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A Realist Developmental Evaluation of Charlene's Project, Uganda

A report prepared for the Board of Trustees of Charlene's Education Foundation.

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Table of Contents

Table of Contents.....	iii
List of Tables	iv
List of Figures	iv
1.0 Introduction	1
1.1 Evaluation Frameworks and Tools	1
2.0 Methods.....	3
2.1 Producing the Theory of Change (ToC) Model.....	3
2.2 Producing the CMO Model of Change using Realist inquiry.....	4
2.3 Methodological Rigour.....	5
2.4 Ethical Considerations.....	7
3.0 Results.....	8
3.1 Result 1 – Developing the ToC	8
3.2 Results 2 – Elucidating CMO configurations	13
3.2.1 Pupil “outcomes”	16
3.2.2 Teacher and school outcomes	19
3.2.3 Family and community Outcomes	20
4.0 Discussion.....	25
4.1 ToC and complexity.....	25
4.2 Integrating the ToC with Realist Enquiry	26
4.3 Lessons learned for Charlene’s Project.....	28
Appendix 1. Realist Interview Guide.....	30
Appendix 2: Photo montage of November 2023 Workshop with Charlene’s Project Stakeholders	36
Appendix 3: Tables of clustered CMOs with stakeholder quotations	37
Table 1: Clustering of Contexts for Pupil CMOs with stakeholder quotations	37
Table 2: Clustering of contexts for Teacher/School CMOs with stakeholder quotations.	45
Table 3: Clustering of contexts for Family and Community CMOs with stakeholder quotations	52
Appendix 4: Figures of clustered CMOs by stakeholder categories	61
Figure 1: Summary Clustering of Contexts and Pupil CMOs.....	61
Figure 2: Summary Clustering of contexts and Teacher CMOs	64
Figure 3: Summary Clustering of Contexts for Family and Community CMOs	66
Appendix 5: Charlene’s Project Summary of Evaluability Assessment.....	70

List of Tables

Table 1: Criteria used to ensure rigour in the evaluation.....	6
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List of Figures

Figure 1: (a) Original ToC developed by the trustee stakeholders in Aug 2023, version 1.0; (b) Amended ToC during the stakeholder workshop in Nov 2023, version 1.1.....	12
Figure 2: CMO configurations identified in the interviews mapped onto the ToC Model	15

Executive Summary

This report presents a Realist Developmental Evaluation of Charlene’s Project in Uganda, prepared by Queen's University Belfast (QUB) for the Board of Trustees of Charlene’s Education Foundation. The primary aim is to assist the project in establishing a coherent framework for evaluating its future progress, focusing on the articulation of explanatory accounts from the program stakeholders. By clarifying the outcomes and data necessary for evaluation, the report seeks to enhance the project's effectiveness and impact.

The evaluation process involved engaging stakeholders through workshops and interviews. In the workshops, participants discussed and challenged the initial Theory of Change (ToC) developed in August 2023. These discussions were facilitated by local educators and aimed to identify assumptions, intermediate outputs, and success metrics related to the project’s goals. Participants also recommended various “threshold percentages” as success indicators (e.g., an increase in school of attendance by a certain %). The specific methods to measure success or metrics will require further clarification in future discussions. The workshop findings were then synthesized into an amended ToC that reflects the collective insights of stakeholders regarding how activities, outputs, outcomes, and impacts can be measured. The updated ToC was used to help develop the list of questions and probes (topic guide) used when interviewing stakeholders at each of the Charlene schools. Data from the interviews were then analysed, drawing on both the ToC and a realist evaluation framework to identify the context, mechanisms and outcomes associated with the project (see page 4 for an explanation of the CMO framework).

The report highlights the importance of establishing clear success indicators and data sources for evaluating the project’s impact. Participants suggested various threshold percentages as success indicators, although the specific metrics require further clarification in future discussions. The report emphasizes the need for comparability in metrics, particularly when making comparisons with other regions in Uganda. It also outlines current and potential data sources that could be utilized for evaluability assessments, ensuring that the project can make informed judgments about its progress.

Key findings from the evaluation indicate that the project has made significant strides in improving educational outcomes, community engagement, and overall wellbeing of children and families. Increased school attendance has been observed, driven by heightened parental interest and involvement. The project has also fostered stronger relationships with sponsors and raised awareness within the community about the importance of education. Additionally, training and guidance provided to pupils and families have addressed various social aspects, contributing to a more supportive educational environment.

The report further discusses the development of diverse vocational and academic curricula, which have created employment opportunities within the community. This has not only improved the economic situation for families but has also contributed to a reduction in school dropouts and crime rates among children. Enhanced health and sanitation facilities have benefited both pupils and the broader community, underscoring the project’s holistic approach to education and community development.

In conclusion, this report serves as a foundational document for Charlene’s Project, providing a roadmap for future evaluations and ensuring that stakeholders are equipped to measure and understand the project’s impact effectively. The insights gained from this evaluation could be instrumental in guiding the project’s ongoing development and success.

1.0 Introduction

Charlene's Project is a small NGO that has operated in rural Uganda for over a decade, with an overall mission to support local communities through improved education and community capacity building. Although borne of the vision of a single young person from Northern Ireland, who initially set out to fund the building of a primary school in 2012, it has grown substantially since then. Now governed by a Ugandan Trustee Board, Charlene Education Foundation, to date it has supported eight primary schools and built a secondary school, while supporting local community development in the same areas.

This growth has been organic, with the Trustees and local stakeholders engaged in continuous action learning and problem solving over the last decade. Although partnering from time to time with several multinational NGOs (such as Build Africa, Street Child and RedEarth), the Trustee Board has recognised both the opportunities for further growth and the need for a more formal “programme theory” to guide its expanding mission. Consequently, in 2023 they approached an academic team from Queens University Belfast (QUB) to conduct an independent formative evaluation. The aim was to learn how well the program was working, for whom, and under what conditions. This information will not only help the Board make evidence-based improvements now, but also allow them and others to plan for future growth.

1.1 Evaluation Frameworks and Tools

This evaluation was developed and delivered within a Developmental Evaluation (DE) framework¹ that aims to provide evidence for programs to respond quickly to changing conditions based on stakeholder feedback during formative or real-time evaluation (adaptive development). This can be combined with a more formal, “arm’s length” assessment of a program once it is running smoothly or ended (summative evaluation).

One of the lenses that can be used to conduct a DE evaluation is the Realist approach, which aims to explain how and why a program should work, for whom, and under what conditions. The first step is to work with stakeholders to produce a theoretical model about how the program should work (a Theory of Change or ToC model). The result is a diagram or map showing chains of linked steps and inputs (resources, personnel, funds, etc.) for each outcome, such as increased academic performance. Then the model is tested and refined using information collected from stakeholders to identify the specific Context (program environment or conditions in which the program is run) and underlying processes (Mechanisms) that shape the consequences or effects of the program (Outcomes). For example, a program to improve learning in a rural African community may succeed because it engages pupils more effectively than other programs. This would be one element in the program’s Context-Mechanisms-Outcomes (CMO) Model of Change. The identification of CMO configurations that support programme impact is typical of “Realist” inquiry and fusing aspects of a ToC assessment with Realist inquiry has been critically examined by others and advocated in the right circumstances². Principles of Realist evaluation have previously been folded successfully into formative and developmental evaluations as in the current study³, in

order to focus on the articulation of explanatory accounts from those directly involved in a programme, that express ideas about *how* its goals can be achieved.

The primary purpose of the current report, however, is not methodological development in itself but rather to assist Charlene's Project in charting a coherent way forward and clarifying the outcomes and data upon which they – and their stakeholders - will be able to evaluate their future progress.

2.0 Methods

2.1 Producing the Theory of Change (ToC) Model

An online (Zoom) Participatory Workshop was held in August 2023 to develop a preliminary ToC Model. Trustees with first-hand knowledge of day-to-day operations in Charlene's Project schools, and evaluators from QUB with expertise in public health, education and systems science applied to low- and middle-income country (LMIC) settings, were present. Together they developed the initial ToC model linking the overarching aims of CP to the steps needed to achieve it, along with underlying assumptions on why each step was essential to the process.

Starting with the overall aims of Charlene's Project, participants identified intermediate goals or outcomes, and what they believed would be the necessary inputs and steps to achieve each one, and sought agreement on the underlying assumptions or reasons for including each of the steps.

Securing broader stakeholder "buy-in for the provisional ToC was achieved through two more inclusive workshops that involved a much larger set of stakeholders. Face-to-face workshops were organised with a broader group of stakeholders from all eight primary schools and the Charlene's Project secondary school. As the schools were dispersed across the Masindi and Kiryandongo districts, the two workshops were held on consecutive days in November 2023 to ensure that access and transport (where necessary) could be facilitated for teachers, parents, and management committee members of all the schools. Representatives of the local government Education Commissioner's office were also invited to and attended these workshops. The workshops were conducted in English though interpreters were present to assist the very few stakeholders who spoke little English.

Each workshop attracted between 30 and 40 participants. All gave informed consent and were assured of the confidentiality of the research process.

After a brief introduction to explain the overarching purpose, delegates joined smaller groups of six to eight individuals to work through and discuss the draft ToC by challenging its assumptions and systematically examining it for missing elements. This was guided by a local facilitator (typically a teacher) using an agreed worksheet to record discussions in each of the smaller groups.

Using prepared worksheets, the facilitators recorded their group's discussion, capturing both the linked chains of intermediate outputs or steps, underlying assumptions on how each step would contribute to reaching the goal, and thoughts on how to measure progress or success. After the meeting, the worksheets were collated and used by two team members (FK, BB) to synthesise findings into a single ToC model.

In a subsequent section, we also distil the participants' views on how activities, outputs, outcomes, and impact might be measured and any success metrics (for Charlene's Project) that were implied by the ToC.

Originally two and a half hours had been scheduled for the workshops but because of the level of interest and engagement of participants, each lasted approximately four and a half hours.

In neither of the November 2023 workshops with adult stakeholders were pupils engaged in the discussions of the draft ToC, and so to avoid school timetable congestion, Focus Groups were conducted in July 2024 with a sample of CP secondary school pupils and with CP sponsored pupils who were attending a partner high school (not directly under the governance of the CP Trustee Board) to highlight their own views on the ToC. After obtaining the parents' or guardians' consent, pupils (~16 years old) were divided into two single gender groups, each group being led by one of the research team (FK and VC) and facilitated by a local teacher.

The aim was both to “reality check” the draft ToC and to test whether the pupils thought there were missing elements.

2.2 Producing the CMO Model of Change using Realist inquiry.

Data for this phase of the evaluation were drawn from 1-1 interviews and qualitative data gathered from three groups of stakeholders with relevant knowledge about CP and its schools: school management board members, Parent Teacher Association (PTA) members (parents), and head teachers from each of the nine (8 primary, 1 secondary) schools.

An interview guide, or set of questions and probes, was developed by the evaluators based on relevant literature, the CP ToC Model and previous evaluation projects, plus guidance on conducting Realist interviews to capture people's views on CMOs. This followed the guidance from the Realist And Meta-narrative Evidence Syntheses: Evolving Standards (RAMESES II) for realist evaluations, and incorporated its suggested framework and starter questions⁴, that would help us identify Context–Mechanism–Outcome configurations (CMOs). These CMOs separate mechanisms into ‘resources’ and ‘reasoning’ to explore how the programme's components (resources) might activate certain responses and perceptions in the participants and how this may interact with the physical or social contexts in which the programme is implemented.

The draft version of the interview guide was pilot tested in three Trustee interviews. Based on participant feedback, no modifications were made to the guide shown in Appendix 1.

The intended sample size was 27 (one person per stakeholder group at each school). This number was deemed large enough to develop a CP-wide CMO Model based on the context (school)-specific information that each interview would generate and was deemed feasible within the time and budget for the evaluation. As Manzano highlights⁵, the number of informants interviewed is secondary to ‘who’, ‘why’ and ‘how’ we elucidate how our interviewees have experienced and understood the programme and to compare those experiences with our assumptions about how the programme is working (in our draft ToC). By the same token, a power calculation is impossible in this respect, but common practice proposes an acceptable number of interviews to be between 20 and 30.⁶ Pawson himself

acknowledges that Realist hypotheses are not confirmed or abandoned through “saturation” but through relevance and rigour⁷.

The decision was made to conduct interviews online (via Zoom calls) rather than in person to avoid travel time from Kampala (where the post-doctoral researcher NM was based) and to facilitate automatic recording of the sessions for accuracy. For consistency, all interviews were conducted by the same evaluation team member.

Interviews were conducted from 27th March to 25th July, 2024. NM created a verbatim (word-for-word) version of the interview transcript, checked it for accuracy against the automatic recording and removed all identifying information. He then carefully read each transcript to gain an overall sense and identify relevant statements. Next, he developed a system of labels (codes) to identify four elements in the CMO Model: Contexts, Mechanism *resources*, Mechanism *reasoning* and Outcomes, plus specific aspects of each (identified by sub-codes) drawn from the ToC. This allowed us to identify both resources and underlying reasoning or modes of operation for each Mechanism as they interacted with the Context of a specific CP school. Each use of a code/subcode was illustrated by an anonymous quote labelled with source information such as Stakeholder group followed by school code (example: T1, meaning teacher from school 1).

A matrix was created (initially in MS Excel) to capture relevant information from each transcript, assigning a row to each quote along with a brief summary of its meaning plus the code/subcode labels. Two evaluators (NM and LL) independently completed the matrix and noted if the information was already part of the ToC Model (‘theory-driven’) or a new element to be added to it (‘data-driven’). The analysts regularly met online to reach consensus about this element of the work and to discuss emerging findings with a third evaluator (FK). The agreed quotes and codes were then entered into an overall matrix that was used to create three parallel “Outcomes” matrices, one each for pupils, teachers/schools, and families/communities. The analysts then identified patterns or themes from the data for each Outcome table.

2.3 Methodological Rigour

An important aspect of any research or evaluation is that the process of collecting, analysing and interpreting the data was carefully done so findings are credible and useful. A widely used set of criteria to assess rigour in qualitative research or program evaluation in public health and development studies⁸ was followed in this evaluation (see Table)^{9,10}

Table 1: Criteria used to ensure rigour in the evaluation.

Criterion	Explanation	Methods Used
Credibility	Ensuring findings are plausible and accurately represent the views of participants (the equivalent of internal validity in quantitative studies)	<ul style="list-style-type: none"> • <i>Prolonged engagement (spending sufficient time with participants to build trust and understanding, having a deep understanding of the local context and culture)</i> • <i>Persistent observation (focusing on elements most relevant to the study or evaluation)</i> • <i>Peer debriefing (discussing findings with colleagues to explore alternative perspectives)</i> • <i>Triangulation (using multiple types and sources of data, and/or an interdisciplinary evaluation team, and/or multiple theoretical frameworks)</i>
Transferability	Providing enough details about the study methods and context so others can decide if the findings are relevant and/or apply the findings to other settings or populations (equivalent of external validity)	<ul style="list-style-type: none"> • <i>Thick description (providing detailed information about the study setting and participants)</i> • <i>Sampling for information-rich participants</i>
Dependability	Related to the stability and consistency of the research process (equivalent of reliability)	<ul style="list-style-type: none"> • <i>Maintaining an audit trail that records all research activities and decisions.</i> • <i>Peer review (as above)</i> • <i>In-depth methodological description</i> • <i>Triangulation of data sources and analysts (as above)</i>
Confirmability	Related to the objectivity of findings (based on participant experiences and views and not those of the research or evaluation team) (equivalent of objectivity)	<ul style="list-style-type: none"> • <i>Maintaining an audit trail of relevant documents</i> • <i>Confirmability audit of relevant records and material with clear links between the raw data and conclusions, so external reviewers can assess the data collection and analysis process, with clear links from raw data to conclusions</i>
Authenticity	Extent to which the research or evaluation conveyed participants' experiences and assumptions for a balanced and fair representation of the data	<ul style="list-style-type: none"> • <i>Fairness (including all viewpoints, ensuring participants are treated equitably)</i>

To ensure rigour, relevant strategies to meet each criterion in Table 1 were employed. These included for example, building rapport with the participants before and during interviews, which also involved carefully understanding their local context and culture stimulating participants openness and provision of rich data. Conducting weekly meetings with the study team to digest emerging findings and seek alternative perspectives. Triangulation of data sources was done where multiple sub-groups of stakeholders were interviewed, hence providing diverse and rich perspectives. Also, having a multidisciplinary team of experts ensured various perspectives from various experts are incorporated during data analysis. The methods have been described in detail, including the study setting and participants, hence ensuring transferability. Interviews were also conducted with key informants who have been engaged with the project over several years, hence providing rich data. An audit trail was maintained where all copies of study related material and analytical outputs and procedures at each stage of the study have been kept on record (securely) and described. The findings

from the study have been reviewed by all members of the study team, ensuring accuracy and dependability of the findings. Perspectives from the minority of participants' "deviant cases" have also been presented within the findings hence providing a complete picture of the data and ensuring that diverse perspectives, including those that don't align with the dominant themes, are acknowledged and analysed.

2.4 Ethical Considerations

- All participants were given information sheets explaining the purpose and methods of the research and consent forms that emphasised the voluntary nature of participation, with subjects being able to decline to answer questions, or stop an interview without explanation or consequence.
- Ethical approval was granted in October 2023 by the Research Ethics Committee of Stranmillis College of Queens University Belfast, in accordance with the principles of the Helsinki Declaration.

3.0 Results

3.1 Result 1 – Developing the ToC

Figure 1a describes the initial provisional Theory of Change drafted by the Trustee stakeholders in August 2023 (Version 1.0). A photomontage of the stakeholders' participation in the November 2023 workshops is offered in Appendix 2. In fact, most of this original draft ToC was ratified in the November workshops and the amended Version 1.1 is shown in Figure 1b. The following amendments and clarifications were suggested:

“Meeting basic needs” of families was suggested as a possible new Outcome. This was perhaps not clear from the preliminary ToC (V1.0, from August '23). The antecedent mechanisms / assumptions that emerged were that better food production / access (Outcome), improved community awareness (“sensitisation” was mentioned in workshop notes in several contexts) were required as well as improved pedagogy in school around more efficient farming techniques and financial literacy (Outputs). This was probably already implicit in the “vocational training” offer though not previously unpacked or articulated in the same way.

“Producing ...good citizens for Uganda”: While acknowledging some degree of conceptual overlap, there seemed to be a conflation of “citizenship” and “patriotism”, the latter term being used more frequently in the small groups at the workshop. The assumption behind the inclusion of “citizenship” in the draft ToC was premised on a good citizen being someone who was a good neighbour, who upheld laws and rights and believed in protecting the vulnerable and their own health. It was acknowledged that further discussion was needed in the schools about what could be offered in a school curriculum to support this, and by the same token, whether values around “patriotism” needed to be included.

“Maximising pupil attendance” – an implicit assumption around a contributing mechanism supporting this was that improved teacher pupil ratios would permit increased contact hours that would motivate better attendance. This was probably only implicit in the draft ToC. On a similar note, other mentions were made of things like the provision of school lunches, the presence of school nurses and the availability of bursaries. Whether these needs itemised as ACTIVITIES for the future, was a topic that Trustees believed needed further discussion.

“Role modelling” – it was suggested that role modelling could be a distinct ACTIVITY in the ToC, somewhat related to Networking e.g. if teachers, PTA, governors or community members associated with different schools in the CP cluster were given opportunities to share their learning and accomplishments.

“Teacher accommodation”: While physical infrastructure and facilities were already in the draft V1.0, there were several mentions that provision of teacher accommodation should be itemised as it could contribute to teacher retention and maximising contact hours.

“Childrens' rights”: This topic was considered to merit mentioning specifically under curricular development (already in ToC V1.0).

“Teacher training and retention”: It was suggested that Continuous Professional Development programmes should be made available (as an ACTIVITY)

“Offering schools as safe spaces for community development activities”: It was suggested that school premises could be offered for community development activities. Presumably this might increase awareness and sensitize more parents to support education for their children. This, it was suggested, could be included in ACTIVITIES.

“Creation of health centres”; While this sort of suggested activity was acknowledged as reflective of the reciprocal and reinforcing relationship between education and health, it was not considered by the Trustees at this time as core to the current CP mission.

“Reduction of street prostitutes”; This was mentioned as a possible outcome, presumably of better health and reproductive health education in schools.

The academic team then examined the plausibility of some of the key assumptions underpinning the ToC by comparing them with extant development literature, which broadly supports the causal assumptions within the ToC. Indeed, for a very similar purpose this literature was comprehensively annotated in the paper by Shin et al¹¹ (summarised in their Supplementary Tables S2-5) and so we do not attempt to replicate this here.

Focus Groups with pupils.

Working broadly to a format that was comparable to the earlier workshops with adult stakeholders, the Focus Groups were recorded, and subsequent transcripts supplemented by post-it notes on which the pupils’ thoughts and ideas about the draft ToC were captured. The concept of a Theory of Change was explained briefly at the start of each FG allowing the group to work through the draft ToC sequentially from Impacts to Inputs.

Most of their contributions were best aligned to Activities and Outputs and were already represented in the existing draft ToC, though perhaps providing extra colour or concrete examples while reinforcing or enriching the underpinning assumptions.

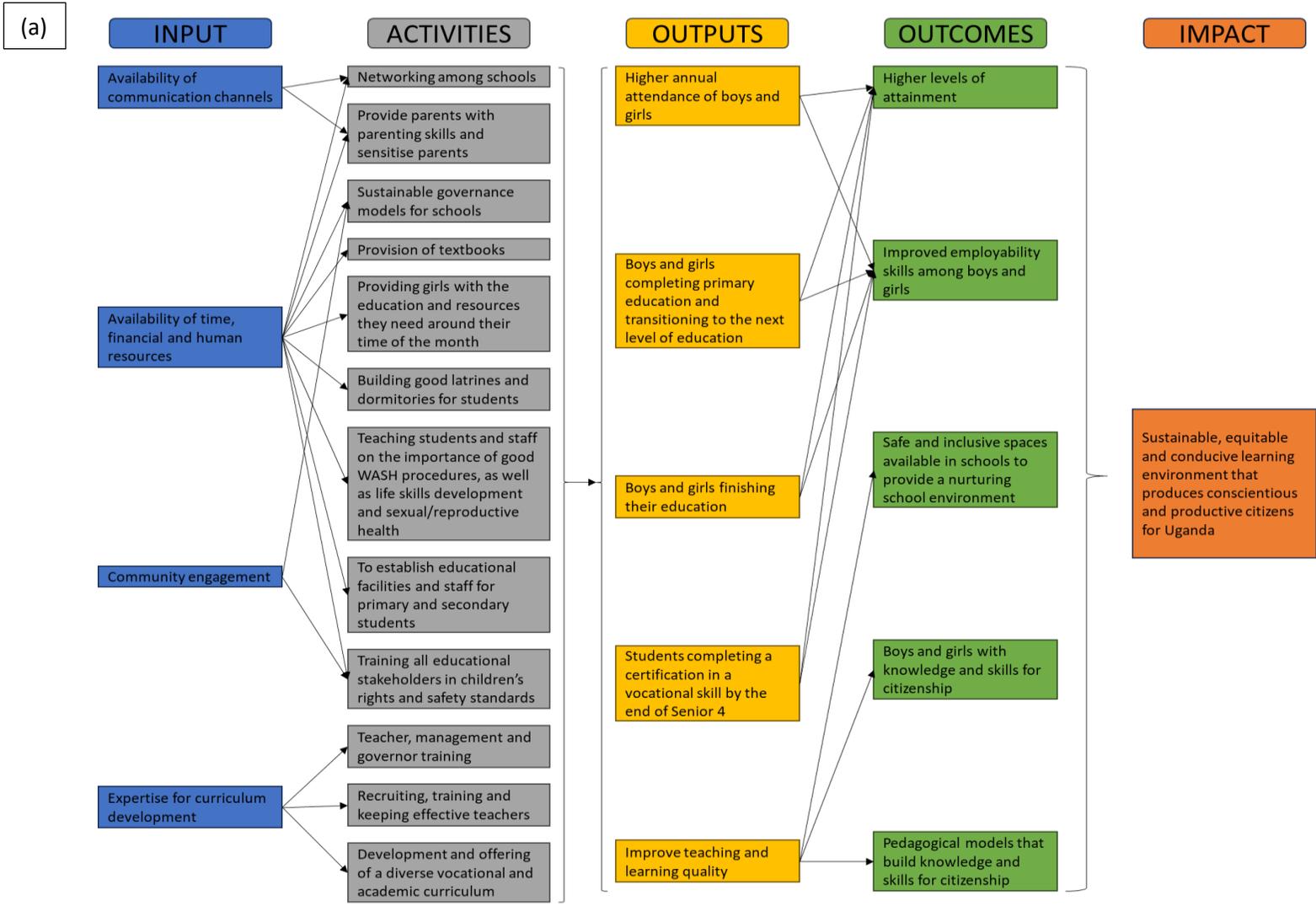
Only in a few examples were the ideas generated by female pupils distinctive from those of the boys and so a joint summary is offered below.

For example, the notion of good citizenship (within “Impacts”) was unpacked to include the fostering of community cohesion among different tribes, supporting the disadvantaged (such as orphans) or supporting community growth through entrepreneurship.

As a contributing outcome supporting this “good citizenship” impact, the pupils deemed the instillation of good moral values and discipline in schools as necessary.

They also had ideas on how the vocational curriculum might be expanded to include mechanical and electrical equipment maintenance training, and financial literacy (the existing offer already including sewing, hairdressing, baking and computer skills) while they had aspirations for the regular academic curriculum to include more international languages (other than English) and subjects such as Psychology, with more opportunities for engaging in sports.

As supportive “Activities” they produced numerous concrete examples of how better outcomes could be supported including simple things like additional fencing around schools for enhanced security, more diverse healthy school meals, better transport infrastructure, provision of more girls’ latrines and a girls-only sick bay. There was also an aspiration from some pupils for the provision of bursaries to support the transition to tertiary level education.



(b)

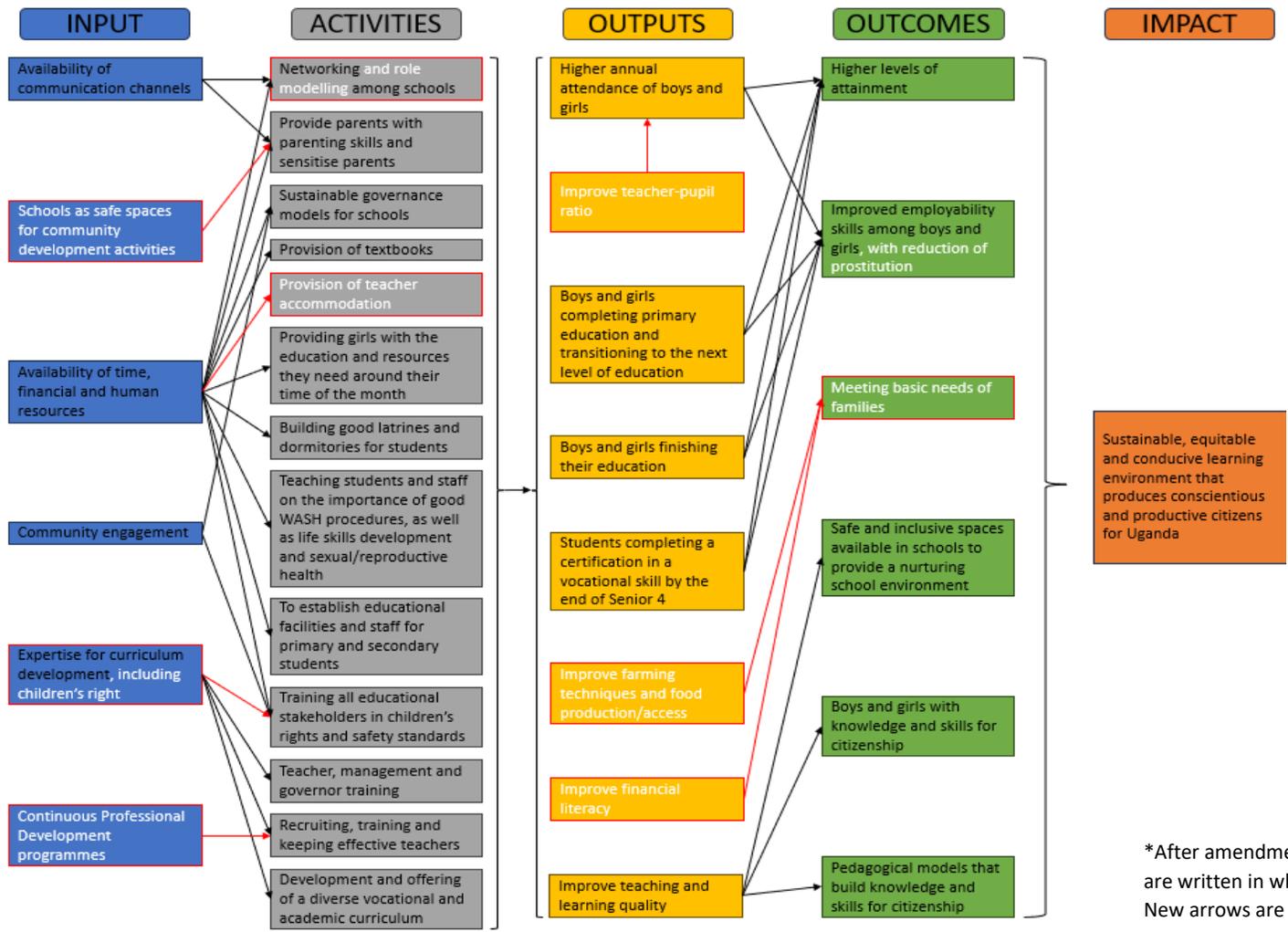


Figure 1: (a) Original ToC developed by the trustee stakeholders in Aug 2023, version 1.0; (b) Amended ToC during the stakeholder workshop in Nov 2023, version 1.1*.

3.2 Results 2 – Elucidating CMO configurations

While it was the intention to interview 27 participants (3 stakeholders from each of 8 schools and the secondary school, one each from the PTA, the School Management Board and the Head Teacher), in total 26 interviews were conducted, as one informant spoke insufficient English.

Following transcription, the main field researcher (NM) developed a coding frame comprising three parent codes: Contexts; Mechanisms; and Outcomes. After discussion with the larger research team, this was elaborated by splitting Mechanisms into Mechanisms-Resources and Mechanisms-Reasoning, and disaggregating Outcomes into three categories: Outcomes for Pupils; Outcomes for Teachers/Schools; Outcomes for Families and Communities. As the analysis progressed iteratively, the team met to examine the relevance and utility of quotations used to support the CMO models under development. After finalising the model based on the interview data, we incorporated elements from the ToC, allowing us to identify outcomes as theoretically-derived (from the co-developed ToC model) or data-driven (from the interviews).

As expected, there was considerable overlap and concordance in the types of mechanisms that emerged from all three types of stakeholders. In addition, the vast majority of the CMOs identified from the data fit the ToC.

Comprehensive tables of the putative outcome-clustered mechanisms are offered in Appendix 3. These tables are structured hierarchically around outcomes that are relevant either to pupils, teachers/schools or families/communities, with data further clustered by context similarities. Findings are supported by brief quotes in italics (to distinguish participant and evaluator voice) plus a source ID. Quotes have been lightly edited to enhance readability without altering their meaning: ellipses (...) show where words have been removed and text in square brackets [] show where words have been added.

Pupils are the direct or primary beneficiaries of Charlene’s Project. Outcomes reflect changes in their learning, behaviour and academic performance, which are directly affected by the teachers and school-based mechanisms.

Teachers and schools, the intermediary beneficiaries, are also implementation agents or service providers that serve as a bridge between Charlene’s Project (intervention Mechanisms) and pupil outcomes. Outcomes at this level include professional development, infrastructure and resource enhancements, and increased job satisfaction, which indirectly affect pupil Outcomes.

Families and communities associated with a Charlene’s Project school are indirect or secondary beneficiaries from activities aimed at improving the educational attainment of enrolled children. Outcomes at this level include enhanced health and well-being at the household level through increased knowledge, attitudes and aspirations associated with improved educational attainment of their children.

Contexts: Statements made during interviews highlighted conditions or contexts that were in place according to several participants, such as low resources in the school, family and community. These were used to identify local conditions and situational factors present in the settings where Charlene’s Project schools operate.

During interviews, all participants spoke about limited resources or poverty as the backdrop in which local communities, households and schools exist. The broad term ‘low resources’ is used to capture the all-encompassing nature of poverty in the setting where Charlene’s Project operates.

Outcomes: Outcomes are the result of Mechanisms -- underlying factors or actions driving change in a specific context -- can be *proximal* (directly related to a Mechanism); *intermediate* (developing later as a result of a proximal Mechanism); or *distal* (long-term, broad impacts emerging even later and potentially influenced by additional factors). Most participants spoke about increased enrolment and school attendance, with an associated decrease in the dropout rate, as an indicator of success for Charlene’s Project. Intermediate outcomes varied, based on the participant group. This is to be expected given that the role and perspective of each group (teacher, Board member, parent) varied.

Figure 2 attempts to overlay onto the ToC the main CMO configurations identified through analysis of the interviews. We can see substantial support for the major elements of the ToC, though not every aspect of the ToC is covered or at least in the same way – for example a “children’s rights” approach to pedagogy was very seldom articulated explicitly. This was to be expected as we anticipated that only the most salient of mechanisms might be offered by any given stakeholder.

Given the number of putative mechanisms identified in Appendix 3, Tables 1-3, we discuss some of more common mechanisms emerging from interviews, separately for outcomes related to pupils, then teachers/schools and then families/communities as well as highlighting some of the big picture issues.

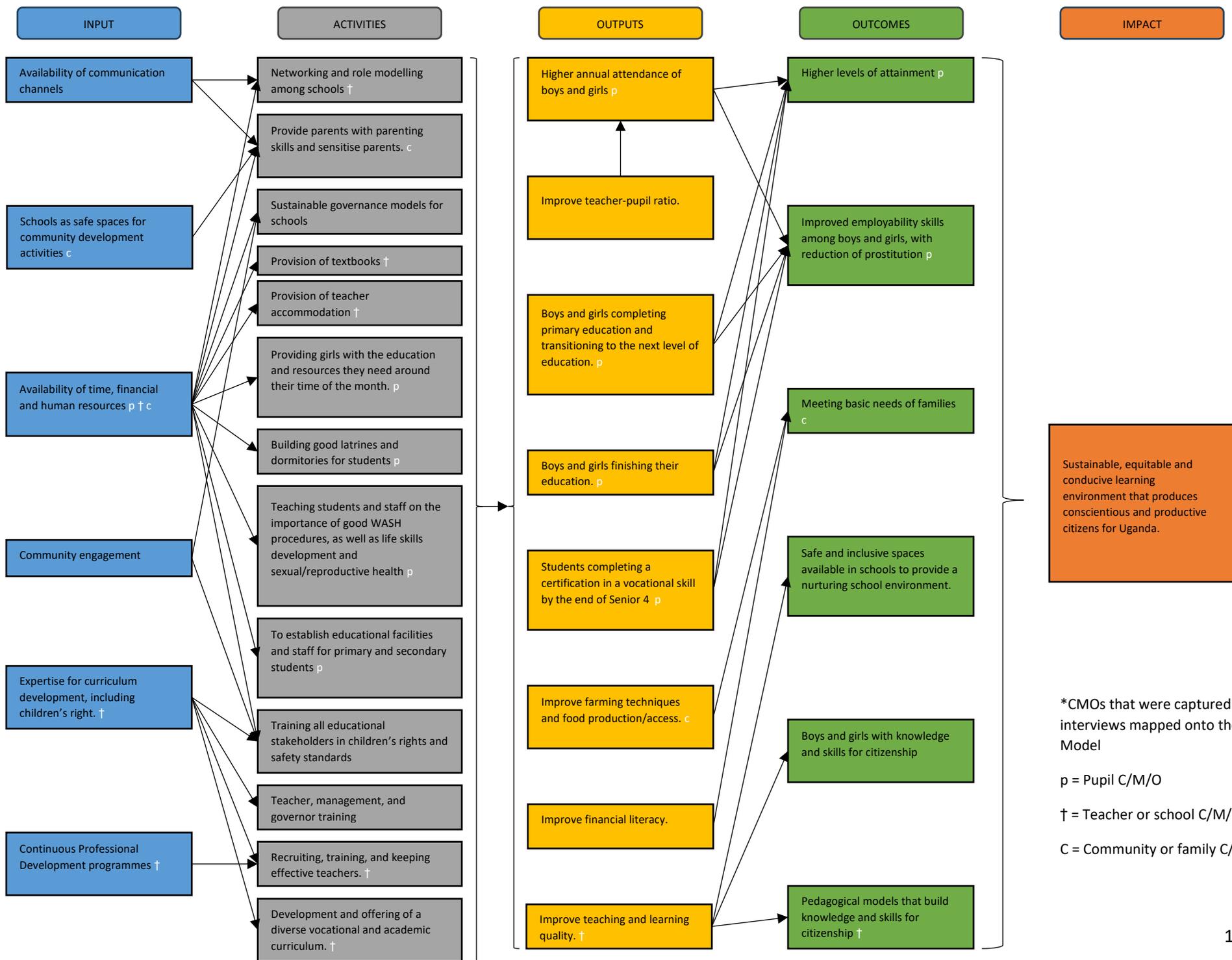


Figure 2: CMO configurations identified in the interviews mapped onto the ToC Model*

3.2.1 Pupil “outcomes”

A variety of pupil outcomes and impacts were identified that were linked to overcoming or addressing specific contextual factors. We present the most common CMO configurations identified by our interviewees, followed by less frequently mentioned ones. Many of these were proximal or immediate outputs or outcomes rather than distal (ToC) impacts.

The context of family poverty – see Appendix 3 Table 1

Outcome – enhanced enrolment, and reduced drop-out & absenteeism from school.

One of the most common mechanisms described was enhanced motivation to attend school and earn more as a school graduate that was triggered by the (free) **provision of scholastic materials** such books:

“Charlene's project (sic)... has helped increase school enrolment because the children have been motivated by how Charlene's project has been supporting them.....(sic). Charlene has ... provided the schools with some learning materials, like textbooks, which are helping the learners.” [T6]

...there's no absenteeism because they [the parents] always send them [the children] to school. So, through the support of giving the textbooks and the story books that I told you, now children are able to stay at school and able to read and write [T2]

The project has impacted on very many things. One of them is they got the books, reading books. It has improved their reading skills. [SMC3]

In parallel, the **lower school fees** in CP schools (compared to local government comparators) also seemed to trigger higher enrolment and retention.

“Because from experience, we are in a community whereby the parents seem not to be financially okay, but the children, the students have been able to get education at a very fair amount of money in terms of their school fees.” [T9]

Aligned with this mechanism was the **provision of bursaries** for well performing pupils to attend secondary school.

“... the issue of supporting i.e. the bursary where they were taking the children to 'X' high school, and the secondary school they have opened, it has boosted morale. Many of the children, they want to complete the P7, and they also join 'C' secondary school. [PTA6]

Bursaries were also a stimulus for school attendance through a mechanism involving **competition** and motivation to study:

“When I came [to this school], I found the project was giving bursary to the first four children who have good performance, and they could pick them every year. They could take two girls and two boys. In fact, the attendance was improved seriously because children had interest, children wanted also to compete so that they are picked among the best children” [T7]

“And then again, it [Charlene’s project] set competition among the children. They [the children] could say, “I should compete so that I should also be sponsored”, since they were selecting the best four children. It brought in competition.” [T3]

Other informants highlighted mechanisms linked to better enrolment and retention more related to **physical advantages** of being in school or the infrastructure of the school itself.

“Now when Charlene's project came, they saw the children when they have jiggers [a painful inflammatory flea infestation of the feet that can prevent children from walking to school] And what Charlene's project did, they brought and gave us shoes. They provided shoes for every child who is in our school. ...now, when you come [to our school], even if you come tomorrow, no jiggers in our school because of those shoes. [PTA2]

There is increased.....how can I put this? increased stay at school since the school provided enough staff, for example the nurse. Yes, one is dormitories, two is the presence of the nurse at school, who is able to give them attention when they have problems. [T9]

Increased enrolment and retention were also linked to the opening of a new secondary school built where none had previously existed, reducing travel expenses and time for pupils and their parents:

And then also the children have been able to add on their levels of education because this area does not have a secondary school around nearby. So, this is the only school that is within this area. [T9]

Several interviewees linked better enrolment and retention to a range of more distal pupil outcomes, including:

- (i) better reading skills and academic performance

The project has impacted on very many things. One of them is they got the books, reading books. This has improved their reading skills [SMC3]

- (ii) reduced rates of early marriage

It [Charlene’s project] supported the construction of the [school] buildings i.e. the classrooms, the offices, the store, the kitchen. you see in the villages; we normally get these early marriages. But since the school is nearby, ... now in fact, the early marriages of these young girls and the young boys has reduced since pupils are now connected to the school. [SMC5]

The context of school resource constraints – see Appendix 3 Table 1

Different types of infrastructure were deemed by several stakeholders to impact a range of pupil outcomes:

The provision of better toilets and latrines in school premises (promoting hygiene and wellbeing)

the impact that I've seen is giving them [the children] stanzas of toilets. And then giving our staff two stanzas of toilet for using. ... [PTA4]

The provision of better classrooms (more conducive to learning).

The first impact is on the structure [classroom] that they have built..... It has created a conducive learning environment, where learners are learning in a good environment, desks that they sit on are also good, so, that one also was a big impact that they have brought to the school. [T2] as I've told you, you have made a great job to show children that when you're at home, sanitation is important. They told them that, "when you go to those new stanzas [of toilets], there are washing facilities. Don't enter and come back without washing your hands", so that's sanitation. "Because you can bring germs and then start disturbing our health." [PTA4]

The provision on on-site teacher accommodation (promoting more engaged learning environment)

through the construction of teacher's houses, it has enabled the number of teachers residing within the school to increaseand as a result the performance of the children has improved because now the teachers are there for the children. [T8]

The provision of sports equipment (boosting morale and engagement)

The children, when they go outside for their ball games, they [Charlene's project] have supported them with the attires for the games, and you find that the children even, they portray a good image on the pitch, they are happy, they love the project of Charlene. I think one thing, Charlene Project has boosted morale for the co-curricular activities in the school. [PTA6]

The context of school management processes and administration

The provision of counselling (promoting discipline)

Also, the teachers have helped our children to be disciplined. ... they do counsel them. I'm seeing the impact of how the discipline is with the children at the ground, they are well behaved, yes. When they come back to the villages, they're not like others who are coming from other schools. [PTA5]

Sensitising parents (to improve their child's nutrition)

there are school gardens where they [the school] normally call most of these parents for a show. They teach them on different types of sauces, food, vegetables, and after they teach them on how to feed their children, we call it "food and nutrition". So, after they have seen,

they normally also give these parents the seeds. ... and when these people [the parents] cultivate, they give their children a balanced diet. [SMC5]

Provision of vocational training (enhancing employability)

Another impact I'm seeing is that children are being skilled. And what I'm understanding here at Charlene is that they are even studying computers, tailoring, and so on. once a child gets out from Charlene's project, he will definitely go and begin his own work, maybe this secretarial work. She will create her own self-employment, like these ones who are going for tailoring. [SMC5]

3.2.2 Teacher and school outcomes

A variety of teacher and school outcomes and impacts were identified with mechanisms that were linked to overcoming or addressing two broad sets of contextual factors, namely school resource constraints and professional development needs.

The context resource constraints – see Appendix 3 Table 2

The provision of scholastic materials (enhancing teaching)

... you see with teachers, formerly they used to get a few books from the government, which were not enough, but now, at least two pupils can share one book, unlike those days, where they were not enough..... they [Charlene's project] have supported the young children to learn and helped the teachers to teach what the child cannot understand [PTA3]

Improved teacher accommodation (enhancing productivity)

On the teacher's side, if I can recall, we used to have only one block of teachers' quarters, but of recent, we are seeing another one, even the latrine.....) It [the teachers' quarters] is important because it has now made them not to waste their transport coming from a far distance. In fact, it has made it easy for them to come to school early. [SMC8]

Improving teachers' livelihoods (enhancing motivation)

I think there is a year also where they actually came up with a goat project. So, that goat project, they gave us like one-one goat each.... So, also that one [the goat project] also motivated teacher.... [T2]

... when you rear the goat, then it multiplies, you get others. Now, when you have a problem, you can sell one goat, then you get money to solve your problem. [T2]

Let me say, some teachers also get involved in some agricultural activities and the school being there of course has employed some people who are creating market for some of these produces..... obviously, on the economic point of view, it [creating market for our produce] has increased our earning [T5]

The context of professional development needs of staff

The provision of training

And through the project we had these trainings, like CPDs, capacity building, which was going on and they could come and train the teachers. ... it [the training] improved them on the methods of teaching because some of them [the teachers] qualified a long time ago, and now they are not current. But now when they bring such CPDs, at least they can study on the new methods of teaching. [T3]

Networking with other schools to share best practice.

You know, there is collaboration of these teachers with other schools. Yes, collaborations are there within the cluster schools. ... it helps us [the teachers] to actually know other things that, maybe, are new to us. Then we learn from others, and we also catch up with them. [T2]

3.2.3 Family and community Outcomes

A variety of family and community outcomes and impacts were identified with mechanisms that were linked to overcoming or addressing four broad sets of contextual factors, namely (i) families and communities facing financial hardships, (ii) communities lacking education awareness, (iii) communities lacking basic services, and (iv) communities lacking social support and engagement initiatives.

The context of financial hardships faced by families and communities :

see Appendix 3 Table 3

Provision of bursaries and initiation of reduced fee policies at school (promoted school attendance of children from poor families and reduced expenditure on education among poor families) – mitigating financial hardship.

... the project has helped some of the families with bursaries. ... when the school is free of charge, they [the parents] tend to send all their children to school. [SMC5]

... they [the families] have been really very happy because their children are being sponsored. They [the families] have been helped from some workload [of school fees] which they would have not managed. [T7]

... the families, more so those ones who were supported by Charlene's Project to secondary schools... they [the families] are happy and it has also reduced on the cost of paying school fees and other things because Charlene's Project took over some fees. [PTA7]

Building a secondary school nearby and other primary school structures (reduced expense on transport fees and alleviated families of the financial burden related to construction of school structures)

Instead of parents wasting money on transport to take their children to far school, so the school has been brought near. So, that money that they [the parents] would use on the transport, helps in doing other home activities. [SMC2]

I can start with the blocks, the classes, which you [Charlene's project] constructed. That was the first one [impact] to be welcomed. It is good because for us [parents], getting money can take us some years. Every time, children say, "daddy, they're asking for what we call PTA or building fund." But once you [Charlene's project] came here, who has done all this [construction]? it is Charlene's project. [PTA4]

Provision of agricultural infrastructure, equipment, and training to the community (reduced cost on food processing and boosted community members' income through farming)

... the project also, like in our primary school, it brought this grinding mill, which [the grinding mill], is helping the whole community. ... the community is being supported by grinding as they pay some little money. [SMC5]

... because we were even taught like, "you plant like this, you use this fertilizer, you use improved seed", and we were even given these other machines like, shelling machines, grinding machines. We were also given a warehouse. So, all these [farming practices], we use them and since we were told what to do, the harvest or produce has increased. So, when you sell, you get more money compared to the little money you were getting. [PTA1]

Providing scholastic material support to families (Increased families' pride in Charlene's project)

... Charlene's project is supporting our children by providing scholastic materials, for these young learners, ... the village is now proud because the school is now 'on the map' [highly recognised]. ... now it [the school] is also taken by the government because of that project. So, the village is now proud of that. [PTA5]

The context of communities lacking education awareness

Organising meetings, home visits, and sensitisation sessions on importance of education (creating parental awareness on education and interest in sending children to school)

... the Charlene's project invited parents, about twice, for a meeting, a big meeting. ... they [Charlene's project] trained people, the community, the importance of education, especially for the girl child, which most parents didn't know..., but now at least every family has picked the interest of educating children [PTA3]

The context of communities lacking basic services

Constructing water sources such as boreholes and water pumps (improved water access in the community)

... the project constructed for us a borehole which [the borehole] is shared between the community and the school, so that is an impact on the side of the community. it helps them to drink safe water [T2]

Supporting health facilities and providing sanitation facilities (addressed several health and sanitation issues and reduced expenses on health care)

... I could say, a first aid unit which attends to children [was provided]. Our children are safe when they have this minor headache, malaria, fever. [PTA3]

This hand washing facility [at school] has now at least improved the health of the children. ... because when a child falls sick, it is the community to suffer ... I think, in the community at least now, the hygiene of their children also has been improved. [PTA6]

... we had a health centre two (HC II), which was lacking a maternity ward. So, when the Charlene trustees came and they identified it, seeing it as important. So, they had to fund, and we now see a very good maternity ward being given to our community in "D" health centre II. ... the money we would spend in private hospitals, private medical centres, is reserved to do other things like construction of houses at home and feeding the children and even educating others [PTA1]

Building a hall at a community school (provided space for community meetings and events)

The project constructed a community hall. ... because now, almost all meetings of the community are held there. Instead of the community going elsewhere to rent premises for their meetings, so they come and utilise the facility near the school. [SMC2]

The context of communities lacking social support and engagement

Making home visits and community engagement activities (families were educated on handling children and get encouraged to take them to school)

At one time during lockdown, I was one of the persons who were involved in moving within these families to educate them [the families] on how to stay with these children at home, and how to handle these children during the lockdown. [T1]

... when Charlene's team, a big team, came (of about 30 people), men and women, and we were here for sports at the school for two to three days. The community was impressed.... So that thing created a very big interest in parents sending their children to school. [PTA3]

Providing training, sensitisation and guidance for pupils and families on different social aspects (improved moral behaviour of children and reduced child abuse in the community)

... at school, a teacher is teaching them [the children] good morals. Therefore, now at home, this child will also go and show good morals. Totally a parent will also benefit it from that side. Therefore now, on the side of the community, it has lowered the rate of bad acts. Bad acts like drinking alcohol, early marriages, stealing, so it has reduced. [T4]

We even had some officers who could come to train them [the families] on child protection. ... apart from reducing number of illiterates in the community, it [Charlene's project] has even reduced the child abuse [T3]

The bigger picture

Clearly the building of a school where one did not previously exist or the instigation of new governance and support to previously struggling primary schools can influence final outcomes in multiple ways. These changes can contribute resources not just to the schools and pupils but at least indirectly to the community at large further triggering sensitisation of parents to the value of education, which drives up pupil attendance and motivation. At the same time the physical provisions (including proximity) of the new buildings create safer spaces (especially for girls) and more conducive learning environments, which is also more attractive to teachers and supportive of teacher retention.

In this sense, the CP ToC needs to be seen as offering both parallel and sequential multi-level interventions within a more complex community ecosystem. Most of the pathways within the ToC are alignable with the CMOs that emerged from the 1-1 interviews but there were some CMOs highlighted by the stakeholders that were not initially so evident in the ToC.

In several instances these seem to reflect previously unanticipated “spill-over” effects (outcomes) or unanticipated mechanisms to previously identified outcomes.

For example, efforts to sensitize the parents about the value of education also motivated some of them to ensure that a more nutritious lunch was available for their child.

... at the time when we met them [the parents], we told them, “Fine, you want your child to perform, but when you leave the stomach empty, it will affect the brain and they [the children] will not think properly because the brain will be tired”.

So that's why parents now came willingly providing lunch, purposely they want their children to meet that target of performing properly and getting good results. Because they have discovered that when you eat, your stomach is okay, your brain can also work properly. [T4]

On the other hand, the workshop derived ToC had not anticipated parent to parent role modelling as a mechanism supporting increased school enrolment:

Because like, those ones [the parents] who are not motivated to bring their children to school, when they have seen that their neighbours' children are behaving well at home, they are motivated also to bring their children to school. [SMC8]

At the same time, increased school enrolment triggered an unanticipated outcome and seems to have motivated local government to improve local roads...

... the number of children who are at school has increased. ... another impact on the community is that the roads have been cleared by the government so that children can easily access the school [SMC5]

The detail within the Tables and the varied articulation offered by interviewees in Appendix 3 partially obscures the overlap that is nevertheless perceptible across the disclosed CMOs and so it is logical to attempt some clustering where it is obvious that similar mechanisms are being described. This clustering is better portrayed in the Figures within Appendix 4. (see later commentary)

4.0 Discussion

For a relatively young NGO, Charlene's Project has already achieved significant growth and success over their first decade, but the Trustees recognised that this expansion had created many more moving parts to manage and relationships to maintain. This, along with a variety of post pandemic uncertainties and new ways of working affecting not just the education sector but wider Ugandan society, spurred them to re-consider their programme's (until now implicit) Theory of Change with the aim of ensuring that their previous trajectory of success could be sustained.

The key facets of the approach chosen in this report, those of *Developmental Evaluation*, are such that the focus is on programme *development* (rather than accountability or summative judgement), that it is *collaborative* (while acknowledging this is a report of work from an academic team independent of the Trustees), with a primary aim to elucidate any necessary innovation and adaptation processes, predict their implications or results, and that it facilitate on-going, real-time, data based decision-making in the developmental process. Taking this developmental approach, combining a ToC perspective with Realist inquiry was thought the best way to help figure out what was working, for whom and why, and this combined approach has of late garnered increasing credibility and value¹¹.

The evaluation has not only helped cast light on where the NGO's energies and resources might be better focussed to achieve or elevate their mission, but the findings have themselves generated insights and learning for better local monitoring as well broader lessons around the challenges of dealing with complexity in evaluation and managing complexity in delivering interventions.

The following discussion points offer insights, if not definitive answers, on several different areas: (1) the need to embrace complexity in programme Theories of Change; (2) the added value of combining evaluation approaches with lessons learned for evaluation practice; and (3) practical lessons learned for CP.

4.1 ToC and complexity

Our ToC workshops were held in the local rural locations of Kiryandongo district and attracted enthusiastic participation from the schools' stakeholders. Without the time for the workshop facilitators to formally represent the core tenets of complexity science¹², it was clear nevertheless that participants were informally and intuitively aware of the eco-social multi-level "big picture" influences on young people 's outcomes and that any attempts to include all the antecedent assumptions / pre-conditions in the ToC would always be incomplete. Nevertheless, the ToC that emerged after our workshops had face validity with Trustee stakeholders and it has helped them appreciate afresh how promoting better education opportunities – by devoting energies to school and curricular development – cannot be in isolation from community development if the ultimate (ToC) impacts are to be achieved. A simple example would be the offering of classes in improved farming techniques (for parents) and the broadening of the vocational courses offered to pupils, both cases helping alleviate

poverty, which when unmitigated can be part of a detrimental feedback loop on school attendance and drop out.

Each stakeholder, from teachers to parents and community leaders, plays a role in creating this supportive environment, showing how collective action can drive sustainable change. Although challenges like limited resources and social barriers remain, our ToC serves as a roadmap for identifying and navigating these obstacles. Additionally, this model could inspire similar approaches in other rural communities, helping them to tackle complex educational and social challenges with a united, multi-level approach. By the same token, however, the recent COVID 19 pandemic reminds us that the ToC must not be cast in stone but must adapt to changing circumstances. Nevertheless, it has currency in highlighting some of the data that are worth collecting if a summative evaluation or “contribution analysis”¹³ were to be considered at a future time-point. While nascent efforts by Charlene’s Project are already being planned to collect some longer-term outcomes – e.g. by simply digitally connecting with school leavers via SMS - many intermediate success metrics were suggested in the workshops and are offered in Appendix 5. From this “long list”, the stakeholders may choose to prioritise those areas that – from our Realist interviews – were perceived to underpin important underlying mechanisms that could support achieving the project goals. An adaptive, data-driven approach helps ensure that the project can continue to make meaningful impacts, even in a changing world.

4.2 Integrating the ToC with Realist Enquiry

Rolfe began his appraisal of such integration with the honest admission that neither method is perfect². Developing programme theory in workshops has limitations: time and resource constraints can limit the degree of critical analysis, may not adequately reconcile multiple perspectives or ignore subliminal issues of power - for example, when more vocal pupils dominate discussions, side-lining the voices of others. The ToC models produced can appear too linear or descriptive without fully unpacking complex causal processes that can support or impede impacts. On the other hand, Realist evaluation, which explores *how* and *why* a project works, also has challenges. It can struggle to separate context from mechanisms or may lack strong theoretical backing to “justify” certain mechanisms work in specific settings.

Rolfe nevertheless argues that the technique of using ToC models “to provide a framework within which to identify and locate possible causal mechanisms is perhaps the most obvious advantage of combining the two approaches”. This is not without its challenges, since – as we ourselves discovered - the number of potential mechanisms at play in causal chains which are ‘long and thickly populated’ can be daunting. His solution is to advocate some degree of clustering of mechanisms into “mechanism spaces” – what he suggests are “leverage” points where given inputs activities might trigger a group of mechanisms. For instance, grouping activities that improve both attendance and academic success could be more effective than targeting each goal separately. However, what this attempt at clustering needs to embrace or acknowledge is the multilevel “complexity” and social influences at play, including feedback loops. For example, the rather “linear” appearance of our initial ToC did not fully capture the ramifications of “parental sensitisation” for which the NGO strove initially to enhance pupil enrolment and retention but

without fully anticipating positive spill-over effects such as the parents' own interest in classes (at the school) on better agriculture practices which ultimately were deemed to help alleviate poverty and contribute to the local economy.

The suggestion therefore is that "causality" (i.e. what causes the ultimate impacts) needs to be examined at different levels of sociological explanation, not just at the "individual reasoning" level but also at institutional and structural levels. While attempts have been made to "expand" how "individual reasoning" processes in a CMO need to embrace socio-ecological processes¹⁴, the essential difficulty of untangling contexts, mechanisms and outcomes within ToC models is not entirely removed by such efforts, since complexity underpins many community change processes. Some degree of clustering of "contexts", as done in this project (shown in the Figures of Appendix 4), can simplify analysis across different cases, especially when the goal is to understand ongoing development rather than just evaluate the end results.

De Weger et al recently posed insightful questions about how Realist evaluators decide which CMO configurations to use and why¹⁵. In their evidence "scan", coupled with two detailed case studies, they concluded that to date there has been no substantive guidance on the justification for the choice of components for, or activation of, mechanisms and so ultimately, they called for more transparency in how "explanation" is achieved. While "explanation" is itself a many faceted concept in social sciences (inviting a range of definitions¹⁶), more recent attempts to "organise" CMO types in Realist Evaluation have somewhat run into the sand (see Renman et al 2024)¹⁷. Despite their failure to gain consensus on defining categories for a CMO "database", Renman et al were at least transparent in identifying some key issues or questions, such as how a mechanism should explicitly distinguish between resources and reasoning; or whether a single mechanism can readily map to more than one outcome. We encountered just such issues in our attempts to tabulate the identifiable CMOs from our interviews. For example, the offer of bursaries through competition clearly entails a resource but a variety of behaviours and reasoning are triggered by the offer, even when no resource is guaranteed (motivation to study; better attendance; spill over role modelling etc). On the other hand (as noted previously) parental sensitisation about the value of education clearly had multiple effects/outcomes, not just for pupils.

The observed differences between the CMOs identified through 1-1 interviews and those implied by the workshopped Theory of Change (ToC) prompt an important methodological reflection on data elicitation approaches. Specifically, it highlights how the method of data collection influences the depth and type of insights gathered. In group workshops, such as those used to develop the ToC, stakeholders engage in shared reflection and collective validation of program pathways, which tends to reinforce more consensus-driven, generalizable pathways. This collaborative process may, however, miss certain nuanced mechanisms and outcomes that individuals are less likely to voice in group settings, particularly if they perceive their experiences as deviating from the group norm. Conversely, 1-1 interviews offer a more personalized setting where participants may feel freer to explore unique or context-specific mechanisms that impact their experience of the program. This methodological duality suggests that integrating both group and individual data collection techniques can yield a more comprehensive model, capturing both the collectively validated pathways and the individual variances that enrich our understanding of program mechanisms.

These differences underscore the need to treat the ToC as a living document that evolves as new insights, particularly those that emerge outside of initial collective assumptions, are identified and incorporated.

4.3 Lessons learned for Charlene's Project

This developmental evaluation has generated important lessons for the NGO. Firstly, in keeping with the principles of developmental evaluation, the fact that the stakeholders engaged in the DE *process* enabled further building of relationships, trust and partnership working across villages and districts where the schools were located. This required honest conversations, reality testing feed-back, allowing shared understandings and shared values to be exposed (in the workshops). This process was in itself a capacity building mechanism that can strengthen future mission delivery efforts. During this formative evaluation, the Charlene's Project stakeholders had a deeper appreciation of the need to work with other key actors such as the local government education department and to be an advocate with them for raising standards.

Secondly, the elucidation of mechanisms that, in the views of stakeholders, could contribute future impacts will help them prioritize the monitoring data that could be collected for any future summative evaluation in years to come. At the end of the workshops, the stakeholders made initial suggestions around the sorts of data that could be collected and so the logistics and priorities for creating data flows across the schools are yet to be determined (Appendix 5). An input to this prioritisation will no doubt be the desire to focus on actions that are sustainable and that could be part of a virtuous improvement cycle. This would be entirely compatible with what Harris et al called Realist informed *ripple effects mapping*¹⁸. This can support "appreciative inquiry....that encourages participants to 'discover, define, dream and design' approaches that have had or can have a positive impact"¹⁸ and stories of change that illuminate the impact pathways. It is already evident that at the inception of Charlene's Project, the initial investment in schools and education planted a seed, one that has borne many fruits promoting the welfare, wellbeing and cohesion of the surrounding communities, bearing witness to the old aphorism that education is "not the filling of a pail but the lighting of a fire". Engaging parents, local leaders, and pupils themselves has shown to be crucial in creating a sustainable, community-driven approach. Their feedback has allowed CP (and the evaluators) to refine their approach, ensuring the project remains relevant and impactful. For example, the workshops revealed a desire for more training topics, such as financial literacy, which could further benefit the community.

In addition to these broader lessons, the Trustees can be encouraged by tangible positive community impacts and evidence of success

- By raising awareness about the value of education, an increase in student attendance has been observed. Parents, encouraged by engagement and trust, are more committed to sending their children to school and in engaging with the project in other

meaningful ways. For example, some parents have begun attending agriculture and health workshops offered at the schools.

- The project's local outreach has fostered a sense of ownership and pride within the community. More parents are now actively involved in their children's education, contributing to a supportive environment that encourages pupils to stay in school and perform well. This involvement has also led to unexpected positive outcomes, like reduced dropout rates and increased parent interest in further education.
- By introducing vocational training, Charlene's Project has started to address economic challenges directly. The added skills and resources, such as training in farming techniques, are helping families increase their income, which indirectly supports the education and well-being of their children.

Recommendations for Continued Growth and Future Focus

- To continue measuring the impact effectively, we recommend investing in additional data collection methods, such as annual SMS surveys with school leavers, to track long-term success and areas needing improvement.
- Given the perceived success of current initiatives, adding school lessons and topics that align with community needs, such as business skills and health, could provide even more value to families. This approach could reinforce community involvement and support long-term educational and economic growth.
- Resources like textbooks, sanitary supplies, and meals have proven highly effective in improving attendance and student well-being. Prioritizing investments in these areas will help ensure pupils have the support they need to thrive.

Appendix 1. Realist Interview Guide

The purpose of this document is to set out an Interview Schedule and Topic Guide to explore the possible CMOs at work in Charlene's Project.

NOTE TO INTERVIEWER: Use the interview guide as a conversational tool, not an orally delivered questionnaire. Do not read anything aloud that appears in bold print.

1. LIST OF DEMOGRAPHIC CHARACTERISTICS TO BE COLLECTED

Before we start, I would like to know more about you regarding the following.

- Name of Charlene School.....
- Age group: a) <30 years; b) 30-40 years c) 41-50 years d) 51-60 years e) 61+
- Religion:
- Village/Parish of residence:

2. Can you tell me what your involvement in Charlene's Project has been?

PROBE: Has your role changed since you were first involved with the project? [Y/N]

[IF YES, ASK HOW IT CHANGED, AND WHY]

PROBE: How long have you ...?

PROBE: How did you first become involved in the project?

3. [OUTCOMES] Now I'd like to ask you about the outcomes or effects of Charlene's Project at this stage of its development. What do you consider the most important outcomes so far *for the children* attending your school?

For each outcome mentioned, ask:

PROBE: Why do you think [X] is important?

PROBE: Can you give an example of [X]?

PROBE: Has [X] been the same for all children in the school? [Y/N] Why (not)?

SUMMARY #1: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q2].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

4. [MECHANISM AS PROGRAMME COMPONENT] Thank you. I'd like to ask you about the components or elements of Charlene's Project that led to **[LIST ALL OUTCOMES NOTED IN Q2a].**

PROBE: [FOR EACH ITEM NOTED, ASK IN TURN]:

- Why is that important?
- How does that work?
- Do you think it could be improved (Y/N)

[IF YES]: How?

[IF NO]: Why?

Do you think Charlene's Project changed the way children think or feel about going to school in any way? In what ways? Can you provide examples?

SUMMARY #2: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q3].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

5. **[CONTEXT]** Thank you. It's likely that the results from Charlene's School depend on both how it is offered and where. We refer to this as the context of a program. Imagine that Charlene's Project is going to be offered elsewhere in Uganda. What contextual factors do you think might affect how successful the project would be?

PROBE: GIVE THE PARTICIPANT TIME TO IDENTIFY CONTEXTUAL FACTORS. FOR EACH ONE, ASK, IN TURN,

- a) Why do you think that is important?
- b) How do you think this has made a difference?
- c) How might this work in a different context?

PROBE: IF THE PARTICIPANT HAS NOT MENTIONED THE FOLLOWING ITEMS, ASK THE THREE PROBE QUESTIONS ABOVE FOR EACH ONE, IN TURN.

- The capabilities of pupils when they first enrol in the school
- The communities they come from
- The physical layout or infrastructure of the school
- The school staff
- Relationships among the people or groups involved in Charlene's Project
- Other offerings in the school curriculum

For each aspect of CONTEXT mentioned:

PROBE: Why do you think **[X]** is important?

PROBE: Can you give an example of **[X]**?

PROBE: Has **[X]** been the same for all children in the school? **[Y/N]** Why?

SUMMARY #3: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q4].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

6. **[OUTCOMES]** Now I'd like to ask you about the outcomes or effects of Charlene's Project at this stage of its development. What do you consider the most important outcomes so far *for the teachers* within this school?

For each outcome mentioned, ask:

PROBE: Why do you think **[X]** is important?

PROBE: Can you give an example of **[X]**?

PROBE: Has **[X]** been the same for all teachers in the school? **[Y/N]** Why (not)?

SUMMARY #1: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q2].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

7. **[MECHANISM AS PROGRAMME COMPONENT]** Thank you. I'd like to ask you about the components or elements of Charlene's Project that led to **[LIST ALL OUTCOMES NOTED IN Q2a]**.

PROBE: [FOR EACH ITEM NOTED, ASK IN TURN]:

- Why is that important?
- How does that work?
- Do you think it could be improved **(Y/N)**
[IF YES]: How?
[IF NO]: Why?

Do you think Charlene's Project changed the way teachers think or feel about their work in any way? In what ways? Can you provide examples?

SUMMARY #2: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q3].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

8. **[CONTEXT]** Thank you. It's likely that the results from Charlene's School depend on both how it is offered and where. We refer to this as the context of a program. Imagine that Charlene's Project is going to be offered elsewhere in Uganda. What contextual factors do you think might affect how successful the project would be?

PROBE: GIVE THE PARTICIPANT TIME TO IDENTIFY CONTEXTUAL FACTORS. FOR EACH ONE, ASK, IN TURN,

- d) Why do you think that is important?
- e) How do you think this has made a difference?
- f) How might this work in a different context?

PROBE: IF THE PARTICIPANT HAS NOT MENTIONED THE FOLLOWING ITEMS, ASK THE THREE PROBE QUESTIONS ABOVE FOR EACH ONE, IN TURN.

- The capabilities of pupils when they first enrol in the school
- The communities they come from
- The physical layout or infrastructure of the school
- The school staff
- Relationships among the people or groups involved in Charlene's Project
- Other offerings in the school curriculum

For each aspect of CONTEXT mentioned:

PROBE: Why do you think [X] is important?

PROBE: Can you give an example of [X]?

PROBE: Has [X] been the same for all teachers in the school? [Y/N] Why?

SUMMARY #3: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q4].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

9. **[OUTCOMES]** Now I'd like to ask you about the outcomes or effects of Charlene's Project at this stage of its development. What do you consider the most important outcomes so far *for the local communities*?

For each outcome mentioned, ask:

PROBE: Why do you think [X] is important?

PROBE: Can you give an example of [X]?

PROBE: Has [X] been the same for all teachers in the school? [Y/N] Why (not)?

SUMMARY #1: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q2].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

10. **[MECHANISM AS PROGRAMME COMPONENT]** Thank you. I'd like to ask you about the components or elements of Charlene's Project that led to **[LIST ALL OUTCOMES NOTED IN Q2a]**.

PROBE: [FOR EACH ITEM NOTED, ASK IN TURN]:

- Why is that important?
- How does that work?
- Do you think it could be improved (Y/N)

[IF YES]: How?

[IF NO]: Why?

Do you think Charlene's Project changed the way the local community thinks or feels about the school as a community resource in any way? In what ways? Can you provide examples?

SUMMARY #2: I'd like to summarise what I heard you say to be sure I've understood you correctly. **[PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q3].**

PROBE: Is this correct? **[WAIT FOR RESPONSE]**

PROBE: Is there anything you'd like to change or add to this? **[WAIT FOR RESPONSE]**

Thank you. Now I'd like to go on to the next topic in our interview.

11. **[CONTEXT]** Thank you. It's likely that the results from Charlene's School depend on both how it is offered and where. We refer to this as the context of a program. Imagine that Charlene's Project is going to be offered elsewhere in Uganda. What contextual factors do you think might affect how successful the project would be?

PROBE: GIVE THE PARTICIPANT TIME TO IDENTIFY CONTEXTUAL FACTORS. FOR EACH ONE, ASK, IN TURN,

g) Why do you think that is important?

h) How do you think this has made a difference?

i) How might this work in a different context?

PROBE: IF THE PARTICIPANT HAS NOT MENTIONED THE FOLLOWING ITEMS, ASK THE THREE PROBE QUESTIONS ABOVE FOR EACH ONE, IN TURN.

- The capabilities of pupils when they first enrol in the school
- The communities they come from
- The physical layout or infrastructure of the school
- The school staff
- Relationships among the people or groups involved in Charlene's Project
- Other offerings in the school curriculum

For each aspect of CONTEXT mentioned:

PROBE: Why do you think [X] is important?

PROBE: Can you give an example of [X]?

PROBE: Has [X] been the same for all children in the school? [Y/N] Why?

SUMMARY #3: I'd like to summarise what I heard you say to be sure I've understood you correctly. [PROVIDE BRIEF SUMMARY FROM YOUR NOTES ABOUT Q4].

PROBE: Is this correct? [WAIT FOR RESPONSE]

PROBE: Is there anything you'd like to change or add to this? [WAIT FOR RESPONSE]

Thank you. Now I'd like to go on to the next topic in our interview.

12. WRAP UP QUESTIONS

- a) There are lots of ideas about how Charlene's Project actually works, and we think it probably works differently in different places or for different people. What is it about the way your school is working that has made a difference ?
- b) What is it about this school that makes it work so well or if you can think of things that are not working so well, tell me about those?
- c) If you could change something about Charlene's Project schools to make them work more effectively, what would you change and why?
- d) What else do you think we need to know, to really understand how Charlene's Project has worked here?

13. WRAP UP

We're almost at the end of our interview.

13a. Would you change anything about the way the school delivers its mission? (Y/N)

PROBE: What would you change?

PROBE: Why?

PROBE: Do you think this would be needed at every school offering Charlene's Project? (Y/N) Why?

13b. Thinking back to everything we've talked about today:

- Is there anything you'd like to change or add? (Y/N) (WAIT FOR RESPONSE)
- Is there any topic you think we didn't discuss that we should have? (Y/N)
PROBE: (IF YES): What would you like to have discussed?
- What would be your key message that I could bring back to the rest of the team?

For our report, we need to describe the people we interview, without revealing personal information that could identify them. For example, we might say, “We interviewed 20 **PTA MEMBERS**. Sixty percent of them were male. All of them were between the ages of **[E.g. 40-50 years]** etc....” We will present this information for all the participants as a group, so anything you have told us can’t be linked to you personally.

Would you like a copy of our report on what we learned about Charlene’s Project? **(Y/N)**
(IF YES): Please write your name and the email or post address where we can send it to you. The report won’t be ready until **[MONTH]**.

Thank you for your time today. If there’s anything you’d like to add to what you’ve told me, you can reach me at **[EMAIL AND/OR MOBILE PHONE NUMBER FOR THE PROJECT]**.

Appendix 2: Photo montage of November 2023 Workshop with Charlene's Project Stakeholders



Appendix 3: Tables of clustered CMOs with stakeholder quotations

Table 1: Clustering of Contexts for Pupil CMOs with stakeholder quotations

Overarching Context 1: Children from low-income families	
Mechanism	Outcome
<p>Providing bursaries/ scholarships to best students. Reduced fee/fair fee policy</p> <p><i>(M) There're some children who could not afford secondary school, but Charlene has come up, giving them the bursaries ... (T1)</i></p> <p><i>(M) Well, first of all, the project has sponsored some children. (SMC2)</i></p> <p><i>(M) ... like the first time, they [Charlene's project] sponsored these children of ours... (T1)</i></p> <p><i>(M) Charlene's [project] came in to support children by sponsoring them to Secondary school 'X' in another district. (T3)</i></p> <p><i>(M) And again, they [the children] could just study with hope [saying] that "now after P7, I will be sponsored". (T3)</i></p> <p><i>(M) ... since they [Charlene's project] were selecting the best four children [for sponsorship]. (T3)</i></p> <p><i>(M) They [the children] were taken to the other secondary school in district 'L'. Of course, the students don't pay. Their parents don't pay anything. They are being paid for by Charlene at least. (PTA1)</i></p> <p><i>(M) ... when I came [to this school], I found the project was giving bursary to the first four children who have good performance, and they could pick them every year. They could take two girls and two boys. (T7)</i></p> <p><i>(O) ... [those in P.7] were supported [sponsored] for further education or to go to secondary level ... (PTA7)</i></p> <p><i>(M) Yes, Charlene pays around 75% [of the fees], and around 25% it is the parent. (PTA5)</i></p> <p><i>(M) ... the issue of supporting i.e. the bursary, where they were taking the children to 'X' high school, and the secondary school they have opened ... (PTA6)</i></p> <p><i>(M) ... because of the low payment that 'C' secondary school set. (T9)</i></p> <p><i>(M) ... the students have been able to get education at a very fair amount of money in terms of their school fees. (T9)</i></p> <p><i>(M) ... because some of them [the children] were dropping out after P.7 due to lack of [an affordable] secondary school in the area. And those who are not coming from around there, they could not afford school fees. (SMC9)</i></p> <p><i>(M) Because initially, actually even up to now, we have children who were identified by the project, and are being supported [sponsored] in one of the schools, i.e. 'X' high school, in district 'L'. (T8)</i></p>	<p>Enabled access to secondary school and improved children's education levels.</p> <p><i>(O) [Enabling the children] to pursue secondary [education]. (T1)</i></p> <p><i>(O) In fact, since Charlene project came, many of the children from the village have attended higher education, like secondary, tertiary and some have even joined university. (SMC2)</i></p> <p><i>(O) In fact, it [Charlene's Project] has helped children in many ways, like our children here who were not able to go further [with their education] ... (T1)</i></p> <p><i>(O) ...now according to me, it [Charlene's project] has improved on the standard of living of most of the children because most of them could not go for secondary level, but at the moment, we have many who have gone to secondary. (T3)</i></p> <p><i>(O) The level of education of these children has improved, so there are pupils who can now do work on their own. They can look for at least something to do.... (PTA1)</i></p> <p><i>(O)... before coming in as a chairperson PTA, Charlene could carry our children and take them for more education, those who have already finished P7. And by now, at least out of 100, we have like 55 who have graduated from senior four... (PTA5)</i></p> <p><i>(O) Because from experience, we are in a community whereby the parents seem not to be financially okay, but the students have been able to get education ... (T9)</i></p> <p><i>(O) Ah...ah, one of the impacts is availability of education ... (SMC9)</i></p> <p><i>(O) All the P7 levers can now access a secondary school ... (T5)</i></p> <p>Increased hope, boosted morale and instilled interest for education among children.</p> <p><i>(O) And again, they [the children] could just study with hope [saying] that "now after P7, I will be sponsored". (T3)</i></p> <p><i>(O) ... it [sponsorship] has boosted morale. Many of the children, they want to complete the P7, and they also join 'C' secondary school. (PTA6)</i></p> <p><i>(O) I think we also see that our children now have interest [in education] because these ones who are studying here [in primary], they see the [secondary] school and at least they have the target of joining. (T5)</i></p> <p>Brought competition, increased class attendance and seriousness among children.</p> <p><i>(O) And then again, it [Charlene's project] set competition among the children. They [the children] could say, "I should compete so that I should also be sponsored" (T3)</i></p>

<p>(M) ... unlike that [past] time, most of them [the children] would not afford. (T5) (M) Yeah, they [Charlene's project] have actually contributed a lot. One of them is they are sponsoring, ah... promoting the girl child. Taking two of the best performers in girls and then two of the best performers in boys. (SMC6)</p>	<p>(O) In fact, the attendance was improved seriously because children had interest, children wanted also to compete so that they are picked among the best children. (T7) (O) Uh... I saw in the class, there was now competition, and each person really came in to participate fully in the school compared to the first time when they could really absent themselves and they could not care reading books, something like that. (T7) (O) ... so those clever students from other schools were trying to force themselves to come and register in P7 here, so there was competition. (SMC6) (O) Okay, each class has a register. When you go in a register and you compare with the previous registers before this project, you find there is some difference. And indeed, the marking alone even shows that children are within, they are attending. (T7)</p>
	<p>Reduced school dropouts and increased completion rate Uh... most of our children who were dropping out have been supported [by Charlene's project]. (PTA1) (O) ... we have seen that even the completion rate has slightly increased. (T8)</p>
	<p>Encouraged lower class pupils to study hard. (O) these ones [the children], who were at the lower primary also got encouraged to read or study hard so that they can attain that primary level then go for further studies. (PTA7)</p>
	<p>Increased children's enrolment in school (O) Well, more [students] have come to school ... (T9)</p>
<p>Providing free scholastic materials to children (M) now like when you have the materials like story books, they [the children] are able to read and check what is inside or they get fun from the story books. (T2) (M) So, though the support of giving the textbooks and the story books that I told you ... (T2) (M) The project has impacted on very many things. One of them is they got the books, reading books. (SMC3) (M) ... because now they could be given the exercise books for free, pens for free... (T3) (M) Charlene has been in position to provide the schools with some learning materials, like for example textbooks, which are helping the learners. (T6) (M) ... because they've [Charlene's project] been bringing in some scholastic material, yes. (SMC8) (M) Actually, as I've mentioned, those learning materials [Charlene's project provided], the child can know that what is said or what is mentioned by the teacher, he can also see it physically. And he knows, like maybe if the teacher has mentioned the letter 'A' and letter 'A' is designed, and the child can see it. (PTA8)</p>	<p>Motivated children to stay in school (reduced absenteeism). (O) They [the children] became motivated to stay at school. (T2) (O) now children are able to stay at school and able to read and write. ... there's no absenteeism because they [the parents] always send them [the children] to school. (T2) (O) ... the children were just being motivated [to stay in school] (T3)</p> <p>Improved on the reading skills of the children. (O) It has improved their reading skills. (SMC3)</p> <p>Increased enrolment in school (O) ... the coming in of this Charlene's project, it has helped in raising up the enrolment of the school. Because the children have been motivated in a way that Charlene's project has been supporting them (T6)</p> <p>Improved children's academic performance. (O) I can say there's some element of academic performance increasing ... (SMC8) (O) So, automatically, that [illustration] thing there can change the learning of the child. (PTA8)</p>

<p>Providing free bibles</p> <p><i>(M) Charlene's project has provided these learners with some bibles ... (PTA7)</i> <i>(M) They [the children] were given the Bible last time. (T1)</i></p>	<p>Contributed spiritual development of children.</p> <p><i>(O) ... which means that spiritually, the learners at least know something about the bible. (PTA7)</i></p> <p>Changed the children's moral behaviours.</p> <p><i>(O) Our children, the moral behaviour is now changing. ... a child may stop in primary but knows the word of God, he can now know how to behave in the community than a child who doesn't know the word of God. (T1)</i></p>
<p>Providing school essentials (uniforms, pens, pads, shoes, towels, basins)</p> <p><i>(M) And also on the girl child, there was provision of the sanitary equipment. (SMC3)</i> <i>(M) ... they [Charlene's project] said that "for this thing [the jiggers], let us provide basins and towels for these learners to use". (T2)</i> <i>(M) Now when Charlene's project came, they saw the children were having jiggers. Ah....ah, they asked us that, "what is this?" And we told them that, "exactly this land, we don't know as a school, but children have jiggers". And what Charlene's project did, they brought and gave us shoes. They provided shoes for every child who is in our school. (PTA2)</i></p>	<p>Improved hygiene and addressed health issues among children.</p> <p><i>(O) So, it [provision of the sanitary equipment] has improved the hygiene [for girls]. (SMC3)</i> <i>(O) So, as they [Charlene's project members] were moving, they would check [the children] and identify that some of the learners are having jiggers. So, it became a concern to them [to address these jiggers] ... (T2)</i> <i>(O) ...up to now, when you come [to our school], even if you come tomorrow, no jiggers in our school because of those shoes. (PTA2)</i></p>
<p>Constructing and supporting a nearby school</p> <p><i>(M) But now Charlene has constructed a very good school, and it has impacted children and many of them are learning to write as we speak. (SMC2)</i> <i>(M) ... since the school is just within the locality. (SMC2)</i> <i>(M) The project has made it even much better by building for us a secondary school just close to the primary school. (PTA3)</i> <i>(M) Within a year, they started building the school. (PTA3)</i> <i>(M) It [Charlene's project] supported the construction of the [school] buildings i.e. the classrooms, the offices, the store, the kitchen. (SMC5)</i> <i>(M) you see in the villages; we normally get these early marriages. But since the school is nearby, ...</i> <i>(M) And then also the children have been able to add on their levels of education because this area does not have a secondary school around nearby. So, this is the only school that is within this area. (T9)</i> <i>(M) since the school is near, there are those children who are orphans, those children who are coming from difficult homes ... (T5)</i></p>	<p>Brought education closer and reduced travel distances.</p> <p><i>(O)...in fact, it [Charlene's project] has helped to bring education nearer, because before Charlene was supporting the school, many of the children were studying very far. (SMC2)</i> <i>(O) I told them [Charlene's project] that the reason why our children are not developing in our community here is because we have no secondary school nearby. They [the children] walk 10 kilometres plus, and then they have to go to other districts. If you build for us a secondary school here, it would be good. (PTA3)</i> <i>(O) ... you know, before this Charlene came, we had a prolonged distance where children were coming from. But when the project started up, I think it reduced on the distance. (SMC5)</i></p> <p>Reduced school dropout levels among children</p> <p><i>(O) Now the dropout level has been reduced ... (SMC2)</i></p> <p>Reduced early marriages.</p> <p><i>(O) ...The project has brought the schools nearer and these children are at school. In fact, there is no time for them to think of going for early marriages (SMC2)</i></p>

	<p>(O) ... now in fact, the early marriages of these young girls and the young boys has reduced since pupils are now connected to the school. (SMC5)</p> <p>Increased enrolment for secondary education (O) Yes, I can see, even the entire community, they have picked up the interest in educating the children, because a good number is going to secondary [school] unlike those days. (PTA3) (O) So, it helps them to transit at least from the primary section to the secondary section. (T9)</p> <p>Created employment opportunities for some children. (O) They [the orphan children] are also able to manage their own affairs. Because I know of some children who in the evening come back [to school] and then look for some "Leja - Leja" [Petty jobs] to raise their own school requirements. (T5)</p>
<p>CONTEXT 2: Schools with limited resources</p>	
<p>Providing financial support for infrastructure, facilities and other supplies (classrooms, toilets, latrines, teacher's quarters, dormitories, hand washing facilities) (M) They [Charlene's project] came and built more and more latrines for the pupils, which were in very bad condition. (PTA3) (M) The first impact is on the structure [classroom] that they have built. (T2) (M) ... because they [the school] had one class which was just almost dismantled but now the renovation was done, they renovated the class - four classes. (T3) (M) And as per now, they have provided us with enough classrooms. (T4) (M) ... as I told you, the population is too high. We used to lack maybe where to put some other children i.e. where they can even sit, but now the classrooms which they have provided us with, all the learners can be condensed in one room and you conduct your lesson in a proper way, in an amicable way. (T4) (M) One, the impact that I've seen is giving them [the children] stanzas of toilets. And then giving our staff two stanzas of toilet for using. (PTA4) (M) One, through the construction of teacher's houses, it has enabled the number of teachers residing within the school to increase ... (T8) (M) I remember about sanitation; they have also helped. There is a time when they installed one hand washing facility. The water comes from the rain. Actually, its connected to rainwater. (SMC8) (M) Another thing is the hand -washing facility that was constructed by Charlene. (PTA6) (M) Then, there was installation of light, which was not there ... (T9) (M), like for example at school 'X', they constructed a dormitory there. (PTA1)</p>	<p>Improved hygiene and sanitation among children (O) Another thing that the project has helped, sanitation was improved very, very greatly. (PTA3) (O)... as I've told you, Charlene, you have made a great job to show children that when you're at home, sanitation is important. They told them that, "when you go to those new stanzas [of toilets], there are washing facilities. Don't enter and come back without washing your hands", so that's sanitation. "Because you can bring germs and then start disturbing our health." (PTA4) (O) It is important for their [the children's] health, because now, they [the children] are educated about their health, via handwashing. That means it helps them in preventing the diseases at the moment. (SMC8) (O) It [the hand washing facility] has also improved on the hygiene of the children. (PTA6)</p> <p>Improved the learning environment and wellbeing of the pupils. (O) It has created a conducive learning environment, where learners are learning in a good environment, desks that they sit on are also good, so, that one also was a big impact that they have brought to the school. (T2) (O) Actually, it [Charlene's project] has improved even on the wellbeing of the children. (T3) (O) And even if there is bad weather, they [the children] are not affected. (T4) (O) ... which [the light installed] enabled students to read maybe up to hours of the night. (T9)</p> <p>Eliminated children's siting arrangement problems in class. (O) So now sitting arrangement is not a problem. That is the side of the picture. (T4)</p> <p>Improved performance of the children (O) ... it [construction of teacher's quarters] has enabled the number of teachers residing within the school to increase and as a result the performance of the children has improved because now the teachers are there for the children. (T8) (O) They are very important to teach the children at the school in the class. Because when they [the teachers] are not drawing [illustrating], the children cannot learn what they teach. (PTA2)</p>

<p>(M) They [Charlene's project] said, "you get the names of those children who are [dropped] out, then they come to school." If they are at school, then we can get them from there. So, now like these sewing machines which were given, the ox-ploughs etc., (PTA1)</p> <p>(M) ... since the school provided enough staff, for example the nurse. Yes, one is dormitories, two is the presence of the nurse at school, who is able to give them [the children] attention when they have problems. (T9)</p> <p>(M)... they have brought scholastic materials for helping the teachers at the school. Like these manilas, manila papers, plus chalk and they [the materials] would help them. (PTA2)</p>	<p>Reduced school dropouts and early pregnancies and marriages</p> <p>(O) Both boys and girls were sleeping there [in the dormitory], so they had no time to drop out from school until they finished their p7. (PTA1)</p> <p>(O) One, these school dropouts, now they are few. Two, these underage pregnancies – the underage teenage pregnancy is now eliminated. And then these early marriages are also eliminated. I see at least they [the children] have a future. (PTA1)</p> <p>(O) There is increased.....how can I put this? increased stay at school (T9)</p>
<p>Provision of sports equipment and uniforms</p> <p>(M) From that time when they [Charlene's project] came, they [the children] were given uniforms, sportswear, it was very encouraging. (PTA3)</p> <p>(M) So, it gave them [Charlene's project] the courage to come and provide these uniforms and balls to the learners. (T2)</p> <p>(M) Charlene has tried to promise them [the children] that, "we are coming, you keep on making practice". We are coming with other balls.... (PTA4)</p> <p>(M) They [Charlene's project] have provided the school with the sporting uniforms for the games, the balls, the boots, the football, and other gadgets for sports. We have seen them, they have brought them, they are here. (SMC8)</p> <p>(M) Because we see that through their [Charlene's project's] intervention, they have been giving us a lot of support, like in sporting equipment. (T8)</p> <p>(M) The children, when they go outside for their ball games, they [Charlene's project] have supported them with the attires for the games, and you find that the children even, they portray a good image on the pitch, they are happy, they love the project of Charlene. (PTA6)</p> <p>(M) Charlene provided financial support that enabled us to buy balls and other materials used in the training. For football, we have the balls. We have the training kits like the jersey, yes. (T9)</p> <p>(M) They [Charlene's project] also gave us some uniform attires. The sport attires like the uniform, the shirt and the short, yes. (SMC6)</p>	<p>Promoted and encouraged children to participate in co-curricular activities.</p> <p>(O) Actually, the children were involved in sports activities, because they [Charlene's project] told children not only to engage in class work, but also to participate in co-curricular activities, and our school was doing very well. (PTA3)</p> <p>(O) ...when they [Charlene's project] came for the first time in the school, they found out that these learners, most of them are interested in co-curricular activities. (T2)</p> <p>(O) Because one time, some of your [Charlene project] members came, they said they were going to play a competition with us. So, it makes them [the children] to be putting in effort every time. (PTA4)</p> <p>(O) That means they are also helping in improving the sporting activity in the school. (SMC8)</p> <p>(O) I think one thing, Charlene Project has boosted morale for the co-curricular activities in the school. (PTA6)</p> <p>(O) Of course, that one [providing sports attire] is promoting the sports. (SMC6)</p> <p>Increased retention and completion rates of children at school</p> <p>(O) Well, as a result of this project, this intervention by the Charlene's project, one, we have seen retention rate has increased. (T8)</p> <p>(O) ... we have seen that even the completion rate has slightly increased. (T8)</p> <p>Improved children's talent</p> <p>(O) ... it [Charlene's project] has improved on their [the children's] talents, since we are also encouraging them to perform in different activities like football. (T9)</p>
<p>CONTEXT 3: A school administration supportive towards educational advancement</p>	
<p>Providing counselling, education, career guidance and sensitization (on education importance and other issues) to children or their parents</p>	<p>Reduced school dropouts</p> <p>(O) That one means the cases of drop out also reduces. Because once they [the children] come to know the value of education, then I see no reason as to why they should again drop out of the school. (T6)</p>

<p>(M) ... a lot of sensitizations have also been taking place on the values of education by this Charlene's project. (T6)</p> <p>(M) As a project uh.... uh our sponsors, representatives, keep on coming to our school, even those other executives from District 'K', they also visit our school. So, when they come, they talk to these children face -to -face about the importance of school and how they would even sponsor more in case the children work hard. (T7)</p> <p>(M) Also, the teachers have helped our children to be disciplined. ... they do counsel them. (PTA5)</p> <p>(M) So, the school has impacted them by changing their values, way of life, and most important also getting education (SMC9)</p> <p>(M) Because now these children when they don't go to school, they do a lot of crime in the village. But since they are kept in school, crime rate has been reduced. (SMC2)</p> <p>(M) They [the children] have also been enlightened, mainly the girls, on how they should manage their hygiene – the menstrual hygiene. (T6)</p> <p>(M) Okay, at 'B' Primary school here, there are school gardens where they [the school] normally call most of these parents for a show. They teach them on different types of sauces, food, vegetables, and after they teach them on how to feed their children, we call it "food and nutrition". So, after they have seen, they normally also give these parents the seeds, maybe if it is bean seedlings, they normally give them, if it is maybe potato vines, they also give them. (SMC5)</p> <p>(M) ...if you live and you can decide or you can do anything out of the knowledge you got from school, it is important because you don't have maybe to take long to be told to do something. Because you already know, you have already been taught somewhere. (PTA1)</p> <p>(M) ... the way I'm trying to see on the side of feeding, it [Charlene's project] has helped these parent now to learn that, when their children are at school, it is very important for them [the parents] to participate a bit in providing what we are calling 'simple lunch' to their children. (T4)</p>	<p>(O) You see, when the hygiene, mainly the menstrual hygiene is not managed well at school, it also brings high rates of dropout, mainly from the girls. (T6)</p>
<p>Promoting extracurricular activities participation and skills training for children</p> <p>(M) Another impact I'm seeing is that children are being skilled. And what I'm understanding here at Charlene is that they are even studying computers, tailoring, and so on. (SMC5)</p> <p>(M) ... and of recent, they introduced skills like tailoring, bricklaying, hair dressing, cookery, games and sports, and others. (SMC9)</p> <p>(M) So, for the children, they have participated in district level football activities and as we talk now at the international level, which has impacted the community and most of us. (SMC9)</p> <p>(M) ...when Charlene's project call for competitions ... (SMC3)</p>	<p>Reduced crime rate among children</p> <p>(O) The other impact that I'm seeing, in fact, it [Charlene's project] has reduced on the crime. (SMC2)</p>
	<p>Boosted children's morale to study hard.</p> <p>(O) They [the children] started seeing that there was a need for them to be working hard so that they also get that chance. (T7)</p> <p>(O) ... the children also know that being supported; it is going to make them to continue with their studies. (T4)</p>
	<p>Improved children's discipline</p> <p>(O) I'm seeing the impact of how the discipline is with the children at the ground, they are well behaved, yes. When they come back to the villages, they're not like others who are coming from other schools. (PTA5)</p> <p>(O) And then when it comes to discipline on the side of the children, they came when the discipline was not all that very good, because some of them are coming from war torn up-countries and they are refugees. (SMC9)</p>
	<p>Enabled children to be able to work on their own (self-reliance)</p> <p>(O)so, there are pupils who can now do work on their own. They can look for at least something to do. (PTA1)</p>
	<p>Improved children's nutrition</p> <p>(O) ... and when these people [the parents] cultivate, they give their children a balanced diet. They keep on changing on the balanced diet to improve on their [children's] nutrition. (SMC5)</p> <p>(O) So now the children have already benefited on the side of eating at school purposely because their parents are supporting them. (T4)</p>
	<p>Provided prospects for future employment.</p> <p>(O) ... once a child gets out from Charlene's project, he will definitely go and begin his own work, maybe this secretarial work. She will create her own self -employment, like these ones who are going for tailoring. (SMC5)</p>
	<p>Brought about sense of interaction among children.</p> <p>(O) it [the Charlene's project] is a point of contact and relationship with one another, interaction and so on. (SMC9)</p> <p>(O) ... they [the children] liaise, they come together, and they play. (SMC3)</p>
	<p>Made children happy and enjoy school.</p> <p>(O) So, all that is making students happy. They are busy and enjoying the school. (SMC9)</p>

Enabling children and donor interactions

(M) Uh...uh these children who were chosen and taken to be sponsored had friends and they started reporting new things from wherever they would go and that one also created some awareness in [the unsponsored] children. (T7)

(M) Hmm...in fact these [Charlene's project] people, when they come, they come with some small bites, and they share with them [the children] (T7)

(M) ... like those of Charlene, who came to visit us". Because they are friendly to us. (PTA4)

(M) Like for example you've seen today, some of the children in the rural area like this, they will look at a white man as someone very superior. So now, when [Charlene's project] come, so you find that they [the children] are now okay, they can interact with them, so they are very highly motivated. (T8)

(M) Then, another thing is, when these people [Charlene's project] come like this today, they give chances to the children to also say a word or give some presentation. (PTA6)

(M) And then also, the children have got a chance not only to interact with themselves. So, when the donors come, they interact with them. (T9)

(M) And then also the children have been able to make friends, because when you look at the number of children we have here, it is not only from the local community. Some have come from other regions of the country. (T9)

Motivated and boosted children's morale to study hard.

(O) They [the children] started seeing that there was a need for them to be working hard so that they also get that chance. (T7)

(O) ... and these children feel motivated really and they feel that they should really be together with these people. (T7)

(O) When they come at home, we see them saying "I want to learn English and one time I fly with the aero plane and then I go to join those white men or white women like those of Charlene, who came to visit us". Because they are friendly to us. (PTA4)

Increased children's level of exposure and confidence

(O) Now when you look also at the level of exposure, slightly it has also increased because the project comes with many, you know, many partners and people from different areas. (T8)

(O) In that way also, it has given strength to the children where they can even stand in front of the people. (PTA6)

Promoted children's social well-being.

(O) So, this [interaction with donors] is promoting their social well-being. (T9)

(O) So, they're making friends which will improve on their social networking in future. (T9)

Table 2: Clustering of contexts for Teacher/School CMOs with stakeholder quotations.

Overarching Context: Schools with resource / fiscal challenges	
Mechanism	Outcome
<p>Providing textbooks and other teaching materials for teaching</p> <ul style="list-style-type: none"> • (M) So, the project also gives us books and we are using those books. (T1) • (M) The other impact that the teachers have got from the project is they have been equipped with instructional materials that never existed before. (SMC2) • (M) And now, they have availability of materials like books. (T2) • (M)... you see with teachers, formerly they used to get a few books from the government, which were not enough, but now, at least two pupils can share one book, unlike those days, where they were not enough completely. (PTA3) • (M) Sometimes, once we cry to them - the Charlene's [project], they always provide us with enough teaching materials. There are some other teaching materials which we were not able to get. But so far now, we are getting, like textbooks. Like some other writing materials may be like manila cards and so on. (T4) • (M) ... like I've talked of the textbooks that have been provided. (T6) • (M) .. but the moment textbooks are there in place, they [the teachers] don't waste time to prepare themselves. (T6) • (M) They [Charlene's project] have been supporting with some curriculum materials for the teachers, such as materials to teach the young learners. Like those in P1, P2 and P3, providing teaching materials such as textbooks and others. (PTA5) • (M) ... the project has impacted the teachers by giving them some few, um, I can say, the textbooks ... (PTA4) • (M) ... they [Charlene's project] have brought scholastic materials for helping the teachers at the school. (PTA2) • (M) ... what I've seen, it has also helped them [the teachers], it has supported them with the scholastic materials ... (SMC8) • (M) Yes, the project provided textbooks. These are teachers' copies and children's copies. (T9) • (M) ... we have books that the project has been able to purchase, which is ranging from learners' books and then also we have teachers' books for ... (T9) • (M) One, the books, and the other materials, which Charlene's [project] has given [to the teachers]. And other teaching materials which are being given to teachers ... (PTA1) 	<p>(1) Eased the work of teachers when delivering content to the learners.</p> <p>(O) Now, a teacher without the instruction materials is like a hunter without a spear. (T1) Now these books, in fact, have eased the work of teachers in terms of delivering to the learners. (SMC2)</p> <p>(O) ...they [the teaching materials] have helped us [the teachers] mostly in teaching. (T4) (O) These ones [the textbooks] have also made the work of teachers very easy, because the textbooks that were brought, they're okay, they're well simplified, and they can rhyme well with the current curriculum. (T6)</p> <p>(O) ... they [Charlene's project] have supported the young children to learn and helped the teachers to teach what the child cannot understand. (PTA5) (O) ... they [the textbooks] empower them [the teachers] in their work, yes. (PTA4) (O) They [the materials] are very important to teach the children at the school in the class. Because when they [the teachers] are not drawing, the children cannot learn what they teach. (PTA2)</p> <p>(O) ...which [the scholastic materials] help them in teaching. (SMC8) (O) It is important because they [teachers] just use them [the teaching materials and textbooks] to teach the children. (PTA1) (O) ... without those textbooks, the children may not study very well. Because they [the textbooks] help pupils to know more about what they are studying. (SMC5)</p> <p>(2) Helped teachers to catch up with content of new curriculum.</p> <p>(O) Unlike the old books that they were using, now the teachers have got updated books that are meeting the current curriculum and the standards of education. (SMC2) (O) ... and then also we have teachers' books for enabling them to implement the new curriculum. (T9)</p> <p>(3) Helped teachers prepare for lessons</p> <p>(O) Teachers also need their books for their lesson preparation... (PTA3) (O) You see, when there are no textbooks, teachers take a lot of time in preparing themselves because they need to move up and down, looking for some of those information, but the moment textbooks are there in place, they [the teachers] don't waste time to prepare themselves. (T6) (O) When we talk about textbooks, this is where we're going to get the notes and the references. (T9)</p>

<ul style="list-style-type: none"> • (M) ... it [Charlene's project] funded the purchase of books sometimes back. But now since COVID-19 came in, it gave them [the teachers] these books, I don't know how I can call them. These books which we call, "home study books". Yes, it [Charlene's project] normally funds the books, the textbooks, the material to use at school. (SMC5) 	
<p>Building or renovating teacher's housing at the school</p> <ul style="list-style-type: none"> • (M) ... the [Charlene's] project, one time they also supported us. They gave us some support on the renovation of the teachers' quarters. Some grass thatches that we had. They were in a bad condition, so they supported us with some renovation, around two, three. (T1) • (M) ... the project reconstructed the staff quarters. (SMC2) • (M) The project gave teachers the staff quarters where they accommodate themselves. (SMC3) • (M) ... the project also constructed the houses for teachers... (PTA3) • (M) ... we actually have the staff quarters that is actually accommodating around four teachers (T2) • (M) ... another impact was just constructing for them the teacher's quarter. For the teachers' quarters, they constructed at least a block of four, which is accommodating four teachers. (T3) • (M) They [teachers] were sleeping in a grass thatched house, and it was being destroyed by termites all the time and sometimes when rain comes, it destroys their things, their clothes, their books. Sometimes even inside the house you find there are anthills. And when Charlene's [project] came, they helped and constructed a four -in -one teacher's quarter. (T7) • (M) For the teachers, the project constructed a teacher's quarters. a structure or a building accommodating four teachers. (PTA7) • (M) ... those [teachers] who stay at the school, it is because of the teacher's quarters also. It is also one of the impacts. (PTA5) • (M) In fact, when this Charlene's project came, they found that there was a need for a teacher's quarters because our teachers could come from very far. So, they said, "now let's bring them nearer by constructing teacher's quarters." (SMC5) • (M) On the teacher's side, if I can recall, we used to have only one block of teachers' quarters, but of recent, we are seeing another one, even the latrine. (SMC8) • (M) Their welfare has been enhanced through accommodation (T8) 	<p>(1) Reduced travel distances to school (time and cost)</p> <p>(O) Some of the teachers, in fact, had gone back to their places and were coming from a long distance. But after we had renovated those grass thatches, they had to come back and that one shortens their distance to the school. (T1)</p> <p>(O) Now teachers don't travel long distances to school, they put up around the school. (SMC2)</p> <p>O) And then okay, the cost of transport, let me say, has also been catered for. (SMC3)</p> <p>(O) ... so [constructing teacher's quarters is] making at least a reduction in the journey that they [the teachers] were moving at first. (T2)</p> <p>(O) it is very important to them because they were coming from very far. (T3)</p> <p>(O) Some teachers were traveling long distances from where they operated from to the school, but currently, they are accommodated at the school. (PTA7)</p> <p>(O) It [the teachers' quarters] is important because it has now made them not to waste their transport coming from a far distance. In fact, it has made it easy for them to come to school early. (SMC8)</p> <p>(2) Improved teachers' punctuality to school</p> <p>(O) It has improved the punctuality since the distance has shortened. (SMC3)</p> <p>(O) ... because before they were constructed, some teachers were coming as far as 10 kilometres away from school, and when it is rainy season, teachers could come late or not at all. (PTA3)</p> <p>(O) ... teachers used to come late to the school. They must come time to time at the school and when the children arrive and it's time for class, its good when the teacher are already there. Because when a teacher stays very far, he also comes late, and he starts teaching late as well. (PTA5)</p> <p>(O) ... they [the houses/quarters] helped the teachers to get in the school as early as possible. And so, when they get in the school very early, in fact, the school lessons begin early, hence improving the children's performance. (SMC5)</p> <p>(3) Motivated teachers and improved their mood.</p> <p>(O) ... ah, the teachers, they have been really motivated at the highest level because they had no room for themselves to sleep in. (T7)</p> <p>(O) ... and on top of it, parents had established or constructed some grass thatched structures to accommodate the teachers, which could, on and off be destroyed by termites. But now this is a permanent one, and the teachers are very happy. (PTA7)</p>

	<p>(O) It motivated the teachers because for those ones who are coming from far, they are now being accommodated at the school, their work became easier, so they became happy and motivated to do their work. (PTA7)</p> <p>(O) One, the teachers are motivated. (T8)</p>
<p>Initiating the children ambassador program</p> <ul style="list-style-type: none"> • (M) For the case of “K” Primary School specifically, it has children called the ‘ambassadors’, who have people who were sponsoring them from abroad. (SMC2) • There are children who are chosen to support the school as ‘ambassadors. (T2) 	<p>(1) Assisted in paying teacher’s salaries</p> <p>(O) Now this money [from children ambassadors] would come and help the child and part of it is put in the teacher's pay. (SMC2)</p> <p>(O) The impact that the project has put on teachers; one, is that it has improved on the teacher's pay. (SMC2)</p> <p>(O) ... for the teachers actually, they are able to stay at school because now they receive something like salary. (T2)</p> <p>(O) ... what we did, we saw the money which they [Charlene’s project] sent to “children ambassadors”. We saw there was some money there, and then we got some of it and paid the teachers. (PTA2)</p> <p>(1) Improved teachers’ standards of living</p> <p>(O) ... before the project came in, in fact, teachers were given a very small pay, but the projects came and supported the teachers by paying them, specifically, like for “K” Primary School. So, their standards of living have improved. (SMC2)</p>
<p>Providing financial and economic support to teachers and the school (through direct funds, improved salaries, livelihood projects, gifts, and safety lockers, several infrastructure)</p> <ul style="list-style-type: none"> • (M) I think there is a year also where they actually came up with a goat project. So, that goat project, they gave us like one-one goat each.... (T2) • (M) at the end of the year, they could give them [the teachers] at least what we were calling ‘Christmas gift’... (T3) • (M) ... the project gave them at least a box where to keep their materials ... (T3) • (M) That was through, I can say, better payment. (T9) • (M) ... You find that the way they [the teachers] came, is not the way they are. Some of them who came at diploma level, through the salaries they are getting, they are able to upgrade. They're upgrading, which is not easy by the way in other private institutions. (T9) 	<p>(1) Motivated teachers</p> <p>(O) So, also that one [the goat project] also motivated teacher.... (T2)</p> <p>(O) ... you know some teachers are good at requesting for transfers, but when they saw all those benefits, it made them to stay comfortable in the school. (T3)</p> <p>(O) ... and that one [giving teachers lockers] even motivated the teachers. Instead of carrying their books just from home up to school all the time, now they could leave their things when kept properly. (T3)</p> <p>(O) ... [the funds] would actually support the little collection that we get from the school, and it made actually teachers to do their best, because the payment was supported. (T2)</p> <p>(2) Improved teachers’ standards of living, livelihoods and welfare.</p> <p>(O) ... when you rear the goat, then it multiplies, you get others. Now, when you have a problem, you can sell one goat, then you get money to solve your problem. (T2)</p> <p>(O) And even again through Charlene sponsorship to Build Africa, they gave every teacher a goat that he should go and rear to improve on his standard of living. So, such things motivated teachers. (T3)</p> <p>(O) Charlene’s project has improved livelihoods [of teachers]. (T9)</p>

<ul style="list-style-type: none"> • (M) The school kitchen was constructed, although I can't recall it clearly, because it's like they worked hand in hand with Build Africa. (SMC8) • (M) Another impact is that we have this main hall, which facilitates examinations. (T2) • (M) And as per now, they have provided us with enough classrooms. (T4) • (M) ... as I told you the population is too high, we used to lack maybe where to put some other children i.e. where they can even sit, but now the classrooms which they have provided us with, now all the learners can be condensed in one room... (T4) • (M) Uh, the project also has helped with setting up this water source - like this borehole at the school. (SMC5) • (M) The project, around 2015 - 2016 there, we used to get some funds from abroad, let me say, from the Charlene's Project ... (T2) • (M) Let me say, some teachers also get involved in some agricultural activities and the school being there of course has employed some people who are creating market for some of these produces. (T5) • (M) When we saw that the money [from Charlene's project] is there, we said that "at least let us add another land to rent". (PTA2) • (M) We have a kitchen in place that was constructed through the Charlene's project. (T8) 	<p>(O) The kitchen is helping them [the teachers] in supporting their lunch at school. (SMC8)</p> <p>(O) This water source always helps teachers to get water for their consumption. Because when water is very far, it normally makes these teachers to delay in their work which they are supposed to do in the classes and so on. But since it is nearer, they make sure that they do their things [teaching] in time. (SMC5)</p> <p>(O) ... obviously, on the economic point of view, it [creating market for our produce] has increased our earning. (T5)</p> <p>(O) We hired another piece of land aside, at least to help teachers to grow food at the school. Because when teachers can't eat at the school, it is a problem. (PTA2)</p> <p>(O) ... the teachers are also benefiting [from the kitchen], because if the children are eating, now, what about the teachers? They are also eating from there. So that is also another benefit for the teachers. (T8)</p>
<p>Providing emotional and professional support</p> <ul style="list-style-type: none"> • (M) What I mean is that, when teachers give pressure to the government that they want more money, now these 'Bazungu' [whites], guide these teachers. They tell them, "Ah.... ah no, let's work for the community, lets focus on transforming the community". (PTA1) • (M) ... in a place of work where you [the teachers] have friends or partners who support you, I think you love what you do from that place. (PTA8) 	<p>(3) Enabled teachers to upgrade their education level.</p> <p>(O) ... maybe also for the teachers, they have also been able to advance [due to improved salaries]. (T9)</p> <p>Simplified school activities like conducting examination, class sitting arrangements etc.</p> <p>(O) It [the main hall] can accommodate very many learners and it makes supervision easier (T2)</p> <p>(O) So now sitting arrangement is not a problem. (T4)</p> <p>(O) ... and you [the teacher] conduct your lesson in a proper way, in an amicable way even if there is bad weather, they [the children] are not affected. (T4)</p>
<p>Providing educational and skills development</p> <ul style="list-style-type: none"> • (M) Sometimes they [the sponsors] also share some good ideas that can also improve on the teacher's level, like how to handle some administrative strategies in the class and how to help children, something like that. (T7) 	<p>(1) Reduced stress among teachers during challenging times</p> <p>(O) As far as teachers are concerned, I see, usually when these 'whites' [Charlene's project sponsors] come, they share challenges with teachers, and I see teachers calming down at least. (PTA1)</p> <p>(2) Increased teachers love for the school.</p> <p>(O) It [Charlene's project] has also made teachers to love the school. (PTA8)</p> <p>(1) Improved teachers' relationship with sponsors</p> <p>(O) ... in fact, there is also a good relationship with these sponsors. (T7)</p>
<p>CONTEXT 2: Teachers with professional and teaching practice challenges</p>	
<p>Providing refresher courses, trainings and continuous professional development session</p>	<p>(1) Encourages teachers to continue teaching and simplify their tasks of teaching children.</p>

<ul style="list-style-type: none"> • (M) ... some [teachers] might have forgotten some other skills, so when they give them those refresher courses, it reminds them of their duties. (T1) • (M) Teachers were benefited because some of them went for workshops like in district 'M' and even others went up to district 'K'. (PTA3) • (M) These trainings they have been given, and workshops they [the teachers] have been attending. (PTA3) • (M) And through the project we had these trainings, like CPDs, capacity building, which was going on and they could come and train the teachers. (T3) • (M) Some other trainings, they are also giving us ... (T4) • (M) ... We [teachers] have been actually having some CPDs... (T5) • (M) Yeah, the teachers were also trained. Charlene's project also came and trained the teachers on how to handle other areas, as far as teaching is concerned. Ah ...ah...it involved this early childhood development, writing and reading in lower classes. (PTA7) • (M) And also, through capacity building, ... (T8) • (M) because the [Charlene's] project has brought in trainings, workshops for the teachers. (T9) • (M) Sometimes they [the sponsors] also share some good ideas... (T7) • (M) They were also taking other teachers outside for training.... Like for lower class, they [teachers] were taught how to handle reading and writing. And then for the senior woman teacher, how to cater for the welfare of the girls. (T1) • (M) It [Charlene's project] also provided them [the teachers] with trainings. In fact, sometimes Charlene's project invites us here, we train them [the teachers] on how to handle pupils in the class. (SMC5) 	<p>(O) ... so, when they give them [the teachers] those refresher courses, it reminds them of their duties. And also, it [refresher courses] encourage them to continue with it [teaching]. (T1)</p> <p>(O) The workshops are so important that it is like a refresher course so that the teachers concentrate on helping our children. (PTA3)</p> <p>(O) Those learning materials [provided during training] are very important because they help to simplify our work and improve, of course, the academic performance of the learners. (T5)</p>
	<p>(2) Updated teachers on new curriculum</p> <p>(O) ... the recent one when they [the teachers] went to district 'K', it was about [updating them on] the new curriculum, but I don't have the details of when they attended. (PTA3)</p>
	<p>(3) Improved and updated teachers' knowledge, teaching methods, abilities and skills.</p> <p>(O) ... it [the training] improved them on the methods of teaching because some of them [the teachers] qualified a long time ago, and now they are not current. But now when they bring such CPDs, at least they can study on the new methods of teaching. (T3)</p> <p>(O) for workshops okay, they always bring for us the technocrats on education who teach and guide us, because you know some of us, we were trained long ago and there are some other [teaching] methods sometimes I may forget. But now this refresher course sometimes can help to make me to know that I move together with the current world and be up to date. (T4)</p> <p>(O) ... it increased the teacher's abilities to teach the children on how to read and write on top of what they had acquired at their colleges. (PTA7)</p> <p>(O) ... they [the teachers] have been able to acquire some knowledge and skills. Like recently, some of these teachers were trained on issue of literacy (T8)</p> <p>(O) ... that [sharing ideas] can also improve on the teacher's level, like how to handle some administrative strategies in the class and how to help children, something like that. (T7)</p> <p>(O) ... that time I was the senior woman teacher, so when I come back, it encouraged me to carry out those activities that I've learned from the training. (T1)</p>
	<p>(4) Enhanced teachers' professional development and ethics when teaching</p> <p>(O) And then also, it [the Charlene's project] has improved on the teacher's (I want to call it...ah...ah) professional development, So, they get to add on some ethics and so on, on their professions. (T9)</p>
<p>Enhancing teacher exposure visits and collaborations with other schools</p> <p>(M) I remember there was a time that we [teachers] were selected. The teachers from this school 'K' here, we were selected and taken out. We were taken to district 'L', and we moved to some schools. (T6)</p>	<p>(1) Teachers learnt better teaching practices and methods.</p> <p>(O) ... from [those visits] there, we have been seeing other schools, how they move on with their [teaching] things, and we benefited. Part of what we saw from there, we also brought back here. (T6)</p> <p>(O) ... they [the teachers] had to bring that idea [in school L] back to this primary school. (SMC6)</p>

<p>(M) I think, with the teachers, it [the impact of the project] was not much apart from taking them to see what is there in school 'L' and then they had to bring that idea back to this primary school.</p> <p>(M) I think, with the teachers, it [the impact of the project] was not much apart from training them. Apart from taking them to see what is there in school 'L' and then ... (SMC6)</p> <p>(M) You know, there is collaboration of these teachers with other schools. Yes, collaborations are there within the cluster schools. (T2)</p>	<p>(O) ... it helps us [the teachers] to actually know other things that, maybe, are new to us. Then we learn from others, and we also catch up with them. (T2)</p>
<p>Providing social and emotional support and guidance</p> <p>(M) They [Charlene's project] are social, and they come and guide us on what we [the teachers] have to do. They don't harass us like other people who harass the teachers. (T1)</p> <p>(M) ... this Charlene's project, when they come, they always have interactions, some guidance and counselling to the teachers on how to handle the pupils. (PTA6)</p> <p>(M) Whenever they [the teachers] hear about them [Charlene's project] coming, they also feel very happy. (T7)</p> <p>(M) ... they [the teachers] have also interacted with different people from outside Uganda ... (SMC9)</p>	<p>(1) Created a conducive friendly relationship with sponsors.</p> <p>(O) They [Charlene's project] are friendly to us and making our welfare also okay. (T1)</p> <p>(O) ... in fact, there is also a good relationship with these sponsors. (T7)</p> <p>(2) Broadened teacher's perspectives</p> <p>(O) ... and that one has also impacted them to have an attitude which goes beyond the community. (SMC9)</p>
<p>Fostering educational sensitisation and parent Engagement:</p> <p>(M) The work [of teachers] becomes simple because the parents are already sensitized on their roles and responsibilities. So, when they are now sending their children to school, they come when they have all their scholastic materials with them. So, now teachers don't have difficulties in handling the children. (T6)</p> <p>(M) ... because we have done a lot of awareness kind of sensitization to them [the parents] ... (SMC9)</p> <p>(M) Um, through our inspection, like me the Chairperson PTA, I do go there [to school], walk in the class and see what has been done. (PTA4)</p>	<p>(1) Simplified and made teachers work enjoyable.</p> <p>(O) ... in a situation where people team up, like the way we are teaming up with the Charlene's [project], works becomes very simple and the teachers are now enjoying their work. (T6)</p> <p>(2) Changed teachers' attitudes.</p> <p>(O) Secondly there [the teachers'] attitude [towards teaching] is changing (SMC9)</p> <p>(3) Improved time management of the teachers</p> <p>(O) ... as you know, our government schools, sometimes they provide freedom. But as 'R' Primary School, for us our teachers have improved coming on time for work and not to come at their own time ... (PTA4)</p>
<p>Installation of computerised system</p> <p>(M) Ah, I understand that there was a computerized system where they [the teachers] have to log in whenever they enter. And when you enter at nine [9am], it will have already counted you absent. So, you have to be there by eight or before. (PTA3)</p>	<p>Improved teachers' punctuality to school</p> <p>(O) ... most of the teachers, actually all of them are punctual and they are at work unlike those days when a teacher, especially if the salary is delayed, will first go and do some other work like garden work, come to school late. But now I can see punctuality has improved greatly. (PTA3)</p>

Table 3: Clustering of contexts for Family and Community CMOs with stakeholder quotations

Overarching Context: Families and communities facing economic and financial challenges	
Mechanism	Outcome
<p>Provision of bursaries, scholarships and reduced fees policies at school</p> <p>(M) So, their [school's] term of payment is affordable, they give you time to look for the money to pay and they don't send children away from school. (T1)</p> <p>(M) ... they [the children] are given the bursaries where the family cannot afford. (T1)</p> <p>(M) ... they [Charlene's project] have given support like where a child has failed and whereby a family cannot support. ... Let me say paying the fees, buying the other requirements that the child is lacking ... (T1)</p> <p>(M) Now, parents appreciate, because the scholastic materials have been provided for. Now they're no longer buying them. Things like school fees, they don't pay, because they've been supported by Charlene's project. (T2)</p> <p>(M) It is true, it [Charlene's project] has helped in sponsoring of the children. (SMC3)</p> <p>(M) ... the project is helping, especially those disabled children and the orphans. The project is helping them meet their school fees. Yes, they are giving them bursary. (PTA3)</p> <p>(M)... according to me, like now those ones [children] who are sponsored, ... (T3)</p> <p>(M) majority of these poor families who cannot afford paying school fees for their children, they were helped. (T4)</p> <p>(M) ... it [Charlene's project] has simplified the cost of school fees ... (T5)</p> <p>(M) Another one I can as well talk about is this sponsorship here. (T6)</p> <p>(M) ... they [the families] have been really very happy because their children are being sponsored. (T7)</p> <p>(M) the families, more so those ones who were supported by Charlene's Project to secondary schools, (PTA7)</p> <p>(M) When their children are taken to study free, now instead of picking that money for the school fees, they use it for other purpose. (SMC6)</p> <p>(M) When the neighbouring village heard of that [the scholarships], ... (SMC6)</p> <p>(M) They [the parents] pay at least 25% out of 100% of the fee. ... because you find other families, they can't afford to pay for the children at the schools. When the project is there, it also helps them. (PTA5)</p> <p>(M) ... the project has helped some of the families with bursaries. (SMC5)</p>	<p>Enabled children from poor families access and attend school.</p> <p>(O) I am also one [of the beneficiaries of Charlene's project], my child is today with Charlene in secondary school. (T1)</p> <p>(O) So, some children, they are able to go on [with education] with the bursaries ... (T1)</p> <p>(O) when the project is there, it takes the children for further education. (PTA5)</p> <p>(O) ... when the school is free of charge, they [the parents] tend to send all their children to school. (SMC5)</p> <p>(O) This bursary is important because, you know with the village life, there is no money and if a child is picked and offered a bursary, it also supports the family. The poor parent can afford the little of the fees. (PTA6)</p> <p>(O) Well, they [the parents] have sent all their children at school. (T9)</p> <p>(O) . But now they [the community] are praying that at least it [the project] should continue because they were not having anything to afford their children to stay at the school. (PTA2)</p> <p>(O) ... it [Charlene's project] has helped eradicate illiteracy from homes. (SMC2)</p> <p>Provided families with hope for secondary education and future employment of their children.</p> <p>(O) ... there are those [the families] which never had hope that their children would either go to secondary school or will reach to that level. But now when Charlene's project came in and really supported them [the families], they really appreciated. (T1)</p> <p>(O) ... they [the parents] believe that, if I send my children to school, the children will begin employment, they will get some money to look after their parents. (SMC5)</p> <p>Brought happiness and appreciation among families.</p> <p>(O) Actually, it [the Charlene's project] has led them [the parents] to be free, they are happy. (T2)</p> <p>(O) And they were totally very, very happy on that issue. (T4)</p> <p>(O) They [the families] are very happy because they are spending less. (SMC6)</p> <p>(O) So, the families, as we talk right now, parents are happy. After meeting them, we had a PTA meeting, and they're expressing their appreciation to Charlene. (SMC9)</p> <p>Families were alleviated from the financial burden of school fees /Families have reduced expenditure on education.</p> <p>(O) It has helped them [the families] mostly to reduce on the cost of education. (SMC3)</p> <p>(O) It [Charlene's project] is helping very much because when you consider the economic position of the families today, raising school fees is not easy, especially for poor families. Someone who</p>

<p>(M) Because the money which would be for school fees is now given to the child maybe for pocket money, for buying books, uniform and other scholastic materials (SMC5)</p> <p>(M) ... especially those ones [the families] whose children were taken and are being sponsored for secondary school. (T8)</p> <p>(M) ... at least some children from this community, have so far benefited from the Charlene's project, like in form of bursaries. (PTA6)</p> <p>(M) ... because of the low [school fees] pay. (T9)</p> <p>(M) To the parents, they are grateful because of the affordability of the school fees. (SMC9)</p> <p>(M) It [Charlene's project] has helped them, like when they came at the school, they made sure parents get everything there. Because some parents cannot even afford to buy school uniform etc. (PTA2)</p> <p>(M) Because most of the children can at least attain primary education and they can speak some English. (SMC2)</p>	<p>has maybe one or two acres cannot raise tuition of UGX 500,000 per term, he cannot manage. (PTA3)</p> <p>(O) ... it reduced on family's expenditures. (T3)</p> <p>(O) ... even those other homes that actually could not afford secondary, now at least they can try (T5)</p> <p>(O) It has also helped the parents in one way or the other, in that their children are being supported in those schools that they could not even afford paying them. (T6)</p> <p>(O) They [the families] have been helped from some workload [of school fees] which they would have not managed. (T7)</p> <p>(O) ... they [the families] are happy and it has also reduced on the cost of paying school fees and other things because Charlene's Project took over some fees. (PTA7)</p> <p>(O) There are high standards of living for the child since there is not any payment health wise. (SMC5)</p> <p>(O) I would maybe talk of income, i.e. enhancement of some family's income.... So, it enhanced their [the family's] savings. Because now, instead of spending money on school fees, they are now spending it to do other things. (T8)</p> <p>(O) ... so, it is also helping the parents to reduce on the economic impact since the school is a bit cheaper. So, the economic impact is also becoming better. (SMC9)</p>
<p>Building a school, structures and supporting school activities for schools in the community</p> <p>(M) Now, they [Charlene's project] have built a school nearby... (T1)</p> <p>(M) So, there's some employment which the school has created. (T5)</p> <p>(M) Of course, the other point, when the school is here, (T5)</p> <p>(M) And the school construction is going on, so materials are being got from the community. (T5)</p> <p>(M) We have some members of the community selling food stuffs within the school. (T9)</p> <p>(M) Some parents have been able to get money, i.e. source of income, because they're able to supply firewood [to the school]. Yeah, market for their firewood, beans, maize. (T9)</p> <p>(M) ... even on the side of sanitation, they [Charlene's project] constructed a latrine at the school, (T3)</p>	<p>Families with clever children increased competition to gain P7 registration in Charlene supported schools.</p> <p>(O) ... so those clever students from other schools were trying to force themselves to come and register in p7 here, so it was competition. (SMC6)</p> <p>Reduced distance and expense on transport to far schools for the families</p> <p>(O) ... we [parents] used to take our children very far away to look for a good secondary school. (O) the parents, they are now able to take their children to the nearby secondary school. (T1)</p> <p>(O) So, that money that they [the parents] would use on the transport, helps in doing other home activities. (SMC2)</p> <p>(O) It [Charlene's project] is benefiting [the families] because their children are no longer wasting transport to go to district 'K'. (PTA3)</p> <p>(O) So, you find that it [Charlene's project] has helped them [the community], they don't waste a lot of time looking for a school because it's now near. Because look at the fees structure of 'C' secondary school, it is affordable by a local member of the community. (T8)</p> <p>(O) ... now for them [the families] it has reduced the cost, which they used to have in case of maybe longer distance their children always covered. (T4)</p> <p>(O) ... the worries on the road are no longer there. Because a child needs a shorter distance to reach the school, study properly and come back a little bit early enough. (T4)</p>

<p>(M) Instead of parents wasting money on transport to take their children to far school, so the school has been brought near. (SMC2)</p> <p>(M) I told them [Charlene's project] that the reason why our children are not developing in our community here is because we have no secondary school nearby, they walk 10 kilometres plus. Within a year, they [Charlene's project] started building the school. (PTA3)</p> <p>(M) ... because of the buildings for the teachers. (T7)</p> <p>(M) ... but now, on putting up a teachers' quarter, it [the project] has reduced on that burden [of community expenses]. (PTA7)</p> <p>(M) ... when the project is there, it built for our Primary School classrooms, and they also brought the desk for the children. So even parents were so proud of that ... (PTA5)</p> <p>(M) Because if the school was very far, these parents in the community, they could not be nearer to education. (SMC5)</p> <p>(M) I can start with the blocks, the classes, which you [Charlene's project] constructed. That was the first one [impact] to be welcomed. (PTA4)</p> <p>(M) So, the community now, through the construction of this school, they are relieved. (T8)</p> <p>(M) ... since it is a community school, you find the parents are asked to raise the money to construct or renovate the classroom blocks. And since then, the Charlene's project has helped in the construction of some two blocks. (SMC3)</p> <p>(M) ... Because of what Charlene has done, like the buildings, the classrooms.... (T4)</p> <p>(M) Like in village 'K', there is this secondary [school] now which has been constructed by it [Charlene's project]. (SMC3)</p> <p>(M) But the project has been able to support all these alongside the construction. They've been able to even support us sometimes in food, together with all the other needed items. (T9)</p>	<p>Created employment for community members and improved their wellbeing.</p> <p>(O) ... one, it [Charlene's project] has created employment. The teachers, the workers, the cook, the sweepers, watchmen. All those people are coming from the community. (T5)</p> <p>(O) It helps them to clear the school fees in time, and also it improves on their wellbeing. (T9)</p> <p>(O) It has employed the teachers. (SMC3)</p> <p>(O) Since those who have qualifications in different professions have got some jobs. We have the security guards. (SMC3)</p> <p>Created market for the community produce and products.</p> <p>(O) ...the school provides market for the produce. (T5)</p> <p>(O) Of course, another one is that the community is also benefiting because it is having outsiders who are coming in and of course bringing market. (T5)</p> <p>(O) ... it [Charlene's project] has created market for some of the communities around. (T9)</p> <p>Boosted economic activity and business in the community.</p> <p>(O) So, once it [the community] is known, of course, it attracts business in that area, yeah. Outsiders will need to come because they have known that there's a school there and some economic activity is going on there. You find the price of land around the school is now increasing. Of course there will be some good business taking place. (T5)</p> <p>Removed financial burden from the community to support construction at the school.</p> <p>(O) ... and that latrine has at least reduced the expenditure of the community. Because instead of calling in the community to come and construct the latrine, Charlene came in. (T3)</p> <p>(O) The families were also contributing a lot towards the construction of teachers' houses which are grass thatched. Shortly this could be destroyed by ants, by rain, (PTA7)</p> <p>(O) Because now, parents don't have to pay PTA fees for buildings, like before. (PTA5)</p> <p>(O) It is good because for us [parents] getting money it can take us some years. Every time, children say, "daddy, they're asking for what we call PTA or building fund." But once you [Charlene's project] came here, who has done all this [construction], it is Charlene's project. (PTA4)</p> <p>(O) It has helped the families to reduce on the cost of raising money to support the construction. (SMC3)</p> <p>Improved appearance of the school and surrounding community attracting parents to bring children to school.</p> <p>(O) ... in fact, it [the Charlene's project] has improved that place. ... ah ... the place looks organized. ... the new structure for the teacher's quarters, when you view it from the roadside, it now looks really like a school, compared to the previous one. (T7)</p>
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	<p>(O) It [the school] attracts the community, and they get concerned so that they begin asking about it, and they bring their children as well. Otherwise, a school which is not shining, people may not have interest in it (T7)</p> <p>Created parental awareness of education. (O) ... the school has brought parents here to know [be aware] about education. (SMC5)</p> <p>Enabled hosting of community events/ceremonies (O) ... sometimes we are able to provide tents, though they have grown old, but we help the communicate in case of challenges like death. (T9) (O) Like for the recent census trainings, we hosted them here in the classrooms. Then also, there was a program for treatment, where still we hosted them here, but using classrooms. (T9)</p>
<p>Provision of agricultural infrastructure, equipment and training to the community (M) ... the project donated a grinding mill to the school that is helping in grinding posho. (SMC2) (M) The other one is that project donated a maize sheller at the school that is helping in shelling. (SMC2) (M) The other impact is the project donated some two Ox-ploughs (SMC2) (M) It [Charlene's project] has also constructed a small warehouse in the nearby trading centre where farmers bank their crops. (SMC2) (M) ... the project also, like in our primary school, it brought this grinding mill ... (SMC5) (M) ... because we were even taught like, "you plant like this, you use this fertilizer, you use improved seed", and we were even given these other machines like, shelling machines, grinding machines. We were also given a warehouse. (PTA1)</p>	<p>Reduced the cost on processing food stuffs. (O) It's used by the school, but now the community members pay a reduced fee to process posho [corn flour]. (SMC2) (O) It's used by the school but now it is helping the community members actually at a subsidized pay. (SMC2) (O)...that [the ox-plough] also the community is using at also a subsidized cost. (SMC2) (O) ... which [the grinding mill], is helping the whole community. ... the community is being supported by grinding as they pay some little money. (SMC5)</p> <p>Enabled farmers store their food stuffs and bargain higher prices. (O) Now, farmers at least have a voice in bargaining for better prices and their produce can be kept when prices are low. It [the produce] can be kept until prices increase. (SMC2)</p> <p>Boosted community members' income through farming. (O) So, all these [farming practices], we use them and since we were told what to do, the harvest or produce has increased. So, when you sell, you get more money compared to the little money you were getting. (PTA1)</p>
<p>Provision of financial support to the community saving groups (M) what they really helped us with one time was the supporting of the saving group of the borehole. We have a borehole, and that borehole has got a saving group. they provided money for people to share. It was one million. (T1) (M) It [Charlene's project] tried to support some parents, some groups within Actually, they gave some cash to those groups which improved on their savings. (PTA8)</p>	<p>Boosted savings within the community saving groups (O) ... then the members i.e. the water users, they save their money there. As you are saving monthly, you also pay water for the borehole, 1000 shillings monthly and a year is 12000 shillings. (T1)</p> <p>Enabled parents save money to support their children in school. (O) I think those parents now, most of them who were in those groups, all their children are at school. (PTA8)</p> <p>Improved livelihoods of families. (O) I can see that they [the parents] also have food at home, because that money that they were saving, they were able to use it to rent land, and use it to buy seeds so that they plant on time, and that way, it has at least changed them. (PTA8)</p>

<p>Providing donations and material support to families</p> <p>(M) ... like for example, one time the project donated some adults with drugs; people were treated at the school. Then at some point, people were given wheelchairs, and some people received shoes, some received clothes, so that was a very great impact that the project has had on the families. (SMC2)</p> <p>(M) They know that now the NGO is there, it is helping them. It is not like long ago when they struggled for school fees. (PTA2)</p> <p>(M) When the community sends in the children more and more, so the project will also support exactly what they need and will be successful. (PTA5)</p> <p>(M) supporting our children by providing scholastic materials, for these young learners... (PTA5)</p>	<p>Motivated children to attend school.</p> <p>(O) ... it gives the children the morale to be at school. Now, those ones who were absent that day when the donation came, missed. So, those ones who missed, they kept on coming hoping that they will also get the clothes. (SMC2)</p> <p>Made families proud of Charlene's project.</p> <p>(O) Also, it [Charlene's project] has helped the communities because they are now proud. (PTA2)</p> <p>(O) ... the village is now proud because the school is now 'on the map' [highly recognised]. ... now it's [the school] also taken by the government because of that project. So, the village is now proud of that. (PTA5)</p>
<p>Overarching Context: A community with education awareness challenges</p>	
<p>Organising meetings, home visits and sensitisation sessions on parental awareness on the importance of education.</p> <p>(M) ... the Charlene's project invited parents, about twice, for a meeting, a big meeting... (PTA3)</p> <p>(M) So, the project would come and actually have some sessions with parents and teach them on the benefits of having children taught (T2)</p> <p>(M) So, it is some of the parents who would get interested that the Charlene's project, mainly the doctor, to come and give visits to their families, so they [Charlene's project] had to do it. (T2)</p> <p>(M) I remember we could go for management training and then from there, they [Charlene's project] also came and met other committees at the school. Then they also could come and meet the parents at least once in a while. (T7)</p> <p>(M) Because sometimes members of the Charlene, actually like today, we had small numbers, sometimes we mobilize parents. They [Charlene's project] come and actually talk to parents directly. (T8)</p>	<p>Created awareness and interest of community members and parents in sending children to school.</p> <p>(O) ... they [Charlene's project] trained people, the community, the importance of education, especially for the girl child, which most parents didn't know..., but now at least every family has picked the interest of educating children (PTA3)</p> <p>(O) You know, when they [the parents] are sensitized, they get to know the value of education. (T2)</p> <p>(O) So that also would actually encourage parents to still bring their children to school because they [the children] like playing with these outside [foreign] people (T2)</p> <p>(O) What Charlene did was to sensitize these parents. They were sensitised on education. They now feel concerned, and they bring their children [to school]. (T7)</p> <p>Changed parents' attitude towards education.</p> <p>(O) ... first of all, there has been change of attitudes among parents towards education. (T8)</p>
<p>Overarching Context: A community lacking basic services (e.g. water, toilets, health facilities etc.)</p>	
<p>Constructing water sources such as boreholes and water pumps</p> <p>(M) ... they [Charlene's project] get their people, they come, and they repair the boreholes and after repair, they're the ones who settle the bill by themselves. (T1)</p> <p>(M) ... the other impact is that the project dug a borehole (SMC2)</p> <p>(M) It [Charlene's project] has in fact been supplementing more water points. (SMC3)</p> <p>(M) ... the project constructed for us a borehole.... (T2)</p> <p>(M) ... like the borehole, which is being drilled at school, the community is also using it. (SMC5)</p>	<p>Improved water access in the community</p> <p>(O) you find this school is using [the water] and the community are also using. (T1)</p> <p>(O) ... and that borehole is now benefiting the school together with the community (SMC2)</p> <p>(O) ... since the borehole was constructed there, now there is access to water than moving to the same point. (SMC3)</p> <p>(O) ... which [the borehole] is shared between the community and the school, so that is an impact on the side of the community. it helps them to drink safe water (T2)</p> <p>(O) Another impact is that there is clean water [access] ... (SMC5)</p>

<p>(M) ... they [the communities] get solar-pumped water (T9) (M) When we talk about water resource, there is no water in that area. It is almost a dry place, but we have a serious good borehole, which can provide to the entire school. (SMC9)</p>	<p>(O) Another one is that they [the community members] are able to come here [at school] and get some services like water during holidays when children are not there. (T9) (O) ... like, for instance, during the holidays, the community come and fetch water from the school. (SMC9)</p>
<p>Provision of support to community health units and provision of sanitary equipment and sanitation education</p> <p>(M) ... maybe when they [Charlene's project] provided basins.... (T2) (M) ... we had a health centre two (HC II), which was lacking a maternity ward. So, when the Charlene trustees came and they identified it, seeing it as important. So, they had to fund, and we now see a very good maternity ward being given to our community in "D" health centre two. (PTA1) (M) ... Charlene said that we are going to use a small part of the area/land and then we build a toilet which is standard. (PTA4) (M) ... through the construction of the health facility. (T8) (M) This hand washing facility [at school] has now at least improved the health of the children. ... because when a child falls sick, it is the community to suffer ... (PTA6) (M) I can say we appreciate the secondary school built in place with a health facility. ... I could say, a first aid unit which attends to children [was provided]. (PTA3) (M) Another thing, as I've told you, Charlene have made a great job to show children that, when you're at home, sanitation is important. (PTA4) (M) Yes, on the family, actually, when the children are coming to school and they're learning [about health] ... (SMC8)</p>	<p>Addressed sanitation and other health concerns like jiggers, children illness.</p> <p>(O) ... because now, they saw that the learners had a problem with jiggers, so it had dominated the whole village. So, they [Charlene's project] told them, when you get jiggers, you go and use this basin. (T2) (O) Another thing, as I've told you, Charlene, you have made a great job to show children that when you're at home, sanitation is important. Because when you go at those new stanzas [the toilets], there is washing facilities. (PTA4) (O) So, it [Charlene's project] has also helped to improve on the health, (T8) (O) I think, in the community at least now, the hygiene of their children also has been improved. (PTA6) (O) Our children are safe when they have this minor headache, malaria, fever. (PTA3) (O) You see here, we have day scholars and those in boarding. So, one having a mild headache or malaria, it can clear here in the school, which is very good. (PTA3) (O) ... what they [the children] learn from school, at least they transfer some of the aspects back home. They wash their hands before eating, they use the latrine well. In fact, they advise their parents to dig latrines if they don't have. They advise on diet as well. (SMC8)</p>
<p>Building a hall at a community school</p> <p>(M) The project constructed a community hall. (SMC2) (M) they [the school] have a big hall [put by Charlene's project] (PTA3) (M) Secondly, another one [impact], the main hall that they [Charlene's project] constructed. (T2)</p>	<p>Reduced infant mortality rate and expenses on health care.</p> <p>(O) ... the services have been brought near; the lives have been saved. These expectant mothers, rather than going to very far distances where the infant mortality rate is high, it would be reduced, because they just go near here, and they are handled in time. (PTA1) (O) ... the money we would spend in private hospitals, private medical centres, is reserved to do other things like construction of houses at home and feeding the children and even educating others (PTA1) (O) Because when you are sick, you can't be a wealthy man or even financially, you can keep on going to hospital and spending money on treating your family, but once you control it, that's one way of controlling your finances and then savings. (PTA4)</p> <p>Provided space for community meetings.</p> <p>(O) ... because now, almost all meetings of the community are held there. Instead of the community going elsewhere to rent premises for their meetings, so they come and utilise the facility near the school. (SMC2) (O) ... if there is a baptism party or wedding or introduction or a meeting, a clan meeting, the hall is free. The hall is free, so the community benefits a lot. (PTA3)</p>

	<i>(O) It helps the community, even when they have meetings, they can hold those meetings inside the main hall. (T2)</i>
Overarching Context: A community lacking social support and engagement initiatives	
<p>Facilitating and making home visits and community engagement activities</p> <p><i>(M) At one time during lockdown, I was one of the persons who were involved in moving within these families, (T1)</i></p> <p><i>(M) And then, through Charlene, they [the families] are visited in their communities. (SMC9)</i></p> <p><i>(M) ... they [the community] are giving honour really to the Charlene's project by talking about them to other relatives and also people around them. (T7)</i></p> <p><i>(M) When they [Charlene's project sponsors] come, they [the community] really feel very happy about them. (T7)</i></p> <p><i>(M) ... when Charlene's team, a big team, came (of about 30 people), men and women, and we were here for sports at the school for two to three days. (PTA3)</i></p> <p><i>(M) Now, when there are like these [football] matches, definitely our community members come to spectate. sometimes we put our music system like you saw, we put music, and we communicate, so through those activities, it also helps us to create awareness. (T8)</i></p> <p><i>(M) Because like, those ones [the parents] who are not motivated to bring their children to school, when they have seen that their neighbours' children are behaving well at home, they are motivated also to bring their children to school. (SMC8)</i></p> <p><i>(M) ... because sometimes these children when they're here [at school], we discover they have some behaviours that are not good, so we engage the parents. (T9)</i></p>	<p>Families were educated on handling children.</p> <p><i>(O)to educate them [the families] on how to stay with these children at home, and how to handle these children during the lockdown. (T1)</i></p> <p><i>(O) So, when the parents are engaged, they're able to know it in time and they work on their children. (T9)</i></p>
	<p>Families received guidance and counselling.</p> <p><i>(O) Charlene visits them [the families] in their communities, gives them some support of health, individual health as well, and social health. Sometimes also counselling and guidance. (SMC9)</i></p>
	<p>Families encouraged to take children at school.</p> <p><i>(O) ... people need to know about it [the Charlene's project] so that they also, you know, take charge, especially those ones who may not be willing to send their children. They also now become willing. (T7)</i></p> <p><i>(O) The community was impressed.... So that thing created a very big interest in parents sending their children to school. (PTA3)</i></p> <p><i>(O) ... it [Charlene's project] has also helped other parents to start bringing their children to school. (SMC8)</i></p>
	<p>Community developed strong relationship with sponsors.</p> <p><i>(O) The other impact which I saw, is the relationship with our sponsors, in fact, it is high. (T7)</i></p>
	<p>Raised awareness about Charlene's project in the community.</p> <p><i>(O) On the community side, actually, I see a lot of awareness about the project - the Charlene's. (T8)</i></p>
	<p>Providing training, sensitisation and guidance for pupils and families on different social aspects</p> <p><i>(M) ... you see, now these children, at least per week, they are taken through guidance and counselling on how to associate with people, on how to dress. (SMC2)</i></p> <p><i>(M) ... at the time when we met them [the parents], we told them, "Fine, you want your child to perform, but when you leave the stomach empty, it will affect the brain and they [the children] will not think properly because the brain will be tired". (T4)</i></p> <p><i>(M) We even had some officers who could come to train them [the families] on child protection. (T3)</i></p> <p><i>(M) ... they could just sensitize the girls. They could tell the girls that, early pregnancy is bad, early marriage is bad, and the dangers of such. Then also, with the young boys, they could sensitize them on the issue of drug abuse. (T3)</i></p>
	<p>Motivated parents to provide their children with lunch so they can perform well in school.</p> <p><i>(O) So that's why parents now came willingly providing lunch, purposely they want their children to meet that target of performing properly and getting good results. Because they have discovered that when you eat, your stomach is okay, your brain can also work properly. (T4)</i></p>

(M) ... at school, a teacher is teaching them [the children] good morals. Therefore, now at home, this child will also go and show good morals. Totally a parent will also benefit it from that side. (T4)

(M) ... because they [Charlene's project] taught them [the children] to respect and that this will help them achieve what they want Even their elder brothers, the young brothers, and how to live with them. To show them that they love them. (PTA4)

(M) ... maybe we've also had a change in (should I say) spiritual wellbeing [at home], because the learners, when they come out of the school, they go back home and the culture which is here, the kind of praying and so on. (T9)

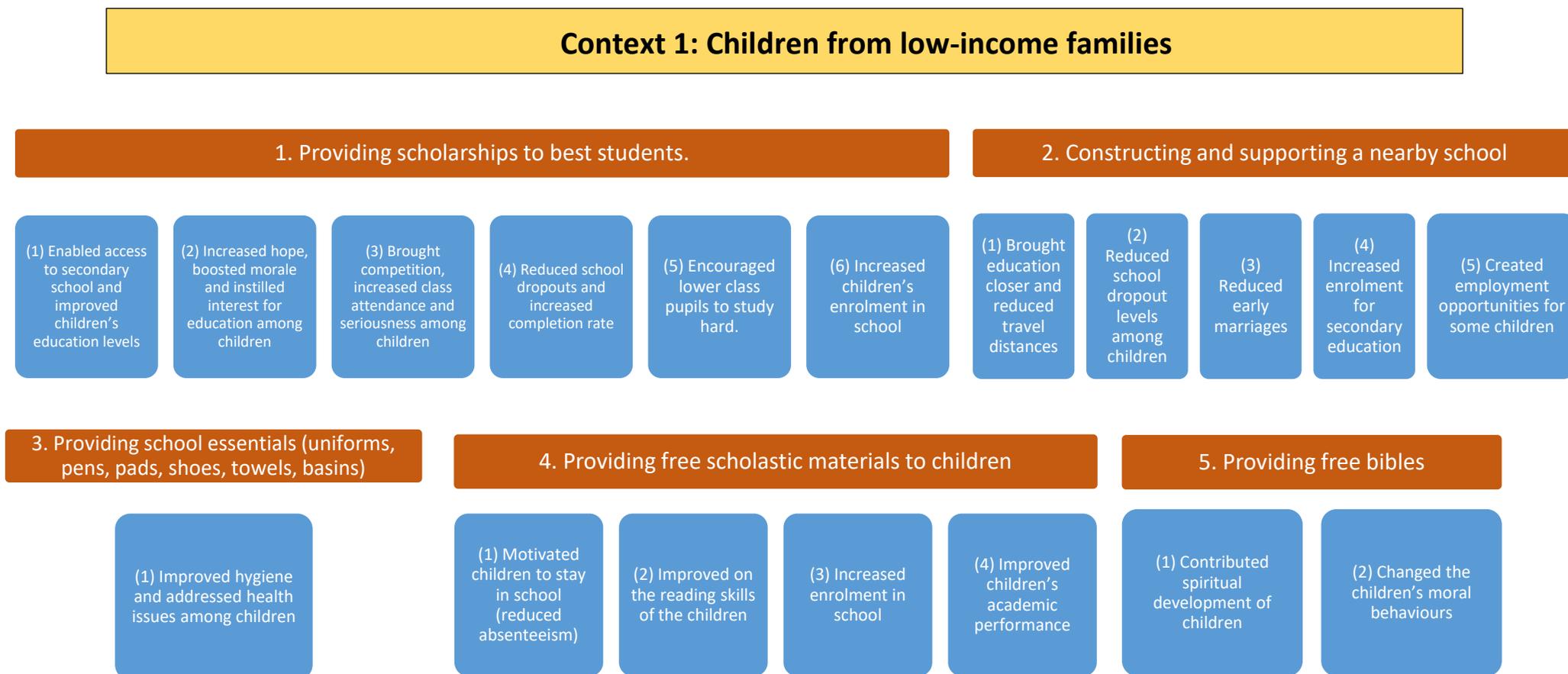
Reduced child abuse in the community

(O) apart from reducing number of illiterates in the community, it has even reduced the child abuse (T3)

Appendix 4: Figures of clustered CMOs by stakeholder categories

Figure 1: Summary Clustering of Contexts and Pupil CMOs

{Brown rectangles indicating different mechanisms and blue rectangles indicating different outcomes}



Context 2: Schools with limited resources

1. Providing financial support for infrastructure, facilities and other supplies

(1) Reduced school dropouts

(2) Improved the learning environment and wellbeing of the pupils

(3) Eliminated problematic sitting arrangement problems in class

(4) Improved performance of the children

(5) Reduced school dropouts and early pregnancies and marriages

2. Promoting extracurricular activities participation and skills training for children

(1) Promoted and encouraged children to participate in co-curricular activities

(2) Increased retention and completion rates of children at school

(3) Improved children's talent

Context 3: A school administration supportive towards educational advancement

1. Providing counselling, education, career guidance and sensitization to children or their parents

(1) Brought education closer and reduced travel distances

(2) Reduced crime rate among children

(3) Boosted children's morale to study hard

(4) Improved children's discipline

(5) Enabled children to be able to work on their own (self-reliance)

(6) Improved children's nutrition

(1) Motivated and boosted children's morale to study hard

(2) Increased children's level of exposure and confidence

(3) Promoted children's social well-being

2. Enabling children and donor interactions

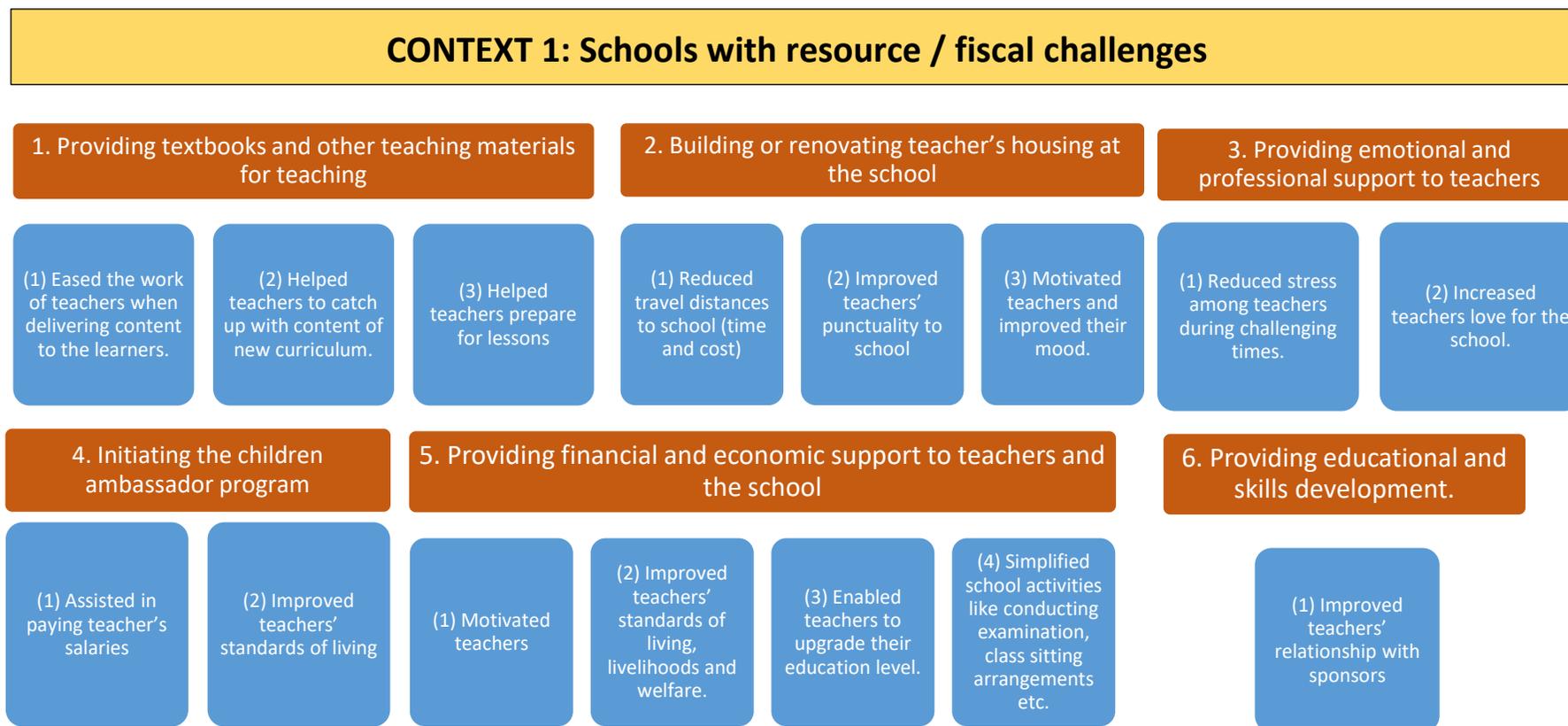
3. Promoting extracurricular activities participation and skills training for children

(1) Provided prospects for future employment

(2) Brought about sense of interaction among children

(3) Made children happy and enjoy school

Figure 2: Summary Clustering of contexts and Teacher CMOs



CONTEXT 2: Teachers with professional and teaching practice challenges

1. Providing refresher courses, trainings and continuous professional development session

(1) Encourages teachers to continue teaching and simplify their tasks of teaching children

(2) Updated teachers on new curriculum

(3) Improved and updated teachers' knowledge, teaching methods, abilities and skills

(4) Enhanced teachers' professional development and ethics when teaching

2. Providing social and emotional support and guidance

(1) Created a conducive friendly relationship with sponsors.

(2) Broadened teacher's perspectives

3. Fostering educational sensitisation and parent Engagement

(1) Simplified and made teachers work enjoyable

(2) Changed teachers' attitudes

(3) Improved time management of the teachers

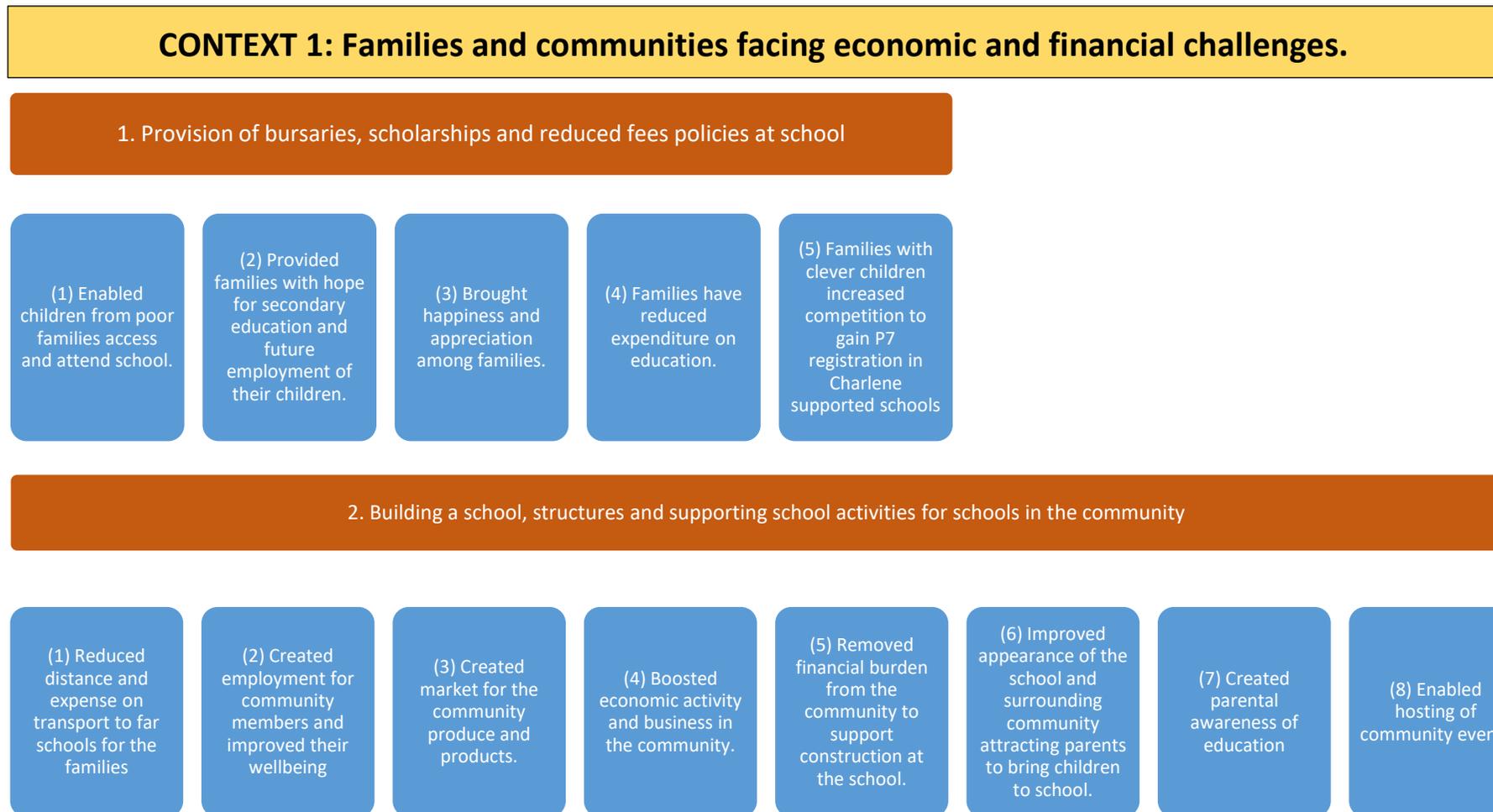
4. Enhancing teacher exposure visits and collaborations with other schools.

(1) Teachers learnt better teaching practices and methods

5. Installation of computerised system

(1) Improved teachers' punctuality to school

Figure 3: Summary Clustering of Contexts for Family and Community CMOs



3. Provision of agricultural infrastructure, equipment and training to the community

(1) Reduced the cost on processing food stuffs.

(2) Enabled farmers store their food stuffs and bargain higher prices

(3) Boosted community members' income through farming.

4. Provision of financial support to the community saving groups

(1) Boosted savings within the community saving groups.

(2) Enabled parents save money to support their children in school.

(3) Improved livelihoods of families.

5. Providing donations and material support to families

(1) Motivated children to attend school.

(2) Made families proud of Charlene's project.

CONTEXT 2: A community with education awareness challenges

1. Organising meetings, home visits and sensitisation sessions on parental awareness on the importance of education

(1) Created awareness and interest of community members and parents in sending children to school..

(2) Changed parents' attitude towards education.

CONTEXT 3: A community lacking basic services (e.g. water, toilets, health facilities etc)

1. Constructing water sources such as boreholes and water pumps

(1) Improved water access in the community.

2. Provision of support to community health units and provision of sanitary equipment and sanitation education

(1) Addressed sanitation and other health concerns like jiggers, children illness.

(2) Reduced infant mortality rate and expenses on health care.

3. Building a hall at a community school

(1) Provided space for community meetings.

CONTEXT 4: A community lacking social support and engagement initiatives.

1. Facilitating and making home visits and community engagement activities

(1) Families were educated on handling children.

(2) Families received guidance and counselling.

(3) Families encouraged to take children at school.

(4) Community developed strong relationship with sponsors.

(5) Raised awareness about Charlene's project in the community.

2. Providing training, sensitisation and guidance for pupils and families on different social aspects.

(1) Improved moral behaviour and disciplines of children.

(2) Motivated parents to provide their children with lunch so they can perform well in school.

(3) Reduced child abuse in the community.

Appendix 5: Charlene's Project Summary of Evaluability Assessment

The purpose of this Appendix is to summarize how workshop participants felt some of the activities, outputs, outcomes and impacts could be measured, along with their view of some success indicators. The list is not exhaustive but reflects the most salient suggestions emerging from the workshop.

During discussions with participants, it was often the case that threshold percentages were suggested as success indicators for some of the data items but it wasn't clear what these percentages referred to, so some suggestions are made in this document and this is intended to be clarified through future discussion among the stakeholders. In addition, where comparisons may be called for or made with the rest of Uganda, it would be important to ensure that such metrics are defined and recorded in comparable ways.

This section also aims to outline current or potential data sources (**bold font**) that could be used, as well as new data sources that could be obtained, in order to make appropriate ToC *evaluability* judgements in the future.

Measuring Activities

'Networking among Schools':

- It was discussed in the workshop that this could be measured by having a **record of minutes of meetings between the 8 'cluster' primary schools** with a possible success indicator being the number and % of schools represented in attendance at these meetings and the number of meetings per year.
- Additionally, it was suggested that this could be measured by the number of co-curricular activities between pupils from the 8 cluster primary schools, for example, a football or netball tournament between the 8 cluster schools. No success indicator / metric was suggested; however this could be measured by **interviews with the head-teacher**

'Parents skills and sensitising parents':

- It was discussed that this could be measured by **attendance of parents at PTA meetings and minutes from these meetings**. It was suggested that success could be a set percentage (for example 60% or as agreed locally) of parents who are PTA members attending meetings. Research facilitators suggested that this could be expanded to measure the number of new parents attending every school year so that the same parents are not attending each time but with an increase from year to year.
- It was also discussed that this could be measured by **attendance and minutes of community sensitisation meetings and workshops** with success indicators being the percentage (to be agreed locally) of parents attending these workshops, as well as some measure of skill or knowledge attained by parents. This could be measured by **questionnaires or interviews with parents**.

‘Forging sustainable governance’:

- It was suggested that this could be measured by recording if parents’ voices are heard and acted upon in PTA/Board of Governor’s meetings through using **minutes of meetings** as evidence. A success indicator of this would be in the proportion of meetings per year, where parents are given a chance to input and affect decision making. This could also be monitored through **PTA members’ interviews**.
- It was also suggested that this could be measured by regular monitoring of school activities to assess if school development plans are implemented. This could be measured by **interviews with Headteachers and by monitoring reports from visits of the District Inspector for Schools**.
- Finally, it was also suggested that this could be measured by skills development of the management team of the school through **interview or questionnaire**.

‘Providing Textbooks’:

- It was suggested that this could be measured by availability of textbooks through **Headteacher interview** with a success indicator of proportion of textbooks needed that are currently available in the school, or a textbook to pupil ratio. The percentages/ratios are likely to vary for different groups so this could be discussed further among the stakeholders.
- This data should currently be available in each of the schools as they will have a procurement process for available / necessary textbooks.

‘Providing girls with dignity and resources for menstrual hygiene’:

- It was suggested that this could be measured by availability of latrines (**Headteacher interview**) with menstrual health facilities at the school, with a success indicator of ratio of girl students to latrines (to be agreed) with menstrual management facilities and a ratio (to be agreed) of girl boarders to washrooms.
- It was also suggested that this could be measured either by availability of sanitary pads for girls or by measuring the numbers of girls who have learned the skill of making reusable pads which are cheap and affordable. This could also be measured in a **Head-teacher interview** by asking about availability of menstrual facilities and pads.

‘Building good latrines and dorms’:

- It was suggested that this could be measured by the ratio of latrines to students with a success indicator to be agreed locally. It was also suggested this should include availability of handwashing facilities and latrine sanitiser at each set of latrines which could be evaluated through **Headteacher interviews**. The Uganda National target is 40 students per latrine with a national average in 2020 of 71 students per latrine.
- **Headteacher interviews** could also establish if there regular cleaning rota for the latrines that was monitored.

- While a census of dorm bed numbers and numbers per dorm could readily be available, **Head-teacher** interviews or interviews with the matron could be carried out to discuss security and safety of the dormitories and students.

‘Teaching students and staff about the importance of WASH’:

- It was suggested that this could be measured by change in attitude and hygiene following Sensitisation/PIASY (Presidential Initiative on AIDS Strategy for communication to Youth) Meetings. Thus, a **questionnaire or interview with attendees** could be carried out.
- **Interviews with Head-teachers** could be used to measure availability of handwashing facilities as well as reviewing the teaching of WASH in the school curriculum. A success indicator of handwashing facilities available at each set of latrines and in food preparation or eating areas (readily obtained with **annual facilities audit**).
- Finally it was suggested that there should be sensitisation on how to make and use water stands in order to maintain hygiene through washing hands, with the success measurement being % students with the skill to make water stands (to be agreed locally) which could be measured through **student questionnaire or focus groups**.

‘Establishing educational facilities for teachers and for primary and secondary pupils’:

- This could be measured by an **annual audit of facilities** available and their current condition including a stocktake of books and laboratory equipment. This could be supplemented with **Head-teacher interview** on current needs of the schools material needs.
- This could also be measured by the number of staff able to reside in school accommodation provided to them (**HT interview**). A success indicator should be agreed locally.
- Additionally, it was suggested this annual audit could include measuring the availability of teaching materials for teachers to enable a conducive learning environment. This could be measured through **interviews with teachers/Head-teacher**.

‘Training all educational stakeholders about the importance of childrens’ rights and safety standards’

- This could be measured by the number of training events for stakeholders about children's rights and safety standards and **attendance at these trainings/document analysis of safeguarding and other protocols**. It was also suggested that the success of this could be measured by monitoring the welfare of children both at school and home by **focus groups with parents/children** and **interviews with Head-teachers**.

‘Teacher, management and governor training’:

- It was suggested that this could be measured by the **number of training workshops in a year for each of these categories with the attendance at each of these recorded**. Targets would need to be agreed locally.

‘Recruiting, training and retaining effective teachers’:

- It was suggested that this could be captured through teacher to pupil ratio but a success metric on this scale would have to be agreed and reviewed regularly since it was acknowledged that success in increasing pupil enrolment will affect this.
 - o According to the World Bank in 2017 the national average in primary education was 43:1 Pupil to teacher ratio.
- Additionally teacher retention could be recorded with an **interview with Head-teachers** to understand turnover of staff. There are currently no local Ugandan benchmark statistics on % of turnover of staff in a year.

‘Development and offering of diverse vocational and academic curriculum’:

- This could be measured by looking at the curriculum content and seeing what subjects and vocational content is covered through **interviews with Head-teachers and document analysis of school learning plans**.
- It was acknowledged that curriculum ‘diversity’ needs to be agreed and may locally vary.

Measuring Outputs

‘Higher annual attendance of boys and girls’:

- This could be measured by looking at **enrolment and attendance data**. Although a success indicator of 60% and 75% pupils attending school regularly was suggested, an alternative success indicator could be that attendance at CP primary schools is X% above national average but we must be careful to use the Ugandan government definitions.

Currently the Ugandan Education ministry uses EduTrac to monitor education indicators that need to be collected on a more frequent basis than the annual school census allows. The data is collected from school administrators and others working closely with schools. They respond to periodic polls via free-of-charge SMS messages, and the reports they send are visible to district education officers and national officers through a web-based reporting dashboard.

‘Boys and girls completing primary and transitioning to secondary school’:

- Stakeholders acknowledged the difficulty in establishing a routine uniform collection of such data without agreeing community denominators.
- **Number of those who complete primary education** – This should be calculable given agreed enrolment numbers and a local success indicator be that Charlene’s Project is achieves X% above the national average (to be agreed).

- 52% female and 50% male average for Uganda in 2017 according to UNESCO Institute for Statistics (UIS).
- Primary completion rate, total (53% of relevant age group) in 2017 – World Bank.

‘Boys and girls finishing their education’:

- **Number of those who complete secondary education** – it was suggested that a success indicator be that Charlene’s Project achieves X% above national average (to be agreed locally).
 - Lower secondary completion rate, male (27.4% of relevant age group in 2017) – World Bank
 - Lower secondary completion rate, male (24.9% of relevant age group in 2017) – World Bank
 - Educational attainment, at least completed upper secondary, population 25+, total (12.3%) (cumulative) – Uganda 2016 World Bank
- An alternative metric could be the **number of children (as a proportion of the school enrolment) who drop-out of school.**
- An additional metric suggested by stakeholders might be the percentage of those who start secondary education who get an academic certificate at S4 level or S6 level (**Head-teacher Interview**) with the success % to be agreed locally.

‘Students completing a certification in a vocational skill by the end of senior year 4’:

- Measured by those completing Senior 4 with a vocational certificate (**Headteacher Interview**) – It was suggested that 75% of those attaining a certificate might be an appropriate success indicator but this could be defined with a denominator of those pupils starting Senior 1 or those in Senior 4 and the level would be agreed locally.

‘Improved teaching learning quality’:

- It was suggested that this could be measured by children’s grade performance statistics at school level (from **Head-teacher Interview**) with a success indicator of reaching or exceeding (to be agreed) the national average.
- It was also suggested that it could be measured by the numbers of teachers attending ‘refresher’ courses or CPD learning with a success indicator % to be agreed locally. This could be measured by **document analysis of CPD Programmes** and each teacher having a monitored CPD responsibility. Local context and some benchmarks would be available from data gathered by Uwezu Uganda: [Implementation of teacher education curriculum in Uganda | Luigi Giussani Foundation \(lgfug.org\)](https://www.lgfug.org/)
- Another measurement suggested could be based on the availability of textbooks and learning materials, and the recruitment of qualified and trained teachers, based on **interviews with Headteacher**. Success metrics need to be agreed locally

Measuring Outcomes

‘Higher Levels of Attainment’:

- A measurement of the increase in the **enrolment of pupils** was suggested and an increase in **grades** over time.
- A measurement was suggested of **following up of children in the world of work** to measure employment after school.

‘Improved employability skills among boys and girls’:

- A suggested measurement might be through conducting **focus groups with young people just after they have completed school** – success indicator would be that they mention and discuss how school and the skills they learnt resulted in better chances of employment and ways to generate income.
- In theory, a light touch **questionnaire** could be sent via SMS mobile to measure skills attained e.g. one year after children finish education.

‘Safe and inclusive spaces providing a nurturing school environment’:

- An **interview with the Head-teacher** could be used to measure this by doing a facilities audit to assess availability of classrooms, trained teachers, resources etc.
- Additionally, in order to measure the culture and environment of the school, **focus groups could be carried out with students and/or staff**.

‘Boys and girls with knowledge and skills for citizenship’:

- It was suggested that a measurement for this could be **reduced criminality** but the difficulty of collating such community statistics in liaison with civil authorities and police was acknowledged.
- It was suggested a **questionnaire of skills attained** could be administered when children leave school but local agreement would be necessary as to content and responsibility.

‘Pedagogical models that build citizenship knowledge and skills’:

- Such citizenship and life-skills information could be gathered from a **Headteacher interview** or a pupil survey but the particular life-skills and curriculum resources necessary would need to be agreed locally, with lessons learned readily available from Uwezu Uganda [ALiVE concludes largest life skills assessment in Uganda | Luigi Giussani Foundation \(lgfug.org\)](https://www.lgfug.org/)

Measuring Impact

‘Sustainable equitable and conducive learning environment that produces conscientious and productive citizens for Uganda’:

- Could be measured by numbers of young people going into higher education or employment. Would require a **follow-up of a cohort of pupils** from the community after they have completed education.

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