
GEC Transition Window

MEL Guidance Part 1

May 2017

For the attention of GEC-T project leads

Contents of this pack

Following the successful application of your project into the GEC Transition Window, we are launching the guidance you will need in order to engage in Monitoring, Evaluation and Learning as part of the programme.

The guidance will come to you in two parts, Part 1 in this pack, with Part 2 following on 31 May.

The enclosed first part of the guidance will provide you with everything you need for the deliverables due on 31 May. Enclosed in this Part 1 pack you will find the following documents:

1. Overview of MEL, with detailed sections on Monitoring and Learning
2. Logframe template with instructions for completing Draft 1
3. Guidance on measuring and selecting indicators and means of verification for intermediate outcomes (including attendance)
4. Guidance on outputs and output indicators
5. Quarterly project reporting templates and guidance

Part 2 will comprise detailed guidance relating specifically to Evaluation, including the MEL Framework template, baseline arrangements and information you will need in order to contract your independent evaluator.

Please note that the information in these packs is designed to be guidance only and should be read in conjunction with the GEC-T Handbook you have already received as part of your Accountable Grant Arrangement.

Deliverables

Three key deliverables which you should be aware of are as follows:

1. By 31 May, all projects are required to submit:

- a Draft 1 Logframe, including Outputs and Intermediate Outcomes
- final version of the project workplan.

At this time projects may also resubmit their Theory of Change with any final changes or enhancements following completion of the logframe draft 1.

Note: The Theory of Change and Workplan submitted with your proposal form part of your Accountable Grant Agreement and as such we do not expect significant changes to them at

this point. However, in looking more closely at your outputs and intermediate outcomes as you prepare your logframe and MEL framework, you may wish to refine them to make them fit for purpose and to align them with your logframe. You may, therefore, resubmit these two documents with your first draft logframe if desired, noting any changes to your Portfolio Manager.

As your project progresses, there will be further opportunities to adjust your Workplan, please see the MEL overview for details.

2. By 30 June (following Part 2 guidance), all projects are required to submit:

- a Draft 2 Logframe, including High Level Outcomes
- a completed MEL framework

3. By the end of the quarter following Q1 implementation for projects starting:

1 April, the deadline will be **31 July**

1 May, the deadline will be **31 August**

- completed quarterly workplan tracker for Q1 (incorporating risk register and management information)
- completed quarterly project report for Q1
- completed quarterly expenditure report for Q1
- completed quarterly financial report for Q1
- request for funds (RfF) for Q1

Note: A new Fund Management System (FMS) for the GEC-T is currently being developed, projects will be notified when it is available for downloading and uploading templates in the usual way.

Should you have any questions about the information in this pack, or the deliverables, you should contact your Portfolio Manager in the first instance, who can advise you or refer you to other Fund Manager team members.

We look forward to our continued collaboration as we move into the implementation phase of GEC-T and prepare to monitor, evaluate and learn from the wide range of interventions and activities to support girls' education.

Best wishes

The GEC Fund Manager team

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1. MEL Overview

Recognising the strong links and inter-dependence of Monitoring, Evaluation and Learning (MEL)

In the new phase of GEC, an integrated approach is taken towards the functions of monitoring, evaluation and lesson learning. This is intended to deliver comprehensive and well-rounded information about project progress and achievements, and facilitate adaptive project management through a learning culture, promoting opportunities to feed learning directly into solutions.

Monitoring tracks progress, taking into account exogenous, fiduciary and programmatic risks and will enable flexibility and responsiveness to real-time data.

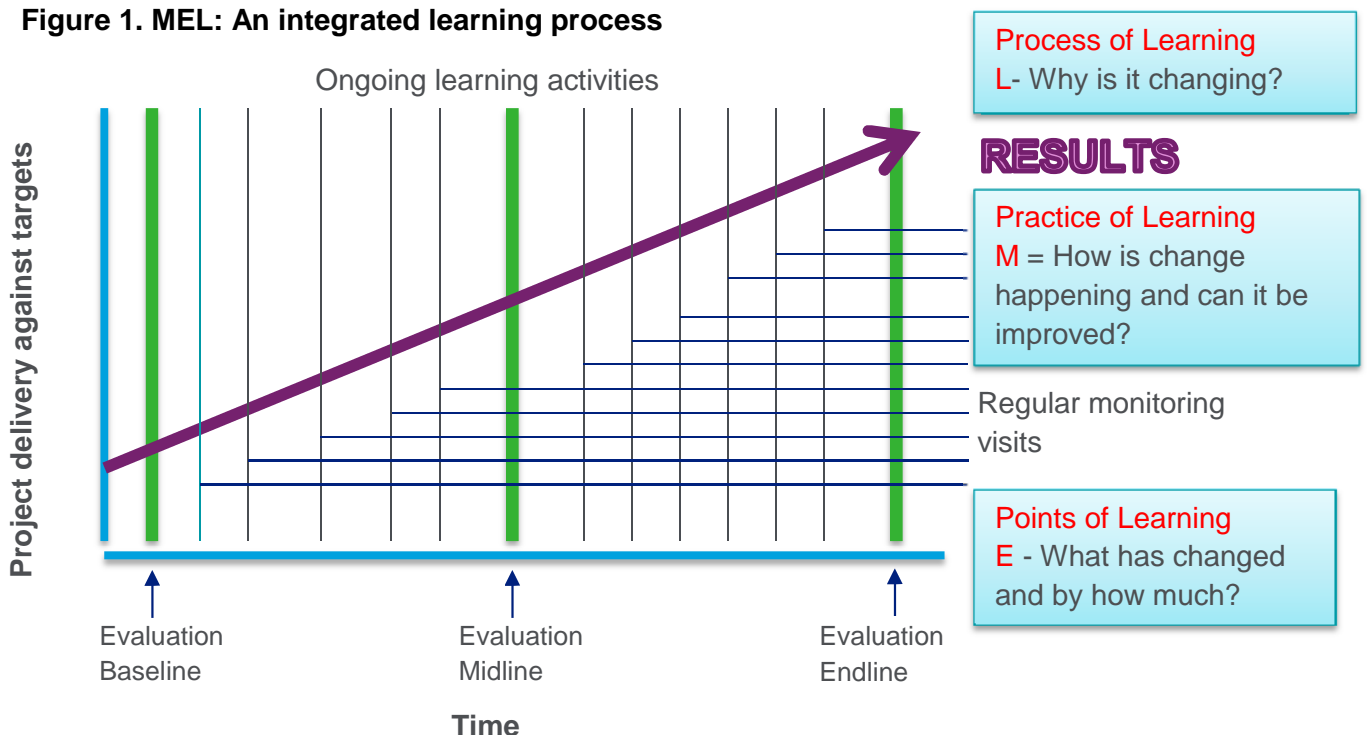
Evaluation will be holistic, incorporating both qualitative and quantitative findings, to enable reliable measurement of progress at baseline and subsequent evaluation points.

Learning will draw on project and portfolio level lessons and articulate, manage and disseminate the learning generated to a wide range of audiences.

This new MEL model (see Figure 1 below) seeks to:

- Monitor how well the project is on target to bring about positive change for girls' learning and transition
- Measure what has changed using quantitative and qualitative evaluation data
- Investigate why things are changing and identify more closely the critical interventions that are bringing about the change.

Figure 1. MEL: An integrated learning process



M Introduction to Monitoring in GEC-T

Monitoring is an essential activity for the GEC, enabling projects, the Fund Manager and DFID to know if the project is on track to progress through the workplan, generate and deliver outputs, see change at intermediate outcome level and ultimately achieve the outcomes of learning, transition and sustainability.

Detailed guidance on both financial and technical aspects of monitoring are set out in Sections 3 and 6 of the GEC-T handbook and this guidance document should be read in conjunction with the handbook, and both Parts 1 and 2 of this guidance.

Roles and Responsibilities in GEC Monitoring

Both the Fund Manager and the Grant Recipients have roles and responsibilities with regard to monitoring. Grant Recipients are responsible for monitoring their own projects and as such are expected to put in place robust internal monitoring systems to track and report on:

1. Activities and outputs against the agreed workplan
2. Expenditure against the agreed budget
3. Compliance with GEC policies and standards, and any Special Conditions
4. Levels of risk
5. Lessons learned

Project lead organisations are also responsible for managing the performance of project partners and ensuring that all systems and processes used for monitoring and recording performance are robust and provide a clear audit trail of evidence. All project partners should be made aware of the monitoring and reporting requirements, and clear systems should be in place to ensure full alignment across the project.

Documents and data should be properly organised/collated, maintained in good condition, secure (including individual data protection), controlled and easy to access for audit and review purposes throughout the lifetime of the contract (See the GEC-T handbook for detailed advice on data collection and storage.)

Part 2 of this guidance (to be issued on 31 May) will include a focus on ethics and child safeguarding relating to the collection of monitoring and evaluation data.

As part of its Monitoring, Evaluation and Learning function, the Fund Manager reviews project reports and carries out its own technical and financial monitoring to add to projects' internal reports and findings. The combined results are used to approve quarterly funding requests and to trigger Performance Improvement Measures if needed. The FM then aggregates monitoring information in order to report to DFID. Further details are set out in the Handbook.

Project level monitoring

As part of your GEC-T proposal submission, you were asked to provide details about the internal monitoring processes you will use to track your project progress and to alert you to aspects which are not delivering the results you anticipated. As part of your **MEL framework** (template for which will be provided in Part 2 of this guidance), you will be requested to transfer this information to the framework, clearly stating how you will track progress of each activity, describing the nature, scope and frequency of your monitoring. Monitoring is expected to take a variety of forms depending on the nature and significance of the activity, for example, face to face interviews, observations, document review, group discussions and correspondence. The methodologies you select for monitoring your project's activities may also depend on and be guided by the location of your project. For example, if many of the activities take place in locations which are subject to travel restrictions for reasons of security or otherwise, you will need to inform the FM that your ability to physically monitor project activities is limited and tell us how you will use alternative methods and approaches to keep track of implementation.

You will also be required to set out:

- **How you will monitor the quality of implementation**
- **What additional mechanisms you have in place to monitor downstream partners**
- **How you will use the monitoring information you gather**
- **What measures are in place to flag and respond to any delays and issues arising during implementation**
- **How you will monitor progress towards outputs, intermediate outcomes and full outcomes as well as tracking activities – the importance of the Theory of Change and results chain.**

Project level reporting

The results and data from projects' internal monitoring should be shared with the Fund Manager via the quarterly reporting process and templates. The quarterly workplan tracker should serve as a communication tool between the project and the Fund Manager and includes space for the project to report on:

- status of activity delivery towards each output
- effect and impact of any delay to implementation of activities towards each output
- monitoring carried out by the project
- findings from the project's internal monitoring for each output
- lessons learned from implementation during the quarter

The tracker can be updated at any time, as activities are completed. **It must** be fully updated by the end of the month following each quarter. Information from this tracker informs the Fund Manager's assessment of project progress for each quarter.

Using monitoring for adaptive project management

It is important to note that the internal monitoring and reporting function is not only about showing progress against the project plan. DFID and the Fund Manager acknowledge that during implementation some projects may not roll out exactly as planned and that, given their complexity, the nature of their operational environment and the barriers they are seeking to address, adaptation may be necessary in order to achieve the outcomes. The FM will assess progress through its own and the project's monitoring reports, taking into account the challenges encountered during implementation.

When reporting against activities, the project should accurately record what has been done, and consider the impact of any delays or non-completion, which may or may not be significant. In cases where delays are considered to have a significant impact, it is important that projects share the implementation and delivery challenges with the Fund Manager, and use the opportunities provided by the six monthly Review and Adaptation meetings to discuss what is working and what is not. Changes can then be made to the workplan in order to build on the project's strengths and mitigate its weaknesses. Intermediate outcomes and full outcomes should be kept in sight at all points during the project, and progress assessed with the end objectives in mind. Project reporting provides an important audit trail of the project's implementation, from which lessons can be drawn and experiences shared.

As well as requesting and proposing adaptations to the workplan (including adjusting activities, outputs and budget as necessary) at six monthly Review and Adaptation meetings, projects may, after the first Evaluation Point (due in March 2019, one year after baseline) propose adjustments to their intermediate outcomes, if the findings show that the originally planned intermediate outcomes are not yielding the anticipated results at full outcome level. The forum for these discussions will normally be the six-monthly Review and Adaptation meetings organised in-country by the relevant Portfolio Manager. Full outcomes are fixed and cannot be adjusted during the project.

Good practice tools and helpful resources

Many of you have are already well versed in developing effective monitoring systems and approaches within your organisations. As we commence GEC-T we will be encouraging the sharing of good practice and experience in monitoring activities in general, and girls' education in particular, and creating a resource bank for useful tools and references, including:

<http://mande.co.uk/> - A website providing news of developments in monitoring and evaluation methods

<http://www.itad.com/> - Agency specializing in monitoring and evaluation

https://www.s4ye.org/agi/html/Monitoring_and_Evaluation_Planning_the_Monitoring_System_.html - A useful guide to Monitoring produced by the Adolescent Girls' Initiative

http://www.laserdev.org/media/1171/11-laser_savi_report-online-version-final-120816pdf.pdf - Adaptive programming in practice: shared lessons from the DFID-funded LASER and SAVI programmes

E Introduction to Evaluation in GEC-T

The evaluation of GEC-T projects needs to be highly rigorous and independent. Further specific guidance will be provided on the Evaluation as part of Part 2 of this guidance (to be issued on 31 May) which is specific to how to prepare the MEL Framework.

The evaluation approach for GEC-T is similar to that in GEC1. Therefore, the project-level evaluations will be the primary means of assessing effectiveness of projects in delivering against their logframes, and understanding whether the project's theory of change holds true. The key aspects of how the evaluation will be undertaken need to be detailed in the MEL Framework (for which a template will be provided in Part 2 of this guidance), and will need to align with all of the principles outlined in the Handbook.

The guidance is likely to follow the structure outlined below:

Part 1 – Key principles and requirements for GEC project level evaluations

- Introduction
- External evaluators
- Evaluation deliverables

Part 2 – The GEC project-level evaluation

- The evaluation process
- Mixed methods evaluation design

Part 3 – Outcome and Intermediate Outcome Indicators

- Outcome 1 – Learning
- Outcome 2 – Transition
- Outcome 3 – Sustainability

Part 4 – Evaluation methodologies

- Approaches to outcome evaluation
- Longitudinal / cohort evaluations
- Sampling framework (incl. target groups)
- Quantitative and qualitative methods
- Evaluation ethics and Child Protection

Appendices

- Useful resources
- MEL Framework template
- Terms of Reference for external evaluator
- Sampling framework template
- Payment-by-Results (PbR)

L Introduction to Learning in GEC-T

The GEC comprised an exciting and diverse set of projects that aim to promote sustainable approaches to learning and transition for marginalised girls, in a wide range of countries and contexts. It is one of the most significant sources of data and expertise in girls' education encountered in a single programme globally and offers a significant opportunity for understanding what works and how to structure and design education projects for marginalized girls in the most difficult and poorest countries. As GEC1 moves to GECT, we aim to support and strengthen our strategy for programme learning and sharing. Our focus so far has been on sharing knowledge between our projects, building a community of practice, and since the midline evaluations, also sharing results with local and international stakeholders where there has been a growing appetite for learning from the GEC.

As our collective knowledge grows in GECT, we will be supporting projects to build on their learning and proactively working with them on a forward-looking learning programme. The Fund Manager will be talking to projects about their individual learning interests and from this building a portfolio of learning themes that projects can both contribute to and also engage in to learn from others. Each project will be invited to join thematic learning cluster(s) they would like to engage with to share their knowledge and insights in a variety of major thematic areas.

All FM staff will have responsibility for the generation and promotion of GEC learning with a small number of dedicated staff coordinating learning, managing the production of knowledge products and overseeing the sharing of products for influencing. The Fund Manager team also includes specific expertise to support and encourage project's own learning strategies as well as to share GEC learning internally and externally. Internal FM staff responsible for monitoring and learning will work closely with colleagues focused on evaluation in order to share learning, identify areas which are yielding results and feedback successful approaches to projects.

Together the Fund Manager and DFID will assist projects and clusters of projects to share their learning with policy makers and decision makers locally where a real difference can be made to government approaches and investment. We will work with projects to enable them to share learning in international and global fora to promote debate and discussion for sustainable change.

Looking forward - Setting a learning agenda

The GEC1 programme was designed to select, fund, monitor and evaluate girls' education projects globally.

A wealth of data is generated quarterly and annually in addition to the independent evaluations commissioned by the projects. Projects have built up an enormous amount of valuable learning alongside the reporting of project activities and deliverables, and qualitative as well as quantitative data through the evaluations.

Under GEC2 there is a greater acknowledgement of the enormous opportunity for learning that the fund presents. Not only will there be a wealth of project data in-country but also the chance to further build an evidence base through the aggregation of data from single projects to a programme level. Therefore, under GEC2 there will be a greater focus on what can be learned from the programme.

Complementary to programme learning is knowledge management and its influencing and leverage. These three areas are distinct and fit together as follows.

Learning: the generation of knowledge specifically around what works from the field. Includes cross programme analysis from multiple projects and builds a body of knowledge in key education aspects as well as other specific areas such as private sector involvement or effective fund management.

Knowledge management: the production, coordination and implementation of knowledge sharing strategies, through different media and targeting different audiences whether in country, regionally or globally. Ensuring that the evidence or learning is appropriate and relevant for the target audience to facilitate uptake, influencing and leverage.

Influencing and Leverage; uptake and use of learning and results. Transfer of ideas and approaches to key stakeholders whether school officials, in-country education decision-makers, local governance structures or policy decision makers for better girls' education. Materials and evidence can be useful to inform local DFID country officers and advisers with evidence to enable them to succeed in their in-country influencing, policy dialogue and programme design. At a global level, cluster knowledge can be used to prepare and present papers, conduct global level influencing and leverage in the education sector creating greater alignment of global policy and potentially co-investment in programming.

Learning themes and clusters

The Fund Manager will facilitate and help shape a set of learning questions that can be investigated through GEC-T projects. Projects have the opportunity to opt in to a small number of 'learning clusters' (see below) as active participants to help answer such questions and collect data that helps identify what works and explain why.

The proposed learning clusters are shaped by common project approaches such as teaching and learning (literacy, numeracy) or non-cognitive skills, technology based interventions and so on. We may also focus on contextual factors such as fragile and conflict affected states, (FCAS) or displaced populations. Clusters will be informed by existing learning in the GEC, and through consultation with projects to ensure alignment with their own research interests and data gathering plans.

In addition, it will be further shaped by the latest debates in academic circles and think tanks to ensure that our learning and evidence fill a gap or add weight of evidence to some of the ongoing global debates in education. We will invite key individuals in the academic and research community to contribute to our learning clusters so that they can advise on the questions, data methods and collection, share learning from other ongoing research and contribute to the analysis and sharing of GEC learning.

Learning clusters will be broadly structured around the key intermediate outcome or result areas with one or two cross cutting themes. The table below sets out the likely topics for the clusters; the initial set of clusters will be confirmed in Part 2 of this guidance (to be issued on 31 May.)

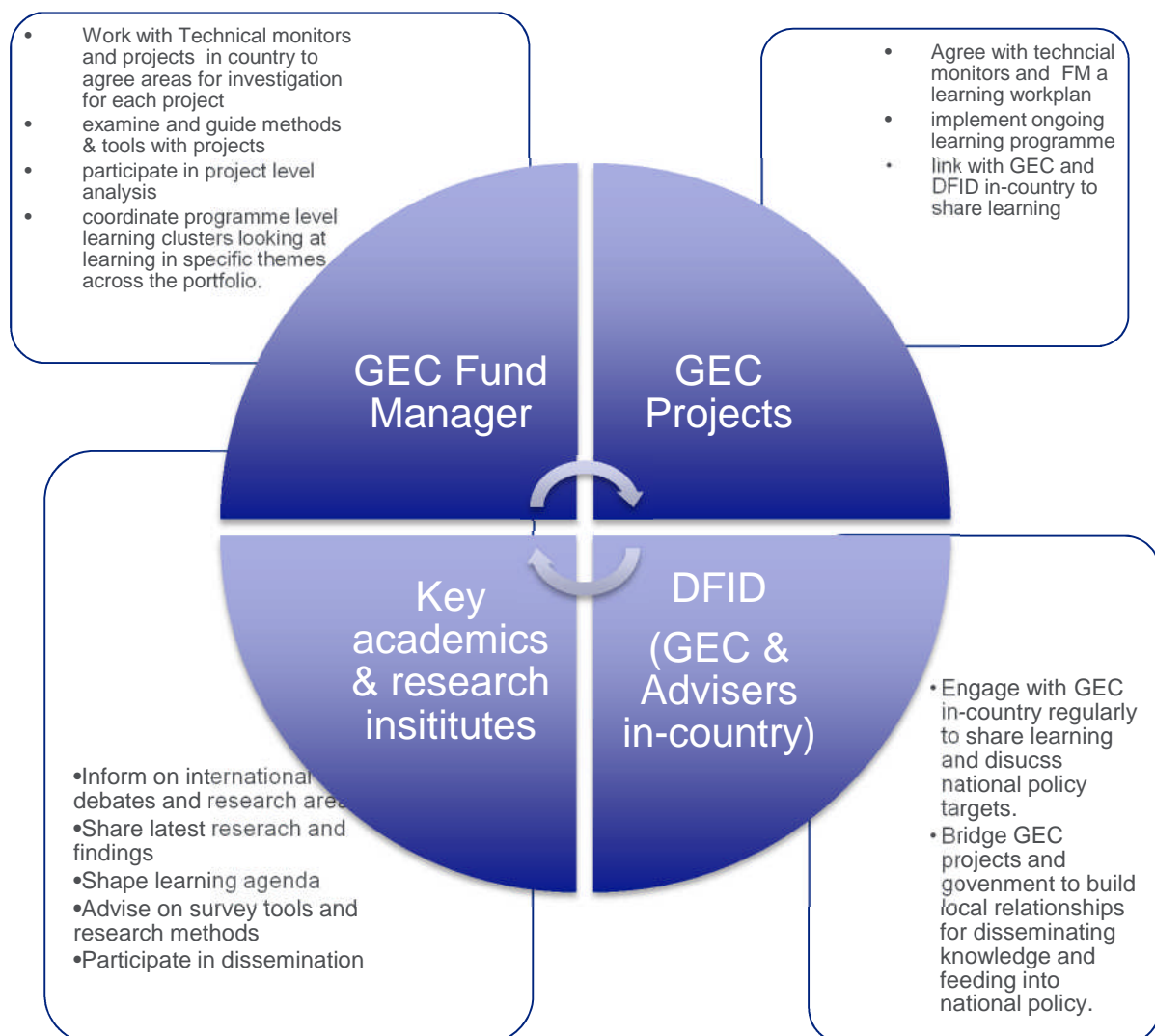
Learning Cluster*(tbc)	Description
Teaching, Learning and Assessment (quality of teaching; literacy; numeracy; assessment)	Examines the breadth of T&L approaches & methods-what works for improving teaching and teacher attendance, competence, inclusion, conduct and vision
Ed Tech	Examines the use of technology for teaching and learning solutions
Self Esteem & non-cognitive skills	Examines evidence for activities that promote self-esteem and confidence and if/how it can promote learning
Economic interventions	Exploring Interventions which aim to alleviate poverty related barriers to education
Violence against girls & children	Examination of school based and other types of violence and successful interventions to address it
Life skills	These includes learning about a range of skills based interventions including sexual and reproductive skills, financial literacy, vocational skills and leadership
Community attitudes and social norms	Lessons from projects working with communities and parents to support girls' education for attendance and retention particularly at transition points
School governance and management	How school councils and governance can operate well and lead to better learning, attendance
Fragile & conflict affected states	Defined by specific context, this would look at how education interventions can be designed and implemented to cope with harsh, fragile of changing contexts such as insecurity, environmental or natural disasters
Attendance and retention	Investigate how attendance can be improved, sustained and better measured. Also examines patterns of attendance and what can be done to improve attendance and retention rates

Partners in learning

An important new role of the GEC will be to work with a range of external partners to identify learning themes, to guide and support the collection of data and to shape and inform analysis. The clusters will assist, support and guide learning and the production of knowledge products. Through a close relationship with DFID in-country and globally the learning areas can be moulded to cover those areas that are most policy relevant to DFID. Locally produced GEC data and learning will help equip DFID in its policy discussions and programme development in-country.

We will also invite external think-tanks and academics to be part of the GEC-T learning clusters at strategic points in the process to advise on data collection, analysis and dissemination. The roles of different partners are detailed in the figure below.

Figure 2: Learning Cluster Partners and roles



Each cluster will be invited to participate in a quarterly webinar on their theme sharing data, insights and tools in their area of learning. External stakeholders attached to each cluster will be invited to attend and input into these events.

Projects will be encouraged to collaborate in areas of learning and to produce project focused and joint learning products based on common themes and data sharing. A thematic paper will be produced annually on each theme in collaboration with projects and shared with the GEC Community of practice and other interested stakeholders. Each cluster will also have a plan for sharing results and influencing based on both local and national influencing as well as presence in international arena.

What we would like projects to do

	Step	
1	Identify up to three learning clusters you would like to join and suggest others if there is a gap (list of learning clusters to be issued in Part 2 of this guidance)	√
2	Discuss with your project team how you could contribute to the learning theme; existing or forthcoming data sets, insights, reports and other evidence	√
3	Set out your specific area for learning, what data you could collect, how you will collect it and at what time intervals – this should all be set out in your MEL plan	√
4	Join a learning cluster (s)) to meet quarterly, share insights, learning and tools, agree direction for the cluster.	√
5	Plan how and when you would like to share your learning with projects in the cluster, this should also be set out in the MEL plan	√
6	Target individuals and organisations internally, nationally and internationally to share learning and monitor how they use the evidence and learning. This will occur at project and cluster level.	√

A template and more detailed checklist will be provided in Part 2 of this guidance for projects to complete as part of the project's MEL framework.

How the FM will support shared learning

Within the cluster. We will engage with projects on their individual 'L' sections on their MEL plans and establish a strategy for project to project sharing through a webinar series, online chat and periodic thematic meetings at key data points.

Between clusters. We will also enable other interested parties to join thematic webinars, receive learning and insights in a range of areas. Thematic sharing at regional or global events.

Communicating learning more broadly and influencing. We plan, in discussion with projects, to link your key knowledge projects to a dedicated central GEC website. We will also convene a series of thematic in-country round tables with external stakeholders and events at strategic global fora.

2. Logframe Template

Draft 1 Logframe Template (for submission to FM by 31 May)

The Logframe Template is attached to the email as a separate Excel document. This is due for submission to the FM by 31 May

3. Outputs and Output Indicators

What is an Output?

An Output is a specific product, usually resulting from a number of interventions and activities undertaken by a project, as a step towards achieving change at intermediate outcome and full outcome level. Successful delivery at output level represents a sequential step towards achieving the full Outcomes, as Outputs provide the conditions necessary to reach the Outcomes. Conversely, if the results chain is accurate, then if the Outputs have not materialised by the end of the project, Outcomes are also unlikely to have been achieved as a result of the project.

Outputs sit in the centre of results chains:

Inputs → Activities → Outputs → Intermediate Outcomes → Outcomes → Impact

They are a key feature of theories of change. The logic of the chain from Output to Intermediate Outcome therefore needs to be clear.

Outputs in GEC-T

In the GEC-T window the high level outcomes are learning (literacy and numeracy), transition and sustainability. In addition all projects have selected between three and five additional intermediate outcomes (including attendance). It is essential that the Outputs selected by projects feed into the selected intermediate outcomes and in turn align to one or more of the high level outcomes.

GEC-T projects can adopt up to six Outputs, each of which must be clearly measurable.

It is hoped that a consistent approach to setting and measuring Outputs will enable the sharing of good practice at project level and a level of consistency and cohesion at programme level, recognising that there are limitations in comparing progress against a wide range of different Outputs in different project contexts. It will also enable the Fund Manager and Evaluation Manager to aggregate the results achieved at Output level and thus draw thematic lessons and conclusions about how change happens and the effect of different types of Output on intermediate outcomes and high level outcomes.

Projects will report on Outputs annually and, as such, should select annual and final targets against which to measure and report progress. Please note that this timing differs from the cycle for measuring intermediate and high level outcomes, which will be measured at formal evaluation points only. Projects will also refer to and reference Outputs in their quarterly project reporting, via the workplan tracker which groups activities by their most relevant Output.

The FM will review and comment on quarterly project reports and workplan trackers, and will conduct an annual review of each project, looking specifically at progress against Outputs and more broadly at project progress against the whole logframe.

Output targets

Output targets must be Specific, Measurable, Achievable, Relevant and Time bound (SMART), thereby indicating the desired result at the end of the project.

Weighting the impact of Outputs

Once Outputs and their targets have been defined, an impact weighting should be assigned and entered on the logframe, giving a percentage for the contribution each Output is likely to make towards the achievement of the overall Outcome. The impact weights of all the Outputs should total 100% and each should be rounded to the nearest 5%. Output weightings are not necessarily expected to reflect the proportion of the overall budget allocated to that output, rather they reflect the weight of the Output with regard to its contribution towards Intermediate and Full Outcomes.

Impact Weightings for Outputs are intended to:

- promote a more considered approach to the choice of Outputs
- provide a clearer link to how Output performance relates to project Outcome performance.

Output Indicators

Indicators are performance measures, which tell us what we are going to measure rather than what is to be achieved. Indicators should be specific, usable and clearly measurable.

GEC-T Output Indicators should describe how each Output can be measured and are needed to assess annual and interim progress towards Outputs and eventually towards outcomes. Good practice suggests that indicators should not include targets or set direction for progress, rather they are instruments of measurement.

Output indicators must be reported against annually via the logframe and the annual project report and can come from project's own internal monitoring and data collection. Impact and targets must clearly match the relevant output indicator. There should be no more than four indicators per Output.

Capturing Disaggregated Data: It is important to ensure logframe indicators are disaggregated where appropriate, for example by gender or age group or for girls with / without disabilities. Gender disaggregated indicators may apply to adults as well as children, for example: number of teachers trained (men/women); number of children provided with assistive devices (boys/girls).

Activities

Activities represent all of the inputs (financial, material and human) to the project and are the foundation of the project. As such, they articulate the requirements for management and are the building blocks for realistic budgeting. They tell us exactly what will be done and, therefore, allow us to appraise what Outputs can be reasonably expected.

Activities are reflected in the project workplan as well as in the detailed project budget. In the quarterly workplan tracker, projects are required to link each output-related activity with the two most relevant output indicators (in the tracker these are referred to as primary output indicator and secondary output indicator). This will help the project and the FM to track progress towards outputs in more detail and to understand the results chains between specific activities and outputs.

Reviewing and Adjusting Outputs

At the six monthly Review and Adaptation meetings, projects will have an opportunity to discuss the outputs and, if deemed necessary in order to achieve the stated intermediate outcomes and outcomes, propose changes and adjustments to them (and associated activities and workplan), within the confines of the overall project budget. The detailed process for doing this will be discussed and managed by your GEC-T Portfolio Manager.

4. Intermediate Outcomes Guidance

Measuring Intermediate Outcomes

The purpose of this paper is to provide guidance on measuring the different categories of intermediate outcome selected by projects in the GEC Transition Window. Recognising that there are limitations in aligning proposed intermediate outcomes from different projects and different contexts, it is hoped that this approach will enable the sharing of good practice at project level and a level of consistency and cohesion at programme level. It will also enable the Fund Manager and DFID to aggregate the results achieved at intermediate outcome level and thus draw thematic lessons and conclusions about how change happens and the effect of different types of intermediate outcomes on high level outcomes.

The paper sets out some definitions and context relating to intermediate outcomes and then provides guidance for eight different categories of intermediate outcome, which projects should refer to as they complete their draft 1 logframe and begin to frame their evaluation plans (further guidance for which will be issued in part 2 of the MEL guidance).

As projects move towards baseline data collection and develop their approach and tools, we will continue to update this guidance note, in particular the sections on recommended tools and measurement frameworks. We will also be inviting projects to participate in thematic discussions with the FM and DFID on specific categories of intermediate outcome so that we build a rich database and promote good practice.

What is an intermediate outcome?

An intermediate outcome is a critical outcome that must occur in order for the full outcomes to be reached. Progress towards intermediate outcomes represents a sequential step towards achieving the end outcomes.

In GEC-T the high level outcomes are learning (literacy and numeracy), transition and sustainability. It is key that the intermediate outcomes selected by projects align to one or more of these high level outcomes and are informed by the project's theory of change.

Intermediate outcomes in GEC-T

All GEC-T projects must adopt one compulsory intermediate outcome, attendance. In addition they are required to adopt between two and four other intermediate outcomes, which align with and are integral to the project's Theory of Change, responding to identified barriers and building from the key associated assumptions.

The Fund Manager has collated and aggregated the various intermediate outcomes identified by projects and organised them into eight categories, as follows:

1. Attendance
2. School governance/management
3. Quality of teaching
4. Community-based attitudes and behaviour change
5. School-related, gender-based violence
6. Economic empowerment
7. Life skills
8. Girls' self-esteem

This list of categories is not exhaustive and there may be some legitimate intermediate outcomes which fall outside them. The FM will engage with projects directly to discuss these intermediate outcomes.

Intermediate outcomes will be measured at the key evaluation points, beginning with baseline, and as such the approach to measuring them will need to be developed in liaison with the project's appointed external evaluator. Further notes on this will follow in Part 2 of this MEL guidance.

Definitions and notes

Indicators

An indicator is a quantitative and/or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.

When selecting indicators, it is important to define what each of the terms might mean in the project context e.g. participation might be defined as membership and regular attendance of a club or activity.

When selecting or developing measurement tools, consideration should be given to adjusting tools for each age range and life stage.

Some of the indicators suggested in this paper might also be appropriate to support output level measurements corresponding to intermediate outcomes.

Mixed methods

Mixed methods research is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g. surveys) and qualitative (e.g. focus groups, interviews) research. Qualitative and quantitative methods can support each other, both by building on each other at data collection stage and through triangulation of findings. It is a requirement of GEC-T evaluations that a mixed methods approach is adopted, and further guidance on this will be included in part 2 of the MEL guidance.

Ethical considerations

When measuring indicators it is vital to ensure the research methodology and interviewers are subject to an ethical review and adequate training, including how to respond to sensitive information. For further information on this, please refer to the GEC-T handbook.

Sustainability

Sustainability is an intended outcome for all GEC-T projects and as such the intermediate outcomes should also deliver lasting change, and be sustainable in themselves. Projects and evaluators will need to build sustainability considerations into their proposed approaches for measuring intermediate outcomes, taking into account the project length. This aspect will be discussed in detail with each project as MEL frameworks are developed and reviewed.

1. Attendance

1.1 What we mean by this intermediate outcome

Attendance in the GEC should not be confused with enrolment. While some macro-level indicators often treat these concepts as the same, on the GEC, projects are expected to measure not just the numbers enrolled in an intervention, but also how many of these children are regularly attending the intervention.

Attendance is defined, therefore, as the **percentage of children present at school (or other project location) divided by the total number of children enrolled**, or due to be present, in that intervention for a given period.

Attendance is not solely understood as a measure relating to formal educational institutions, and projects should be prepared to measure the attendance of beneficiaries at all of their formal and informal project locations.

1.1.1 Changes from GEC1

Projects will be familiar with the need to measure attendance. However, there will be several changes to the way that attendance is understood and measured in GEC-T. The main changes are:

- Attendance is now a compulsory intermediate outcome
- There is no requirement for attendance data to be collected from control/comparison groups
- There are increased expectations on the quality of quantitative and qualitative attendance data collected

Elements staying the same, however, are:

- Attendance will still be measured in schools using a sampling approach, unless universal data from all project institutions is easily available, for example through attendance measurement software
- Spot checks will still be required on a subset of project institutions, and should be conducted, unannounced wherever possible, at least once per academic year by the external evaluator
- Targets for improvement in attendance will be set, in line with existing attendance levels and expected impact from project activities
- Enrolment should still be measured via school records, however, no targets will be set, and this will not be a required element for control/comparison schools.

Much of this remains consistent with the approach from GEC 1, and will be familiar to most projects.

1.2 Indicators

Indicators for attendance should be developed with triangulation (the ability to cross-check) in mind. Measuring and recording attendance in many project contexts through GEC 1 has been problematic due to issues around self-reporting bias, incomplete school record keeping, and perceived incentive effects around reporting high attendance and enrolment. Recognising the challenges associated with collecting accurate attendance data, it is important that information is collected from several sources and triangulated well.

Quantitative indicators should be designed to recognise this, and so they should not necessarily refer to one source as the sole input.

Qualitative indicators, on the other hand, can be designed around understanding the importance and value of attendance to different groups.

Listed below are the main quantitative and qualitative indicators relevant to this intermediate outcome:

Quantitative	Qualitative
<p>Indicator based around average attendance in classes and interventions</p> <ul style="list-style-type: none"> Average attendance among marginalised girls in intervention schools <p>Targets based on a percentage threshold beneath which average school attendance should not drop, i.e. 90% Midline, 85% Endline.</p> <p>This is the least data intensive indicator proposed, as it measures only the average attendance across an entire class or grade group, rather than tracking an individual's attendance rate over time. It is therefore most useful in situations where project interventions are more indirectly linked to school management and activities.</p>	<ul style="list-style-type: none"> Beneficiaries', teachers' and care givers' views on how the support received has helped reduce the barriers to regular attendance Beneficiaries' views on the strength of barriers that may prevent their ability to attend school regularly Care givers' and teachers' views on barriers to girls' attendance. Head Teachers' views around how effective project interventions are at facilitating enrolment and attendance.
<p>Indicator based around enrolment number and reaching target communities</p> <ul style="list-style-type: none"> # of project girls and boys with identified marginalisation characteristics (as defined by project) regularly attending school/ALP/TVET/Girls' Clubs/disability clubs <p>This captures a number of beneficiaries as opposed to a percentage of attendance. Targets could be set on absolute numbers of beneficiaries attending regularly or on the percentage of the total expected beneficiaries who regularly attend, i.e. targets and progress could be presented as whole numbers (e.g. 17,000 attending) or as a percentage (90% of 17,000).</p> <p>This measure requires a pre-defined rate of 'regular attendance' against which girls can be measured. This requires a greater amount of individual data to be collected, so</p>	<ul style="list-style-type: none"> Care givers' reflections on their personal context, and how this relates to their child's ability to attend project interventions.

<p>that single beneficiaries can be marked as having reached the threshold. For example, collecting data saying that, on average, class attendance was at 85%, would be insufficient for reporting on this indicator. Records for individual beneficiaries would be required.</p> <p>This indicator could be estimated through sampling a subset of beneficiaries, and requires a full project-level measure of enrolment to complete.</p>	
<p>Indicator based around improvements in attendance over time</p> <ul style="list-style-type: none"> • % Improvement in marginalised girls' attendance in schools throughout the life of the project (weighted average percentage.) Boys with improved attendance can be tracked as secondary beneficiaries. <p>Targets for this indicator are expressed in percentage improvement terms, and could also be measured as a percentage improvement against a comparison group. Methods for setting targets would be based on establishing a quality baseline, and then assigning targets on a project by project basis.</p>	<ul style="list-style-type: none"> • Beneficiaries', teachers' and care givers' perceptions on what has led to improvements over time.

1.3 Measurement

1.3.1 Quantitative measurement for attendance

Quantitatively, attendance should be understood as the average proportion of pupils attending class over the previous term/year relative to total number of pupils enrolled

For projects and schools with more complete measures of attendance, where individuals' attendance is accurately captured over time, these records could be used to identify patterns where certain individuals are dropping their commitment over time. This information could be used to intervene in individual circumstances, and is of great value to school and project management, as well as for project evaluations. For projects with stronger links to schools and other intervention institutions, this more data-intense measurement would be recommended.

For the purpose of GEC-T, it is likely that projects with weaker links to schools and less ability to track individual beneficiaries in real time will only be able to report on the average rate of attendance for a whole term. This information should be triangulated with spot checks conducted by the external evaluator at different points throughout the year. Separate guidance on good practice for spot checks and other points of triangulation will be provided.

Targets will be placed for the attendance outcome based on this measure. In GEC 1, these targets were phrased as a percentage point improvement over and above what happened in a comparison group. This took into account the fact that we expect attendance to decline over time as children progress through grades and the demands on their time from household duties, for example, may increase. Other social factors also have an influence especially as girls get older. It should be the aim of the project to maximise the time that children spend in a project intervention, so they should at least aim to maintain attendance rates between evaluation points.

In GEC2, without a comparison group to calculate a difference in difference effect, targets will need to be set carefully on a case by case basis in consultation with each project and their evaluators. The method for setting targets will look to set a reasonable percentage point level which matches the ambition and theory of change for each project.

Though no project needs an attendance control group, for projects with no comparison groups for attendance, it will be measured using a single-difference approach. However, 'difference in difference' remains an option for those projects wishing to incorporate a comparison group in their attendance reporting.

1.3.2 Qualitative measurement for attendance

Qualitatively, these measurements should be complemented with key informant interviews and focus group discussions that seek to unpack attendee issues which relate particularly to girls as well as general attendance:

- beneficiaries' views and value of regular attendance
- care givers' views and value of regular attendance
- the barriers to enrolment and attendance
- the extent to which beneficiaries actively engage with material when they attend
- community-related attitudes towards attendance.

Listed below are the main quantitative and qualitative research methods that you may want to consider when measuring this intermediate outcome:

Quantitative	Qualitative
<ul style="list-style-type: none"> • School Registers 	<ul style="list-style-type: none"> • Beneficiary interviews • Focus group discussions including participatory methods
<ul style="list-style-type: none"> • Spot checks 	<ul style="list-style-type: none"> • Head teacher interviews
<ul style="list-style-type: none"> • Household surveys (HHS) attendance module 	<ul style="list-style-type: none"> • Community focus group discussions
<ul style="list-style-type: none"> • Technology-enabled tracking 	<ul style="list-style-type: none"> • Teacher interviews on level of engagement of marginalised children in class

2. School governance/management

2.1 What we mean by this intermediate outcome

The main aim of the school management intermediate outcome is improved governance mechanisms within schools. It is thus appropriate for projects with interventions that, for example, strengthen the capacity of head teachers. It is also appropriate for projects establishing or strengthening legally mandated school councils, or those establishing governing bodies at the local level outside of the standard education system that have a say in school-level decision making.

The rationale for why projects might want to improve school management may differ. Some projects may believe poor management is a direct barrier to learning, transition, and/or sustainability. Others may want to improve governance in order to achieve specific ends such as making schools more girl-friendly, or reducing student absenteeism. Some may have the aim of extending participation in school decision making to different stakeholder groups such as mothers or students. The rationale for undertaking school management interventions will necessarily dictate both the nature of the intervention and the indicators attached to monitoring progress. Across the portfolio of GEC-T projects, the most common type of intermediate outcomes in this category relate to the role and function of school councils.

2.2 Indicators

Depending on the intervention, a number of diverse indicators can be employed for this theme.

Listed below are some of the main quantitative and qualitative indicators relevant to intermediate outcomes in this category.

The table is divided into three types of indicator, which relate primarily to the role and function of school councils and committees: (1) Existence and Composition (2) Performance and (3) Capacity and Knowledge. Existence and Composition indicators attempt to measure whether school councils exist and how broad-based participation in these councils are. These indicators could aim to measure for instance the gender or social mix of school management committees. Capacity and Knowledge indicators might measure what head teachers and councils know or have been trained on. Finally, Performance indicators aim to measure what councils do and how well they do it. In other words, these indicators might track whether councils, for example, have school improvement plans in place, or whether councils or head teachers have made changes to improve the 'girl-friendliness' of school spaces.

While the nature of intervention will dictate the relevant indicator, projects are strongly encouraged to incorporate indicators from the performance sub-category.

	Quantitative	Qualitative
Existence and Composition	<ul style="list-style-type: none">• # of councils formed/operational• # of councils with school improvement plans• % of women/minorities on council,	<ul style="list-style-type: none">• Stakeholder awareness of councils, school improvement plans (SIPs)

	Quantitative	Qualitative
	<ul style="list-style-type: none"> • % of women working as head teacher • # of council members elected democratically 	<ul style="list-style-type: none"> • Stakeholder perception of participation of specific groups • Attitudes of women/minorities in any changes in role in decision-making around school
Capacity and Knowledge	<ul style="list-style-type: none"> • % of council members/head teachers trained on relevant issues • # of council members/head teachers displaying knowledge of for e.g. school safety or gender dynamics • # of council members aware of their roles and responsibilities 	<ul style="list-style-type: none"> • Stakeholder views on quality and relevance of council/head teacher training • Stakeholders views on the knowledge displayed by council/head teachers on a) role/responsibility b) school safety or gender dynamics etc
Performance	<ul style="list-style-type: none"> • # of initiatives implemented by council/head teacher in school to address specific need such as for e.g. school safety or better gender sensitivity • # of students/families contacted by councils/head teacher on behalf of school to address specific challenge for e.g. drop-out/absenteeism • # of parents/community members aware of council existence and activity • amount of money raised, managed by council for specific end e.g. scholarships, teacher incentives 	<ul style="list-style-type: none"> • Stakeholder views on efficacy of councils e.g. parents expressing positive views about impact of school council • Stakeholder perceptions on changes in areas adopted as goals of councils for e.g. girls stating improved safety standards in school • Perceived quality and relevance of school improvement plans • Perceived quality and relevance of initiatives implemented by councils/head teachers

2.3 Measurement

Listed below are the main quantitative and qualitative research methods that you may want to consider when measuring this intermediate outcome:

	Quantitative	Qualitative
Existence and Composition	<ul style="list-style-type: none"> • Survey of council members/head teachers 	<ul style="list-style-type: none"> • Observation of sample of council meetings • Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) with indirect beneficiaries: e.g. council members, head teachers



	Quantitative	Qualitative
		<ul style="list-style-type: none"> • FGDs with stakeholders: parents, teachers, community members, government officials • Documentary review of council meeting agenda, minutes, attendance • Case studies
Performance	<ul style="list-style-type: none"> • Household survey • Survey of council members/head teachers 	<ul style="list-style-type: none"> • Efficacy self-audit with indirect beneficiaries: e.g. council members, head teachers • FGDs with direct beneficiaries: girls • FGDs with stakeholders: parents, teachers, community members, government officials • Observation of sample of council meetings • Documentary review of school improvement plans • Documentary review of council meeting agenda, minutes, attendance • Independent, spot school inspection of premises, policies • Case studies
Capacity and Knowledge	<ul style="list-style-type: none"> • Formal testing of council member/head teacher knowledge 	<ul style="list-style-type: none"> • FGDs and KIIs with indirect beneficiaries: e.g. council members, head teachers • KIIs with project staff and trainers • Observation of sample of training delivery sessions • Documentary review of training agenda, guidelines, materials • Participatory testing exercises with council members/head teachers • Case studies

Please note that guidance and good practice on mixed methods will also be provided separately.

2.4 Good practice tools

A good practice tool is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Listed below are examples of and links to good practice tools and/or other guidance relevant to this intermediate outcome:

Good practice description	Where to access
<p>SABER School Autonomy and Accountability website</p> <p>Provides frameworks, publications and tools guidance on school autonomy and accountability from across the world</p>	<p>http://saber.worldbank.org/index.cfm?indx=8&pd=4&sub=4</p>
<p>Young Lives website</p> <p>Provides research methodologies, fieldwork notes and instruments from research in 4 countries. See in particular attached tool for Head Teachers, focusing on Section 2, 7, 11</p>	<p>http://www.younglives.org.uk/content/our-research-methods</p> <p>Tool link: http://www.younglives.org.uk/sites/www.younglives.org.uk/files/India-School-Survey_Principal-Questionnaire.pdf</p>
<p>Basic Sample Tool for School Council Members</p>	<p> Q-SMC questionnaire2011_04</p>
<p>School Governance Assessment Tool</p>	<p> School_Governance _Assessment_Tool_H</p>

3. Quality of teaching

3.1 What we mean by this intermediate outcome

Quality of teaching has been consistently reported as a major barrier to girls' learning in GEC project contexts, either directly in terms of the learning achieved in the classroom, or indirectly as a factor which contributes to girls losing interest in school or failing to see the relevance of what is being taught and as a result attending less regularly or dropping out completely. The majority of GEC-T projects are intending to work with teachers in some way and have identified improvements to the quality of teaching as crucial intermediate outcomes which affect all three high level outcomes of learning, transition and sustainability.

Teachers are central to girls' (and boys') learning and the quality of the teaching they deliver depends on a number of related elements, any of which might be the focus of intermediate outcomes selected by projects. For example, how much pre-service training teachers have had; the regularity and quality of in-service training, and what it focuses on (eg subject knowledge, pedagogical approaches, use of assessment); teachers' levels of motivation which in turn might depend on their terms and conditions, teacher absenteeism, the amount and type of support teachers receive from peers and senior staff, the teaching resources available to them including ICT, and so on. In addition, to adequately support GEC girls, teachers may need specialist expertise in inclusive education, working with traumatised children, managing large class sizes or teaching children with different mother tongues. The GEC focus on girls has also led to a number of projects aiming to influence gender related aspects of teaching and pedagogy. Because of this wide range of factors, the concept of improving the quality of teaching is interpreted differently by different projects. It is important that projects carefully consider what they mean by 'improved quality of teaching' in order to enable meaningful assessment of whether or not improvements have been achieved. This consideration may lead you to articulate your intermediate outcome in a more specific and targeted way.

3.2 Indicators

Depending on the intervention and the interpretation of quality, a number of diverse indicators can be employed for this theme. Listed below are examples of key quantitative and qualitative indicators which may be relevant to intermediate outcomes in this category.

The table is divided into the three areas of:

- (1) **Teachers' knowledge, skills and competence** - measuring what teachers know, their skill in transferring knowledge to learners, understanding the building blocks in knowledge for each subject and their ability to assess learning levels and adapt accordingly
- (2) **Teachers' attitudes and pedagogical practice** - measuring how teachers behave towards learners, what their expectations of girls are, and how their practice reflects this
- (3) **Quality of curricula and teaching resources** - measuring the availability and use of relevant and appropriate teaching materials to aid girls' understanding

Projects are strongly encouraged to think about the nature of their project interventions and activities and be realistic and specific about the changes that these activities and outputs will lead to in terms of quality of teaching.

	Quantitative	Qualitative
Teachers' knowledge, skills and competence	<ul style="list-style-type: none"> • # of teachers demonstrating appropriate levels of subject knowledge • # of teachers displaying skill in teaching literacy/numeracy • # of teachers using good practice assessment for learning • # of teachers demonstrating skills in managing large classes/classes with diverse language needs • frequency of teacher training and refresher courses and their impact in the classroom • # of girls showing improved rates of learning 	<ul style="list-style-type: none"> • Relevance and quality of teacher training • Self-awareness of teachers with regard to their own strengths and weaknesses as teachers • Ability of teachers to cope with classes of children with widely ranging abilities • Ability of teachers to deal with difficult classroom situations • Range of disciplinary measures used by teachers • Responsiveness and attitudes of pupils/students
Teachers' attitudes and practice	<ul style="list-style-type: none"> • # of teachers displaying learner-centred classroom practices • # of teachers displaying gender sensitive attitudes • Attendance and retention rates of teachers • # of peer support activities • Frequency of teacher training and refresher courses • Attendance of teachers at training courses • # of girls displaying increased academic confidence • Frequency of use of specific classroom techniques as a result of training • # of teachers using assessment for learning to aid learning 	<ul style="list-style-type: none"> • Teachers' and headteachers' attitudes towards girls' education and learning • Teachers' and headteachers' attitudes towards girls' with disabilities • Motivation levels of teachers • Motivation levels of learners • Learners' attitudes to learning • Learners' participation levels in the classroom/learning setting
Quality of curricula and teaching resources	<ul style="list-style-type: none"> • Ratio of textbooks to pupils/students • Frequency of use of textbooks • # of resources designed for teaching literacy and numeracy • # of computers/laptops available to aid teaching and learning 	<ul style="list-style-type: none"> • Relevance and contextual appropriateness of curriculum, textbooks and other materials • Quality of resources aimed at developing basic literacy and numeracy • Degree to which textbooks and other materials reflect an inclusive approach • Degree to which textbooks and other materials reflect a gender transformative approach

3.3 Measurement

Listed below are the main quantitative and qualitative research methods that you may want to consider when measuring intermediate outcomes in this category:

	Quantitative	Qualitative
Teachers' knowledge, skills and competence	<ul style="list-style-type: none"> • Pre and post-training surveys of teachers' knowledge • Classroom observations e.g. measuring time spent by teacher doing different activities • Instances of teacher-pupil dialogue • # and length of learner responses 	<ul style="list-style-type: none"> • Observation of teacher training sessions • Classroom observations focussed on specific key aspects of knowledge, skills and competence • Interviews with headteachers, teacher trainers and inspectors • FGDs and KIIs with learners • FGDs with stakeholders: parents, government officials • Documentary review of lesson plans, teachers' marking of work • Teachers' self-assessment tools • Case studies showing levels of understanding of teachers
Teachers' attitudes and practice	<ul style="list-style-type: none"> • Pre and post-training surveys of teachers' attitudes • Classroom observations e.g. measuring number of times a teacher asks a question to a girl/boy • Teacher attendance records 	<ul style="list-style-type: none"> • Observation of teacher training sessions • Classroom observations focussed on specific attitudes e.g. towards girls or towards children with (different types of) disabilities • Interviews with headteachers, teacher trainers and inspectors • FGDs and KIIs with learners • FGDs with stakeholders: parents, government officials • Teachers' self-assessment tools • Case studies including observation of what students learn compared to intended learning, and reflects the quality of teacher-learner dialogue
Quality of curricula and teaching resources	<ul style="list-style-type: none"> • Documentary evidence of existence of resources 	<ul style="list-style-type: none"> • Documentary review of changes to resources • Interview with relevant school/institution and government officials • Observation of use of resources and of training on use of resources

Please note that guidance and good practice on mixed methods will also be provided separately.

3.4 Good practice tools

A good practice tool is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Listed below are examples of and links to good practice tools and/or other guidance relevant to intermediate outcomes in this category:

Good practice/reference description	Where to access
Rti paper: Measures of quality through classroom observation for the Sustainable Development Goals: Lessons from low-and-middle-income countries	http://unesdoc.unesco.org/images/0024/002458/245841E.pdf
Online discussion: Addressing gender stereotypes in the classroom: how to achieve a conducive environment for adolescent girls' learning	http://www.wikigender.org/online-discussion-addressing-gender-stereotypes-in-the-classroom/
Towards the Development of a Rigorous and Practical Classroom Observation Tool: The Uganda secondary school project	http://www.theimpactinitiative.net/project/toward-development-rigorous-and-practical-classroom-observation-tool-uganda-secondary-school
RISE Working Paper (with DfID) - Measures of effective teaching in developing countries	https://www.gov.uk/dfid-research-outputs/rise-working-paper-16-009-measures-of-effective-teaching-in-developing-countries
OFSTED (UK inspection body) tools	https://www.gov.uk/government/publications/parent-view-toolkit-for-schools
Tools to be added	

4. Community-based attitudes and behaviour change

4.1 What we mean by this intermediate outcome

Community attitude and behaviour towards girls' education is a key enabler in creating suitable environments for learning. Many GEC-T theories of change target attitude and behaviour change towards girls' education, gender equality, marginalised groups (groups seen to be excluded within the context; including those living with disabilities), and respond to gender-based violence and violence against children in the community.

Attitude and behaviour change is defined as moving from an old attitude and behaviour, which has been identified as a barrier to girls' education, to a new 'desirable' attitude and behaviour identified as supportive of girls' education, gender equality etc, which has been established in collaboration with target communities. It is important then for projects to articulate the contextual starting point and desired end point, in order to be able to demonstrate the anticipated change has occurred. As such, it is an essential enabler to improve learning, transition and sustainability in the project context.

Links to other types of intermediate outcome

- Changes in attitudes and practice at the school or any other institutional level will be captured in guidance on intermediate outcomes for *school management/governance, systems change*.
 - Where this intermediate outcome is measuring reported change among girls, this pertains to their perception of the enabling environment and support provided to them, rather than any change in their own attitude and behaviour – this will be captured under the guidance on intermediate outcomes for *self-esteem*.
 - Violence against children or gender-based violence in a school setting – this will be covered under guidance on intermediate outcomes for school-related gender based violence (SRGBV).
 - This intermediate outcome does not include a social norms focus, nor does this guidance offer indicators for measuring social norm change, as this would be captured differently. For projects who are considering to incorporate a social norms approach and would like to include this as part of their intermediate outcomes, the Fund Manager is available to support the development of relevant indicators.
- **What impact and change are we looking for with intermediate outcomes in this category:**
 - Changes in attitudes and behaviours among specific stakeholders
 - Parents (disaggregated by mothers and fathers) or other family members at household level
 - Boys and men
 - Faith and community leaders
 - Organised community forums
 - Changes in attitudes and behaviours by theme

The themes chosen by your project will correspond to your Theory of Change and what has been identified as the key barriers to girls' education. Overall the intermediate outcome we are looking for is a positive change in community members' attitudes and behaviour towards girls' education and equal value being given to girls' and boys' education. By that, we mean any shift in attitudes and/or behaviour which better enables girls to enrol in school, stay there and learn, including enabling girls to transition to secondary school and beyond, and equal support being provided to girls and boys. Examples of these are outlined below.

- More positive attitudes towards girls' transition to secondary school and beyond, and relevant actions to support this by different community members.
- More positive attitudes towards girls' rights and support to protect these, including a reduction of the acceptance of and prevalence of harmful practices.
- Improved girls' experience of safety, and concerns addressed e.g. improved road crossings, lighting or traffic calming measures on routes to school, campaigning for, or set up of new bus routes from unconnected areas to school, community initiatives to address harassment such as walking buses.
- Improved attitude in the community towards girls with disabilities; families, communities and peers in the community practically supporting girls with disabilities to go to school e.g. providing transport.
- Improved attitude in the community towards girls' rights to education, even if they are from a traditionally excluded ethnic group, orphans, young mothers, married or pregnant (and other factors of marginalisation as appropriate). Families, communities and peers in the community proactively support girls from these subgroups to go to school, such as provision of childcare facility for young mothers.
- Greater interest in and involvement by parents and community members in identified relevant activities, e.g. parents involved in parent committees or supporting girls' clubs.
- Shift in attitude towards girls' household chore burden to allow time for study, and actual reported redistribution of household chore burden to other members of the family.

4.2 Indicators

Listed below are the main quantitative and qualitative indicators relevant to intermediate outcomes in this category. It is up to your project how many indicators you select – depending on your focus and your activities – however we suggest that you select at least one quantitative and one qualitative indicator.

Quantitative	Qualitative
<p>Girls: Change in perception of support by those around them</p> <ul style="list-style-type: none"> • Proportion of marginalised girls who feel they are given appropriate support to meet their needs, stay in school and to perform well, disaggregated by age • # Girls with disabilities/other identified group report an improved attitude in the community towards them • # Girls with disabilities/other identified group reporting concrete steps taken to support them 	<p>Girls</p> <ul style="list-style-type: none"> • Marginalised girls report that they feel listened to in terms of their concerns and needs, disaggregated by age • Perception of safety amongst girls while attending and travelling to and from school
<p>Parents (all disaggregated by sex): change in parental support for girls' education</p> <p>Perceived value of girls' education</p>	<p>Parents (all disaggregated by sex)</p> <ul style="list-style-type: none"> • Change in parents' knowledge, attitudes or practices (KAP) related to girls' education (in project catchment

<ul style="list-style-type: none"> • % of parents/guardians who feel that their daughter is as likely as their son to make use of her education after school, disaggregated by sex • % of parents/guardians who feel that it is equally valuable to invest in a daughter's education as a son's even when funds are limited, disaggregated by sex <p>Practical support</p> <ul style="list-style-type: none"> • % change in households reporting more equitable division of household chores to enable girls to stay and perform in school (defined as _____), disaggregated by sex • % change in parents who are practically involved in school activities e.g. parent-teacher committee, support to clubs 	<p>areas) (defined as _____ based on contextual barriers)</p> <ul style="list-style-type: none"> • Aspirations of what girl will be doing at 18 • Attitudes of parents about girls continuing to attend school and learn beyond the project intervention. (sustainability of attitude & behaviour change) • Parents' aspirations/attitudes to e.g. girls' age at marriage, view of alternative future, girls attending university, whether familiar with daughter's aspiration (or similar measure) • Parents' awareness of girls' goals and ambitions and actions taken to support these
<p>Religious and traditional leaders: change in community support for girls' education</p> <ul style="list-style-type: none"> • % of religious and traditional leaders actively mobilising households to support excluded girls into education (based on contextual barriers) 	<p>Religious and traditional leaders</p> <ul style="list-style-type: none"> • Change in religious and traditional leaders' views on aspirations for girls in their community, e.g. on girls' age at marriage, attending university,
<p>Boys/men in the community: change in support for girls' education</p> <ul style="list-style-type: none"> • % of men who, when surveyed, expressed support about their female relatives (mothers, sisters, wives, daughters) leaving the home to go to school, courses, employment or meetings 	<p>Boys/men in the community</p> <ul style="list-style-type: none"> • Change in boys' support for their sisters attending school; and reporting taking concrete actions to support them (defined as e.g. taking on household chores, walking with them to school etc.)
<p>Community-level committees/groups/fora or any other community-based mechanism's actions: change in community support for girls' education</p> <ul style="list-style-type: none"> • Proportion of girls at risk of drop out or exclusion (e.g. GWD) identified through community level group (to be defined) and # among those who receive community support 	<p>Community-level committees/groups/fora or any other community-based mechanism's actions</p> <ul style="list-style-type: none"> • Change in support provided for marginalised girls through community level group (to be defined) to achieve their aspirations (defined as e.g. attending university, alternative future)

4.3 Measurement

Listed below are the main quantitative and qualitative research methods that you may want to consider when measuring intermediate outcomes in this category:

Quantitative	Qualitative
<ul style="list-style-type: none"> • Knowledge, Attitude and Practice (KAP) surveys to explore perceptions and activities to support girls' education and gender equality <ul style="list-style-type: none"> ○ Caregivers (disaggregated by sex) ○ Community/religious leaders ○ Boys and men ○ Members of community level committees • Household survey to explore factors influencing and practical actions taken to support girls' education <ul style="list-style-type: none"> • Caregivers' (disaggregated by sex) attitudes and practical support to education • Girls' experience of support 	<ul style="list-style-type: none"> • Single sex focus group discussions to explore perceptions and experiences (and stories of change) among <ul style="list-style-type: none"> ○ Girls ○ Boys ○ Mothers ○ Fathers • Observation studies <ul style="list-style-type: none"> ○ Dynamics at community meetings • Key informant interviews to explore observations and experiences <ul style="list-style-type: none"> ○ Community leaders ○ District education officials • Case studies exploring stories of change among <ul style="list-style-type: none"> ○ Girls (experiences, support received) ○ Parents (experiences and attitudes, support given) ○ Boys (experiences and attitudes, support given) • Community group Action Reports (or similar) to monitor and assess community-based initiatives

Please note that guidance and good practice on mixed methods will also be provided separately.

Ethical considerations

When measuring attitude and behaviour change with individuals it is vital to ensure the research methodology and interviewers are subject to an ethical review and adequate training, including how to respond to sensitive information. KAP Interviews should be designed to reduce the possibility of respondents providing socially desirable answers and interviewers expressing judgement on attitudes and behaviour.

While including children in (quantitative and qualitative) research about their experiences is important, as they have a right to express their own views, their participation must be balanced with due consideration of child protection risks (Devries et al, 2016). Seeking informed consent for children's participation will be critical. GEC projects must ensure their research is conducted in accordance with good practice, including:

- the International Charter for Ethical Research Involving Children (see resources in section 5)

- WHO's ethical and safety recommendations on domestic violence against women (2001).

Sustainability

- Evaluators should consider how to measure the sustainability of attitude or behaviour change if evaluations are conducted at the end of interventions, given the relatively short duration of programming
- Evaluators should be sensitive to the role of incentives within projects as motivators for change and whether behaviours might revert once incentives are removed

4.4 Good practice tools

Listed below are examples of and links to Good practice tools and/or other guidance relevant to intermediate outcomes in this category:

Good practice Description	Where to Access
Community Places with Big Lottery Fund (2014) Community Planning Toolkit	http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf
Equal Access Participatory Monitoring and Evaluation Toolkit (undated) – Module 2: Setting objectives and indicators ¹	http://www.betterevaluation.org/sites/default/files/EA_PM%26E_toolkit_module_2_objectives%26indicators_for_publication.pdf
IIED (2005) Stakeholder power analysis	http://www.policy-powertools.org/Tools/Understanding/docs/stakeholder_power_tool_english.pdf
Mackie, G., Moneti, F., Shakya, H. and E. Denny (2015) What are social norms? How are they measured? UNICEF/University of California	https://www.unicef.org/protection/files/4_09_30_Whole_What_are_Social_Norms.pdf
ODI (2015) Question guide: researching norms about early marriage and girls' education	https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9826.pdf
ODI (2015) Doing qualitative field research on gender norms with adolescent girls and their families	https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9809.pdf
Promundo Gender equality surveys	http://promundoglobal.org/programs/international-men-and-gender-equality-survey-images/
Medicine Du Monde – KAP survey	http://www.medicinsdumonde.org/en/actualites/publications/2012/02/20/kap-survey-model-knowledge-attitude-and-practices

¹ Note in particular the section on SPICED indicators. This approach is more appropriate for participatory monitoring.

5. School-related, gender-based violence (SRGBV)

5.1 What we mean by this intermediate outcome

School-related, gender-based violence (SRGBV) is defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics (UNESCO and UN Women, 2016).

SRGBV includes physical, sexual and/or psychological violence, such as verbal abuse, bullying (and cyberbullying), sexual abuse and harassment, coercion and assault, and rape. It is school-related as it is linked to children's education, i.e. it happens in or on the way to school, between teachers and students, or between peers. It is gender-based in that it seeks to reinforce or create gender power, difference, norms, and stereotypes and often to punish transgressors (e.g. LGBT individuals).

SRGBV affects not only children's ability to access education, but also what they learn (the 'hidden curriculum') and if they can learn. As such, elimination of SRGBV is an intermediate outcome that aligns with and can contribute to both the Learning and Transition high level outcomes.

5.2 Indicators

It should be noted that where SRGBV is concerned, the lack of cases reported, referred or prosecuted should not necessarily be seen as a positive sign. It is critical to triangulate this information with a qualitative understanding of students' experiences, perceptions and knowledge as it maybe that a fear of reporting or an inability to do so is the cause of a lack of cases being reported. Similarly, an increase in reporting during the lifetime of a project may be a sign of positive work in the area of increasing awareness and strengthening reporting mechanisms, which could lead to an increase in reporting before a longer term fall in actual incidents. Projects working on this intermediate outcome should be aware of the risks associated with an increase in reporting, and be ready to respond appropriately.

It is expected that wherever possible all indicators will be disaggregated by sex and region/sub-region. Projects using this intermediate outcome should look to disaggregate indicators related to violence by other critical factors such as disability, age, wealth quintile and other relevant factors. This is assumed for all indicators mentioned below, even if it is not mentioned against each below.

Listed below are some of the main quantitative and qualitative indicators relevant to this intermediate outcome:

Quantitative	Qualitative
<ul style="list-style-type: none">• Number of incidents of violence reported within the school• Different types of violence reported (disaggregated by who reported and types of violence)	<ul style="list-style-type: none">• Students' understanding of SRGBV, including what should be reported and how (disaggregated).
<ul style="list-style-type: none">• Number of cases referred to appropriate authorities• Number and types of convictions or actions taken	<ul style="list-style-type: none">• Level of understanding (e.g. of definitions and facts) and awareness (e.g. of scale and consequences as well as referral pathways) of school and

	<p>educational authorities and other key officials (e.g. police, courts).</p> <ul style="list-style-type: none"> • Shifts in attitudes about gender and GBV amongst boys, girls, parents, teachers, etc.
<ul style="list-style-type: none"> • Number of girls and boys who report experiencing violence in and around school. 	<ul style="list-style-type: none"> • Students' experiences of and perceptions of violence or threats of violence in and on the way to school.
<ul style="list-style-type: none"> • Number of girls and boys who report dropping out of school or missing school because of violence. 	<ul style="list-style-type: none"> • Students' and parents' reports of why they dropped out of or missed school.

5.3 Measurement

A number of important global education surveys (e.g. Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ), International Society for the Prevention of Child Abuse and Neglect's Child Abuse Screening Tool (ISPCAN's ICAST) and OECD's Programme for International Student Assessment (PISA)) assess SRGBV and have questions in their surveys to collect quantitative data to this end. Please see suggested resources below for some of these questions.

As mentioned already, qualitative data will be crucial to triangulate and make sense of the quantitative data. That said, great care needs to be taken to protect children when collecting such qualitative data (see the section below on ethical considerations.)

Listed below are some of the main quantitative and qualitative research methods that you may want to consider when measuring this intermediate outcome:

Quantitative	Qualitative
<ul style="list-style-type: none"> • Establishment of data collection systems • Collection of data from school- or community-based child protection mechanisms regarding incidents reported, referred, prosecuted and/or actioned (disaggregated) 	<ul style="list-style-type: none"> • Single-sex focus group discussions, key informant interviews and participatory methods (e.g. blind voting, mapping of safe/unsafe areas) to explore students' experiences of violence in and around school
<ul style="list-style-type: none"> • Surveys of students' and parents' experiences or perceptions of violence or threats of violence faced in and around schools (disaggregated) 	<ul style="list-style-type: none"> • Single-sex focus group discussions and key informant interviews that explore students' understanding of violence and awareness of their rights
<ul style="list-style-type: none"> • Mapping of reporting mechanisms and referral services 	<ul style="list-style-type: none"> • Single-sex focus group discussions and key informant interviews that explore students' understanding of reporting mechanisms, support mechanisms, and willingness to report
<ul style="list-style-type: none"> • Surveys of school authorities (including teachers and head teachers) of types of violence experienced in and around school. 	<ul style="list-style-type: none"> • FGDs with teachers and other school authorities on perceptions and experiences of violence, knowledge of reporting mechanism and awareness of laws and rights

	<ul style="list-style-type: none"> • Case studies exploring cases of violence, including nature of incident and follow-up actions or outcomes.
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Please note that guidance and good practice on mixed methods will also be provided separately.

5.3.1 Ethical and safety considerations for measuring SRGBV

While including children in quantitative and qualitative research about their experiences of violence is important, as they have a right to express their own view on this aspect of their lives, their participation must be balanced with due consideration of child protection risks (Devries et al, 2016). There is a real risk of harm to children through data collection, such as children becoming re-traumatised and their safety compromised if research is done badly (ibid). Seeking informed consent for children’s participation will be critical.

GEC projects must ensure their research on SRGBV is conducted in accordance with good practice, including:

- The International Charter for Ethical Research Involving Children (see resources in section 5)
- WHO’s ethical and safety recommendations on domestic violence against women (2001).

5.4 Good practice tools

A good practice tool is a technique or methodology that, through experience and research, have proven to reliably lead to a desired result.

Listed below are examples of and links to good practice tools and/or other guidance relevant to this intermediate outcome:

Good practice description	Where to access
UNESCO and UN Women, Global Guidance School-Related Gender-Based Violence, 2016	http://unesdoc.unesco.org/images/0024/002466/246651E.pdf
UNESCO, 2017, ‘Let’s decide how to measure school violence’, Policy Paper 29 January 2017	http://unesdoc.unesco.org/images/0024/002469/246984E.pdf
USAID, 2016, ‘Conceptual framework for measuring school-related gender-based violence’	http://www.ungei.org/UNDER_EMB_ARGO_Global_Guidance_pdf_.pdf
International Charter for Ethical Research Involving Children	http://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-Charter-section-only.pdf

6. Economic empowerment

6.1 What we mean by this intermediate outcome

The cost of education, including direct and indirect costs, such as fees, non-fee charges or levies, opportunity costs and costs of educational materials, was found to be one of the most important barriers to girls' enrolment, retention and transition in GEC1 baselines. In response, projects have designed a wide range of interventions that help families off-set or pay for these costs.

Interventions have included the direct payment of fees, levies or charges through scholarships, cash transfers or bursaries. They have also included efforts to increase family or other income to off-set the costs of education. In GEC-T projects, as girls transition to secondary education where access to free education is less common, family concerns about the affordability of education will become even more important.

It will be important when measuring the projects' ability to reduce cost-related barriers that projects ensure that the results chain makes a clear and evidenced link between this intermediate outcome and the GEC-T outcomes of learning, transition and sustainability. While the effectiveness of reducing or meeting direct costs of education has been shown in research to positively impact enrolment, attendance and retention, the link to improved learning is less well-evidenced and the sustainability of these interventions is questioned (Bastagli et al, 2016).

6.2 Indicators

In selecting indicators to measure this intermediate outcome, projects will need to go beyond the numbers receiving financial support, which could be tracked at output level, and show an impact on changes in e.g. attendance rate, confidence levels, ability to learn, drop out, etc.

In this area, it is critical to triangulate quantitative data with qualitative data to determine the contribution of the interventions to the outcome level change. Qualitative measures can be used to assess impact on girls' self-confidence, aspirations and intention to stay in school and the change in support they are receiving from parents.

Most importantly, the unintended negative and positive impacts of these interventions will need to be tracked, as they can affect children who are not receiving assistance (e.g. backlash from boys, stigmatising of scholarship girls, etc.) and can have impacts on other family members (e.g. mothers who do more housework, other women and girls in the family gaining confidence and decision making power, etc.). The possibility of a scholarship can increase the aspirations of girls who wish to qualify and create positive competition amongst students. How benefits are distributed and how beneficiaries are selected can on the one hand, if poorly designed, expose girls to a higher risk of abuse. Conversely, if well designed, this can create greater understanding of the challenges girls face and the benefits of securing their education amongst community members and school officials.

All data will have to be disaggregated to ensure that the project can show exactly who received the support, how they performed on various educational outcomes in comparison to their peers and other key factors.

Listed below are the main quantitative and qualitative indicators relevant to intermediate outcomes in this category:

Quantitative	Qualitative
<ul style="list-style-type: none"> • Changes in attendance rates, enrolment rates and transition rates of targeted girls • Changes in learning for targeted girls • Wealth analysis of targeted girls' families • Changes in learning, attendance, drop out, etc. for all children in school (disaggregated) to reveal if any negative or positive indirect impacts can be tracked • Survey of attitudes of non-recipient families and community members • Proportion of school and family money used to ensure support for girls' education (review of budgets and expenditures) • Incidents of violence (e.g. bullying) targeting beneficiary girls 	<ul style="list-style-type: none"> • Beneficiaries' views on how the support received impacted upon their school attendance • Beneficiaries views on how access to the support affected other support (e.g. reduction of household tasks, more emotional support from parents, etc.) at home or in the community for their education • Parents' view of the same • Views of girls, parents, teachers, etc. on how support impacted on girls' learning (e.g. regular access to learning materials, increased self-esteem, higher aspirations, treatment by/attitude of teachers, treatment by/attitude of parents, etc.) • How support impacted on family income level, distribution and use (e.g. spend on education costs, investment in daughter overall, decision making around family finances, etc.) • Time use analysis to show how each family members' time use may have changed • How presence of support impacted on school population and community (e.g. increased aspiration of other children, jealousy, violence, treatment by or attitude of teachers, etc.) • How decision making around investment in girls' education may have changed in the family or school (e.g. saving for further education, ensuring support for younger sisters or girls, greater awareness of and investment in girls' needs at school, etc.) • Changes in experiences of violence, increased or decreased perception of the threat of violence, etc. faced by beneficiaries, other girls, boys, etc. • Perception of beneficiaries amongst peers

6.3 Measurement

Listed below are some key quantitative and qualitative research methods that you may want to consider when measuring intermediate outcomes in this category:

Quantitative	Qualitative
<p>School based:</p> <ul style="list-style-type: none"> • Attendance monitoring of beneficiary cohort and other key cohorts in the school • Learning tests of beneficiaries and other key comparison groups • Surveys of students', teachers' and others' views on the interventions 	<ul style="list-style-type: none"> • FGDs and KIs with beneficiary girls • FGDs and use of participatory methodologies with students who do not receive support • FGDs and KIs with teachers
<p>Family and community based -</p> <ul style="list-style-type: none"> • Wealth analysis of beneficiaries' families • Attitudes surveys in community 	<ul style="list-style-type: none"> • Time use with family members • KIs with parents, siblings etc. • FGDs with community members

Please note that guidance and good practice on mixed methods will also be provided separately.

6.3.1 Ethical and safety considerations for measuring economic interventions

Backlash against recipients of financial support or material inputs from their peers is a real possibility. Similarly, poorly designed economic interventions such as conditional cash transfers, scholarships or bursaries, can increase the risk of violence eligible girls might face. Therefore, any monitoring to assess the effectiveness and quality of such interventions should include measuring any increases in children's experiences of violence.

While including children in quantitative and qualitative research about their experiences of violence is important, as they have a right to express their own view on this aspect of their lives, their participation must be balanced with due consideration of child protection risks (Devries et al, 2016). There is a real risk of harm to children through data collection, such as children becoming re-traumatised and their safety compromised if research is done badly (ibid). Seeking informed consent for children's participation will be critical.

GEC projects must ensure their research is conducted in accordance with good practice, including:

- The International Charter for Ethical Research Involving Children (see resources in section 5)
- WHO's ethical and safety recommendations on domestic violence against women (2001).

6.4 Good practice tools

A good practice tool is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Listed below are examples of and links to good practice tools and/or other guidance relevant to intermediate outcomes in this category:

Good practice description	Where to access
ICAI, Report: <i>The effects of DFID's cash transfer programmes on poverty and vulnerability, an impact review</i> , 12 Jan. 2017	http://icai.independent.gov.uk/html-report/effects-dfids-cash-transfer-programmes-poverty-vulnerability/
Bastagli, Francesca, Jessica Hagen-Zamner, Luke Harman, Valentina Barca, Georgina Sturge and Tanja Schmidt <i>Cash Transfers: What does the evidence say – A rigorous review of programme impact and of the role of design and implementation features</i> , ODI, July 2016.	https://www.odi.org/publications/10505-cash-transfers-what-does-evidence-say-rigorous-review-impacts-and-role-design-and-implementation
Kidd, Stephen, <i>To condition or not to condition: What is the evidence?</i> , Pathways' Perspectives, Issue No. 20, March 2016	http://www.developmentpathways.co.uk/resources/wp-content/uploads/2016/03/CCT-Evidence-PP20.pdf
DFID, Cash Transfers, Evidence Paper, Policy Division, 2011	http://webarchive.nationalarchives.gov.uk/+http://www.dfid.gov.uk/Documents/publications1/cash-transfers-evidence-paper.pdf
Chapman, David W and Sarah Mushlin, <i>Do girls' scholarship programs work? Evidence from two countries</i> , International Journal of Educational Development, 2008	https://eric.ed.gov/?id=EJ793413
Tools to be added re loans, savings schemes	

7. Life skills

7.1 What we mean by this intermediate outcome

Many GEC-T projects recognise the importance of life skills in addition to academic skills in order for girls to experience the transformational change which is the ambition of the GEC. Across the portfolio, there is a range of approaches and different degrees of focus on particular life skills, including the five areas identified by WHO and UNESCO²: decision-making and problem-solving; creative thinking and critical thinking; communication and interpersonal skills; self-awareness and empathy, and coping with emotions and coping with stress – defined as part of healthy psycho-social development, and linked to the more specific area of self-esteem covered in the next chapter of this guidance.

Considering both the aim of the GEC, and drawing from the anticipated approaches of the GEC's recipients, the following broad definition of life skills is proposed:

Life skills are the skills necessary for full and active participation in everyday life; they encompass cognitive skills for analysing and using information and for problem-solving, personal skills for developing personal agency and managing oneself, and inter-personal skills for communicating and interacting effectively with others.

The GEC considers the promotion and acquisition of life skills are an important element of equipping and preparing adolescent girls for their transition into adulthood, particularly in contexts where access to appropriate information, guidance and role models is limited. As such, across the portfolio of projects, interventions to promote life skills in both formal and non-formal settings recognise and refer to intersections between **cognitive** and **non-cognitive development**. Both involve the acquisition of knowledge and skills, and the application of these through specific perspectives and demonstrable behaviours e.g. the acquisition of knowledge of financial management, and the behaviour of regularly saving.

Several GEC recipients have proposed intermediate outcomes on life skills. These have ranged from broader approaches built on leadership development models (e.g. Care's Youth Leadership Index) to very specific interventions designed to deliver a Sexual and Reproductive Health Rights curriculum in the classroom (e.g. VSO Nepal).

In order to support projects committed to delivering a life skills component as part of their GEC-T project, the FM is designing a modular, quantitative index which can be used to assess girls' progress over the intervention timeline. The index will be designed for use alongside any combination of the basket of qualitative tools included with this guidance and will likely be structured in the following way:

- Whilst the GEC measures literacy and numeracy progress as its key learning outcomes, interventions (both formal and non-formal) which support skills and knowledge in ICT, sexual and reproductive health, and financial literacy are proposed as three areas of cognitive/knowledge-based life skills development which will be measured
- Non-cognitive skills are critical in supporting and realising the use and application of skills and knowledge. As such, the index will assess both **personal** (including self-esteem, self-confidence and self-efficacy) and **inter-personal** development (including relationships with others, gender relations).

² WHO (1999) Partners in Life Skills Education: Conclusions from a UN Inter Agency Meeting; UNESCO (2004) Inter Agency Working Group on Life Skills in EFA, UNESCO, Paris March 2004

7.2 Indicators

Listed below are the main quantitative and qualitative indicators relevant to intermediate outcomes in this category:

Quantitative	Qualitative
<ul style="list-style-type: none"> % increase in GEC Life Skills Index score (index to be shared at later date) 	<ul style="list-style-type: none"> Increase in educational and career aspirations Improved ability to link aspirations to planning Girls perceive an increase in parental and community support for their aspirations
<ul style="list-style-type: none"> % increase in ICT knowledge, skills and usage 	<ul style="list-style-type: none"> Girls are able to identify ways in which acquired ICT skills can help them achieve their goals.
<ul style="list-style-type: none"> % increase in financial literacy score 	<ul style="list-style-type: none"> Girls are able to identify ways in which acquired financial literacy can help them achieve their goals.
<ul style="list-style-type: none"> # girls with a career and/or life plan 	<ul style="list-style-type: none"> Girls perceive an increase in parental support to access higher levels of education or progression to paid employment.
<ul style="list-style-type: none"> # girls participating in one or more of the following: advocacy, mentorship, volunteering, sports/cultural clubs 	<ul style="list-style-type: none"> Girls feel involved and valued in their communities.
<ul style="list-style-type: none"> % increase in psychosocial safety 	<ul style="list-style-type: none"> Girls feel comfortable expressing themselves at school, in the community and at home.
<ul style="list-style-type: none"> # girls regularly participating in community decision making processes e.g. parent teacher associations, community councils 	<ul style="list-style-type: none"> Girls feel increasingly involved and valued in their communities.
<ul style="list-style-type: none"> Increased support from (select one or more) parents, religious/traditional leader, older youth at the conclusion of activity/programme 	<ul style="list-style-type: none"> Increased positive and supportive interactions within girls key relationships
<ul style="list-style-type: none"> # girls successfully completing internships 	<ul style="list-style-type: none"> Girls can identify realistic pathways to their aspirations.

It is important that you define what each of the terms might mean in the context of your project e.g. participation means membership and regular attendance of a club or activity. Key terms to consider include: participation, successfully, support, regularly.

7.3 Measurement

When selecting means of measuring this type of intermediate outcome, GEC projects will need to define the specific life skills, agency and assets the project intends to help girls develop, tailored to the social, cultural and economic context in which they live. Tools should also be adjusted for each age range and life stage.

The GEC FM plans to develop a Life Skills index for projects to use. This will consider skills, assets, agency and knowledge; incorporate a gendered perspective; focus on transitions from primary to secondary education, and from formal/non-formal education to the world of work; and include optional modules on ICT, financial literacy and sexual and reproductive health knowledge. The index will be an easy to administer questionnaire that asks participants to respond to statements using a scale such as the Likert scale. Specific skills and knowledge that should be considered, and which will likely be included in the index are listed below:

	Specific skills, assets, agency or knowledge
Cognitive	Financial literacy and knowledge: <ul style="list-style-type: none"> attitudes and motivations (attitudes to money and savings, goals for financial management and savings) knowledge and understanding of financial products and concepts (budgeting, saving, money management, role money plays in society) financial planning and goal setting behaviours
	ICT knowledge and skills: <ul style="list-style-type: none"> accessing ICT operational (including staying safe) skills for different devices use of basic text and office applications navigating information using social and creative applications <i>Considerations: reflect which devices girls are likely to have access to and ensure use of these is reflected in your questions e.g. computer or laptops, tablets, internet, and mobile phones with internet access</i>
	Sexual and reproductive health (SRH) knowledge: <ul style="list-style-type: none"> knowledge of reproductive and sexual health knowledge of contraception knowledge of where and how to access SRH services knowledge about self-protection and risk awareness
	Problem-solving skills
Non-cognitive	Personal agency: self-confidence, self-control, understanding/managing emotions and empathy ³
	Self-efficacy skills: critical thinking, decision making, perseverance, planning/goal setting
	Inter-personal skills: verbal/non-verbal communication, relationship and network building, enlisting social and material support (e.g. parents, mentors)
Enabling environment ⁴	Gender equitable attitudes, norms and relations
	Social support (from communities, political institutions, educational institutions, parents)

³ This draws from Room to Read's Life Skills Framework - personal communication, February 2017.

⁴ Preventing violence and knowledge about seeking help is also critical, and projects may want to explore additional tools to augment any life skills assessment.

Listed below are the main quantitative and qualitative research methods that you may want to consider when measuring intermediate outcomes in this category:

Quantitative	Qualitative
Life skills: Self-completion survey or questionnaire	<ul style="list-style-type: none"> • Participant or activity observation to measure frequency and qualities of behaviours e.g. of a girls club activity • KII • FGDs – ideally using participatory approaches • Open ended life skills questionnaire (either self-completion or facilitated) e.g. asking girls to a series of questions that describe their perceptions, reactions and behaviours and then assessing answers for positive changes. • Responses to a case study, scenario or image • Role plays • Most Significant Change stories
Social support: Perceived Social Support Questionnaire Multidimensional Scale of Perceived Social Support	
Financial literacy, ICT skills/knowledge, SRH knowledge: Self-completion test and/or survey	

7.4 Good practice tools

Life skills

Good practice description	Where to access
Care Youth Leadership Index	http://www.care.org/sites/default/files/documents/CARE-YLI-Toolkit-FINAL-WEB.pdf
Development Assets Framework	http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18
Jacobs Foundation Monitoring and evaluating life skills for youth development. Volume 2: the Toolkit	http://globaled.gse.harvard.edu/files/geii/files/jacobs_me_toolkit_e.pdf
Various qualitative and quantitative tools: Hinson, L., Kapungu, C., Jessee, C., Skinner, M., Bardini, M. & Evans-Whipp, T. (2016)	Measuring Positive Youth Development Toolkit: A Guide for Implementers of Youth Programs
Social Support Tool	https://www.researchgate.net/publication/16360552_Measures_of_Perceived_Social_Support_from_Friends_and_from_Family_Three_Validation_Studies

Financial literacy

Good practice description	Where to access
Digital Skills Questionnaire for Children Helsper, E.J., Van Deursen, A.J.A.M. and Eynon, R. (2015)	Digital Skills Questionnaire for Children
Project report – Measuring Digital Skills Deursen, A.J.A.M., Helsper, E.J. and Eynon, R. (2014)	Measuring Digital Skills. From Digital Skills to Tangible Outcomes
Key project report Livingstone, Sonia and Bober, Magdalena (2005) <i>UKGO (UK Children Go Online) Children</i>	http://eprints.lse.ac.uk/399/1/UKCGO_Final_report.pdf
Young Lives Round 5 questionnaire	Link to follow when published

Self-efficacy and self-esteem (see also the chapter on Self-esteem as an intermediate outcome)

Good practice description	Where to Access
Schwarzer's & Jerusalem's Generalized Self-efficacy Scale	http://userpage.fu-berlin.de/health/selfscal.htm
Judge, T. T., Locke, E. A., Durham, C. C., & Kluger, A. N. (1998). Dispositional Effects on Job and Life Satisfaction: The Role of Core Evaluations. <i>Journal of Applied Psychology</i> , 83, 17-34	https://www.researchgate.net/publication/13738146_Dispositional_Effects_on_Job_and_Life_Satisfaction_The_Role_of_Core_Evaluations
Rosenberg Self-esteem Scale	https://socy.umd.edu/quick-links/using-rosenberg-self-esteem-scale

8. Girls' self-esteem

8.1 What we mean by this intermediate outcome

Educational outcomes are measured in the GEC through improvement of cognitive skills such as literacy and numeracy. However, there is growing discussion around the theory that non-cognitive skills, such as self-esteem, self-efficacy and self-confidence, are linked to improved learning and eventual life outcomes, and should be considered as an essential enabler of educational outcomes.

There is a need to better understand the direction of the relationship between **non-cognitive and cognitive development** - broken down simply, do improvements in self-efficacy, for example, support improved literacy and numeracy outcomes, or does it work the other way? Or is it a more nuanced relationship?

By being clear with how we define and measure each of these, GEC-T projects will be positioned to produce evidence that helps to unpack these relationships further. Self-esteem, self-efficacy and self-confidence are often confused and conflated as one. While they are closely connected, it is important to understand the difference between the three.

- **Self-concept:** is your *knowledge* about yourself. 'Who am I?' This includes beliefs around academic performance, gender roles etc. It is a descriptive component of one's self e.g. I am a fast runner.
- **Self-esteem:** is your attitude toward yourself and general feelings of self-worth and self-*value*. e.g. I am happy with how I run.
- **Self-confidence:** belief in your ability to perform certain *skills*. e.g. I can improve my running
- **Self-efficacy:** belief in one's *capacity to succeed* at tasks and goals which affects behaviours. E.g. I believe I can become a faster runner

Some of the key interventions used to build marginalised girls self-esteem, self-efficacy and self-confidence in GEC-T projects are listed below. While the list is not exhaustive, it highlights the need to tackle a range of aspects of girls' lives including changing attitudes (of girls and those close to her), providing assets, building social capital and fostering aspirations, all of which require particular indicators and measurement tools to capture the nuances at the intermediate outcome level.

- Increasing positive **attitudes**⁵ to girls' education and potential in those closest to the girls, such as teachers, parents, religious leaders and peers.
- Providing **assets**⁶ that support girls' education and make them feel like valued learners, such as bursaries, uniforms, stationary sets and bank accounts.
- Building **social capital**⁷ amongst girls by providing extra-curricular classes and girls clubs that form 'safe spaces' whereby girls can catch-up in subject areas, learn life skills such as sexual and reproductive health (SRH), form friendships and share experiences.

⁵ See GECT IO guidance on 'community attitudes and behaviour change'

⁶ See GECT IO guidance on 'Economic interventions'

⁷ See GECT guidance on 'Life Skills'

- Foster **aspiration** through using in-school mentors, role models and peers that guide and inspire girls' vision for a more ambitious future through learning.

8.2 Indicators

Listed below are some examples of quantitative and qualitative indicators relevant to this intermediate outcome (see also the Self-esteem section of the Life Skills chapter):

	Quantitative	Qualitative
Self-esteem (self-worth and value)	<ul style="list-style-type: none"> • Percentage of marginalised girls who report and display increased self-esteem in the home, school and/or community • Percentage of parents/guardians and/or teachers who perceive marginalised girls' demonstrate increased voice, influence and mobility in the home, school and/or community 	<ul style="list-style-type: none"> • Change in marginalised girls' perception of their voice, influence and mobility • Changes in teachers and/or parents/guardians perceptions of marginalised girls' voice, influence and mobility in the home, school and/or community
Self-efficacy (capacity to succeed)	<ul style="list-style-type: none"> • Percentage of marginalised girls who report increased academic self-efficacy • Proportion of marginalised girls who take up leadership roles in the school and/or community environment 	<ul style="list-style-type: none"> • Changes in marginalised girls' perceptions of their ability to succeed academically • Changes in teachers and/or parents/guardians' perceptions of marginalised girls leadership abilities in the school and/or community
Self-confidence (ability to perform a skill)	<ul style="list-style-type: none"> • Proportion of marginalised girls who actively interact with peers in the classroom • Proportion of marginalised girls who actively participate in the classroom • Percentage of marginalised girls who report increased self-confidence in performing in a subject (e.g. reading, maths) • # of girls who proactively engage in productive and participatory activity 	<ul style="list-style-type: none"> • Changes in teachers' perceptions of marginalised girls interaction with peers in the classroom • Changes in teachers' perceptions of marginalised girls' participation in the classroom • Changes in marginalised girls' perceptions of their ability to perform in a subject (e.g. reading, maths)

8.3 Measurement

Listed below are some key quantitative and qualitative research methods that you may want to consider when measuring this intermediate outcome:

Quantitative	Qualitative
<ul style="list-style-type: none"> • Classroom observation to measure changes in girls' peer interaction and classroom participation • Self-completion questionnaire/survey to measure changes in girls self-confidence (task-related), self-efficacy (success-related) and self-esteem (value-related) • Likert scale (based on the Rosenberg or GSE scales) to measure changes in girls' self-confidence, self-efficacy and self-confidence • Household survey to measure changes in girls and parents' perception of changes in girls' voice, influence and mobility 	<ul style="list-style-type: none"> • KAP survey to explore perceptions of parents, caregivers, teachers, girls and boys around girls' education and gender equality • Most significant change stories of girls' increased voice, influence and mobility • Focus Group Discussions with parents, teachers, students (disaggregated by sex and age where appropriate) • Key Informant Interviews with male/female teachers, mothers/fathers, girls and boys • Case studies exploring changes in girls academic self-confidence (literacy and numeracy), self-efficacy (subject related) or self-esteem (value-related)

Please note that guidance and good practice on mixed methods will also be provided separately.

8.4 Good practice tools

A good practice tool is a technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Listed below are examples of and links to good practice tools and/or other guidance relevant to this intermediate outcome (see also the Self-esteem related tools in the Life Skills chapter). The Rosenberg scale and General Self-Efficacy scale are two of the most common scales used to measure changes in self-confidence, self-efficacy and self-esteem. It is important to note that self-efficacy may not in operate the same way in different cultural contexts. Gender norms around the role and value of women and girls should also be taken into consideration. Standard scales should be adapted to the subject, target group and cultural/country context in order to develop an indicator framework that will generate results that are of high quality and validity.

Good practice description	Where to access
General Self-Efficacy Scale Designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life	http://userpage.fu-berlin.de/~health/selfscal.htm
Rosenberg Self-esteem scale A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self	https://socy.umd.edu/quick-links/using-rosenberg-self-esteem-scale

5. Quarterly Reporting Templates

Quarterly Project Report (QPR) Template

The following template images are for information only, the final versions will be released via FMS by 31 May. The links included in the template will be activated on the FMS version.

Please note, the 'QPR' comprises of this document, alongside:

1. Quarterly Workplan Tracker (which includes separate sheets for the Risk and Issues Register and Management Information) and;
2. Quarterly Finance Report (which includes separate sheets for financial variance, partner mapping and financial compliance report)

Together these should all be submitted together here [\[location hyperlink to be added\]](#).

1. Background Information

Lead Organisation			
Project Title			
FM Reference no.			
Key partner organisation(s) Highlight any changes to your key partner organisation(s) here			
Reporting period (dd/mm/yyyy)	From:		To:
Date report produced (dd/mm/yyyy)			
Reporting Quarter			
Name/position of primary person who compiled this report	Name:		Position:
Name/position of contact point for correspondence relating to this project	Name:		Position:
	Email:		

2. Summary and Key Issues

Please outline key successes and challenges this quarter, referring to information provided in your Quarterly Workplan Tracker and Finance Report (max half page).

[\[Handbook hyperlink to be added\]](#)

Please outline proposed adaptations to programming (timing, sequencing and activities, including budgetary impact (£)) or requests for technical support you would like to discuss at your next **Review and Adaptation** meeting. [\[Handbook hyperlink to be added\]](#)

3. Lessons Learned

Which Learning Clusters are you currently part of?

Learning Cluster 1	
Learning Cluster 2	

Please respond to the quarterly Lessons Learned question that is relevant for your Learning Cluster which can be found here [\[Quarterly Lessons Learned question hyperlink\]](#). Your response should refer to lessons learned during the reporting period and

can be in the form of short reports, interviews, profiles and/or case studies from beneficiaries and/or those that have worked on the intervention/adaptation. Please share further attachments to this document if needed. See guidance immediately below on how to structure your lessons.

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Guidance: What do we mean by lessons learned?

<i>Context</i>	<ul style="list-style-type: none"> • <i>What is the specific context or situation that the lesson learned relates to?</i> • <i>How is this impacted by the local situation/environment/culture?</i>
<i>Intervention/adaptation</i>	<ul style="list-style-type: none"> • <i>What was the mechanism set up by you, or action taken?</i> • <i>What is being done? By whom? How?</i> <p><i>NB: the effectiveness of the mechanism is the key thing we're learning about</i></p>
<i>Outcome</i>	<ul style="list-style-type: none"> • <i>What was the outcome or result that happened because of the action taken by you in this specific situation (intended and unintended)?</i>
<i>Conclusions</i>	<ul style="list-style-type: none"> • <i>What the key lesson is that has been learned?</i> • <i>How does the lesson specifically relate to strengths and weakness in the design or implementation process and the effects of this on performance, outcomes and impacts?</i> • <i>What are the key elements to success?</i> • <i>What has not worked?</i> <p><i>A good way to think about what the learning is from a particular experience is to use questions like: In the context of what you learned:</i></p> <ul style="list-style-type: none"> • <i>What would you do again next time and why?</i> • <i>What would you do differently next time and why?</i> <p><i>NB: We need to know what evidence we have for a lesson and what more might be needed.</i></p>

4. Dissemination

Have you carried out any external communication to disseminate findings/ learning/ other information about your project during this quarter, either as publications or at events?

[\[Hyperlink to dissemination guidance\]](#)

Content disseminated	How was it disseminated?	Who was it disseminated to?	Purpose of dissemination/influencing

5. Evaluation

Please confirm whether you have undertaken any activities towards preparing for your next evaluation point during this quarter. [\[Hyperlink to evaluation guidance\]](#)

Date of next Evaluation Point	Insert date and nature of evaluation (eg baseline)
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Preparation for next evaluation point	Insert summary of activities
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6. Additional Information

Please review and confirm the following and provide further information if required.

Action	Y/N	Further information (as required)
Child protection Has there been any breach of <u>your</u> Child Protection Policy this quarter? [Hyperlink to CP guidance]		If so, please give details on: <ul style="list-style-type: none"> • details of the incident and whether this was within your organisation, a partner or a contractor • what action you have taken • what more needs to be done • what was the outcome/conclusion • the current circumstance of the child and their wellbeing
Child safeguarding Have any actions been taken this quarter to strengthen the implementation of child safeguarding standards across the project including all consortium or implementing partners? [Hyperlink to CP guidance]		Clarify if this includes revision of your/consortium or implementing partner's policy, capacity building support to partners, training of staff, development of specific implementation guidance, updating a service mapping in a certain district etc
Do no harm Is there any evidence, anecdotal or otherwise, of unintended negative consequences as a result of project activities? This		If so, please give details on: <ul style="list-style-type: none"> • what the challenge/problem is • what action you have taken, if any • what more needs to be done

includes feedback from project participants e.g. girls, boys, parents [Hyperlink to DNH policy and guidance]		<ul style="list-style-type: none"> what was the outcome/conclusion 	
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7. Any additional comments or feedback to the FM

Please use this space to make any other comments, raise issues, provide any feedback or make requests to the FM. This might include requests or feedback to the FM, expert support/capacity building needed from the FM etc. Please note, issues and feedback can be provided to the FM at any time and if urgent should be done through the relevant Portfolio Manager.

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8. Checklist

Item	Confirmed as of dd/mm/yy
Quarterly Workplan Tracker has been updated according to project progress	
Quarterly Finance Report has been updated according to project progress and spend against budget	
Risk Register/Log has been reviewed this quarter and updated	
All changes to project context has been considered and reflected in the latest Risk Register/Log	
Management information has been entered into the Quarterly Workplan Tracker MI sheet	
Next quarter's tracker is prepared, including carry forward information from this quarter	

GEC Project Issue & Risk Log

Last updated: 03/05/2017

Project Name:

To be maintained by project, and submitted at the end of each quarter alongside

Ref	Date added	Description of Risk <i>(once entered, this column remains unchanged)</i>	Status update & steps to mitigate <i>(use this column for ongoing updates and final comments once the risk is closed)</i>	Owner <i>(team member accountable for managing this risk)</i>	Status
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Project Quarterly Finance Report

GEC-T QUARTERLY
FINANCE REPORT:
SECTION 1 OF 3

Recipient Name:
Project Title:
Project Reference Number:
Reporting Quarter:
Date:

1. Using the data from the Quarterly Expenditure Report your project has input into the FMS, please explain **any variance of more than 10% between your actual and budgeted expenditure**. Please note this may require explaining significant variances at a cost category level in order to provide a full and satisfactory level of detail. The Fund Manager will seek further clarification if required.

Output	Quarter Budgeted Expenditure £	Quarter Actual Expenditure £	Variance £	Variance %	Explanation
1			£0	#DIV/0!	
2			£0	#DIV/0!	
3			£0	#DIV/0!	
4			£0	#DIV/0!	
5			£0	#DIV/0!	

Please add in more rows to the table above as required.

Cost Category 1	Quarter Budgeted Expenditure £	Quarter Actual Expenditure £	Variance £	Variance %	Explanation
Monitoring & Evaluation			£0	#DIV/0!	
Central Administration & Overheads			£0	#DIV/0!	

2. Using the data from the Request for Funds Forecast and the Quarterly Expenditure Report your project has input into the FMS, please explain **any variance of more than 3% between your actual and forecast expenditure**.

Output	Quarter Forecasted Expenditure £	Quarter Actual Expenditure £	Variance £	Variance %	Explanation
1			£0	#DIV/0!	
2			£0	#DIV/0!	
3			£0	#DIV/0!	
4			£0	#DIV/0!	
5			£0	#DIV/0!	

Please add in more rows to the table above as required.

Cost Category 1	Quarter Forecasted Expenditure £	Quarter Actual Expenditure £	Variance £	Variance %	Explanation
Monitoring & Evaluation			£0	#DIV/0!	
Central Administration & Overheads			£0	#DIV/0!	

**GEC-T QUARTERLY
FINANCE REPORT:
SECTION 2 OF 3**

Recipient Name:
Project Title:
Project Reference Number:
Reporting Quarter:

Date:

Please provide a breakdown of your quarterly expenditure by Downstream Partner, with a comparison against the budgeted breakdown per Downstream Partner

Downstream Partner	Quarter Budgeted Expenditure £	Quarter Actual Expenditure £	Variance £	Variance %	Explanation
1			£0	#DIV/0!	
2			£0	#DIV/0!	
3			£0	#DIV/0!	
4			£0	#DIV/0!	
5			£0	#DIV/0!	

Please add in more rows to the table above as required.

GEC-T QUARTERLY FINANCE REPORT: SECTION 3 OF 3				
Recipient Name:				
Project Title:				
Project Reference Number:				
Reporting Quarter:				
Date:				

Activity	Action	Response	Further Information	
IATI	Have you uploaded to IATI this quarter?		If not then please provide details on what the outstanding actions are and when you expect to comply with this.	
Fiduciary Risk	Has there been or do you suspect any incidents of fraud, bribery or corruption in the last quarter?		If so, please provide details of the incident / your suspicions and document what action has been taken in response. Please include details of who has been informed within the Fund Manager.	