to other schools in which the SEC operates, and therefore they often had a lack of start-up capital for businesses. However, although this was a challenge, the TAMTF MEAL Manager said that they were able to mitigate this through adapting their implementation (See Factors Contributing to Success).

Nevertheless, in each of the years, there were a number of schools who registered for the SEC, but who did not go on to establish businesses (22% of targeted schools in year one, 17% in year two and 11% in year 3). The TAMTF MEAL Manager referred to two such schools in her interview, and expressed that these schools did not continue with the activity due to, in one case, lack of time, and in another, lack of administrative capacity. Two GCLTs also said that TAMTF had approached their school to set up an SEC, however these activities were not carried forward due to issues with the school administration. Challenges with administrative capacity or willingness to engage in the SEC activity was therefore still an issue, albeit in a relatively small minority of schools.

In addition, there were a number of schools who established a business, but who were not able to generate a profit from their business. Though the capacity of the business to make a profit does not necessarily have an impact on whether or not students learn the intended financial literacy skills, it is certainly relevant to discussions of economic empowerment, and is therefore discussed further in IO5.

A notable challenge faced by TAMTF regarding the SEC activity relates to the low numbers of re-registration amongst schools for the SEC. According to TAMTF data, only 27.3% of year one and two schools year two schools had re-registered for the SEC as part of their online cohort. The TAMTF MEAL Manager expressed that the low number of schools re-registering was due to schools preferring face-to-face contact, rather than online support.

Relatedly, one of the key limitations to the SEC activity is that there was no other data collected on the number of schools who were still implementing businesses at the end of year three. The TAMTF MEAL Manager indicated that they expected much higher numbers of schools re-registering to be part of the online cohort, and they had intended to keep track of schools via this means. However, as it stands, given the low numbers of re-registered schools this represents a significant gap in the data which limits the discussion of sustainability for this activity.

Finally, the Consortium Lead reported that there were some scheduling issues that arose between PEDN and TAMTF because their activities were aligned to different calendars (PEDN was aligned to the project calendar and TAMTF to the school calendar). PEDN was meant to be the first partner to engage with schools but because they were running on a different calendar to TAMTF this sometimes led to delays in implementation for TAMTF (see also Lesson Learned 7 Involve all consortium partners in project design).

Conclusion

The impact of the outputs on the intermediate outcome is generally positive. The available data is suggestive of improvements in relation to both life skills and financial literacy. Evidence relating to the impact of life skills activities on overall outcomes exists, but is limited. Evidence of the impact of improved life skills on classroom participation was reported by GCLTs, some of whom made the link between improved confidence and improved learning outcomes. Evidence of the impact of menstruation management on improved attendance was also present through the qualitative data.

The assumption has also been validated at endline. It is evident throughout this section that interventions including skills development, promoting sexual and reproductive health, and mentorship lead to improved confidence amongst learners.

Table 27: IO4 Life skills - Evaluation question findings

Evaluation questions	Endline Findings
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Qualitative data suggests that several schools intend to continue with Girls' Club activities. Findings also suggest that several schools intend to continue to implement school businesses.
Did the various project stakeholders fulfil established output targets? If not, why so?	Targets for output indicators 1.2 and 1.3 were met. Targets for output indicator 1.1 does not appear to have been met.
Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	Because schools were under-resourced, some schools found it difficult to raise the start-up capital required to set up a business under the SEC. This risked compromising IO4.2. As a result, TAMTF adapted its implementation to provide additional support to schools in raising start-up capital for their businesses.
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	See above for information on the adaptations implemented in relation to the SEC. Adaptations were made to the Girls' Club curriculum to target menstruation management through the reusable pad making activity as a result of project findings.
What evidence is there to suggest that the interventions are mutually reinforcing?	TAMTF and PEDN activities are both focused on life skills and financial literacy and can be seen as mutually reinforcing in this regard. However, scheduling issues led to some tensions between the two partners. There is also evidence that the financial literacy activities, including saving and the SECs, also have an impact on economic empowerment (see IO5), and therefore

	reinforce the other activities related to economic empowerment.
What impact have Girls Club interventions (financial literacy, life-skills training and empowerment initiatives) had on girls' sense of personal agency/confidence? How does this relate to learning and transition?	Project data and qualitative findings show that Girls' Club interventions have a positive impact on girls' sense of agency/confidence. There is some limited qualitative data to suggest that increased confidence has a positive impact on learning. However, results from the national exam data are not indicative of improvements in learning outcomes in EGE schools across the lifecycle of the project.
How successfully has the project equipped girls with financial literacy knowledge?	Project data and qualitative findings show that the project has equipped girls with financial literacy knowledge.

The implications of the contributing factors to success and challenges and limitations are explored in Chapter 6 Lessons Learned.

4.5. IO5 Economic empowerment

Overview

'Economic empowerment' is defined by the project as the 'improved ability for households to meet the cost of education'. According to the MEL Framework, the aim is to 'allow families to more comfortably increase the amount they are spending on education so that when finances are short, families are not forced to prioritise the education of one child over another'. Intermediate outcome 5 relates to economic empowerment of households.. The logframe indicators for IO5 are:

- IO5.1 Percentage of caregivers that state the girl in their care is more likely to remain in school as a result of receiving financial support
- IO3.2 Percentage of caregivers that state the girl in their care is more likely to attend school as a result of receiving financial support
- IO3.3 Percentage of households whose spending has changed since receiving financial support for girl's education

Households are not included in data collection at endline and as such the IO indicators cannot be addressed.

The main output for economic empowerment is that households are supported with repeat SFLs, CSAs and bursaries (output 5). The project aims to do this through three main activities: OBUL bank products such as School Fee Loans (SFL) and Child Savings Accounts (CSA); supporting households to establish income-generating activities (IGA); and provision of bursaries to students.

This section discusses progress against output 5 and the respective output indicators. It also discusses the impact of the outputs on IO5 and any evidence of impact of economic empowerment on student learning and transitions. The reasons for the successes and

challenges in implementation are also discussed. Overall, this section addresses six evaluation questions, three output indicators, and four assumptions. It uses a range of project data and EE qualitative data to address this. These are listed in the table below.

Table 28: IO5 Economic empowerment - overview

Evaluation questions	Output indicators	Assumptions	Data sources
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Percentage of households using financial tools to fund education	School fee costs are one of the main barriers to education	OBUL EGE SFL and CSA tracking data 2017-2020
Did the various project stakeholders fulfil established output targets? If not, why so?	Number of sustainable scholarships (bursaries) supporting transition of marginalised girls	Households will access financial services through OBUL	TAMTF Year 1, Year 2 and Year 3 Summative Reports
Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	Number of children saving money at least once every term	Households will use additional financial resources for education	IGA reports: TAMTF and PEDN
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	-	Financial literacy skills will be used by girls to save funds.	OBUL report cards
What evidence is there to suggest that the interventions are mutually reinforcing?	-	-	OBUL success stories
How successful was our financial literacy programming at getting girls to save more, both formally (in a bank) and informally (at home, school savings group)? In what ways are these savings employed to	-	-	TAMTF inspirational stories

support a girl's education?			
-	-	-	Interviews with: OBUL, TAMTF, PEDN, OIUK, head teachers, Girls' Club Liaison Teachers

The analysis in this section is limited as students and households were not included in the data collection. As such, the following evaluation question cannot be fully answered:

- How successful are school fee loans in preventing long term absenteeism and dropout?

This section demonstrates that project activities have contributed to the economic empowerment of households, the main result of which has been increased attendance. Bursaries and IGAs in particular have had an impact on the ability of households to meet education costs. Anecdotal evidence suggests that this has had an impact on transition rates, but evidence for impact on learning outcomes is limited. Most of the activities under this IO will continue beyond the project.

Outputs

This sub-section discusses project achievements against output targets at endline. Examination of the impact of project activities on intermediate outcomes and outcomes, as well as discussion of the drivers of success and challenges to implementation, are included in the Outcomes sub-section, below.

Output 5.1 Percentage of households using financial tools to fund education

The target for School Fee Loans over the three year project cycle was 4,065. Each individual SFL issued is counted as one, so if a household is issued one SFL per term over an academic year, this counts as three SFLs. The final number of SFLs issued was 5,284. The target was therefore exceeded by 30%.

However, it should be noted that this is not the percentage of households that use the SFL and therefore does not speak directly to the output indicator. A calculation of the individual households that applied for SFLs shows 8,938 unique households.[61] The total number of direct beneficiaries is 28,898, which means that approximately 31% of all households accessed SFLs during the project.[62] Indicative results from the household survey show that 19% of households had used a loan to pay for school costs, and only 9% of all households had used an SFL.[63]

Output 5.2 Number of sustainable scholarships supporting transition of marginalised girls

[61] This was calculated by collating the customer names from each quarter's SFL information and removing the duplicate values. OBUL calculates the 'repeat' and 'new' SFL numbers using customer name (as opposed to a customer ID number) so the same variable was applied.

[62] With the assumption of one beneficiary to one household. The project also distinguishes between 'repeat SFLs' and 'new SFLs', that is, the number of SFLs issued to households that took out a SFL under GEC-1 and households that did not. Under this breakdown, there were 4,022 repeat SFLs and 1,262 new SFLs.

[63] This is a small sample size of 159 households and is not representative.

'Sustainable scholarships' are bursaries that were issued to both female and male students, for a target of 362 students (236 girls, 126 boys). The target was met, with 362 students regularly supported by bursary payments which covered 70% of school fees.
The majority of students were in the last year of school in the 2019 school year, although some were in the penultimate year of school. The bursary stopped at the end of 2019 and was not issued in the last quarter of the project, and as such some students stopped receiving bursary payments.

Output 5.3 Number of children saving money at least once every term
This output cannot be fully measured with the data available at endline. The logframe shows the number of beneficiaries that have opened a CSA. Over the three years of the project 3,111 children have opened a CSA from EGE schools or approximately 11% of direct beneficiaries.[64] The PEDN survey shows that 89% of primary Girls' Club students and 94% of secondary Club students usually save and interviews with head teachers and GCLT suggest that children are saving on a regular basis (see IO4), so it is highly probable that a high proportion of students save regularly in groups at school.[65]

Income generating activities
The income generating activity (IGA) does not have a corresponding output indicator. The IGA was added during the project cycle (see below).

Outcomes

The impact of SFLs, bursaries, child savings and IGAs on households' ability to meet the costs of education are generally positive. There are indications that they contribute to higher attendance and impact learnings and transitions, although data is scarce.

School Fee Loans (SFL)
SFLs improve households' ability to meet the costs of education, as they cover the biggest single expenditure associated with private schooling. The impact of SFLs on learning outcomes cannot be validated at endline, but finance is one of the major barriers to access to education and regular attendance in Uganda, and SFLs address that barrier. There is anecdotal evidence that SFLs improved transition rates, OBUL's Project Supervisor states:

> *"There was an impact there - though there are some students who left for other reasons, but dropout was a big issue, but due to SFLs - that did help. Though not all parents signed up. And in terms of collection of school deposits - the parents were able to remit the money to the schools and that boosts the ability of the school to pay their deposits".*

This secondary benefit means that when households are able to pay school fees on time this benefits schools in repaying their debts to the bank and thus becomes mutually reinforcing. Some head teachers connected household access to SFL to improved transition rates in their schools.

School Fee Loans are a bank product and are accessible after project closure.

Bursaries
Bursaries also have a positive impact on a households' ability to meet the majority of school fee costs. Students were nominated for the bursary through the school, and the main criteria was need. Five GCLTs mentioned that bursaries were provided to some of the students at their

[64] This is an approximate estimation based on OBUL data. The total number of children that opened a CSA includes indirect beneficiaries such as male students so the actual figure is likely to be lower.
[65] PEDN survey report October 2019

school. A female primary GCLT said that students at her school that received bursaries are now "*attending school without missing and also other parents have been encouraged to bring their children to school hoping to get sponsorship".* Attendance is likely to improve through receipt of bursary payments when finance is the only barrier to education.

OBUL collected report cards from schools with exam results and learning outcomes of bursary recipients. These cards suggest a high proportion of bursary students achieve Division 1 and Division 2 exam results.[66] One bursary student scored the highest results nationally in the Primary Leaving Exams. The project had planned on tracking learning outcomes more closely but were unable to fulfil this plan.

Schools were encouraged to develop a Profit Sharing Agreement (PSA) for profits made under the School Enterprise Challenge and to use 25% of profits for bursaries for at-risk students. According to the PSA Project Pilot Report, 78% of participating schools developed a PSA. There is evidence that a small number of schools are financing bursaries. One female secondary GCLT mentioned that profits from the SEC were used at her school to assist vulnerable students: "*they used money that they made last year from their sales to help some vulnerable members within the group to buy scholastic materials. The money for this term is still being saved".* Provision of bursaries at the school level, using money from school businesses (both SEC and non-SEC), was echoed by some head teachers. However, TAMTF did not track the girls that were helped by the PSA profits and therefore the link between bursaries provided by schools and attendance, learning outcomes and transitions is unable to be tested. It is unclear how many EGE schools provide a bursary to students in need outside of the project, however 71% of head teachers in the head teacher survey reported that the school provides a bursary (11 of 14 schools).

Savings
Students were encouraged to start savings clubs at the school level, and to open Child Savings Accounts with OBUL. The Consortium Lead reported that the savings activity was one of the most popular among project stakeholders, and this was also evidenced in interviews with head teachers and teachers. Student savings activities, and financial literacy skills more widely, have a positive impact on a households' ability to meet education costs.

In the short-term, students use the savings to buy school materials, and in the medium-term the financial literacy skills gained have had an impact at the household level. Almost all GCLTs and a few head teachers mentioned scholastic materials as one of the things that students would use their savings to buy. Other uses for the savings identified by GCLTs and head teachers included: school fees, school tours, end-of-exams party, gifts for parents, investment in parents' businesses, clothes or other small items.

There is some evidence that generally equipping students with financial literacy skills and knowledge of the banking sector trickled up to the household economic level. Financial literacy skills were developed through multiple project activities and cannot be attributed solely to the savings intervention. Through the SEC, 38% of students shared technical knowledge with their households, 23% shared savings knowledge, and 23% shared knowledge on how to start a business.[67] One head teacher (primary) explained:

> *"The Girls' Club has been able to open an account with Opportunity Bank and a number of them have shared their experiences at school with their parents and some parents have visited the school to see what they are doing and have managed to open school*

[66] A small selection of report cards were seen by the EE.
[67] TAMTF Year 1 Summative Report

> *fees accounts with the banks where they save for them money as part of their school fees"*.

Three GCLTs said that teachers had also learned about saving as a result of these activities, and a female primary GCLT said that she thought that the savings initiatives had a broader community impact as some of the parents were using the school savings initiative to set aside money for their children's school fees:

> *"I also think that the club did not only help the children alone, a number of parents were involved, especially in the savings – we realised that some parents started saving money at the school towards school fees to ease the burden of looking for school fees at the last minute".*

An OBUL CSA 'success story' discusses a student also sharing knowledge with siblings as well as parents.[68]

Another area where this is visible is in students setting up their own businesses. A head teacher (primary) explained:

> *"Some [students] have also started their own savings at their home and some a few girls started their own personal businesses. I think in 2019, we had a girl that had the highest savings among the clubs and she started the business of selling yellow bananas that she sells in the evenings and weekends"*.

However, it should be noted that there are potential child protection issues if young children are engaging in work and do not have adequate time to dedicate to studying.

There are indications that savings activities impact attendance. Four GCLTs said that these savings, and the ability of students to pay for their own scholastic materials through these savings, had a positive impact on attendance. One female primary GCLT said: *"Even because of their savings, like instead of missing classes because of lack of scholastic materials they are able to get the materials in time and attend classes and actively participate".* The link between increased affordability of school and higher attendance was evidenced in the IGA activities (see below) but was not monitored closely by the project with regards to savings. Whilst it was anticipated that in the short-term students could use some of their savings towards educational materials, the wider impact of savings and financial literacy is long-term when students will manage household finances for themselves.

The savings activities will continue in schools, as it does not require additional financing and is already a habit of many students.

IGA

The IGA was a new activity added with a view to reach the most marginalised students that were unable to benefit from in-school activities due to high absence rates. The Consortium Lead explained the rationale for the activity:

> *"We have been looking at education in silos, we look at the school, we look at the home, but the challenges are connected. Financial challenges at home are not put into school, so the problems of education at home and at school need to be addressed holistically, and within the community. Education projects should not only focus on the*

[68] OBUL Success Story of Nantongo Shadia of St James Junior School

school, but at the home and community. The biggest barrier is financial. So you can't escape from talking about it and doing something about it".

The aim of the intervention was to improve attendance of beneficiary students in the targeted households. The households considered for inclusion were nominated by the head teacher of schools in the targeted catchment areas, and a needs assessment was conducted by the project to finalise the list.

Households were provided with a business start-up kit based on the business plan (worth 400,000 UGX, approximately USD$105) and training to start an income-generating business and use the profits to support the education of the beneficiary student. The activity started was piloted in 30 households, and was then expanded to an additional 30 households. It was a collaboration between PEDN and TAMTF.

In total, 89% of the households spent the profits made from IGA on education costs.[69] Other uses for the profits include expenditure on food, clothing, and medical costs, as well as savings and business reinvestment.

The impact on attendance was large. An assessment conducted by TAMTF showed that the percentage of students that missed school in any given term reduced from 59% to 33%. An assessment conducted by PEDN shows the absence figure reduced from 90% to 10%.[70] The TAMTF MEAL Manager described how the IGA impacted attendance in practice:

"*One student we visited spent 2 weeks at home because she didn't have a ream of paper - which costs around UGX 15,000, about 3 US dollars. And after 3 months we went back and the girl had never missed school again and said money is now readily available for scholastic materials".*

However, the project did not monitor the impact of IGA on learning outcomes or transition. 'Inspirational stories' compiled by TAMTF show that in addition to assisting the EGE beneficiary student, some families have been able to use IGA profits for education of other children in the household.

The level of success of the IGA was unexpected for many partners, and it is an activity that will be considered for future projects, as mentioned by both TAMTF and the Consortium Lead. The TAMTF MEAL Manager said that the organisation is looking to use the model in households with out of school children.

In terms of sustainability, follow-up monitoring showed that two households had stopped IGA once project support stopped, but 58 households continued with the activity independently.

Factors contributing to success

Project drivers

From the project side, the three main factors that contributed to success of the SFL, CSA and IGA were the high level of resourcing, iterative adaptations, and the connectedness of project activities and joined up working.

[69] TAMTF Year 3 Summative Report
[70] PEDN IGA Performance Monitoring Report. This includes the 30 households under PEDN's supervision and is therefore a different sample to TAMTF.

OBUL was able to meet its targets as it could build on the activities of other partners to promote its products. Firstly, the savings groups started within the Girls' Clubs connected with the CSA product provided by OBUL. At the early stages of the project Club members would also visit an OBUL branch to learn more about banking and finance. Secondly, households within the IGA were encouraged to open an account with OBUL to deposit profits and encourage saving, and project data shows that 90% of IGA households opened an account, although it is not known if all of the accounts are with OBUL.[71] This introduction to OBUL provided an avenue to promote OBUL's additional products. Lastly, OBUL joined PEDN's information sessions with parents to share details of its products. The Consortium Lead said that this joined up working *"improved visibly the bank's success with the parents and girls".* The IGA was well-resourced in terms of project officers. Additional staff were recruited to work on the IGA to provide regular follow-ups with households and provide support. In addition, the IGA was regularly adapted as needed. The training materials and workshops were translated into local languages as literacy levels in Lugandan were low, and details of the activity were shared with male household members as well as the female head of households in order to ensure full support for the activity.

External context

The three main external factors that contributed to success were: demand for School Fee Loans; change in the bank's legal status; and the culture of entrepreneurship.

The demand for School Fee Loans is high due to the large proportion of private schools in Uganda. Private schools are growing at a faster rate than public schools, according to the OBUL Project Supervisor and registration figures, and thus this demand is likely to increase.[72] OBUL was classified as a Tier 2 bank for approximately half the project cycle, and were then reclassified as a Tier 1 bank. This change in classification had benefits for the service they were able to provide to clients. One of the main advantages was that field officers could act as mobile banks and accept deposits directly from clients which eliminated the need for students and household members to visit a branch. Given the time and cost involved in accessing bank branches, this proved to be successful in encouraging savings, according to the OBUL Project Supervisor.

The level of entrepreneurship in Uganda is high; Uganda was named the 'world's most entrepreneurial country' in 2015.[73] All of the pilot IGA households had at least one business before the activity started.[74] This provided an enabling environment for small business development.

Challenges and limitations

There were some challenges in implementation of the activities. Some were responded to by the project, especially issues with the IGA, but problems with up-take of SFL were not addressed by the project as they relate to the bank's general policies, and therefore the challenges were reported directly to the bank's management.

School Fee Loans can be issued to individuals or to groups, which can be useful for individuals that do not meet the requirements to be issued a loan. The majority of SFL were issued to groups, which resulted in two challenges. Firstly, group applications are time-consuming. OBUL reduced the minimum size required for a group application from 15 to 5 people, but application requirements such as the level of connection between the individuals are burdensome for some

[71] PEDN IGA Performance Monitoring Report
[72] Accessed July 2020: https://ugandaradionetwork.net/story/ple-2019-upe-candidates-drop-as-non-upe-show-steady-growth
[73] Accessed June 2020: https://www.virgin.com/entrepreneur/uganda-named-worlds-most-entrepreneurial-country
[74] TAMTF IGA Project Pilot Report

applicants. Secondly, SFLs issued to groups have a higher rate of default on repayment than individual applicants which is problematic for the bank and has implications for future access to finance. In addition, the low number of individuals taking up SFL is partly due to the number of providers of SFL in Uganda.[75] There is no data available at endline on take-up of SFL from other institutions, but this is likely to be a reason for the low take-up, along with a lack of access to banking institutions in rural communities.[76]

There were two main limitations of the bursary activity. The first limitation was the lack of an exit strategy (see also Lesson Learned 6 Plan for project closure from the beginning). A small proportion of students are in the last year of primary or lower secondary in the 2020 academic year, but the bursary was stopped in 2019. One male secondary GCLT was critical of the fact that these bursaries had stopped abruptly: "*we had some children who could not pay school fees and we were told that Opportunity was going to pay for them, pay to the end. But from nowhere, they were told that the support has ended without any prior information".* He said that if children had been better prepared for this it would have reduced the risk of them dropping out of school. The OBUL Project Supervisor mentioned that households of bursary recipients were encouraged to connect with the bank with a view to taking out a SFL after the bursary payment stopped, but this was not a systemised project activity.

It is also important to note that a minority of schools who established businesses through the SEC were unable to generate any profits. Without any profit from the SEC, no PSA could be implemented, thus preventing these schools from channelling funds to at-risk students. Notably, the proportion of schools who were not able to generate a profit was much higher in year one (34%), and improved over the next two years (20% in year two and 13% in year three). This could be linked to the adaptations the TAMTF implemented to support schools in raising start-up capital for their businesses in later years.

The main implementation challenge for the savings activity was a delay in the supply of savings boxes which meant that students did not have individual boxes at school to keep savings.

For the IGAs, there were four main challenges and limitations. Firstly, the start-up kit and capital may have been too low. According to PEDN, some of the funds provided went towards paying school fees for the student and this sometimes left households with insufficient capital. This was not addressed during the activity due to budget allocation. Secondly, sometimes students themselves were not included in decision-making for the business, despite the girls having attended the training with the head of household. The TAMTF MEAL Manager explained that "we wanted to build girls' capacity as well, but some girls were very young so decision making for the business was done by parents and girls not included". To mitigate this, households were encouraged to include girls where possible, such as in record keeping. Record keeping was a challenge due to the high level of illiteracy and low level of education for many households. Project staff provided more hands-on support to compensate for this. Lastly, the intervention targeted the head of household and beneficiary student only, which led to tensions within some households if profits were seen to benefit one child over another. This was an unforeseen challenge and the OIUK Senior Programme Manager explained that any future IGA will adopt a whole-household approach.

Conclusion

All of the output targets have been met at endline. However, some of the targets do not correspond to the indicator. Around a third of beneficiary households used a SFL, and a small

[75] Providers include: Uganda Microcredit Foundation, SEEP, Top Finance Bank, Bank of Africa, FINCA.
[76] From the OIUK Senior Programme Manager

number of students opened a CSA. The IGA is not associated with any output indicators but was successful in achieving the aim of increased attendance.

The impact of the outputs on the intermediate outcome is generally positive. There has been an 'improved ability for households to meet the costs of education', even for the most marginalised students. The bursaries and IGA have proven to be particularly effective activities. However, the end of bursary provision in 2019 is likely to have negatively impacted students in the last year of primary/lower secondary in 2020.

The impact of economic empowerment activities on overall outcomes is less clear. There is anecdotal evidence that suggests bursary recipients have high learning outcomes, but this data was not collected for the IGA, SFL and CSA at the project level. Stakeholder interviews suggest that the impact on transitions is positive.

Three of the four assumptions have been validated at endline. Evidence from the IGA supports the assumptions that 'school fee costs are one of the main barriers to education' and 'households will use additional financial resources for education' as the majority of households used profits for education costs, and student attendance increased. The assumption that 'financial literacy skills will be used by girls to save funds' has been validated through the qualitative findings. However, given the low percentage of individual households accessing SFLs, it cannot be said that 'households will access financial services through OBUL'. This is due to the application requirements, access to an OBUL branch, and the number of SFL providers.

The table below summarises findings related to the evaluation questions.

Table 29: IO5 Economic empowerment - Evaluation question findings

Evaluation question	Endline findings
Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	SFL and CSA will continue as they are bank products available outside of EGE. Many students and households are now familiar with these products and some have used them. Savings groups at schools will continue as this does not require financial input from schools.
Did the various project stakeholders fulfil established output targets? If not, why so?	Yes, all output targets were fulfilled. However, some targets were misaligned with the indicator itself.
Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	Take up of SFL and CSA was compromised due to a lack of OBUL presence with students and households. OBUL connected more with project partners to promote these products. A low level of literacy affected household record keeping in the IGA. This was mitigated with additional project support and encouraging heads of households to

	utilise the students' skills.
What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	IGA was an adaptation to provide a sustainable alternative to bursaries and reach the most marginalised.
What evidence is there to suggest that the interventions are mutually reinforcing?	OBUL benefitted from the links that TAMTF and PEDN had with students and the finance related project activities.
How successful was our financial literacy programming at getting girls to save more, both formally (in a bank) and informally (at home, school savings group)? In what ways are these savings employed to support a girl's education?	Qualitative findings show that girls, and boys, are saving regularly, and the savings are used for a range of items, including education related costs.

The implications of the contributing factors to success and challenges and limitations are explored in Chapter 6 Lessons Learned.

5. Findings – Child protection and safeguarding

Overview

Child protection and safeguarding activities are specifically referenced in IO2 school governance, IO3 teaching quality and IO4 life skills. However, the activities target the community, school staff, student, and household levels and are not restricted to the student and school staff levels. Therefore, child protection and safeguarding has been separated from the IOs for the endline evaluation and is analysed separately.

The three main activities which address child protection and safeguarding within the EGE are: community sensitisation and dialogues; distribution of booklets to children about children's' rights; and development of child protection policies. However, other activities also include child protection discussions, such as the Girls' Clubs, School Leadership Professional Development workshops, cluster meetings and School Performance Appraisal Meetings.

This section addresses one evaluation question, two output indicators, and one assumption. It uses a range of project data and EE qualitative data. These are listed in the table below.

Table 30: Child protection and safeguarding - overview

Evaluation questions	Output indicators	Assumptions	Data sources
How did the project alter gender norms at the student, school, and community levels?	Percentage of children with knowledge of the correct channels to report child abuse	Household members attend community dialogue sessions.	Interviews with: project partners, head teachers, Girls' Club Liaison

			Teachers
-	Number of schools demonstrating a commitment to child safeguarding in schools	-	PEDN survey report
-	-	-	Child protection attendance registers

There is limited data on the impact of child protection activities on IOs and outcomes. At endline, data indicates that there has been progress in child protection and safeguarding practices and norms from project activities. However, changes in embedded norms requires more time and input than feasible in one project.

Outputs

This sub-section discusses project achievements against output targets at endline. Examination of the impact of project activities on intermediate outcomes and outcomes, as well as discussion of the drivers of success and challenges to implementation, are included in the Outcomes sub-section, below.

Output 1.3 Percentage of children with knowledge of the correct channels to report child abuse

This endline target for this output is 99%. At midline, the result was 97.8% of girls. A PEDN survey from October 2019 shows that 97.2% of Girls' Club members know how to report abuse of rights, 96.3% primary and 99.3% secondary. The target has been met at endline for the secondary level but not at the primary level.

Child protection training was expanded from a focus on Girls' Club members to the whole student body. According to the project's child protection training register, in total children in 126 schools were trained. The majority of these sessions took place in the last year of the project.[77] In total, 17,328 students attended a child sensitisation session (11,051 female and 6,627 male).

In addition, each child was provided with a booklet that details their rights and contains details of the government's national child helpline, Sauti 116.

Output 3.5 Number of schools demonstrating a commitment to child safeguarding in schools

The endline target for this output is 132; all of the project schools. At midline this was calculated to be 60 schools, based on a range of data, including the number of schools displaying child protection posters.

Child protection training was expanded to include all school staff rather than focusing on school management. According to the project's child protection training register, 130 schools were

[77] One session in 2017, 49 in 2018, 107 in 2019.

reached in total, with 2600 staff trained (1,307 female, 1,293 male). The Child Protection Coordinator reports that 131 schools were trained.

According to the Child Protection Coordinator, 131 schools also developed child protection guidelines. The overall aim was that schools would develop policies, which are more detailed than guidelines, but this was not realised by the end of the project.

In addition, communities in three areas have set up child protection committees according to the PEDN Child Protection Coordinator. One head teacher stated that a child protection committee had been set up in the school.

The target has nearly been met at endline with the majority of schools demonstrating commitment to safeguarding through different mechanisms.

Outcomes

The impact of child protection and safeguarding activities on outcomes is outlined below, disaggregated by students, school staff, and community levels.

Students
Students learned about child protection and safeguarding through Girls' Club activities and training for the entire student bodies. They were provided with a booklet called '*My Safety Guidebook'* which detailed their rights and included the national child helpline number. The EE's endline student survey indicates that 97% of EGE students feel safe at school.

The impact of this training was positive according to project partners and school staff. The Child Protection Coordinator said that "*children were very happy, especially knowing where to report - knowing you can report and still be secure. I can tell someone, someone will listen. We give them the national helpline. And a child will know they can get help".*

Several GCLTs mentioned improvements in safeguarding and child protection as a result of the project. In particular it was noted that the Girls' Clubs provide a safe space for girls to talk about relationships and sexual and reproductive health. For example, a female, primary GCLT reported:

> *"One time, a girl came up and was able to tell me that a boy from another school had started writing to her love letters and that it seems he wants her not to finish her studies. She told me this because we have been advising them about such relationships in the club".*

Several GCLTs also mentioned the impact of Girls' Clubs on the boys who attend. Some said it had created greater 'gender awareness' amongst boys, that boys are taught to 'appreciate' girls and support girls to remain in school and not disturb their education, or that boys also get involved with making reusable sanitary pads and give them to their sisters or friends.

Data suggests that the child protection and safeguarding activities have had an impact on students' knowledge of their rights, and have challenged gender norms among the student body. The wider impact of this on learning and transitions cannot be assessed with the data available at endline.

School staff
The impact of child protection activities at the school level has had a large impact, according to both partner staff and school staff.

The PEDN MEL Director reported:

> "*Now schools are conscious about the issues of child protection and the issues of the girl child. They have put in place safeguarding measures eg. some put in CCTV cameras, some made sure teachers signed code of conduct for principles of child protection. We left a mark there, what they took as normal they realised it was abuse. Even though we know some will keep doing corporal punishment they know it is not right".*

This is echoed by the school staff. In schools that report having a School Development Plan, child protection is an identified key priority for the majority of them. Child protection is being realised through specific policies and committees, changing punishment and discipline practices (including reduction of corporal punishment), and infrastructure updates such as provision of girls' only sleeping areas and improved safety on the school grounds.
One male, secondary GCLT spoke about improved awareness of child protection issues amongst teachers at his school, which he attributed to the 'Opportunity workshops':

> *"You find that an element like corporal punishments has reduced because of Opportunity workshops, this is one of the topics that is handled including student and teacher relationships which are no longer happening, teachers now respect the students".*

A head teacher (primary) said that changes in norms are taking place:

> *"Teachers used to be harsh and rude to the children, and when a child made a mistake, they would be caned instead of being supported to be better. After the training and the experiences shared, we see a lot of care and concern, teachers no longer use canes to discipline the children".*

The endline data indicates that there is progress in awareness-raising at the school level, leading to some anecdotal changes in behaviour and norms with relation to child protection. As with students, the impact of these activities on outcomes for students cannot be assessed.

Community
The project initially conducted child protection sensitisation training with household members. This was then expanded to include other community members and called 'community dialogues'. This came from the recognition that norm change requires involvement of whole communities rather than smaller groups of people.

The impact was generally very positive. The PEDN Child Protection Coordinator explained that:

> "*Community leaders were very positive - here in Uganda the person in charge of child affairs is the chair of the local council level - but they are not aware of their role - so we made them aware of their role. And we also bridged the gap by bringing on board the community police - people think the police won't help - but the police explained their role and did a Q&A to bridge the relationship with the community - some had never even visited their communities! So that was really appreciated".*

The Child Protection Coordinator further explained that the reaction to the dialogues was more positive in rural schools than in semi-urban schools. According to her, this is because in semi-urban areas there are many compounding challenges, and issues such as domestic violence and drug abuse are normalised, so it takes longer for these communities to take on board the insights from the dialogues.

The community dialogues proved to be so popular that this activity was increased in year three of the project. The PEDN MEL Director explained:

> *"We saw the response from the community to the dialogues, it was overwhelming, the community wanted to find out what the girls are learning, the turn out was always overwhelming. The commitment was there so when we had resources we did dialogues".*

Child protection policies and safeguards provide an additional benefit of improving relationships between schools and communities, and they make a school more appealing to parents looking for potential schools. A head teacher (primary) reported:

> *"We considered child protection as a key priority because we want our parents to feel confident that their children are safe in our hands. This involved establishing proper school security systems, training teachers in handling the students and paying close attention to the needs and concerns of the students".*

Another head teacher agreed: *"the child protection policy cannot stop because parents want to take their children where they are safe and it markets the school"* (head teacher, secondary). Anecdotal evidence suggests that the impact of child protection activities on community norms and practices is positive, and is promoted by schools as a method for improving community relations.

Factors contributing to success

Project drivers

There are three project drivers that have contributed to the success of child protection activities: adaptation; a whole-community approach; and a focus on sustainability.
The project was responsive and adapted its approach based on project findings. The main adaptation was to expand the intended target for training sessions to a wider audience. This whole-community approach, including community leaders, all students and all school staff was more effective at changing norms and practices than including smaller sub-groups. This is a useful approach in the Ugandan context where corporal punishment is illegal in schools but legal in the household and other care settings (see Context).
An additional adaptation was the development of a booklet for children. This was a measure aimed at sustainability and was added during the project. It ensures that children have a reference for their rights as it was distributed in nearly all EGE schools.

External context

The government of Uganda actively promotes child protection and safeguarding. Development of the free national helpline to report child abuse is a key government initiative of recent years. See 'Context' in the introduction for more information on the government's child protection policies.

Challenges and limitations

There were two main challenges to improvement of child protection and safeguarding: resistance from some schools, and the multifaceted nature of child protection.
The project encountered some resistance from schools with regards to the training and distribution of booklets. To overcome this, the project focused on relationship-building with schools to reframe the aim. PEDN's Child Protection Coordinator explained:

> *"Schools did not appreciate it at the beginning - because they thought we were making the children 'bigheaded'! But at the end when they saw how we packaged it - framed in terms of rights and responsibilities, and this was effective".*

Despite this, one school rejected the booklet. The PEDN MEL Director said that *"they were not comfortable as they thought children might report them".*

Changing ingrained norms requires time and stakeholder buy-in from all levels. In addition, effective child protection is multifaceted whereas the project focused on promotion of rights and responsibilities, guidelines and reporting mechanisms. The project was unable to approach child protection in its entirety, and there was a serious child protection incident in one school which led to the death of a child and several injured due to faulty wiring. This incident was out of the control of the project, but it has also learned from the incident. OBUL now does more follow-up to monitor construction in schools which is funded by SIL.

Conclusion

At endline, data suggests that the output indicator targets have nearly been met. Over 99% of secondary students and 97% of primary students know how to report abuse, and approximately 131 of the 132 project schools demonstrate a commitment to child protection. The assumption that 'household members attend community dialogue sessions' has been validated, and the popularity of community dialogues led to an expansion of this activity. In relation to the evaluation question 'how did the project alter gender norms at the student, school, and community levels?', there are indications at endline that the project had an impact on changing gender norms, though this question cannot be answered fully at endline. The implications of the contributing factors to success and challenges and limitations are explored in Chapter 6 Lessons Learned.

6. Lessons learned

6.1. Overview

Lessons learned are 'observation[s] from project or programme experience which can be translated into relevant, beneficial knowledge'.[78] This section discusses a series of lessons developed primarily through interviews with project partners. Some of these lessons are based directly on implementation gaps, suggestions for improvements, and examples of good practice identified by project partners, and others have been formulated by the External Evaluator based on evidence from the project partner KIIs. The section is divided into five parts: project design, project management and consortium working, processes for realising impact, project activities, and remote data collection with beneficiaries. For each lesson, evidence pertaining to the lesson is provided, and suggestions arising from the lesson learned are articulated.

Lessons learned are meant to be based on experience but also have relevance to a wider context. Whilst the lessons learned detailed in this section are primarily targeted to the work of OI and partners on education in Uganda, they may also provide useful insights for other organisations working on education in Uganda, or in other country contexts. However, the relevance and applicability of these lessons learned to other contexts must be assessed on a case by case basis, and not unquestioningly adopted as generalisable 'best practice.'

Table 31: Summary of Lessons Learned

[78] Evaluation Unit (2014) 'Guidance Note 3: Evaluation lessons learned and emerging good practices' ILO

Lesson Learned	Emerging good practice (+) or gap in project implementation (-)
Establish clear selection criteria for schools	-
Build in mechanisms for adaptation	+
Have sustained engagement with school directors	-
Mitigate the risks of high teacher turnover	-
Integrate government stakeholders	+
Plan for project closure from the beginning	-
Involve all consortium partners in project design	-
Establish clear roles and responsibilities for partners	-
Hire an on-the-ground, independent project manager with technical expertise	+
Create effective systems for partner communication	-
Embed M&E within project design	-
Monitor impact as well as implementation	-
Regularly update the Theory of Change and logframe	-

Lessons 14 to 20 are not reflected in the above table as they refer to project activities which the project has implemented and reflections on remote data collection which does not relate to the project as the project did not require this as activities finished before lockdown was implemented.

6.2. Project Design

1. **Establish clear selection criteria for schools**

Clear selection criteria for schools should be established that are based both on the need of the school and on the available project resources and logistical capacity. Although there are clear benefits to continued engagement with the same schools, there should not be an inevitable carry-over of schools from one project to the next.

All schools that took part in GEC-1 were automatically engaged for GEC-T. There are clear benefits to implementing a project in schools with whom project partners have existing relationships. Indeed, the PEDN MEL Director in particular mentioned that one of the factors for success of the Girls' Clubs activities was the existing relationships that PEDN had with the schools involved. However, several project partners indicated that they did not have adequate resources or logistical capacity to manage such a geographically diffuse set of schools in a cost-effective way. For example, the Link Programme Manager said the following:

> "*You will realise that we were working in about 132 schools and we covered almost 100 something districts. Per district you would go to only one school. There was no cost effectiveness there. The cost of accommodation, fuel, all of that was very expensive".*

CCTs faced a similar issue. They had to travel to schools outside their catchment area where they had no prior relationship and this made it difficult to reach intended targets for training.

In addition to this, there was some suggestion that the schools who took part in the GEC-T may not have needed the project intervention. The OBUL Project Supervisor said the following: *"Some schools, we left them the same [as before]. In terms of, for the bank, there were schools we would see that were in good shape. [There were] schools that never took up loans because they were in a good place already".*

Because the schools from GEC-1 were automatically adopted for GEC-T, there was no needs assessment or feasibility assessment carried out to inform school selection for the project.

For similar situations in the future, it is therefore recommended to establish a clear selection criteria for schools based on the need of the school and on the available project resources and logistical capacity. This selection process should be carried out at the outset of each new project, even if the project is an extension of a previous project, in order to ensure that there is both the need for engagement, and the capacity to effectively engage with the schools selected.

2. Build in mechanisms for adaptation

Build processes and channels into the project design that allow for the adaptation of activities that are not having the intended impact. This requires both effective monitoring and flexibility amongst project partners to make changes on the ground.

The Consortium Lead, OIUK Director of International Programmes and OI Senior Programme Manager all promoted the mechanisms for adaptation as one of the best aspects of the GEC-T EGE project design:

"*We had the leeway to adjust strategies as we went along if they were not working as we anticipated at the design level. It was very fulfilling for me"* (Consortium Lead).

"What has been brilliant is that the GEC has adaptation meetings on a quarterly basis. We are trying to do this in other projects" (OIUK Director of International Programmes).

"[Adaptation meetings were] probably one of the most beneficial parts of the project … I wish more donors would take on that approach - to allow for learning and to plug gaps by trying new things instead of carrying on with something that doesn't work" (OIUK Senior Programme Manager).

Adaptation meetings involving partners took place regularly, and a number of adaptations were made to the project design as a result. An example of a successful adaptation that was driven by the Consortium Lead was the institution of the CCT teacher training activity towards the end of year two of the project. EduQuality was initially responsible for teacher training, which took place at the cluster level. The assumption was that the teachers who would attend

(3 teachers per school) would cascade the information to other teachers at their schools. However, it became clear that this was not happening in many cases, and so the impact of this activity was limited. For this reason, the CCTs were engaged to carry out school-based training and monitoring of teaching practices. This activity shows promising signs of impact (see IO3 for more information).

Embedding mechanisms for adaptation within project design therefore appears to be an effective way of iteratively learning and improving in order to maximise the effectiveness of a project. It does, however, require a high degree of flexibility amongst partners working on the ground to be able to respond to, and implement changes. In addition, to work effectively, it also requires a high standard of ongoing M&E to be able to accurately identify barriers to implementation and impact.

3. Have sustained engagement with school directors

Commit time to building relationships with school directors from the outset when working in private schools to promote greater buy-in from school management and avoid implementation bottlenecks.

OIUK Senior Programme Manager identified working with private schools as one of the overarching challenges of the project. This is due to the fact that private schools are run as profit-making businesses and it can therefore be difficult to get buy-in from school owners (see also Lesson Learned 3 Have sustained engagement with school directors). This observation was echoed by both CCTs and the EduFinance Head Education Specialist as a barrier to implementation. One CCT asserted that if the school is run as a business, and the school leadership still believes the best way to market the school is through exam marks and not skill development, then it is difficult to enact significant changes. He said that *'even those we were training - those teachers - it is not very easy to change the attitude of the leaders'* and if those leaders insist that children work towards passing tests, then teachers can do little to change that.
The EduFinance Head Education Specialist explained that it was difficult to sell the cluster model to school directors because it is based around working together and mutual support:

> "'*Some schools do not change their mindset immediately. [The clusters are] where competitors are supposed to work together. This is the point. So they believe [other schools are] stealing their ideas. There are schools which remain reserved because of the model. Struggling schools want to shine over the weakness of the other".*

However, the OIUK Senior Programme Manager said that the cluster model was one of the most successful elements of the project, and although buy-in was slow, once buy-in was achieved *'it seem[ed] to work very well.'* She suggested that relationship-building to get buy-in at the school level takes time and is front-loaded.

One CCT also said that some school directors, who often do not have an education background, were resistant to the CCT teacher training. He asserted that part of the problem was that the directors were not adequately engaged from the outset of the activity. Head teachers were approached to develop a timetable for the training, but they then had to get approval from the school director which caused implementation bottlenecks.

When working with private schools, it could therefore be useful to implement a dedicated process for relationship-building and sensitisation of school directors at the outset of the project, as well as maintaining effective lines of communication with school directors

throughout the project. This could expedite the process of buy-in from school leadership and help to maintain good relationships throughout the project life cycle.

4. Mitigate the risks of high teacher turnover

High teacher turnover is a systemic issue in Ugandan private schools. As such, mechanisms to mitigate this risk should be built-in at the project design stage.

This issue was identified during GEC-1 and it was recommended that providing training for all teachers could be a method to mitigate this challenge. This was adopted in the CCT trainings but could not be applied to training of Girls' Club liaison teachers or for teacher cluster meetings.

Two Girls' Club liaison teachers were trained in each school to mitigate the risk of turnover, and the OIUK Senior Programme Manager notes that in future projects she would suggest a higher number are trained as turnover was still an issue. Another potential method to mitigate this include use of a cascading model, whereby a small number of teachers are trained and they train teachers in their respective schools. This requires that enough teachers in a school are trained to make this successful, schools allocate time for training, and regular refresher training is provided as trained teachers leave. This approach is resource-heavy.

In addition to mitigating the risks from teacher turnover, schools should be encouraged to improve teacher retention. This was a topic at SLPD and cluster meetings, in which school leaders were encouraged to think of incentives and rewards to retain teachers, such as through professional development. According to the Senior Programme Manager, the existence of clusters also helps with turnover because schools that cooperate in a cluster are less likely to poach teachers from other schools in the same cluster.

One CCT said that examples of effective methods he had seen used in Uganda more widely include provision of accommodation for teachers and the use of a loan scheme to fund teachers' projects in return for a minimum number of years teaching at the school.

Teacher turnover is a problem that any education project working in Ugandan private schools will encounter. Designing effective mitigation strategies should therefore be a priority for any project operating in the sector.

5. Integrate government stakeholders

Integration of government stakeholders from the beginning of a project facilitates implementation and provides a greater likelihood that impact will be sustained. Linked to this is the importance of aligning with government priorities such that it is easier for effective activities to be integrated and rolled out.

The project's work with the CCTs is an example of how working within existing government structures and aligning with priorities can be helpful for project implementation. The work of the CCTs under the project was the same work CCTs do day-to-day, which made it a relatively quick intervention to start and get buy-in for.

Working alongside government priorities also contributes to buy-in from schools and communities. The Consortium Lead explained:

> "*I think we had a general atmosphere in the country that was supportive of the things we were doing. There was a general policy environment to speak against violence, and girls' education, child-friendly methodology, that also gave us momentum. We were*

discussing what government policy was also discussing. Maybe we were a step ahead. We were trying to demonstrate how this could be done. Entrepreneurship was brewing as a trend the government intended to take. Now, beginning with intake of senior 1s, the new curriculum is being implemented. The schools we were working with have an advantage, they have experience of how to teach those skills actively".

Close working and alignment with government stakeholders can also positively impact the long-term impact of a project. PEDN worked with the National Curriculum Development Centre to incorporate entrepreneurship in the national curriculum, and Link worked with the Directorate of Education Standards within the Ministry of Education and Sports to ensure School Management Committee guidelines were aligned with ministry priorities.

Occasionally the effectiveness of working with government officials depends on the level of engagement of the individual. As noted by one partner, a DEO in the Eastern region was particularly enthusiastic about the project and "*he would write circulars to all the schools and the schools responded immediately".* Working with multiple stakeholders from the outset can go some way to mitigate dependency on individuals. The Senior Programme Manager said that the project should have worked with CCTs and DEOs from the outset.

Integration of government stakeholders and alignment with government priorities is important for effective project implementation as well as prospects for long-term, broader change.

6. Plan for project closure from the beginning

Preparation of partners, stakeholders and beneficiaries for project closure should be integrated from the beginning of a project. This ensures that adequate focus is given to sustainability, if applicable.

EGE implemented some short-term activities, such as bursaries, and others with a focus on the long-term, such as Income Generating Activities. The two types of activities were not always aligned, which led to some students in the last year of primary or secondary having bursaries stopped and no alternative funding options available. Short-term activities that are designed to last for the project cycle can be helpful to reach the most marginalised, such as those students who would be at high risk of dropping out of school without a bursary, but they should be linked with medium to long-term activities. A GCLT described that the bursaries had stopped abruptly:

"*We had some children who could not pay school fees and we were told that Opportunity was going to pay for them, pay to the end. But from nowhere, they were told that the support has ended without any prior information".*

He said that if children had been better prepared for this it would have reduced the risk of them dropping out of school.

In addition to preparing beneficiaries for project closure, partners should also be prepared. The Consortium Lead said that *"[sustainability plans] should be implemented from the first day of the project. As you meet the partners you should be preparing the partners for the separation and implementing activities to prepare them for that separation".* Partners could then allocate time within activity workplans to sustainability. Link's Programme Manager echoed the need to focus on sustainability:

"*Schools that came on board in the last year did not get the same level of engagement. The contact time they had with the facilitator was less than schools that come on board*

in year 1 and year 2. Maybe in the first two years the schools can come on board and the third year can focus on implementation and sustainability".

Preparation for project closure and a clear exit strategy is beneficial for project beneficiaries and partners alike. The EGE were able to hold project closure meetings before the COVID-19 lockdown, but some schools were unaware the project was ending. Greater alignment between activities aimed at short and long-term impact as well as allocating time to focus on sustainability could be helpful in a multi-year project.

6.3. Project management and consortium working

7. Involve all consortium partners in project design

Prospective project partners should co-design projects, including at the proposal stage. This will facilitate a joined-up approach to implementation and reporting, and prevent duplication of activities. OIUK does this as common practice but in the case of EGE involvement was limited (see Development of the Theory of Change in the Introduction).

Involvement of partners at the design stage was mentioned by the majority of partners. The main issues that occurred from not adopting this approach related to sequencing of activities and overlapping activities. Activity sequencing was especially important for delivery of the school governance activities. The Consortium Lead explained that ideally school management would have had the SMST before development of the SDP, which in turn should have been developed before a SPAM was arranged. However, the schedules of the two partners responsible for delivering these activities were misaligned, and many schools did not have an SDP by the time it came to arrange SPAM. Another sequencing issue for life skills activities was caused by the use of different calendars for implementation, with one partner using the school calendar in the workplan whilst another planned activities using the calendar year.

Involvement of partners at the design stage also prevents duplication of activities and can avoid schools being overwhelmed by the number of activities. Some partners work on similar topics and have activities which overlap. This led to a duplication of activities and efforts where a joined-up approach could have been effective. One partner said: "*we ended up repeating certain things, and even maybe we should have strengthened reporting so that we all know what the other has done so that we don't repeat it".*

In addition, partners mentioned that schools were overwhelmed by the number of project activities and the demands on time. Each partner independently arranged their activities with a school. Coordination improved slightly throughout the project, with OBUL utilising the time PEDN had allocated in schools to provide sensitisation talks, but this remained an issue. One secondary head teacher said:

"the challenge is time, in that balancing the school programs and project activities is a challenge, for example sparing time for Girl club members where by the outsiders may come to teach the learners or with an activity at any time. They usually just bump in and affect school progress. Then also our director feels a lot of time is being spent on such activities".

Lastly, involvement of partners, and other stakeholders, in project design ensures the project interventions are useful by drawing on expertise of each partner. For example, CCTs were involved in designing teacher training. Inclusion of government stakeholders, and beneficiaries, at the design stage is helpful to ensure interventions are fit-for-purpose.

The involvement of many partner organisations with individual ways of working within one project requires careful planning at the design stage to mitigate the challenges that come with that and agree upon an approach that works for the consortium whilst simultaneously using the expertise of each partner.

8. Establish clear roles and responsibilities for partners

Working in a consortium with multiple partners requires setting clear roles and responsibilities for each individual partner. This promotes working towards a common goal and ensures the strengths of each partner are utilised.

PEDN and OBUL were involved in EGE during GEC-1. Due to this, and PEDN's in-school model, they often had more responsibilities than other partners which was not set out in the project design. One partner said that "*almost all the activities were PEDN, about 50-60%, and the rest was between the other partners".* This may also be exacerbated by the first Consortium Lead working from PEDN's office and the Consortium M&E Officer working from a PEDN office. This can affect the perceived independence of the project management. It can be helpful if roles and responsibilities are formalised. One partner suggested that a collective Memorandum of Understanding with all partners rather than individual ones between OIUK and partners could have been useful.

The uneven distribution of partner roles also led to a lack of project and partner recognition. One partner explained that "*since PEDN had most activities in schools, people thought it was PEDN's project, so schools thought other organisations were PEDN. eg. OBUL could organise a parent meeting but the parents thank PEDN".* A clear project-wide communication strategy can help to overcome this.

Clear roles and responsibilities for partners is important to ensure all partners feel valued and appreciated in a consortium. Formalising this through a group Memorandum of Understanding could be useful.

9. Hire an on-the-ground, independent project manager with technical expertise

In a consortium it can be useful to have a dedicated, on-the-ground project manager. If a project is managed from a headquarters location that is not based in the project country (as is the case with EGE), a project manager based in the project country is useful to oversee day-to-day project management. This role should be independent in that the role does not belong to any of the activity implementing partners but rather focuses exclusively on managing the project as a whole and coordinating partners.

The EGE project was the first time that OIUK hired an in-country project manager, which they did with the role of Consortium Lead. The positive impact of this role was mentioned by nearly all of the partners. OBUL's Project Supervisor said of the Consortium Lead's role:

> "*[The Consortium Lead] has been easy to reach, he would visit each partner and have a one on one, he would look at your work, he was attached to each one of us. That really made a difference. And even with field activities, he would be present e.g. joint monitoring, or education working groups at the MoE, so his visibility was easy"*

As well as having an independent project manager, it is useful for the individual in the role to have technical expertise. The Consortium Lead for EGE is an education specialist and this knowledge and expertise was crucial for effective project management of an education project, to understand the partners' activities and provide insight on gaps and adaptation. The

Consortium Lead stated that "*because I had an education background I could adapt quickly to understand the context".*

Project management in a consortium is central for effective implementation. Projects should aim to have on-the-ground project management, with managers that have technical expertise and are independent from any implementing partner.

10. Create effective systems for partner communication

Consortium working is made easier with effective systems for partner communication. This includes establishing regular communication points, methods of communication, and conflict-resolution mechanisms.

Regularly scheduled meetings between partners were regarded as useful for project implementation. TAMTF's MEAL Manager said that the monthly partner meetings were useful to resolve bottlenecks in implementation. Adaptation roundtables were also mentioned by the OIUK Senior Programme Manager as a useful communication point for partners. The internal meetings before adaptation meetings with the Fund Manager provided a useful way to assess successes, challenges and solutions.

Encouraging communication directly between partners is also helpful for project implementation, especially when multiple partners deliver one intervention. For example, from 2018 onwards Link and EduQuality had regular bilateral meetings to work together on school governance activities.

As well as regular meetings, setting an open culture of communication between partners is important for project implementation. The Consortium Lead said that the culture of communication "*was collegial, a mix of formal and informal communication. We would get things done, in time".* This involved regular face-to-face and telephone conversations as well as more formal emails.

Lastly, establishing methods for conflict-resolution from the project outset can be useful for any challenges that arise. This is particularly important in a project where the activities of one partner can have potentially negative effects on implementation of other partners' activities. This was the case in a small number of schools that defaulted on loans they had with OBUL and subsequently refused to participate in other EGE activities. Project intervention in these cases was limited as the schools' financial issues were regarded as a matter for the bank, but this led to wider implementation issues.

Creating communication systems from the start of a project, through establishing regular, structured communication points, setting an open culture of communication, and forming mechanisms for conflict-resolution are helpful for project implementation.

6.4. Processes for realising impact

11. Embed M&E within project design

There is significant potential benefit to embedding M&E more firmly within the project design and consortium culture from the outset of a project, including through the establishment of an M&E Working Group, consortium-wide training and awareness-raising, and the appointment of a dedicated consortium M&E Officer who has oversight of all partner M&E data.

The OI Senior Programme manager explained that the project's M&E officer was not recruited until 18 months into the project, following feedback from the FM. At that point M&E tools were streamlined and adapted to better align with FM requirements, and an M&E working group was formed to assist with this process. According to the OI Senior Programme Manager, the Working Group "*went through everything line by line - to make sure they were collecting additional data as much as possible whilst avoiding overlap".*

The M&E Officer also explained that, amongst other things, she carried out data validation, whereby she would visit partners and go through the data used for reporting purposes to double-check and iron out any inconsistencies.

However, the OI M&E Officer explained that because there was no plan at the beginning of the project to collate data from each of the partners, *"each partner had their own data and information system. You could look for certain data and not have access to it".* She said that it was very hard for her to update the indicator tracker because she had limited access to project data, and recommended that there should be a centralised system of data storage set up at the project design stage so that each partner has access to data from other partners.

The Consortium Lead said that they needed an M&E person for the consortium from the beginning of the project. This was echoed by the OIUK Senior Programme Manager who said that it was "*a lesson that we will take to the next project - to have an M&E officer in place from the start".*

Project M&E would benefit from the establishment of an M&E Working Group from the outset of the project to establish clear mechanisms for communication and harmonised working between project M&E staff. Working Group members should also be involved in the joint development of project-specific M&E tools to promote complementary M&E processes across partners. Engagement of a dedicated consortium M&E officer from the outset of the project, along with a centralised M&E data storage mechanism so that the M&E officer has open access to all partner M&E data, would also be beneficial. The data validation exercises instituted by the M&E Officer could also be an effective practice in other projects to ensure the quality of the data being collected. Finally, the broader promotion of a positive consortium culture towards M&E through consortium-wide training and awareness-raising amongst project staff could encourage the organisational shift required for effective M&E.

12. Monitor impact as well as implementation

It would be helpful for project M&E to include tools to measure impact and collect data on outcomes. This could improve the quality of evidence available to assess progress and develop adaptations throughout the project life cycle.

The lack of project data on outcomes was identified as a notable gap in project data by the EE. From the partner KIIs, it was clear that some partners saw the collection of data on outcomes as the role of the external evaluator, rather than something that should be part of the project's M&E processes. However, there were attempts to address this gap by the project management during the later stages of the project. The OIUK Senior Programme Manager explained:

> "*We tried to incorporate [tools to measure impact] as much as possible, but again because it wasn't introduced at the start - issues with capacity and partners being able to do it - for example, attendance spot checks - it was done as much as possible but more on an ad hoc basis - things weren't done equally across partners - a lot fell to PEDN. And things like the learning outcomes - we were trying to design a test based on EGRA/EGMA to do with samples of students to get an idea of progression - but it was challenging to do any of that in practice".*

Having M&E tools and processes from the outset for measuring impact could enhance the quality of a project's M&E data, and provide the evidence required to effectively adapt the project in areas where impact is not being sufficiently realised.

13. Regularly update the Theory of Change and logframe

If projects contain mechanisms for adaptation, it would be helpful to integrate regular reviews and updates of the logframe and Theory of Change so that these tools evolve to remain in sync with the evolving project design.

One of the key successes in the project design was its adaptability. Indeed a number of adaptations were made in response to issues in implementation or barriers to impact. However, the project logframe and Theory of Change have not been adapted to reflect the changes that have been made across the lifecycle of the project. For example, all of the output indicators and IOs for teaching quality only refer to the Cluster Model and the P2E, with no mention of the CCT activities. This limits the usefulness of both the logframe and the Theory of Change, and creates incoherence for the project's M&E.

Within the mechanisms for project adaptation, it would be therefore helpful to integrate regular reviews of the logframe and Theory of Change to ensure that these tools evolve to remain in sync with the evolving project design. M&E tools may also require adaptation throughout the life cycle of the project to reflect these changes.

6.5 Project activities

14. Girls' Clubs are effective in promoting life skills

Activities such as menstruation management, financial literacy and children's' rights are useful in developing life skills.

Girls' Clubs have proven to be one of the most popular and anecdotally successful project activities. There are many components to Girls' Clubs and the impact of individual elements has not been unpacked in detail at endline. However, indications show that menstruation management, financial literacy and savings, and children's rights have been useful activities. Menstruation management and the making of reusable sanitary pads has been reported to reduce absence and improve confidence, whilst financial literacy and savings clubs have also increased confidence and had spillover effects at the household level. Learning about children's rights has enabled girls to be more vocal about issues that concern their safety. The curriculum was designed by an organisation that specialises in this area.

15. Activities which bring schools together can facilitate mutual success

Bringing staff from different schools together is a sustainable and effective method for improvement in leadership and teaching quality.

Private schools compete for students in order to be viable. This usually discourages group working and knowledge sharing. However, the cluster model to bring together head teachers from different schools in one geographical area, and teachers, has been effective in improving relationships between schools and provides a forum for the discussion of common problems

and issues, such as teacher retention and child protection. It is also thought that working together in this way may reduce teacher poaching and other competitive practices for the mutual benefit of the schools. This activity is also low-cost and can be sustained easily by the participants themselves.

16. Engaging CCTs facilitates access to teachers

CCTs work directly in schools and are known and trusted by teachers and leadership. They can therefore reach many teachers, and have expertise and experience.

The CCT teacher training activity integrated well into the role of the CCT in the education system. Leveraging them for teacher training was effective to reach teachers on a scale that some other activities were unable to do, such as clusters, and due to the pre-existing relationship with schools they were well-received. In addition, their expertise was helpful to develop teacher training materials. This is a consideration applicable for projects working in primary education in Uganda.

17. Income Generating Activities can improve the economic well-being of households

Tackling financial barriers at the household level is important for access to education. Livelihoods activities such as Income Generating Activities show positive signs of impact.

The Income Generating Activity was targeted towards households with the greatest economic need, and very quickly showed results in terms of profit and had a short-term positive impact on attendance of students. It also proved to be sustainable, at least in the medium-term, as most households continued to run businesses without project support.

6.6 Remote data collection with beneficiaries

The lessons learned below have been adapted from feedback provided by RDM on interviews with head teachers and teachers.

18. Maintain a short yet comprehensive tool

The tools for phone interviews should be short but be able to capture as much information as required for the interview. This way, the interview is able to get as much response from the respondent within the available time without having to defer the interviews or lead to restlessness from the respondent.

19. Prepare the respondent early enough

To ensure that avoidable disruptions such as battery issues do not affect the flow of the interview, respondents should be notified so there is time to prepare.

20. Capture responses through audio recorder and transcribe

It is recommended that interviews be recorded and transcribed so as to ensure that every detail of the respondent is captured and correctly reflected in the transcript. This way, the transcripts will be less affected by connectivity issues and interviewers will be able to capture the full response of the participants without asking them to repeat themselves or slow down their responses.

7. Conclusion

The endline evaluation aimed to examine project implementation and establish lessons learned, as well as assess the Theory of Change and identify project impact where possible. The first section of the conclusion discusses the validity of the Theory of Change and project impact, and the second section summarises responses to the evaluation questions and provides an overall assessment of the project, lessons learned and the change narrative presented in the report through use of a contribution analysis framework.

7.1. Validity of the Theory of Change

The project's ToC states that the main barrier for students to access and stay in education in Uganda is the cost of schooling. Additional barriers for girls include menstruation, cultural preference for boys and child abuse. Barriers to successful learning and transition include poor quality of education, mismanagement of schools, and a lack of life skills such as financial literacy and confidence. The project aims to reduce the barriers to access, learning and transition through activities that simultaneously target the student, school and household and community levels.

To assess the validity of the Theory of Change at endline, assumptions were tested and evidence for causal links was analysed. Due to the change in scope and limited data available at endline only some assumptions were tested and evidence for the causal links is incomplete. However, the evidence suggests that overall the ToC is valid.

The endline did not include wider research and sector evidence for causal links in the ToC. The intermediate outcomes were pre-selected at the GEC programme level based on learning from the first cycle of GEC activities and an extensive evidence review, and given the broad range of activities implemented by the project it was outside the scope of the endline to assess the rationale for each individual activity. However, research into education policy in Uganda shows that the ToC is aligned with government priorities (see Context).

This section summarises the assumptions that were tested at endline and summarises the findings for each assumption. It also lists the assumptions that were not tested at endline. The section then discusses evidence for the causal links in the ToC and includes evidence for mutually reinforcing activities.

Assumptions of the Theory of Change

The assumptions listed by the project in the Theory of Change and logframe were incomplete. The External Evaluator therefore included additional assumptions at endline and assessed them where data was available.

A summary of the assumptions tested and results of validation is in the table below. Each assumption has been given one of four ratings:

- Valid assumption (+ in the table) - the assumption has been tested and is valid.
- Partially valid assumption (/ in the table) - the assumption has been tested and is valid to some extent.
- Not a valid assumption (- in the table) - the assumption has been tested and is not true at endline.
- Cannot be fully validated at endline (? in the table) - the endline intended to test the assumption but it could not be tested with the evidence available at endline.

In total of the 18 assumptions that are included, twelve assumptions are shown to be valid, one assumption is partially valid, two assumptions are not valid, and three could not be fully validated,

For the full list of assumptions, including those that could not be tested at endline, see the Introduction.

Table 32: Assumptions in the Theory of Change and endline findings

Assumptions	**Endline findings**	**Validity of assumption** + valid - not valid / partially valid ? cannot be fully validated
IO2 Improved governance		
School leadership attends SLPD training.	This is a valid assumption at endline. At the beginning teachers were often sent in place of leadership, but this changed over the course of the project.	+
Schools carry out self-assessments.	This cannot be fully validated at endline. Qualitative data suggests this happened as does the limited data seen by the EE, but this cannot be fully validated.	?
Schools develop a SDP and identify areas for improvement that impact learning outcomes and transition rates.	This is a valid assumption at endline. Head teachers identified key areas that could impact learning and transition including teaching quality and teacher retention.	+
School leadership participates in SMST.	This is a valid assumption at endline. SMST was conducted in nearly all schools and included school leadership.	+
School leadership develops knowledge and skills.	This is a valid assumption at endline. Qualitative evidence suggests that this occurred.	+
Communities are involved in school planning.	This is a valid assumption at endline. Qualitative evidence shows that this occurred, through inclusion in SPAM, setting up of SMC and PTA and other committees.	+

Schools use SILs to improve the learning environment and access to resources.	This is a valid assumption at endline. OBUL data and interviews with head teachers show that SIL are mostly used to improve infrastructure and facilities.	+
The changes to the learning environment and resource access have an impact on learning outcomes.	This cannot be fully validated at endline. Interviewed head teachers were unable to connect school improvements through the SIL to learning outcomes. However, given the changes made to schools through SIL it can be expected that there will be an impact on learning outcomes but this cannot be assessed at endline.	?
IO3 Teaching quality		
Cluster meetings will occur regularly and be well attended.	This is a valid assumption at endline. The number of cluster teacher meetings was less than planned for year three, however this was due to a change in strategy for this activity, rather than problems with implementation. Cluster leadership meetings happened much more regularly than planned for the same reason. This suggests that cluster meetings did occur regularly and this assumption is thus validated. Without data on cluster meeting attendance, it is not possible to verify whether or not they were well-attended at endline. However, the data from midline suggests high levels of attendance for cluster meetings.	+
Teachers and head teachers regularly use the OPEN Educator platform.	This cannot be fully validated at endline. There is no evidence to suggest that teachers and head teachers are regularly using the OPEN Educator platform. There is evidence to suggest that a lack of internet access is a barrier to usage amongst teachers and head teachers.	?
CCTs are able to deliver all training to schedule.	This is a partially valid assumption at endline. CCTs expressed some difficulty in being able to deliver all training to schedule, although overall this seems to have been successfully implemented. This assumption is therefore partly verified.	/
Teacher turnover is low.	This is not a valid assumption at endline. The assumption that teacher turnover is low has	-

	not been verified, and has indeed been refuted through the evidence collected.	
IO4 Life skills and aspirations		
Interventions including skills development, promoting sexual and reproductive health, and mentorship help build confidence.	This is a valid assumption at endline. The qualitative and quantitative data at endline show that interventions including skills development, promoting sexual and reproductive health, and mentorship lead to improved confidence amongst learners.	+
IO5 Economic empowerment		
School fee costs are one of the main barriers to education.	This is a valid assumption at endline. Evidence from the IGA supports the assumption as student attendance increased when households had access to more income.	+
Households will access financial services through OBUL.	This is not a valid assumption at endline. Approximately a third of households accessed a SFL over the course of the project.	-
Households will use additional financial resources for education.	This is a valid assumption at endline. Evidence from the IGA supports the assumption as the majority of households used profits for education costs, and student attendance increased as a result.	+
Financial literacy skills will be used by girls to save funds.	This is a valid assumption at endline. Qualitative data from head teachers, teachers and project partners shows that students are saving through savings clubs and CSAs.	+
Child protection and safeguarding		
Household members attend community dialogue sessions.	This is a valid assumption at endline. Household members attended session, and the popularity of community dialogues led to an expansion of this activity.	+

Causal links in the Theory of Change

At endline there is some evidence that project activities impact intermediate outcomes. The table below summarises the endline findings.

Table 33: Causal links in the Theory of Change and endline findings

Intermediate outcome	Endline findings
Attendance (IO1)	The four subsequent IOs are intended to impact attendance rates. There are indications that attendance has improved as a result of project activities. In particular, the Girls' Clubs including menstruation management and savings, IGA and teaching quality. There is little evidence for the link between school governance and attendance at endline.
School governance (IO2)	Interviews with head teachers show that the P2E helped school leaders to identify areas of improvement within their schools and develop an actionable plan to address those areas. Areas identified by schools for improvement included: child protection, teacher retention, teaching quality, infrastructure, community involvement, and school culture. Community involvement increased through school governance activities, including the SMST and P2E. The impact of increased community involvement in school activities is a higher level of interest and joint-working in education of the students. There is limited evidence on the impact of SIL on school governance.
Teaching quality (IO3)	There is a good degree of evidence to suggest that the CCT trainings have had some positive impact on teaching quality at EGE schools. However, the qualitative data suggests that the impact was limited by several factors, most notably the fact that CCTs only became involved in the latter stages of the project and did not therefore have the time to effect substantial change. Due to the limited project data available regarding the cluster teacher training and P2E, the evidence of the impact of these activities on teaching quality is much more sparse.
Life skills (IO4)	The data shows that the confidence and financial literacy of students has improved as a result of the project activities. Girls' Club activities in particular are linked to improved confidence and improved financial skills in saving. Participation in the SEC is also linked to improved financial literacy, and skill development in areas such as budgeting, marketing and entrepreneurship, as well as improved confidence.

Economic empowerment (IO5)	There has been an 'improved ability for households to meet the costs of education', even for the most marginalised students. The bursaries and IGA have proven to be particularly effective activities. However, the end of bursary provision in 2019 is likely to have negatively impacted students in the last year of primary/lower secondary in 2020. Savings activities have contributed to the economic empowerment of students. There is limited evidence on the impact of SFL on economic empowerment.

There is limited data on the impact on overall project outcomes. National exam data shows that there has been a decrease in performance from 2017 to 2020 in EGE schools. However, this mirrors a national trend over the same period and is not conclusive evidence that the project negatively impacted learning outcomes. All head teachers interviewed said that exam performance had improved in their school. It should be noted that at the primary level EGE schools outperform the national average, which is consistent with the broader trend of private schools often outperforming public schools in Uganda. This is not evidenced at the secondary level.

There is anecdotal evidence that the project positively impacted transition rates, and there are indications that activities such as the Girls' Clubs, clusters, school enterprises and household income generating activities will continue independently once schools re-open.

Many of the project activities were designed to be mutually reinforcing. For example, the work of EduQuality and Link was linked through project design. EduQuality provided SLPD training, introduced the P2E and facilitated cluster meetings. Link provided additional training through the SMST and supported schools in the P2E. The EduFinance Head Education Specialist said of the collaboration: *"Some schools would attend cluster meetings but maybe needed more support, so Link would provide them support. They made work easy".* In addition, the work of PEDN and TAMTF on life skills complemented each other.

Outside of the activities that were designed to reinforce each other there was evidence of mutually reinforcing work across the IOs. For example, improved pupil knowledge and attainment is observed through the LO data (IO3), similarly improved student teacher relationships and student participation in class is observed in the life skills data (IO4). It is quite possible that both of these elements are contributing to overall improvements in participation and learning - students are more confident but also teachers create a welcoming environment.

Because many of the project activities were mutually reinforcing, trying to tease out direct links between one specific activity and an outcome is therefore very difficult, and is not feasible within the endline methodology. Furthermore, attempting to isolate one activity and measure its impact on overall outcomes is arguably not a suitable approach more generally when assessing projects which, by design, have multiple complex layers that interact to produce an impact on overall outcomes.

7.2. Conclusion

The analysis of the validity of the Theory of Change presented above provides a crucial foundation for an overall assessment of the contribution of the project at endline. A synopsis of

the endline findings in response to the evaluation questions is presented in the table below. This is followed by a final set of reflections on the extent of the project's contribution based on both the findings and the analysis of the validity of the Theory of Change.

Table 34: Evaluation questions and summary findings

#	Category	Evaluation question	Endline findings
1	Learning	What impact did improved governance and teacher quality have on improved literacy and numeracy outcomes for girls and boys?	National exam results for EGE schools decreased over the period 2017 to 2019. This mirrors the trend in national averages. This is in contrast to what would be expected of learning outcomes in project schools. A decrease in learning outcomes measured by national exam data does not provide conclusive evidence that the project has had a negative impact on learning outcomes due to the limitations in the dataset, and qualitative data suggests that there have been improvements in learning from teaching quality in particular.
2	Learning	What impact did the Pathways to Excellence Assessment have on quality of teaching? On quality of governance?	There is no clear causal link between the P2E assessment and improvements in the quality of teaching. However, there was some evidence of improvements in teacher retention as a result of the P2E. P2E activities improved governance through better school planning, community involvement and facilitating schools to identify priorities.
3	Sustainability	Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?	Evidence at endline suggests that Girls' Clubs and activities such as sewing reusable sanitary pads and savings are the most likely to continue. Clubs have been incorporated into school schedules and require little funding from schools, and teachers have been trained by PEDN to run the Clubs independently. There is some commitment to continue teacher training, but plans for this are less detailed than for the Girls' Clubs. Some clusters may continue. Schools intend to keep growing school

			businesses and engage with the community for fundraising activities. There is little appetite for SIL offered by OBUL.
4	Process	Did the various project stakeholders fulfil established output targets? If not, why so?	Project stakeholders fulfilled established most output targets. There were gaps in fulfilment of: ● CCT teacher training ● P2E activities ● SIL and SFL ● Girls' Club life skills modules The main challenges were: logistical i.e. geographical spread of schools, sequencing of project activities, staff turnover, resistance from schools, and school and household knowledge of and access to OBUL.
5	Process	Were any intermediate outcomes or outcomes compromised by complications during project implementation? If so, what adaptations were made during GEC-T to account for unforeseen difficulties?	These were somewhat mitigated by a focus on relationship building with schools and increased partner working.
6	Process	What adaptations were implemented or adapted by the various project stakeholders during the course of GEC-T as a result of project findings?	The main adaptations in response to project findings were: ● CCT teacher training ● IGAs ● PSAs ● Expansion ● Increased emphasis on menstruation management through provision of sewing machines ● Expansion of child protection activities ● Alumni networks
7	Process	What evidence is there to suggest that the interventions are mutually reinforcing?	The work of EduQuality and Link on school governance is mutually reinforcing, as is the work of PEDN and TAMTF on life skills. In addition, partners supported one another to fulfil outputs e.g. PEDN provided a platform for OBUL to promote its financial products.
8	Learning and	What impact have Girls Club	Project data and qualitative findings

	transition	interventions (financial literacy, life-skills training and empowerment initiatives) had on girls' sense of personal agency/confidence? How does this relate to learning? To transitions?	show that Girls' Club interventions have a positive impact on girls' sense of agency/confidence. There is some limited qualitative data to suggest that increased confidence has a positive impact on learning. However, results from the national exam data are not indicative of improvements in learning outcomes in EGE schools across the lifecycle of the project. There are indications that transition rates have improved through a range of project activities, from financial interventions to life skills to alumni activities and promotion of community role models.
10	Sustainability	How successfully has the project equipped girls with financial literacy knowledge?	Project data and qualitative findings show that the project has equipped girls with financial literacy knowledge.
11	Sustainability	How successful was our financial literacy programming at getting girls to save more, both formally (in a bank) and informally (at home, school savings group)? In what ways are these savings employed to support a girl's education?	Qualitative findings show that girls, and boys, are saving regularly, and the savings are used for a range of items, including education related costs.
12	Learning	How do financial literacy, life-skills training and empowerment initiatives impact learning outcomes (literacy and numeracy) for marginalised girls and boys?	This has not been answered at endline.
13	Learning	How do improved life skills translate into better learning outcomes in the classroom?	This has not been answered at endline.
14	Learning	How long is it necessary for a girl to be actively engaged in a girls club in order to experience its positive impacts? How long is this effect of girls' club programming felt after leaving the club?	This has not been answered at endline.
15	Transition	What impact does education quality programming and girls' clubs have on classroom	There are indications that attendance has improved as a result of project activities. In particular, the Girls'

		attendance of marginalised girls and boys? On dropout rates?	Clubs including menstruation management and savings, and the IGA.
16	Transition	How does improved school governance translate into improved transition outcomes for girls?	This has not been answered at endline.
17	Transition	How do improved life skills impact on dropout rates for girls and likelihood of transitioning successfully?	This has not been answered at endline.
18	Transition	How does financial literacy training impact dropout rates for girls and the likelihood of transitioning successfully?	This has not been answered at endline.
19	Transition	How successful are school fee loans in preventing long term absenteeism and dropout?	This has not been answered at endline.
20	Transition	How successfully does menstrual health education reduce days absent from school for female-specific health concerns?	This has not been answered at endline.
21	Sustainability	How successfully have life-skills training sessions prepared girls to make use of essential life skills?	This has not been answered at endline.
22	Sustainability	How did the project alter gender norms at the student, school, and community levels?	Evidence at endline suggests that the project has challenged gender norms at various levels (student, school, community) through child protection and safeguarding discussions and community dialogues.
23	Sustainability	Were system-level sustainability initiatives implemented and received successfully? If not, why so?	Government stakeholders have shown support for project activities, but COVID-19 meant that schools are closed and it is unclear what actions government officials will take once they reopen.

The endline evaluation was informed by contribution analysis to assess the impact of the project on changes at the intermediate outcome and outcome levels. Through this analysis, it can be seen that the project had an influence on attendance, school governance, teaching quality, life skills and economic empowerment. The impact on learning and transitions outcomes is incomplete at endline, though anecdotal evidence suggests that the impact was positive.

The project was successful in influencing the intermediate outcomes through a robust and adaptable Theory of Change that included a range of activities designed specifically to target the identified issues in education in Uganda. This used the expertise of individual project partners and was assisted by a favourable policy environment. Implementation was hindered by resistance from private schools to engage with education, as private schools are profit-making enterprises, and challenges with consortium working.

Contribution analysis recognises that there are multiple causes of change and aims to provide a plausible, evidence-based narrative of change by reducing uncertainty that observed changes have been caused by factors external to a project. The External Evaluator concludes that the change narrative presented in this report is plausible as it fulfils three of the four conditions of contribution analysis, and partially fulfils the fourth condition. It has shown that: (i) the Theory of Change is based on sound assumptions, (ii) activities were overall implemented properly, and (iii) the contribution of external factors can be dismissed or demonstrated. It partially fulfills the conditions of adequate evidence for change at each level of the Theory of Change.

Annexes

1. Project Theory of Change

The project's original Theory of Change is included as a Word document.

2. Script for Field Officers - Teacher/Head teacher KIIs

Purpose of the script

The purpose of this script is for you to use when calling teachers and head teacher to ask for their time to participate in an interview.

Script

A research team from the UK called Jigsaw Consult, with assistance from members of a research organisation called RDM based in Uganda, are currently conducting an evaluation of the GEC-T EGE project. Because of the coronavirus pandemic the researchers are unable to travel to or within Uganda, and so the evaluation is taking place remotely. The research team is therefore looking for teachers and head teachers to take part in the research study by answering questions about student performance, teaching [for teachers only], school management and governance [for head teachers only] and the project activities over the phone.

The research team knows that this is a difficult time for many people, and does not wish to disturb anyone who is facing additional pressure or stress as a result of the current situation. They also feel that it is very important to learn from your expert knowledge and insight for this evaluation. They are asking a small number of teachers and head teachers to give around 30 minutes of their time for a phone interview with one of the team members from RDM.

The researcher will make notes during the interview, and the information you give will be used to write a report on the GEC-T EGE project. Findings will be presented by region, and your name will not be used in the report.

Do you give me permission to pass your name and phone number on to the research team so they can contact you? You are free to change your mind later, just let the team know when they call that you don't wish to take part.

If yes:
Great, thank you. Someone from the team will call you in the next two weeks, and together you can arrange a time that is convenient for you to carry out the interview.

3. Data collection templates

Partner KIIs

Interview details

Interviewee:	
Date (DD/MM/YY):	
Qualitative specialist name:	
Assistant qualitative specialist name:	

Purpose of interview

The purpose of the KII with the [NAME OF POSITION] is to understand:

- The successes and challenges of consortium working and project partnerships
- The successes and challenges of project implementation
- Lessons learned

The interview informs the following evaluation questions:

- [LIST RELEVANT EVALUATION QUESTIONS]

Introduction and informed consent

My name is _____ and I am part of the External Evaluation team commissioned by OIUK for the endline evaluation of the EGE project. I would like to talk with you today about your role in the EGE project.

We will include your insights in a report on the EGE project, and may include the name of your role. However, we will not use your name.

Your input and insight will be very helpful to understand the successes and challenges which will contribute to learning for future projects, so please be as honest as possible in your appraisal. However, if there is any question that you do not wish to answer, please just say so. You can also stop the interview at any time.

Are you happy to take part?

Do you have any questions before we begin?

Discussion

- Confirm activities under the partner's responsibility.
    - Aims and objectives of the activities.
    - Timeline of the activity.

- Was the organisation running the activity before EGE?
    - How does the experience of implementation under EGE differ from implementation of the activities in other schools?
    - How was the activity developed?
    - What is the idea behind how it creates change and where did this come from?
- Was the organisation able to meet its output targets?
    - If not, what were the challenges encountered and how were these challenges approached? (Probe for internal and external constraints).
        - What would you have done differently? / What could be done differently next time?
    - If yes, what factors led to the successful meeting of the targets? (Were the targets ambitious enough? Probe for internal and external factors).
    - If yes, what was the impact of the outputs? (Probe for specific IOs and outcomes).
- What results/outcomes surprised you the most?
- Did the project activities change during the course of the project? If so, how and why?
    - Looking back, are there any other changes you think would have been beneficial?
- What else was happening that could explain the results, both positive and negative e.g. other interventions, local or national context. (If not covered in output targets question).
- What could have been done differently/better?
    - What mistakes should be avoided if the initiative were to be replicated?
    - How easy would it be to replicate the successes in a different context/country?
- What have you learned from other sectors or work that has been done before that you applied to EGE?
- What have been the key learnings from GEC-T that you will use in the future?
    - What have been the key findings that will influence future activities for the organisation?
- For each question probe for differences in: gender, district/region, primary/secondary.
- Recommendations for where intervention has been a success and where it has had challenges, to speak to teachers and head teachers?
- (For some partners): recommend speaking with field officers?
- End: willing to speak with us again briefly/answer questions over email?

Head teacher KII

Interview details

Date (DD/MM/YY):	
Qualitative specialist name:	
School name:	
Primary / Secondary:	
Region:	
Gender of headteacher:	

Note: you do not need to record the name of the head teacher.

Purpose of KII

The KII with head teachers contributes primarily to the following evaluation questions:

- Learning 4: What impact did the Pathways to Excellence Assessment have on quality of teaching? On quality of governance?
- Sustainability 1: Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?
- Sustainability 3: How successfully has the project equipped girls with financial literacy knowledge?

Participant introduction and consent

Hello, my name is _____ and I am part of a team from RDM on behalf of Opportunity International and Jigsaw Consult conducting an evaluation of the Empowerment for Girls' Education project. I was given your contact details by the project and believe you have been contacted by one of the partners already; thank you very much for expressing an interest in taking part in our research, and for allowing me to contact you. This interview is to ask you some questions about the school and participation in the project.
It is not part of a needs assessment and will not affect your interaction with Opportunity International or any other organisation.
The report will contribute to a programme called the Girls' Education Challenge, funded by the UK Department for International Development. The information you share with us will remain confidential and anonymous in all reports generated. That means we will not use your name or attribute any statements to you.
If you do not wish to answer a particular question please let me know, and you can stop the interview at any time.
The interview will take around 20 minutes.
Do you have any questions before we start?
[If a participant asks a project related question eg. Will the project continue? let them know that you are not from the project but an independent evaluator and refer them to their partner contact, most likely someone from PEDN]
Are you willing to participate in the interview?

Discussion

1. How long have you been a head teacher at this school?

2. I would like to ask you about the school's involvement in specific project activities and the impact they have had in the school and on the students:

   [For all questions on impact, please probe for details, particularly for evidence/examples of impact and what has led to this impact.]

   a. Pathways to Excellence
      i. Have you written a School Development Plan after completing a Pathways to Excellence self-assessment?
         1. [If no] Have you undertaken the self-assessment? What has stopped you from developing the SDP?
         2. [If yes] What are the priorities for the school in the SDP?
         3. [If yes] How did you implement the School Development Plan?
            a. What has been the impact of these activities on:
               i. Teaching quality [probe for examples]
               ii. School governance [probe for examples]
               iii. Learning outcomes of students

iv. Transition rates [through each year of school, and from primary to secondary]

b. Girls' Clubs
   i. What has been the impact of the Girls' Clubs on girls in the school?
   ii. What financial literacy skills have the students gained? [If not covered above. Probe for specific financial literacy skills eg. budgeting, savings, record-keeping]
      1. What has been the wider impact of these financial literacy skills?
   iii. Did the school participate in the School Enterprise Challenge?
      1. [If yes] What was the impact of this on the students?
         a. Life skills - including financial literacy
         b. Learning outcomes of students
         c. Transition rates

3. Have you seen any changes in student performance in national exams since the project started at your school?

   [If a head teacher provides you with information contradictory to the national exam data, or is defensive or vague in answering this question, please note it here. Do not challenge them on any contradictions.]

   a. [If yes]
      i. Have results improved or worsened?
      ii. Why do you think this is? [Probe for: project activities and other reasons/]
   b. [If no] Why do you think this is?

4. Which activities will the school continue with now that the project has ended?

   [This may include, but is not limited to: Pathways to Excellence self-assessment and School Development Plans, Girls' Clubs, School Improvement Loan, working with CCTs, cluster meetings.

   If a head teacher says that they do not know which activities will continue as these decisions are made the director, note it down.]

   a. What steps have been taken to be able to continue with the activity / activities? (eg. integration of Girls' Club into the school timetable, or budget allocation for activities)
   b. [If no activities are listed] What challenges does the school have in continuing with activities?

5. Are there other organisations or projects that the school works with? Or activities which the school has started independently? (if not covered in question 4).
   a. [If yes] Which organisations / projects?
   b. What does the organisation / project do?

[If there is time, please ask about the school's involvement with CCTs and experience with School Improvement Loans. However, these are less of a priority than the questions above.]

6. I would like to ask you about the school's involvement in specific project

activities and the impact they have had in the school and on the students:

[For all questions on impact, please probe for details, particularly for evidence/examples of impact and what has led to this impact.]

a. CCT
    i. Did the teachers at your school receive training from a CCT on integrating literacy and numeracy in the classroom?
    ii. [If no, move on to the next question]
    iii. If yes, what feedback have you received on the training from:
        1. teachers
        2. the school owner / director
    iv. If yes, what changes have you seen in teaching practice from this training?
        1. What impact have these changes had on student learning?

b. School Improvement Loan (SIL)
    i. Have you taken a loan(s)?
        1. How many loans have you taken?
    ii. What did you use the loan(s) for?
    iii. What has been the impact on the students?

Wrap-up

7. Is there anything else you would like to share with me?
8. Do you have any questions for me?

Thank you for your valuable contribution.

Facilitator comments/observations

[Include relevant notes on anything that may be relevant for analysis, including but not limited to demeanour of the participant eg. was the participant uncomfortable answering certain questions? Did any questions seem hard for the participant to answer? It is not compulsory to include notes here]

Girls' Club Liaison Teacher KII

Interview details

Date (DD/MM/YY):	
Qualitative specialist name:	
School name:	
Primary / Secondary:	
Region:	
Gender of teacher:	

Note: you do not need to record the name of the teacher.

Purpose of KII

The KII with the Girls' Club liaison teachers contributes primarily to the following evaluation questions:

- Learning 5 and Transition 5: What impact have Girls Club interventions (financial literacy, life-skills training and empowerment initiatives) had on girls' sense of personal agency/confidence? How does this relate to learning and transitions?
- Sustainability 1: Which project findings will impact projects/interventions past the scope of GEC-T? In what ways?
- Sustainability 3: How successfully has the project equipped girls with financial literacy knowledge?
- Sustainability 4: How successful was the financial literacy programming at getting girls to save more, both formally (in a bank) and informally (at home, school savings group)? In what ways are these savings employed to support a girl's education?

Participant introduction and consent

Hello, my name is _____ and I am part of a team from RDM on behalf of Opportunity International and Jigsaw Consult conducting an evaluation of the Empowerment for Girls' Education project. I was given your contact details by the project and believe you have been contacted by one of the partners already; thank you very much for expressing an interest in taking part in our research, and for allowing me to contact you. This interview is to ask you some questions about the school and participation in the project.
It is not part of a needs assessment and will not affect your interaction with Opportunity International or any other organisation.
The report will contribute to a programme called the Girls' Education Challenge, funded by the UK Department for International Development. The information you share with us will remain confidential and anonymous in all reports generated. That means we will not use your name or attribute any statements to you.
If you do not wish to answer a particular question please let me know, and you can stop the interview at any time.
The interview will take around 20 minutes.
Do you have any questions before we start?
[If a participant asks a project related question eg. Will the project continue? let them know that you are not from the project but an independent evaluator and refer them to their partner contact, most likely someone from PEDN]
Are you willing to participate in the interview?

Discussion

1. How long have you been a teacher at this school?
    a. [If applicable] What subject do you teach?

2. How did you become the Girls' Club liaison teacher?

3. What has been the impact of the Girls' Club activities on students':

    [For each of these, probe for details, particularly for evidence/examples of impact and what has led to this impact.

Ask for examples of specific students that have significantly changed over time, to avoid teachers discussing in general students that had always been confident / financially literate.]

a. Confidence

If there has been an improvement:
i. What Club activities in particular led to improved confidence?
ii. Did this improved confidence impact student learning? How? [You may want to ask the teacher to specify the subject(s) that have seen learning gains - we are mostly interested in literacy and numeracy but useful to know about others]

If there has been no change in confidence: What else could have been done in the Girls' Club to improve girls' confidence?

b. Financial literacy

If there has been an improvement:
i. How is 'financial literacy' defined in the school? [Ask for specific skills which fall under this category eg. budgeting, saving, record-keeping.]
ii. What Club activities in particular led to improved financial literacy skills?
iii. Did this improved financial literacy impact student learning? How? [You may want to ask the teacher to specify the subject(s) that have seen learning gains]
iv. Did this improved financial literacy impact student savings habits?
1. How do students save? (Informally/formally)
2. What do students do with their savings?

If there has been no change in financial literacy:
- How is 'financial literacy' defined in the school?
- What else could have been done in the Girls' Club to improve girls' financial literacy?

4. Has the Girls' Club had any other impacts? [Probe for impact on: boys, teachers, households and wider community]

5. Will the Girls' Clubs continue now that the project has ended?
   a. What steps have been taken to be able to continue with the activity / activities? (eg. integration of Girls' Club into the school timetable, or budget allocation for activities)

6. Are there any other EGE project activities that have had an impact on your school? Either positive or negative.
   a. [If yes] Which ones? What was the impact?
   b. Will these other project activities will the school continue with now that the project has ended? What steps have been taken to be able to continue with the activity / activities?

7. Are there other organisations / projects that the school works with? Or activities which the school has started independently?
   a. If yes, which organisations / projects?
   b. What does the organisation / project do?

Wrap-up

8. Is there anything else you would like to share with me?
9. Do you have any questions for me?

Thank you for your valuable contribution.

Facilitator comments/observations

[Include relevant notes on anything that may be relevant for analysis, including but not limited to demeanour of the participant eg. was the participant uncomfortable answering certain questions? Did any questions seem hard for the participant to answer? It is not compulsory to include notes here]

4. Logframe

The project logframe is included as an Excel file. Note that the logframe is the same as the midline logframe as the figures have not been updated at endline due to the updated approach.