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Impact Evaluation Report

STiR Education - Uganda

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Abbreviations

AO	Sum of Assets
ASER	Annual Status of Education Report
ASSHU	Association of Secondary School Head Teachers in Uganda
CCT	Centre Coordinating Tutor
CPD	Continuous Professional Development
CPTC	Core Primary Teachers College
CWSN	Children With Special Needs
DC	District Champion
DEL	District Education Leader
DEO	District Education Officer
DESSA	Devereux Student Strengths Assessment
DL	District Leader
EL	Education Leader
ELM	Education Leader Manager
FLN	Foundational Literacy and Numeracy
GPF	Global Proficiency Framework
HT	Head Teacher
ICAN	International Common Assessment of Numeracy
IDELA	International Development and Early Learning Assessment
IDI	In Depth Interview
LAT	Learning Assessment Tool
LIC	Learning Improvement Cycle
LM	Sum of access to Learning Materials
MCQ	Multiple-choice Questionnaire
MIS	Management Information Systems
NAMDEO	National Association of Municipal and District Education Officers
NGO	Non-Government Organisation
OECD DAC	Organisation for Economic Cooperation and Development-Development Assistance Committee
PAL	People's Action for Learning
PSU	Primary Sampling Unit
RFP	Request for Proposal
SEL	Social and Emotional Learning
SRoI	Social Return on Investment
TALIS	Teaching and Learning International Survey
TNM	Teacher Network Meeting
UGX	Ugandan Shilling
UNISA	Uganda National Inspectors of Schools Association
UPE	Universal Primary Education Policy
UUID	Universally unique identifiers
WCQ	Work Climate Questionnaire

Executive Summary

Context

Educational disparities are widespread in Uganda with many students experiencing barriers to quality education particularly children from low-income families. Inequalities are further exacerbated by financial constraints and limited resources. Girls face additional issues including teenage pregnancy, child marriages, restrictive social and cultural norms leading to high dropout rates[1].

Over the last 3 decades, the Ugandan government has made several strides in improving the education system of the country. Notable achievements include decentralization of education in 1997 and establishment of the Universal Primary Education (UPE) policy which eliminated school fees, making education more widely accessible[2]. The government also highlighted the crucial role-played teachers in improving student outcomes. A teacher development policy was introduced to enhance teacher training and development[3]; additionally, a framework was established to provide financial and non-financial incentives to motivate teachers[4]. While the Ugandan government has implemented both student and teacher centric policies, yet they lack proper implementation.

STiR Education started its operations in Uganda in 2014, with interventions focused on improving intrinsic motivation of teachers and education stakeholders through observation, feedback, and teacher development. As of October 2023, the primary programme of STiR Education covers over 50% of the primary schools and 75% of secondary schools in Uganda.[5] Its programme focuses on fostering an all-round development of children by looking at more than just education outcomes, but also their emotional intelligence and competency. STiR Education further aims to bridge gender inequalities faced by children in schools by introducing a set of best practices they encourage students and teachers to follow.

About the Impact Evaluation Study

The primary focus of this impact evaluation study was to assess whether the STiR Education programme resulted in achieving the intended impact, i.e., an improvement in learning outcomes of children. Further, the impact evaluation study delved into understanding the level of achievement of outcomes pertaining to improvement in motivation levels, systemic and procedural transformation, and role-modelling.

Methodology

As a first step of evaluation, a literature review was conducted during the project initiation stage, and the findings from this review were presented in the inception report. The review covered a range of disciplines, including educational psychology, motivational theory, teacher capacity development, and school education environment. This review highlighted the methods by which causal pathways between the programme intervention and expected impact can be mapped, toolkits and assessments, usage of different research techniques, and approaches to analysis especially in the field of primary education.

Based on the findings of the review and discussions with the STiR Education M&E team, the study adopted a mixed-methods quasi-experimental research design, incorporating quantitative insights from

[1] Stakeholder discussions and STiR Reports
[2] https://unesdoc.unesco.org/ark:/48223/pf0000265389
[3] National Teacher Policy, 2018
[4] GUIDELINES FOR THE PROVISION OF INCENTIVES AND REWARDS TO TEACHERS IN UGANDA, Ministry of Education and Sports. (2019). https://shorturl.at/KthmU
[5] https://stireducation.org/uganda/

various assessments and surveys, and enhancing depth and nuance through qualitative interviews. It is to be noted that baseline studies were not conducted on the interventions, earlier.

Quantitative data was collected from students, their parents, and teachers across the treatment schools (schools with STiR Education programme) and control schools (schools without STiR Education programme). While the students responded to a two-stage in-class assessment covering foundational literacy and numeracy, and social and emotional learning, their parents provided details on their household's socio-economic conditions and home learning environment. The teachers' survey covered different aspects such as their background, the nature of work, working environment and need satisfaction, teaching behaviours, and work-task motivation.

Qualitative interviews were conducted with parents of students, teachers, school education leaders (principals and / or STiR Education focal point teachers), district education leaders (district officers and teacher trainers), ministry officials, and the STiR Education team. The qualitative interviews aimed to gather richer information about teaching and coaching behaviours, programme operations, systemic engagement, perspectives on programme effectiveness and stories of success or failure.

Descriptive statistics and regression analysis were used to analyse the quantitative data. The regression analysis considered the scores from the students' assessments (dependent variable) and the parents' demographic data and presence of STiR Education (independent variables). The regression models aimed to examine the extent of STiR Education's impact on student scores.

The descriptive analysis was conducted to obtain an overall comparison of key elements between the treatment and control schools.

Qualitative data was coded and analysed thematically to draw specific insights in alignment with the key evaluation questions.

Summary of Data Collected

Table 1: Summary of Data Collected

#	Type of Data	Instrument	Quantity
1.	Learning and social-emotional assessment (6th Grade)	Student in-class test	1141
2.	Students' socio-economic background*	Parent forms	749
3.	Teacher background, need satisfaction, motivation	Teacher survey	70
4.	Teacher interviews (Teachers, Mentor Teachers)	Semi-structured questionnaire	20
5.	School principal, STiR Focal Point Teacher	Semi-structured questionnaire	15
6.	District Education Officer	Semi-structured questionnaire	3
7.	Centre Coordinating Tutor	Semi-structured questionnaire	4
8.	Ministry official interview	Semi-structured questionnaire	2
9.	Parents interviews	Semi-structured questionnaire	11
10.	STiR Education team	Semi-structured questionnaire	4

**1141 forms were distributed, out of which 749 were received back from the parents*

Key Findings

Question 1: What is the impact of STiR Education's programme on student learning outcomes, their foundations of learning, and their socio emotional learning?

The STiR Education programme has had a positive impact on student learning outcomes. The programme's effect size was 15.8% for total scores[6], 15.6% for literacy, and 14.2% for numeracy, indicating improvements in foundational learning. The effect size in standard deviation for the total score is 0.183 (0.133 for literacy and 0.166 for numeracy), indicating a positive impact on learning outcomes.

The evaluation highlighted that the girls in treatment schools performed better than girls in control schools. However, amongst both treatment and control districts, boys outperformed girls.

In terms of social-emotional learning (SEL), students in treatment schools exhibited greater emotional intelligence and empathy. The study found that 88.0% of students in treatment schools sought emotional or academic support from an immediate family member, compared to 75.0% in control schools. Additionally, 80.1% of students in STiR programme schools correctly identified emotions, whereas this figure was slightly lower at 78.5% in control schools.

Students in treatment schools demonstrated stronger conflict resolution skills, with 71.7% resolving conflicts constructively, compared to 61.3% in control schools. Conversely, conflict escalation was more common in control schools (7.5%), whereas treatment students had a lower escalation rate of 4.6%, indicating better emotional regulation and de-escalation skills.

However, teacher-student relationships remained weak in both groups, with only 11.0% of students in treatment schools seeking academic or emotional support from teachers, similar to control schools.

Question 2: To what extent are education officials, teachers, and students intrinsically motivated as a result of engagement with the STiR Education programme?

The evaluation found that District Education Officers (DEOs) demonstrated strong professional expertise and a commitment to systemic improvements, with many viewing their roles as essential for teacher capacity building, curriculum reform, and gender equity initiatives. DEOs valued the role that STiR model plays in reinforcing teacher motivation and continuous learning, though they recommended improvements in content to maximize impact.

Among school education leaders, the STiR programme strengthened their sense of purpose, with over two-thirds actively managing school-level improvements, such as infrastructure changes, safety initiatives, and teacher development. However, contextual challenges such as teacher absenteeism, cultural attitudes towards education, etc. impacted the level of control over workload, with school leaders often taking up additional responsibilities to manage schoolwork. Despite this, school leaders continued to foster autonomy by supporting teacher independence.

Teachers in treatment schools reported experiencing greater autonomy in their schools, with 72.1% stating that school leadership provided choices, compared to 55.5% in control schools. Over 90% of treatment teachers enabled autonomy in their classrooms by actively encouraging student engagement through interactive teaching methods and questioning techniques, compared to 44.4% in control schools.

[6] Students in treatment schools scoring 1.441 points higher on average than those in control school (Deloitte Learning Assessment Test).

Teachers also reported strong peer networks and leadership support, with 90.2% of treatment teachers having positive professional relationships, compared to 66.7% in control schools. However, challenges in incorporating feedback remained, with 72.1% of treatment teachers struggling with implementation, compared to 55.5% in control schools. Despite this, teachers recognized the value of professional development opportunities, with many citing students' progress—particularly in STEM subjects—as a key motivator. While financial security remained an influencing factor, teachers viewed continuous learning, structured training, and collaborative peer support as essential drivers of job satisfaction.

Question 3: What is the impact of STiR Education's programme on the education ecosystem? What processes, structures or routines have been established/changed in the government education system as a result of the STiR Education programme? Are there any spillover benefits to government initiatives/priorities?

STiR Education's programmes align closely with the government, primarily due to their focus on teacher development and mentoring. While STiR was present in both primary and secondary schools, the impact on secondary schools has been much greater. Due to better financial capacities and streamlined processes the programme was better received in secondary schools.

While primary school teachers have been able to incorporate the teaching methods and strategies that they learnt through STiR programmes, respondents across the primary education ecosystem highlighted that external motivators could be necessary to drive interest and momentum in the programme.

Transfer of ownership of the STiR Education programme has been initiated, with schools and districts absorbing a portion of the costs associated with the implementation of the programme. However, respondents voiced their concerns over the lack of adequate financing, particularly as parents were unable to pay their portion of the school fee. It was also noted that the STiR team has worked with stakeholders to improve their capacity on conducting network meetings, monitoring, collecting feedback, etc. However, contextual challenges such as delegation of responsibilities and poor local infrastructure impeded the uptake of these responsibilities.

Stakeholders expressed the necessity of continuing the STiR model. However, the evaluation highlighted that certain stakeholders perceived that they were not adequately consulted or involved in developing the programme content and design. Respondents also indicated their preference for a direct delivery model to improve upwards engagement, from school to district.

Question 4: To what extent does the STiR programme develop officials' and teachers' capacities to be effective learners and role-models?

STiR Education successfully introduced a structured, system-wide intervention that promotes professional development and peer learning among teachers.

With Learning Improvement Cycles (LICs) focused on classroom management, student engagement, and teaching strategies, the programme has been well-received, particularly by teachers who actively applied its methods. Notably, 45.9% of treatment teachers preferred peer feedback as a training approach, compared to only 11.1% in control schools, demonstrating STiR's effectiveness in fostering collaboration. Similarly, 39.3% of treatment teachers favoured learning through observation, a significant increase over 11.1% reported by the teachers in control schools, highlighting the programme's ability to encourage experiential learning. Additionally, coaching and mentoring were significantly more favoured in treatment

schools (37.7% vs. 0.0% in control), reinforcing the impact of structured guidance in professional development.

Despite these strengths, some areas require improvement for broader systemic impact. The programme remains highly teacher-centric, with limited engagement among education officials such as DEOs and CCTs. Many officials viewed their role as facilitators rather than participants, limiting their ability to apply STiR's principles beyond teacher training. The monitoring framework also lacks gender-disaggregated data and structured reporting mechanisms to capture learning outcomes effectively. Additionally, logistical challenges, such as time and distance barriers, have restricted collaboration across districts. Infrastructure and resource constraints were also highlighted. Furthermore, contextual socio-cultural challenges persist, such as limited parental engagement and economic pressures that drive school dropouts, particularly among girls.

Despite these challenges, STiR's participatory and reflective approach has instilled a culture of continuous learning, with treatment teachers demonstrating higher engagement in interactive and feedback-driven professional development. While control teachers leaned towards externally facilitated training, STiR teachers benefited from hands-on, network-based learning models. Schools where responsibilities were shared among focal teachers reported higher retention of STiR concepts, ensuring sustained impact.

The programme's integration of peer collaboration, mentoring, and structured learning interventions has laid a strong foundation for improving teaching quality and student engagement.

Question 5: What is the impact of STiR Education's programme on gender and equity?

STiR Education has taken meaningful steps to integrate gender-inclusive strategies within its classrooms, contributing to a near-equal literacy performance between male and female students in treatment schools. While male students still outperformed females in numeracy across both treatment and control schools, the minimal literacy gap in treatment schools (Male: 72.9%, Female: 73.3%) suggests some progress toward gender parity in learning outcomes. Additionally, STiR's structured approach has encouraged participatory teaching methods, fostering a more inclusive learning environment for students.

However, the programme's design and strategy do not explicitly incorporate gender equality as a core objective, and no formal gender analysis was conducted prior to implementation. Key gender gaps remain in programme monitoring, with no gender-disaggregated data captured to track progress. Furthermore, while some LIC content includes gender considerations, there is no structured co-design process ensuring women's participation. As a result, STiR Education's contribution to gender equality was assessed at GEN 1[7], indicating limited but present gender-responsive elements.

Despite this, STiR's commitment to refining its approach presents an opportunity to embed stronger gender-sensitive practices, particularly in content development, monitoring, and addressing the specific challenges faced by female students and educators.

[7] Gender Equality Scale:
- 0- No Contribution
- 1- Limited Contribution
- 2- Significant Contribution
- 3- Primary Objective

Evaluation question 6: What is the Social Return on Investment (SRoI) associated with investing in STiR Education's programmes?

Social Return on Investment for STiR was conducted based on impact generated across students, taking into account their performance in LAT scores, and teachers, leveraging their self-reported motivation levels under the 5 areas in the Work Task Motivation (WTM) scale. The framework for conducting the SRoI for STiR was developed referring to Social Value International and UNDP's guides to conducting SRoI. Primary data collected from both stakeholders was leveraged to ensure reliability of estimated Net Present Value of impact.

The Social Return on Investment (SROI), calculated as the total Net Present Value of impact divided by the cost of inputs, was found to be £ 3.12 for every pound invested in the programme.

The financial proxy for students was based on a cost-savings approach, reflecting savings at the parent level. The proxy for teachers was determined using the time value approach, considering the hourly rate of teachers. Government statistics, Uganda Bureau of Statistics (UBS) and Education Policy and Planning Department's reports, were utilized to obtain data on the number of teachers, students, elementary schools, etc., with the financial proxy values.

Section 1

About STiR Education

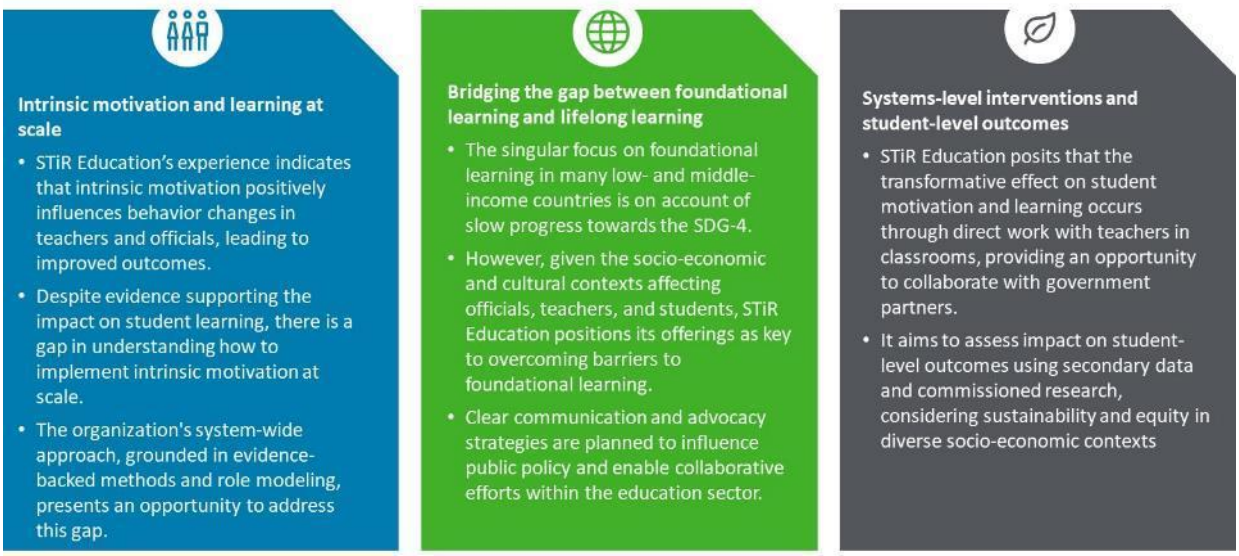
1.1 Background and Context

Access to quality education is a human rights issue – the lack of education inhibits critical developmental, cognitive capabilities, and decision-making skills; restricts social mobility and employment opportunities; and has a wide-reaching disempowering effect on one's own independence of thought and freedom of actions. However, 244 million children around the world are out of school (UNICEF 2022), and even when children attend school, they learn very little (Roser, 2022).

Recentring the focus on quality of education entails systemic change, resulting in the creation of learning environments and conditions that are accessible, inclusive, and engaging. This requires collaboration between teachers and educators, education leadership and administration, government officials, and enablers.

STiR Education's vision emphasizes intrinsic motivation as a crucial element in fostering lifelong learning among children. The organisation aims to strengthen education systems by enabling and catalysing partnerships with governments to drive and deliver interventions that facilitate incremental improvements. STiR Education's objective is to eventually usher in system-wide transformations in how education is delivered and how children learn.

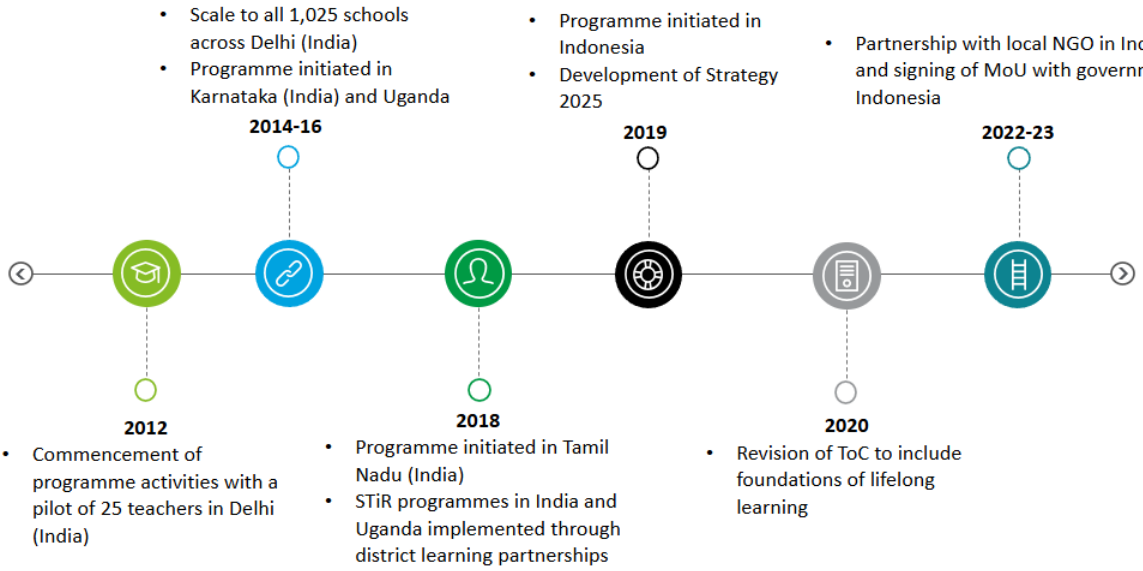
Figure 1: Strategic Opportunities for STiR Education



STiR Education implements its programme offerings through:

1. The teacher networks: To develop teachers' levels of intrinsic motivation and support their continuous improvement
2. Training and mentoring programme: To support district officials in prioritising teacher motivation through operationalising teacher networks and ensure collaboration and exchange of information and feedback between officials and teachers
3. A support model for national or state governments: To help them align and optimise the intrinsic motivation approach within their priorities and systems.

Figure 2: Key Milestones for STiR Education[8]



1.2 Programme Design

STiR Education's Theory of Change articulates its vision of a world where children not only love learning but are also equipped to thrive in an ever-evolving landscape. Central to this vision is the cultivation of intrinsic motivation among teachers, a journey guided by meticulously designed professional development initiatives. STiR Education has two core objectives: nurturing a love for learning in children and preparing them for sustained success beyond the school years.

For Teachers

STiR Education aims to empower teachers through the cultivation of intrinsic motivation. This involves providing a professional space for reflection, fostering a sense of professional pride, and encouraging thoughtful decision-making. STiR advocates for high-quality professional development, which entails regular peer network meetings, peer observation and feedback, and reflective practices. The organisation collaboratively co-creates content with partner governments, ensuring alignment with government priorities, and tailoring it to each geography's unique needs.

For Governments

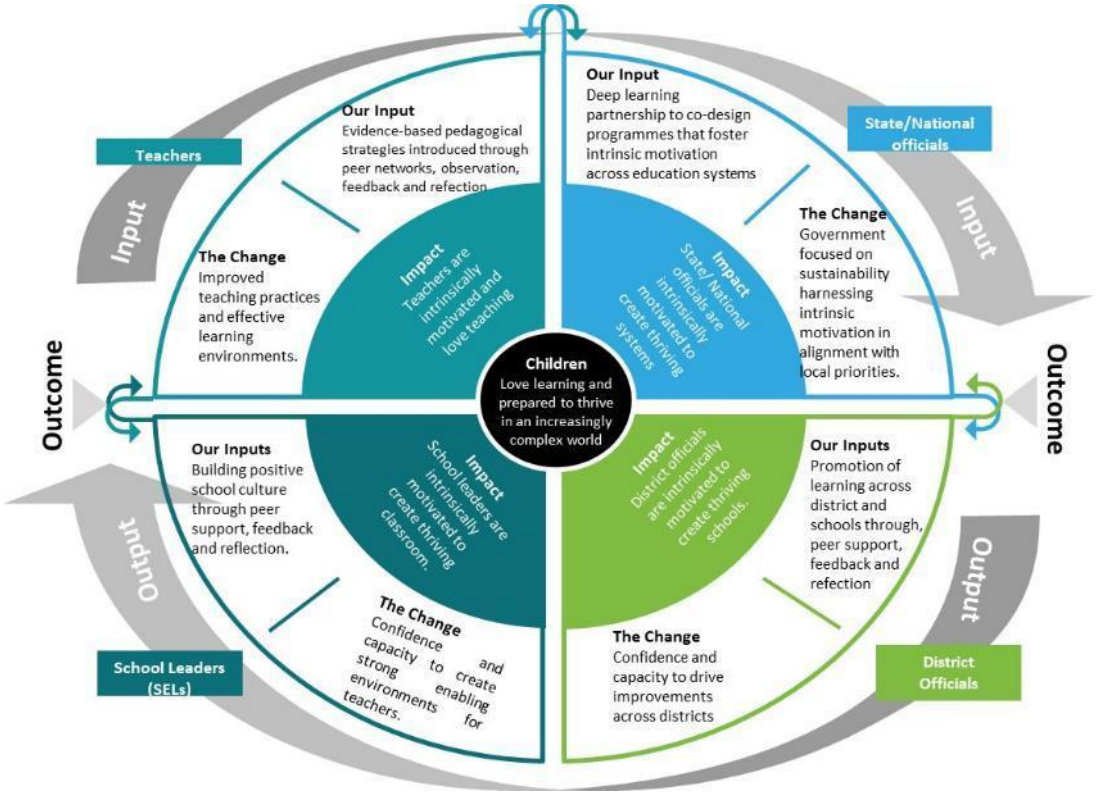
Recognizing that teachers do not operate in isolation, STiR extends its focus to the professional conditions shaped by school leaders and officials. These influencers play a pivotal role in leading and delivering programmes for teachers. Effective role-modelling of intrinsic motivation becomes paramount, necessitating a commitment to improvement cultures, an openness to mistakes, and a profound sense of professional pride.

[8] Note: "Initiated" here refers to the date of MoU signing.

In parallel with teachers, school leaders and officials also require autonomy, mastery, and purpose. STiR has introduced mechanisms such as quarterly training institutes, observation and feedback sessions, and reflective practices tailored to the distinct needs of these leaders.

STiR Education's dual role at this level involves co-creating training content with partner governments and

Figure 3: STiR Education's Theory of Change



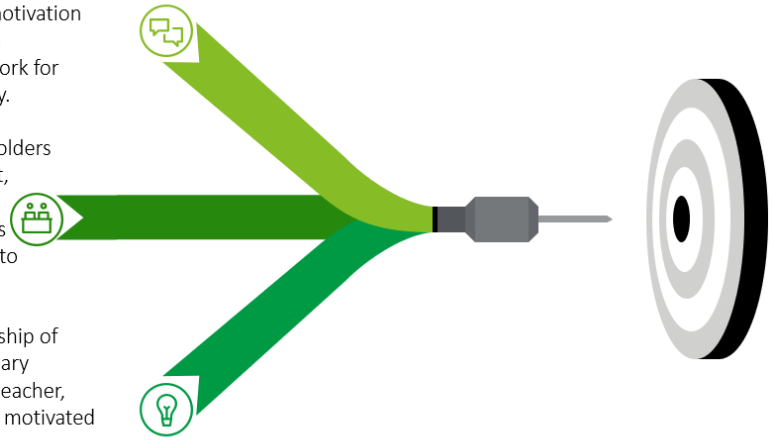
working directly with district and senior officials, providing coaching and strategic support. The ultimate aim is to ensure a culture of intrinsic motivation permeates the entire educational system.

1.3 STiR Education in Uganda

STiR launched its activities in Uganda in 2014 and signed a Memorandum of Understanding with the Ministry of Education and Sports in early 2019 to work in both government primary and secondary schools.

The programme focuses on peer networks, action and feedback, and reflection, involving every teacher and official in operational districts. Teachers participate in monthly network meetings to learn new practices, while school leaders and district officials attend termly training sessions to enhance their skills. Additionally, monthly coaching and support are provided, with progress monitored through district and national alignment meetings.

- To establish a cooperative framework between STiR and the Ministry aimed at enhancing the intrinsic motivation and capacity of teachers and district officials, in accordance with the Teacher Incentive Framework for Uganda and the Uganda National Teacher Policy.
- To improve coordination among various stakeholders involved in providing in-service teacher support, training, and capacity development.
- To create a collaborative network that facilitates innovative interventions empowering teachers to lead improvements in student learning.
- To empower members of ASSHU to take ownership of fostering intrinsic motivation across the secondary education system, ensuring that every official, teacher, and student within their districts and regions is motivated to learn and excel.



As part of the intervention of STiR with the Ministry of Education and Sports, the target groups identified are teachers, district officials, C PTCs, and District ASSHU Chairpersons.

The different interventions implemented in Uganda with various stakeholders, along with their frequency, are as follows.

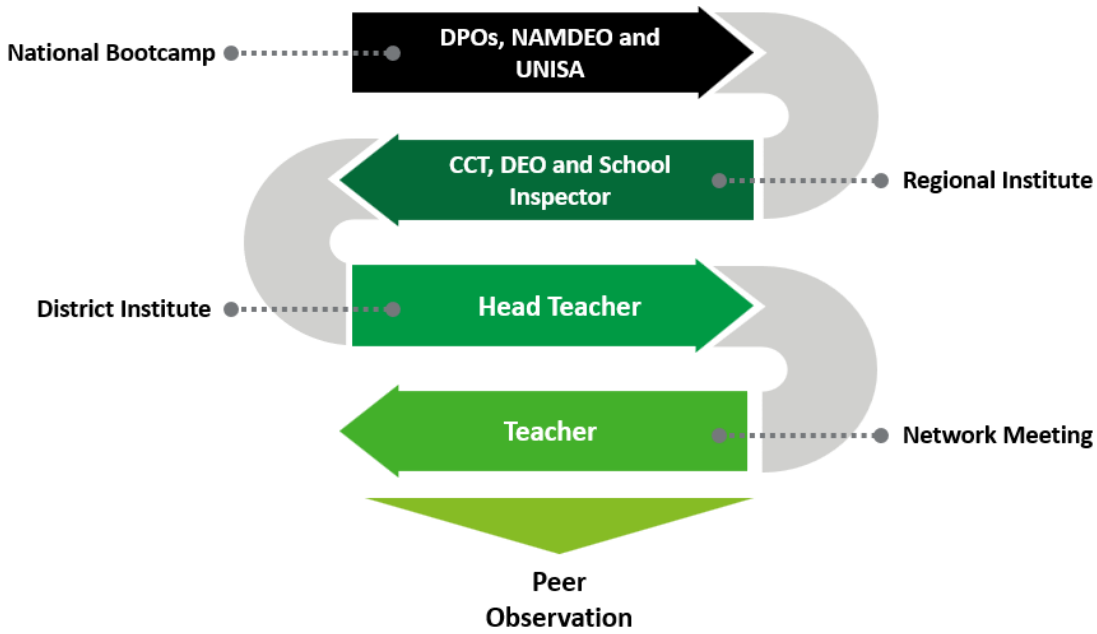
Table 2: Programme Interventions in Uganda

INTERVENTION	FREQUENCY
National Institutes	Three Times per year
Regional/DEL institutes	Three Times per year
District/SEL institutes	Three Times per year
Teacher Network Meeting	Three Times per school term
Classroom observations	Dependent on the number of network meetings held per school
Coaching Calls	Dependent on number of stakeholders that demonstrate lack of capacity to carry out a successful network meeting
Mid-term meet ups	Three Times per year
National and District Alignment meetings	Once (National level) a year / three Times per year (District level)

1.4 Stakeholders

The STiR Education programme relies on a diverse network of stakeholders, each with distinct roles and responsibilities crucial to the execution of the programme, ultimately aiming to enhance student learning outcomes.

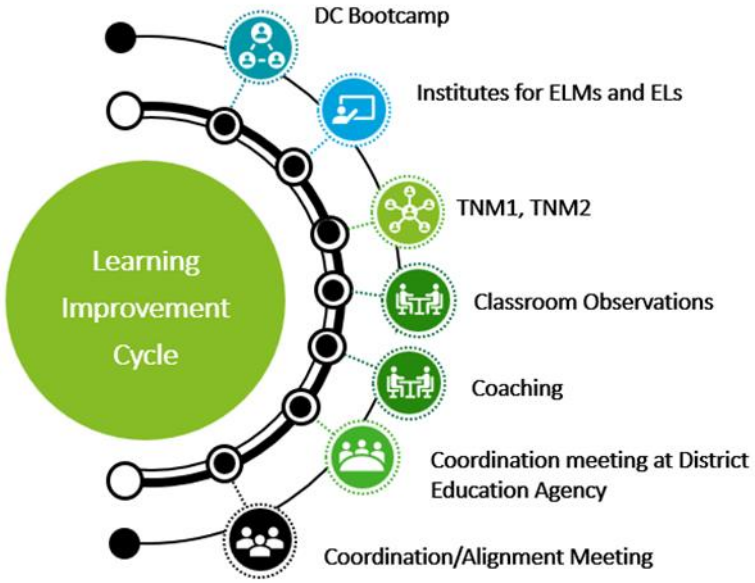
Figure 4: Stakeholders in Uganda



- National Association of Municipal and District Education Officers (NAMDEO)- Provide education management support for the programme. They engage with head teachers (HT) and mobilise them for the SEL (school education leader) institute and manage the HTs by holding them responsible for school level activities. The organisation is also assisting STiR in its plans to expand their reach in Uganda.
- Uganda National Inspectors of Schools Association (UNISA)- Provide supervisory support for the programme, ensures accountability in schools, assist with programme execution and progress reporting. They also support the DEOs in mobilizing Head Teachers.
- Centre Coordinating Tutors (CCT)- They mobilize head teachers and enhance learning quality through planning, mentoring, and performance reporting. They also work to build on teacher development.
- School Leader (Head Teacher)- Head teachers run the network meetings and illustrate methods which can be applied by teachers in their classrooms. They also provide feedback to teachers to improve their teaching methods.
- Teachers- They attend network meetings and incorporate their learnings in the classroom to foster student engagement, collaboration, and overall development. Teachers assist in creating syllabus and lesson plans.

1.4.1 Learning Improvement Cycle (LIC):

Figure 5: Components of LIC



The Learning Improvement Cycle (LIC) begins with a Bootcamp for the District Champion, then progresses through Institutes for Education Leader Managers (ELMs) and Education Leaders (ELs). In Uganda, this starts with the DPO bootcamp, progressing to CCTs and Head Teachers respectively. It includes Teacher Network Meetings 1 (TNM 1) and 2 (TNM 2), with Classroom Observations. Coaching is provided throughout, spanning the Bootcamp, Institutes, and TNMs. The cycle concludes with Coordination Meetings involving both the District Education Agency and National bodies, after which the next LIC begins. Each LIC focuses on a different theme.

Section 2

Overview of the Impact Evaluation

2.1 Context of the Study

STiR Education commissioned the study to evaluate its efforts in transforming the education ecosystem through the implementation of various programmes that enhance intrinsic motivation for key actors. The study adopted a systematic approach and methodology to assess the relevance, coherence, effectiveness, efficiency, impact, and sustainability of STiR Education programmes.

This impact evaluation study aimed to provide insights into the primary education context in Uganda, determine the alignment of STiR Education's interventions with Government efforts, analyse the level of impact on educational outcomes of students, assess the motivational drivers and barriers in key actors, and understand the nature of support provided by STiR Education to primary education stakeholders in the country. In addition to assessing programmatic impact, the study also enabled the creation of robust evidence for STiR Education's Theory of Change (ToC).

The primary focus of the study was developing this evidence base is to understand the impact of the programme at the student level and the institution/stakeholder level. To achieve this, the impact evaluation employed a combination of qualitative and quantitative evaluation approaches.

This study attempted to answer the following questions:

Table 3: Key Evaluation Questions

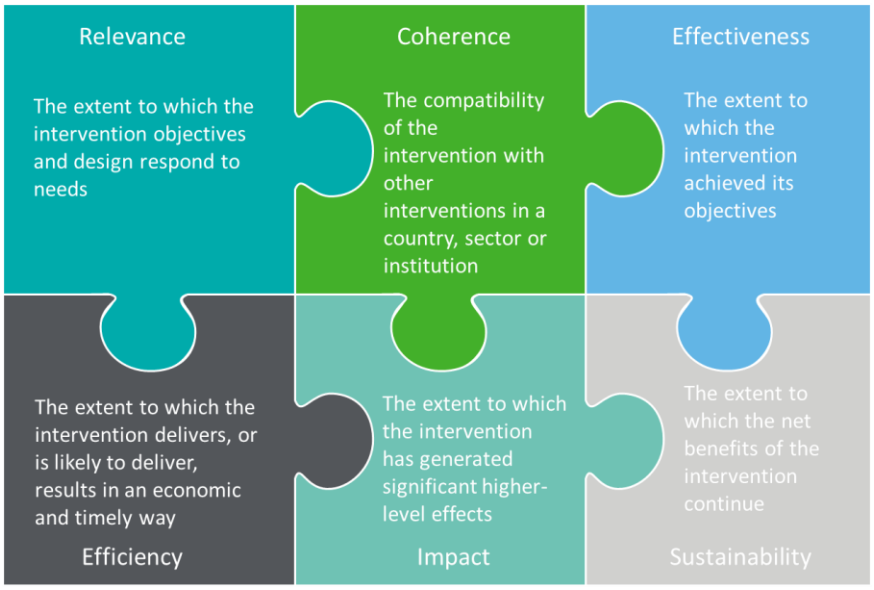
#	Key Evaluation Question
1	What is the impact of STiR Education's programme on student learning outcomes, their foundations of learning, and their socio-emotional learning?
2	To what extent are education officials, teachers, and students intrinsically motivated as a result of engagement with the STiR programme?
3	What is the impact of STiR Education's programme on the education ecosystem? What processes, structures or routines have been established/changed in the government education system as a result of the STiR programme? Are there any spillover benefits to government initiatives/priorities?
4	To what extent does the STiR programme develop officials' and teachers' capacities to be effective learners and role-models?
5	What is the impact of STiR Education's programme on gender and equity
6	What is the Social Return on Investment (SRoI) associated with investing in STiR Education's programmes?

2.2 Approach and Methodology

OECD DAC Framework

This study draws from the OECD-DAC framework to evaluate the impact of STiR Education's programme on all programme beneficiaries and the education ecosystem. This framework recommends the use of six criteria to evaluate interventions.

Figure 6: OECD-DAC criteria (Source: OECD)



The evaluation framework was tailored to assess STiR Education's interventions and provide a structured method for analysing the effectiveness and impact of the organisation's initiatives. This framework served as a strategic guide for collecting, analysing, and interpreting data to ascertain the extent to which STiR Education's programme achieved their intended goals and objectives. It delineates the critical components of STiR Education's interventions, including input resources, programme activities, delivered outputs, realized outcomes, and broader societal impacts.

Beyond evaluation, these criteria can also be extended to various processes such as defining frameworks and indicators for monitoring, managing results, funding approval, strategic planning, and intervention design, all aimed at enhancing future interventions. Ultimately, the criteria provide a consistent language, enabling standardization across interventions.

While the evaluation questions were adopted from the RFP for Evaluation developed by STiR Education, the OECD-DAC framework was used to further refine these questions. This serves the dual purpose of providing clarity for each of the evaluation questions, and closing any potential gaps in the evaluation.

Table 4: Evaluation Questions

No.	Evaluation Question	OECD-DAC Mapping	Sub-Evaluation Areas / Leading Questions	Data Source and Type of Information
1	What is the impact of STiR Education's programme on student learning outcomes, their foundational learning, and their socio-emotional learning?	Impact, Effectiveness	- How does STIR programme impact learning behaviours of students? - In what ways does STIR programme influence relationships (student-student, student-teacher)? - What is the extent of STiR Education's influence on student foundational learning (literacy and numeracy)?	- Assessments: Student LAT and SEL scores (Treatment vs Control) - Self-reported teaching strategies by teachers

No.	Evaluation Question	OECD-DAC Mapping	Sub-Evaluation Areas / Leading Questions	Data Source and Type of Information
			- How much of the learning improvement can be attributed to STiR Education's programmes?	
2	To what extent are education officials, teachers, and students intrinsically motivated as a result of engagement with the STiR programme?	Relevance, Impact	- How do STiR Education programmes address the specific needs of the education officials, teachers, and students? - What is STiR Education's contributions towards enabling autonomy, mastery, and purpose for officials, teachers, and students? - How does STiR Education support safety, self-esteem, and engagement of students? - To what extent do stakeholders demonstrate autonomy, mastery, purpose, and self-esteem?	- Teacher survey tool - Qualitative interviews with teachers, officials, parents, and education officers - SEL and LAT scores (Treatment vs Control)
3	What is the impact of STiR Education's programme on the education ecosystem? What processes, structures, or routines have been established/changed in the government education system as a result of the STiR programme?	Coherence, Sustainability, Efficiency	- In what ways is the STIR programme aligned with government education interventions at central, state, and district levels? - How has STiR Education improved or streamlined government processes? - What partnerships has STiR formed to ensure sustainability of outcomes? - What support and resources are required to sustain outcomes of the STiR programme? - Does the government find value in or take ownership of processes introduced by STiR?	- Qualitative interviews with teachers, education leaders, and officials - Interviews with stakeholders to assess integration of STiR processes within government priorities
4	To what extent does the STiR programme develop capacities of officials and teachers to be effective learners and role models?	Effectiveness, Sustainability	- What skills, capacity, and knowledge have STiR Education's programmes imparted to officials and teachers? - What changes in knowledge, skills, and behaviours result from STiR Education's programmes? - Do stakeholders find LICs valuable for professional development?	- Teacher surveys - Qualitative interviews with teachers and officials
5	What is the impact of STiR Education's programme on gender and equity?	Relevance, Impact	- How has STIR identified and integrated specific requirements to foster gender and inclusion? - What are the variations in performance (gender-wise) in LAT and SEL scores (Treatment vs Control)? - How much of gender equity in participation and retention can be attributed to STiR interventions?	- Sex-disaggregated LAT and SEL scores - Qualitative interviews with stakeholders
6	What is the Social Return on Investment (SRoI) associated with investing in STiR Education's programmes?	Efficiency	- What is the monetary value of the outcomes realised by STiR Education's programmes, and how does this compare to input costs? - How do STiR Education's programmes contribute to improvements in income?	- Budget and cost documents of STiR Education - Secondary review to assign financial values to outcomes

2.3 Data and Identification Strategy

Data

The primary data source for evaluating STiR Education programme included the data collected directly from students from schools covering both treatment and control group districts. The quantitative data helped in evaluating the key outcomes of the programme i.e., student learning, including their foundational learning and social-emotional learning. This quantitative data was also complemented by qualitative evidence obtained from teachers and education officials of the Government. Qualitative data helped in evaluating the other outcomes of the programme including intrinsic motivation and the capacity of teachers and officials to be effective learners and role models.

Figure 7: Students from Alero School, Nwoya, completing the assessment.

The study also analysed gender and equity dimensions for the aforementioned outcomes. For gender dimension, the study assessed the difference in outcomes between male and female programme beneficiaries (boys and girls). The study also assessed the distribution of the outcomes to trace improvement/worsening. Additionally, the study sought to understand the impact of STiR Education's programme on the respective education ecosystems through qualitative evidence.

Data collection tools were developed, drawing upon existing literature and past credible studies, and then customized to fit the specific contexts of the geographies in which STiR Education operates. These tools were piloted, refined, and administered for data collection.

While the study also intended to utilise secondary data from government sources to enrich the analysis, such data was not made available.

Identification Strategy

The core of identification strategy hinged on the quasi-experimental method, with adaptations to suit the unique contexts of programme geographies. The overarching approach was designed to isolate the impact of STiR Education programmes by comparing differences between treated and control groups, in the programme geographies vs. non-programme geographies, while controlling for potential confounders.

The treatment groups were defined as the schools whose teachers participated in the network meetings facilitated by STiR Education programme, and the control group as comprising schools in the neighbouring regions whose teachers never participated in STiR Education's programme. For the evaluation, schools were randomly selected for data collection within the treatment and control groups.

Recognizing the inherent challenges of selection bias and confounding variables, the methodology incorporated statistical controls to ensure comparability between the treatment and control groups.

The estimation equation for the evaluation is provided below:

Equation 1

$$Y_{ig} = \alpha + \beta_1 * Prog_g + \beta_2 * X_{igs} + \varepsilon$$

Here Y_{ig} is the main outcome variable (student learning/social-emotional learning scores) for student i and geography g, where g can take the value of either 1 if it is a programme geography and 0 otherwise. α is the intercept term which captures the average baseline level of the outcome among the control group students in the control geographies without any other covariates being factored in. $Prog_g$ is a dummy variable that takes the value of 1 for programme geographies, and 0 for the non-programme geographies. β are the respective coefficients, wherein β_1 is the main coefficient of interest that provides an estimate of the impact of STiR Education's programme. ε is the error term that captures the unexplained/unobserved factors that affect the outcome. X_{igs} is the vector of observable covariates specific to student i, geography g, and school s.

X_{igs} is the vector of observable covariates specific to student i, grade d, geography g, and school s. This vector included –

a) Ability of the student – Students' academic score in the previous year. *[Not collected: Schools did not have a digitised and readily available database.]*
b) Gender of the student - This is to control for any differential effects on learning outcomes between girls and boys.
c) Access to private tuition
d) Number of siblings - More siblings might mean less individual attention from parents, affecting study time or resources available.
e) Access to learning materials - Availability of textbooks, internet, and other educational resources may affect learning outcomes differentially.
f) General Health - General health conditions or chronic illnesses can affect attendance and concentration through indicative questions such as, "How many times did you get sick in the last 3 months?". *[Not collected due to sensitivities associated with this]*

In addition to the above, data pertaining to socioeconomic background of the parents of the students and their households was collected. These were:

a) Highest education level attained by parents – Parental education may indirectly affect student learning outcomes, as more educated parents may be able to support their children better in their studies.
b) Highest education level attained by siblings
c) Household Expenditure data – this better reflects actual living standards and consumption patterns
d) Land ownership
e) Asset ownership
f) Employment status
g) Primary occupation - At a household level, it was not possible to isolate and identify the primary occupation as family members were engaged in multiple income-generating activities. Instead, we utilised data on number of employed persons within each family]
h) Housing status (owned/rented)

This information was collected through take-home surveys filled in by the parents of students who appeared for the in-class assessment.

Additionally, the following variables were not included in the regression analysis:

a) Students' academic score in the previous year - No data could be collected because the schools did not have a database
b) Attendance of students- No data could be collected because the schools did not have a database. Discussions with local STiR teams also confirmed that obtaining datasets for these two indicators is a challenge.
c) Primary occupation- No structured data could be collected. We have overall HH member wise employment data (Y/N).
d) Health insurance household members- No structured was collected given the nature of cultural/contextual sensitivity.
e) Household Income –Household expenditure data was collected as it better reflects actual living standards and consumption patterns. Also, from our past experience and research studies, we understand income data can sometimes be unreliable due to underreporting and its inability to capture household needs and consumption.

Classification of Regression Variables

Multiple regression analyses were conducted to explore the relationship between academic performance (Numeracy, Literacy, and Total Scores) and a range of potential predictors. Separate models were developed for each outcome variable to provide a nuanced understanding of the factors influencing student performance. The predictors were selected based on their relevance to the dependent variables, in consultation with STiR.

Table 5: Classification of variables- Dependent and Independent

Dependent Variable	Independent Variable
1. Numeracy Score 2. Literacy Score	1. Treatment Status: Binary (Treatment = 1, Control = 0) 2. Gender: Female (1), Others (0)

Dependent Variable	Independent Variable
3. Total Score	3. Coaching Classes: Whether the student attends coaching classes (Yes = 1, No = 0) 4. Number of Siblings 5. Learning Resources Available: Sum of resources such as Computer, Mobile, Library (Yes = 1, No = 0) 6. Siblings' Educational Attainment: Coded from Not Literate (0) to Postgraduate and Above (7) 7. Parents' Educational Attainment: Coded from Not Literate (0) to Postgraduate and Above (7) 8. Land Ownership: Binary (Yes = 1, No = 0) 9. Assets Owned: Sum of assets, including electricity, indoor toilet, television, mobile, fridge, bike/2-wheeler, computer, and gas stove (Yes = 1, No = 0) 10. Percentage Dependents: Calculated as 1–(Number Employed / Number in Household)1 - {(Number Employed / Number in Household)}1– (Number Employed / Number in Household) 11. Housing Situation: Binary (Own House = 1, No = 0) 12. Monthly Expenditure 13. Distance to the City Centre

Control Variables List: Treatment vs Control, Gender, Coaching Classes, Number of Siblings, Highest Degree Parents, Highest Degree Siblings, Access to Learning Materials, Own land, Sum of Assets Owned, Percentage of dependents, Own house, Monthly Expenditure, Distance to city centre.

Regression Models

Total of five models were run starting with just 'being in STiR programme/ treatment' as the only predictor and adding several related variables in the consecutive models. The models and predictors included in each of them are shown below:

Model 1: Treatment (in STiR Programme)

Model 2a: Treatment, Gender, Coaching Class, Number of Siblings, Parents highest degree, Siblings highest degree, Own Land, % of Dependents in the household, Own House

Model 2b: Treatment, Gender, Coaching Class, Number of Siblings, Parents highest degree, Siblings highest degree, Own Land, % of Dependents in the household, Own House, Monthly household Expenditure

Model 3: Treatment, Gender, Coaching Class, Number of Siblings, Parents highest degree, Siblings highest degree, Own Land, % of Dependents in the household, Own House, Monthly household Expenditure, Sum of Assets Owned, Sum of Access to Learning Materials

Model 4: Treatment, Gender, Coaching Class, Number of Siblings, Parents highest degree, Siblings highest degree, Own Land, % of Dependents in the household, Own House, Monthly household Expenditure, Sum of Assets Owned, Sum of Access to Learning Materials, Distance from City Centre. The final model (Model 4) highlights key predictors and their influence on student outcomes, offering insights into how these factors interact to shape academic performance. These results can serve as a foundation for understanding the drivers of learning achievement and identifying areas for targeted interventions.

Robustness Check for Unobserved/Missing Characteristics: Bound Analysis

Although Equation 1 accounted for observable factors that may influence the outcomes of interest, there was still unobserved or missing observable factors that could affect these outcomes and potentially confound our results. To measure the extent of this bias in our results, a bound analysis as developed by Altonji et al. (2005) and Oster (2017) was conducted. Our implementation of this method mirrored the approach taken by Jain, Mukhopadhyay, Prakash, and Rakesh (2021) in their study. The bound analysis, as they described, is as follows.

Consider a generic estimating equation:

$$Y = \beta X + \gamma Z + W$$

Here X is the variable of interest, Z is observed, and W contains all the unobserved factors that affect the outcome of interest (Y).

To estimate the bias in the main coefficient (β), Altonji et al. (2005) it was assumed that the relationship between the main independent variable of interest (X) and the unobservable factors (W) is proportional to the relationship of the independent variable (X) with the observables (Z), where the degree of proportionality is denoted by δ. This relationship is characterized by the following equation:

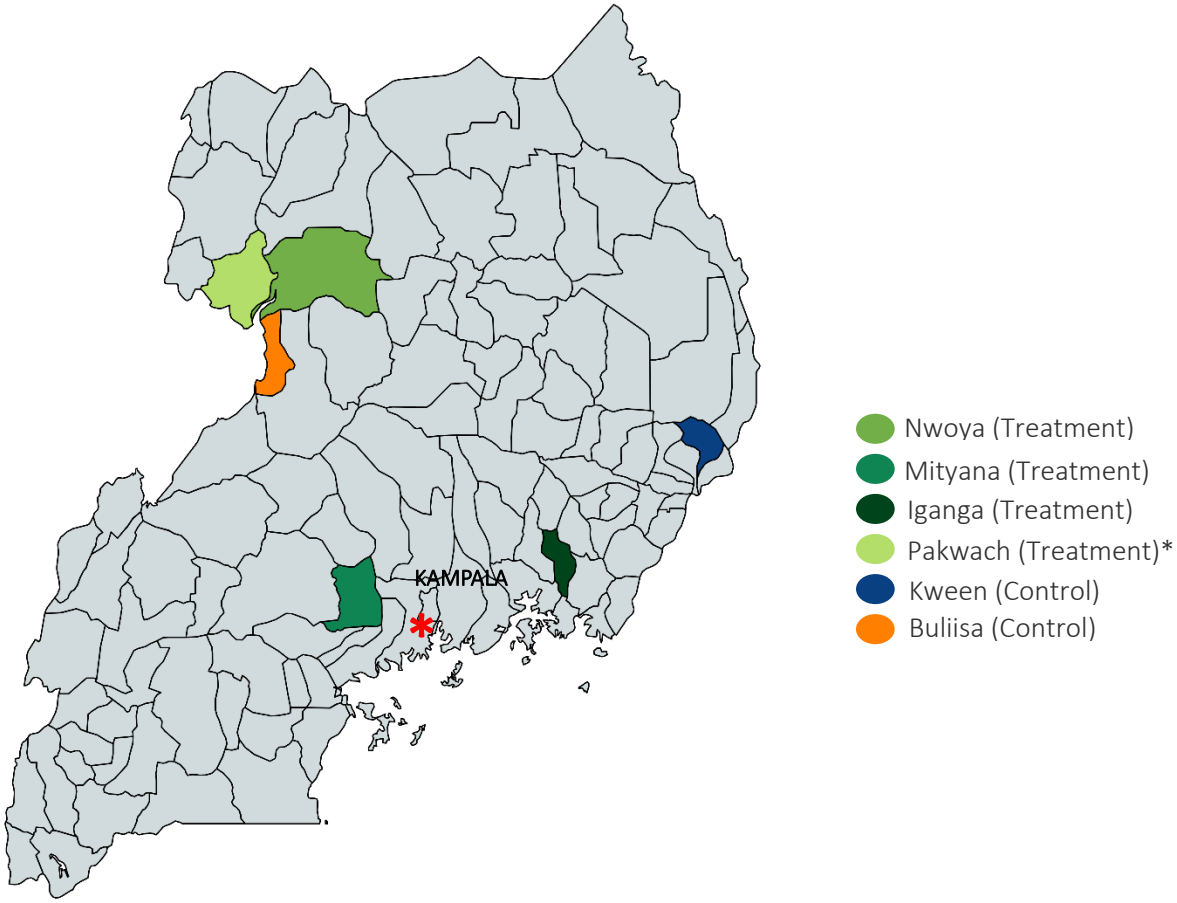
$$\frac{Cov(X, W)}{Var(W)} = \delta * \frac{Cov(X, \gamma Z)}{Var(\gamma Z)}$$

This approach was extended by Oster (2017), who proposed considering the movement of the coefficient corresponding to the main independent variable of interest upon the addition of covariates and deducing a similar bias.

2.4 Sampling Strategy

2.4.1 Coverage:

Figure 8: Area of study in Uganda



**Please note that Pakwach is included in the Nebbi District of Uganda in the above map*

The study employed a **stratified random sampling strategy** for data collection. This method involved dividing the population of interest — comprising students, teachers, education leaders, and other relevant stakeholders — into distinct subgroups or strata. These strata were formed based on shared characteristics or criteria pertinent to the study's objectives.

By considering the variability within different strata, stratified random sampling aims to yield a more precise estimation of population parameters.

This sampling approach was specifically chosen to ensure a more comprehensive representation of the diverse groups participating in the programme.

Criteria for selection of Treatment and control cohorts:

The treatment districts were chosen based on the district's Gross Enrolment Ratio (GER) and Pupil Teacher Ratio (PTR) at the primary education level. Control districts comprised of districts neighbouring the treatment districts, and they have no presence of STiR at the primary and secondary level.

a. 4 treatment districts were selected- Nwoya, Pakwach, Mityana and Iganga. They were chosen based on the GER and PTR of the district

b. 2 control districts were selected- Buliisa and Kween, and 2 schools from each district were included in the study (4 control schools in total)

c. Primary sampling unit (PSU) is the school (Treatment and Control)

The total samples are calculated using the following formula:

Figure 9: Sample Calculation

$$\text{Sample size} = \frac{\frac{z^2 * p(1-p)}{\varepsilon^2}}{1 + \frac{z^2 * p(1-p)}{\varepsilon^2 N}}$$

Where:

z is the z score, ε is the margin of error
N is the Targeted group (Total no. of students (600,000) approximately)
p is the population proportion

Z= Z value (2.58 for Confidence level 99%)

p = percentage of picking a choice (50%), expressed as decimal point 0.5

ε: margin of error of 5%

$$\textbf{Sample Size for each programme} = \frac{\frac{(2.58)^2 * (0.5) * (1-0.5)}{(0.05)^2}}{1 + \left(\frac{(2.58)^2 * (0.5) * (1-0.5)}{(0.05)^2 * 600{,}000} \right)} = 666$$

A total sample size of 896 students were covered under the treatment group and 245 student samples were assessed from the control group schools. The coverage is detailed out in the table below.

The sample size is detailed out in the table below. This sample size is statistically significant to represent the population.

Table 6: Actual Coverage

Programme	Treatment			Control		
	No. of Districts	Selection of districts	Selected districts	No. of Districts	Selection of districts	Selected districts
Uganda	4	Treatment districts were selected based on the district's Gross Enrolment Ratio (GER) and Pupil Teacher Ratio (PTR) at the primary education level.	1. Nwoya 2. Pakwach 3. Mityana 4. Iganga	2	Control districts have been selected based on their proximity to the Treatment districts. There is no presence of STiR, in both primary and secondary education.	1. Kween 2. Buliisa

Location	Treatment					Control					Total Students covered	Total teachers covered
	District	Schools per district		Total Schools	Total student covered	Total Teachers covered	District	Schools per district		Total Schools	Total student sample	Total Teachers sample		
Uganda	4	Nwoya	5	20	896	61	2	Kween	2	4	245	9	1141	70
		Pakwach	5											
		Mityana	5					Buliisa	2					
		Iganga	5											

Selection of Grade:

For the purpose of this evaluation exercise, the study will be conducted with children in the 6th Grade.

STiR Education operates across diverse geographies, targeting different grade levels: In Uganda it is present from grades 1 to 12. Grade 6 emerges as the most representative level for cross-location comparisons, as it is included in all programme geographies. This grade also marks a critical educational transition, moving students from primary to upper primary or secondary learning, introducing complex academic concepts, and often requiring standardized tests.

Additionally, Grade 6 represents a shift from "learning to read" to "reading to learn," a stage where academic demands rise due to abstract and conceptual vocabulary. This transition often exacerbates the "Grade 4 slump," a phenomenon where academic performance initially drops but stabilizes in subsequent years.

Social and developmental challenges also intensify at this stage. In Uganda, dropout rates for girl's spike in Grades 5-6 due to factors like poverty and inadequate sanitation facilities, with P6 being the highest level of formal academic completion for many. These dynamics highlight the importance of targeted interventions in Grade 6 to support academic, social, and emotional development during this pivotal stage.

2.5 Data Collection

Table 7: Sample Groups

No.	Stakeholder Group	Data Collection Tools
1.	Students	- LAT (Learning Assessment Tool) - SEL (Social Emotional Learning) Assessment Tool
2.	Parents	- Parent In-Depth Interview (IDI) Tool - Take-home Parent Survey (Pre-Assessment Form)
3.	Teachers	- Teacher Survey Questionnaire - Teacher IDI Tool
4.	School Education Leaders Head, Deputy Head Teachers, and STiR Education Focal Point Teacher	- Education Leader IDI Tool
5.	Education Leader Managers (Centre Coordinating Tutors)	- Education Leader Manager IDI Tool
6.	District Education Leaders (District Education Officers)	- District Coordinator IDI Tool (adapted per department)
7.	Senior Officials (Uganda – Ministry of Education, Co-Design Team)	- Government Officer IDI Tool (adapted per stakeholder level)
8.	STiR Programme Team	- Programme Team IDI Tool (adapted per role)

Data Sources:

- Student Learning Assessment Tests: Administered at schools using tools designed in collaboration with STiR Education.
- Parent Surveys: Completed at home via physical forms sent with students.
- School Information Sheets: Data collected from school principals

While Student Learning Assessment Tests were administered to all students, the Parent Surveys were not mandatory. The forms were sent through the students and parents were requested to fill the same and send it back. As expected, not all the parents had filled the form. There were also Parent Surveys that did not have the correct identifiers, and some had missing values for critical questions. Such forms were deemed unusable. Even the student tests/surveys had incorrect data on roll numbers (or) student IDs. The matching of students and parents' data was not possible for a few records and hence there was a reduction in the number of final records in our data models.

After cleaning the dataset (removing incomplete records, duplicates, and improperly identified entries), a total of **739 parent and student data** were included in the regression analysis. The complete set of student LAT and SEL assessments were included for other statistical analysis including cross-tabulations.

2.5.1 Development of Data Collection Tools

Learning Assessment Tool

The development of the Learning Assessment Tool followed a structured and rigorous process, guided by a comprehensive review of literature, selection of appropriate methodologies, and careful design to ensure validity and reliability.

Literature Review and Methodology Identification

The initial phase involved an in-depth review of existing literature to identify the most relevant methodologies for assessing student competencies. Two primary approaches were considered: grade competency and Foundational Literacy and Numeracy (FLN) competency.

- Grade Competency Approach: This method focuses on assessing whether students can meet the specific academic standards outlined for their grade level. It evaluates subject-specific knowledge aligned with curriculum expectations. This is described in the Global Proficiency Framework (GPF), which outlines the minimum proficiency levels expected of students in grades one to nine in reading and mathematics.
- FLN Competency Approach: This method adopts a "floor test" approach, aiming to assess whether students possess essential foundational skills in literacy and numeracy. The focus was on determining whether students have mastered the minimum skills required to engage effectively in learning.

The FLN competency approach was chosen for its inclusivity and foundational nature. This decision was based on the need to establish a baseline of fundamental skills, ensuring that even basic literacy and numeracy capabilities are captured. For Grade 6 students, the FLN competency assessment aimed to verify their ability to easily manage these foundational skills, providing a clear picture of basic learning levels.

Tool Review and Methodology Selection

The tool design phase involved a review of existing assessment frameworks to align with curriculum and practical response methods such as multiple-choice questions, written answers, and calculations. Two prominent tools were identified and adapted:

- ASER Tool (Annual Status of Education Report): Widely recognized for its simplicity and focus on assessing basic reading and arithmetic abilities, ASER employs a community-based approach to measure foundational skills[9].
- ICAN (International Common Assessment of Numeracy) by PAL Network: ICAN offers a global framework for assessing foundational numeracy, emphasizing cross-country comparability and relevance to diverse contexts[10].

Both tools provided valuable insights into designing an effective assessment for foundational skills. ASER's straightforward approach and ICAN's methodological rigor were combined to create a robust framework.

Development and Fraud Prevention Measures

The assessment tool was designed with a mix of components derived from the ASER and ICAN methodologies, tailored to the specific needs of the target population. To maintain test integrity and minimize fraudulent practices, two sets of tools were developed. These tools were designed to assess the same competencies using varied question formats and sequences, ensuring reliability, and discouraging any attempts at pre-emptive answer sharing.

The LAT section had 15 questions, 12 for numeracy and 3 for literacy, testing the following concepts:

1) Geometry
2) Counting
3) Measurement
4) Division
5) Subtraction
6) Comprehension

There were two sets for the LAT section, to curb cheating, consisting equal number of questions for each concept being tested.

Social Emotional Learning Tool

The social and emotional learning tool aimed to understand how children navigate challenges that require the use of social and emotional skills. This tool intended to determine whether children have developed appropriate behaviours to different situations.

Literature Review and Parameter Identification

The initial phase focused on understanding the core components of social-emotional learning through a detailed review of established tools and surveys:

[9] https://asercentre.org/aser-tools/

[10] https://palnetwork.org/ican/

a) Devereux Student Strengths Assessment (DESSA): This tool assesses social-emotional competencies by evaluating various strengths in children, such as self-regulation, relationship skills, and empathy.
b) PANORAMA Social-Emotional Learning Survey: Widely used in educational contexts, this survey measures students' competencies in areas such as conflict resolution, emotional regulation, and interpersonal skills.
c) The IDELA (International Development and Early Learning Assessment) tool by Save the Children was identified as a suitable framework to adapt for the SEL tool. This is a globally recognized tool used for measuring developmental and early learning outcomes in children aged 3.5 to 6 years.
d) IDELA's original structure consists of four components: Motor development, Emergent literacy, Emergent numeracy, and Social-emotional development.

From these frameworks, three critical parameters were identified as essential for the SEL tool: conflict resolution, relationships, and empathy. These parameters were chosen for their universal relevance and ability to provide actionable insights into students' social-emotional well-being.

Simplification and Focus

To ensure accessibility and ease of administration, it was decided to focus on a few key elements from DESSA and Panorama rather than attempting to cover the entire spectrum of social-emotional competencies. This approach allowed for a targeted and meaningful assessment while minimizing respondent burden.

Tool Design and Administration

The SEL tool was designed as a multiple-choice questionnaire (MCQ) to facilitate straightforward responses from students. To ensure accurate comprehension and responses:

- Each question was developed align with the identified parameters.
- Questions were explained to students during administration, allowing them to understand the context before providing their answers.

This approach ensured that the tool captured nuanced aspects of social-emotional development without overwhelming or confusing respondents.

The SEL section had 12 questions, identifying student position against the following areas:

1) Relationships (within and outside school)
2) Empathy (cognitive understanding and in action)
3) Solving conflict

Teacher Survey Questionnaire

The Teacher Survey Tool was designed to provide a comprehensive assessment of teacher motivation, work environment, and teaching behaviors, with a specific focus on linking these aspects to intrinsic motivation and capacity-building initiatives. This tool aimed to gather actionable insights while maintaining a strong theoretical foundation.

Literature Review and Conceptual Framework

The development process began with an extensive review of existing tools and frameworks to ensure robustness and relevance. Key references included:

- TALIS (Teaching and Learning International Survey) by OECD: This large-scale international survey evaluates teachers' working conditions and the learning environments they create. TALIS provided insights into measuring professional autonomy, collaborative practices, and factors influencing teacher satisfaction.
- OXFAM NOVIB Tools: These frameworks offered perspectives on equity, inclusivity, and teacher engagement in resource-constrained environments, emphasizing the socio-emotional aspects of teaching.
- Department of Education (United Kingdom) Surveys: These provided region-specific methodologies for assessing teacher workload, professional development opportunities, and classroom practices, which were contextualized for this tool.

The review emphasized critical components such as working hours, subjects taught, intrinsic and extrinsic motivation, teacher behaviours and capacity-building efforts.

Focus on Intrinsic Motivation

Intrinsic motivation, a core element of the tool, was measured using components adapted from the Work Climate Questionnaire (WCQ). The WCQ is renowned for evaluating workplace environments and their role in fostering intrinsic motivation. Key dimensions include assessing whether teachers feel supported in their roles and have the freedom to make independent decisions about the methods they use, and whether teachers are provided with opportunities to develop skills and achieve career growth.

Teaching Behaviours

The teaching behaviour component was informed by STiR Education's monitoring framework—safety, curiosity, intentional teaching, engagement, and self-esteem.

The tool was structured to integrate findings from the literature review while being adaptable to diverse teaching contexts.

Incorporation of the Teacher Work Task Motivation Scale

To further enhance the tool's comprehensiveness, the Teacher Work Task Motivation Scale was included. This scale evaluated intrinsic and extrinsic drivers influencing teacher performance and task engagement, providing quantitative measures to complement qualitative insights.

In depth interviews with stakeholders

In-depth interviews, each lasting 30-40 minutes, were conducted with a diverse range of stakeholders to gain a deeper understanding of the programme and its impact. These stakeholders included Education Leaders (Head Teachers / Deputy Head Teachers / STiR Focal Point persons), Education Leadership Managers (CCTs), district agencies (Office of the DEOs), teachers, Ministry representatives, parents, and the STiR programme team. The consultations provided valuable insights into the nuances of the programme and its effectiveness in the field.

Figure 10: Interaction with teacher at Koch Goma Primary school, Nwoya.

Selection and Training of Enumerators

An intensive robust capacity-building and training programme was conducted with the enumerators for the quantitative surveys. The enumerators also underwent ethical training prior to the data collection phase. These enumerators were selected locally, based on their knowledge of the education sector, minimum educational qualification (graduate), familiarity with the specific geography, prior experience interviewing similar respondents, and fluency in the respective local languages. Additionally, preference was given to enumerators with prior experience working with children. The trainings were conducted in both English and the local languages specific to the programme geography.

During this training workshop, a detailed orientation on the STiR Education programme and objectives, the purpose of the impact evaluation, the different tools and questionnaires, and the overall data collection process to be adopted was provided. This was followed by several rounds of mock testing, using both hard copies and the Kobo tools.

The training workshop also included a discussion of the experiences and insights gained from the pilot, along with potential field challenges such as the unavailability of teachers, classroom management, and alternative methods for explaining questions in the LAT-SEL survey and teacher survey.

2.5.2 Quality Assurance

Each stage of data collection involved specific quality checks:

1. Preparatory Phase
    - Enumerator Training:
        - Conducted workshops covering evaluation objectives, tools, and processes
        - Included mock tests, pilot insights, and challenges like unavailability of teachers or classroom management
    - Tool Refinement: Incorporated feedback from pilot testing to improve clarity and usability of tools
    - Pilot data collection: Undertaken at a school in Kayunga district
2. Field-Level Data Collection
    - On-Site Supervision: Deloitte staff monitored data collection across all stakeholder groups (students, teachers, parents, etc.). Real-time feedback was provided to enumerators
    - Data Corroboration: Paper responses were cross-checked against digital entries (e.g., Kobo forms)
    - Spot Checks: Random checks ensured adherence to protocols, particularly for teacher surveys using Likert-scale questions
3. Post-Data Collection
    - Backend Checks: Data submissions were validated for accuracy, consistency, and completeness (e.g., matching school names, resolving missing entries)
    - Consolidation: Duplicate entries were removed, and data from multiple sources (e.g., paper and digital) were harmonized

2.5.3 Tool-Specific Quality Measures

Each tool underwent customized quality reviews to maintain data integrity:

Table 8: Tool Quality Measures

Tool	Field Execution	Recording Method	Quality Checks
Student Assessment Forms	Facilitated by enumerators and teachers	Paper forms, digitized via Kobo app	On-site supervision, data corroboration
Teacher Surveys	Conducted by enumerators	Direct entry into Kobo app	Spot checks, backend checks, consistency check
Parent Pre-Assessment Forms	Distributed to parents for completion	Paper forms, digitized via Kobo app	Backend checks, consistency checks
Interviews (teachers, leaders, ministries)	Conducted by enumerators/Deloitte staff	Handwritten notes consolidated on templates	On-site supervision

2.5.4 Challenges and Mitigation

Key issues encountered during data collection and corresponding solutions included:

Table 9: Challenges and Mitigation

Issue	Mitigation Strategy
Respondents needing repeated clarifications	Simplified questions; added follow-ups for in-depth interviews.
Missing or incomplete responses	Added an explicit "no response" option in Kobo forms.
Spelling/grammatical errors in student forms	Instructed enumerators to retain errors for authenticity.
Duplicate entries	Used unique identifiers (UUID) to identify and remove duplicates.
Extended survey durations	Addressed internet connectivity delays; no further action required.

2.6 Data Analysis

To determine correctness of the responses, the answer key from the ASER tool was referred to while keeping the scoring principle the same. Primarily, it looked at what was comprehended by the survey respondent beyond the spelling errors, decimal based answers in division questions etc.

Based on these input steps, student scores were determined. The SEL tool involved more subjective responses, with no definitive correct or incorrect answers. The primary focus was to map each question to the area being assessed—such as safety, empathy, support, and emotion recognition—and to identify patterns of support-seeking behaviours among students, particularly regarding who they turn to for support within their family and friends. Additionally, pre-assessment data was used to contextualize the student LAT-SEL assessment and validate the responses.

Teacher survey tool revealed preferences and underlying work task motivation factors. Analysis on the teacher survey enabled us to understand the operators behind a teachers work and variables impacting such operators.

2.7 Assumptions of the Study

This evaluation was guided by a set of assumptions to ensure clarity in interpretation and contextualization of the findings. These assumptions pertain to the study design, data collection, analysis, external factors, and overall research environment.

1. Intrinsic Motivation Framework: It was assumed that intrinsic motivation is a combination of autonomy, mastery, and purpose, aligning with factors identified in the literature review (autonomy, competence, and involvement). This framework was elaborated in the Inception Report submitted in January 2024.
2. Control District Selection: The selection of the control district was based on discussions with the STiR Education programme team, prioritizing similarity with treatment districts and geographical proximity.
3. Programme Implementation Consistency: The STiR Education programme was assumed to have been implemented consistently across all treatment schools as per its design.

4. Homogeneity of Control and Treatment Districts: It was assumed that the control and treatment districts share similar socio-economic, cultural, and educational characteristics, aside from the intervention.
5. Respondent Accuracy: All respondents—students, teachers, school leadership, school supervisors, officials, STiR programme team members, and parents—are assumed to have answered the questions to the best of their abilities, without withholding or misrepresenting key information.
6. Clarity of Questions: All questions were explained to respondents in sufficient detail to avoid misinterpretation. It was assumed that respondents understood the questions as intended.
7. Student Honesty: While best attempts were made to encourage accurate responses, it was acknowledged that some students may have provided incorrect or misleading information, particularly in the Social and Emotional Learning (SEL) component.
8. Teacher Surveys: Teacher surveys were conducted individually, and confidentiality was maintained. However, it was assumed that responses reflect honest perspectives and are not influenced by social or professional concerns.
9. Impact Metrics: The impact of STiR Education was quantified using two metrics: the duration of the programme in the district and the proximity of schools to the city centre. This assumption was based on qualitative discussions indicating that STiR team monitoring visits primarily target schools closer to urban centres.
10. Identification of Independent Variables: The independent variables for the student Learning Assessment Tools (LATs) were identified through internal discussions and consultations with the STiR team. It was assumed that these variables comprehensively capture factors influencing student outcomes, although there could be additional unrecognized variables.
11. Sufficiency of Sample Size: Despite a conservative estimate for the sample size, some data were excluded due to quality issues or low response rates (e.g., from parents). It was assumed that the remaining data are sufficient for reliable statistical analysis.
12. Statistical Assumptions: The regression models used for analysis are assumed to satisfy requirements such as linearity, homoscedasticity, and independence, ensuring reliable results.
13. Research Tool Validation: The research tools used were validated through pilot testing and extensive consultation with STiR Education team members, incorporating inputs from the literature review.
14. Other Educational Initiatives: It was assumed that any other educational or developmental programmes in the study districts, whether implemented by the government or other organisations, have influenced treatment and control schools equally.
15. Uniform External Factors: Broader policy, economic, and social factors are assumed to have affected treatment and control schools in similar ways, ensuring that external influences do not disproportionately skew the results.

16. Confidentiality and Anonymity: Respondents were assured of confidentiality and anonymity, minimizing the likelihood of socially desirable responses.

17. Data Analysis Tables: Please note that response percentages may not sum to 100% in certain cases due to non-responses or multi-choice responses.

2.8 Limitations of the study

While this evaluation provides detailed insights into the impact of STiR Education's interventions in Uganda, certain limitations must be acknowledged to contextualise the findings. These limitations stem from constraints in the design and methodology of the evaluation, including the sampling framework, availability of data, quality of data, and other external factors. These limitations may have influenced the scope, accuracy, and generalizability of the results. Recognizing these limitations not only ensures transparency but also provides a foundation for future evaluations to address these gaps and build upon this study's contributions. These limitations are as follows:

1. Study Design Constraints

- Given the complexity of the programme's results chain and the potential for interference from external factors, it was challenging to establish a direct causal relationship between programme activities and outcomes.
- Although the programme has been implemented in both secondary and primary schools in Uganda, the study design only considered primary schools as the evaluation was originally intended to cohesively analyse data and present findings across all STiR Education geographies. By ensuring a similar base across all programme geographies, comparisons and cross-country analysis can be made. However, due to internal programme requirements, separate reports have been submitted for each geography.

2. Sampling and Data Quality Issues

- Despite using a conservative sample size estimate, a portion of the data was excluded due to quality issues.
- A low response rate from parents on the assessment forms further reduced the amount of usable data, limiting the robustness of the regression analysis. Further, a number of parents who submitted the survey responses did not provide all the required information.
- The sampling framework was designed to ensure uniformity across STiR Education regions; however, this approach may have constrained the ability to capture unique contextual differences in certain regions.
- There were challenges in finding appropriate control districts due to STiR Education's extensive presence in both secondary and primary schools across the country. This was further exacerbated by limited coordination efforts by the programme team with the potential control districts. As a result, the study incorporated only two control districts. The evaluation team increased the number of student samples in these districts to ensure availability of data.

3. Data Collection and Measurement Limitations

- The literacy component of the student assessment tool was adapted to accommodate a large sample size, prioritizing comprehension, and writing aspects over the recommended one-on-one evaluation of reading speed, diction, and comprehension. This adjustment was necessitated by time and resource constraints but limited the depth of the literacy assessment.
- Despite measures to prevent fraudulent practices and encourage truthful responses, some students may have provided inaccurate or misleading information, particularly in the Social and Emotional Learning (SEL) component.
- Teacher surveys were conducted individually, and while confidentiality was assured, it was possible that respondents withheld honest answers due to social or professional concerns.
- Respondents' answers may have been unintentionally biased or influenced by personal beliefs or external factors.
- Given the duration and extent of STiR Education's programmes in Uganda, multiple conversations and interviews were expected with the Ministry officials of different cadres. However, the evaluation team could only complete limited interviews as the officials were not available during the time of field visits.
- It is to be noted that incomplete and inadequate responses on the parent forms were returned.

4. Analytical and Resource Constraints

- The study intended to incorporate secondary data analysis as part of the evaluation. However, critical data such as student grade-level academic performance, attendance rates, and teacher attrition rates were unavailable. Furthermore, programme teams did not share secondary data collected through their internal monitoring frameworks, limiting the comprehensiveness of the evaluation.
- Although efforts were made to account for factors that influence learning outcomes, it is possible that some variables were not included within the scope of the study.

5. Tool Design and Validation

- The research tools were validated through pilot testing and extensive consultation with the STiR Education team, incorporating insights from the literature review. However, certain limitations in the tools' design may have impacted their ability to fully capture the complexities of the study context.

6. Contextual and External Influences

- Local cultural norms heavily influenced the behaviour of respondents and enumerators. This cultural overlay may have affected the authenticity of some responses.

7.Social Return of Investment calculation:

- While estimating the SRoI for Uganda there were some limitations in procuring reliable data sets, especially looking at count of teachers, students, and schools across the four districts. Due to unavailability of updated (AY 2024) government dataset, the study had to leverage AY 2017 academic data sets which were then compared with the trends in education i.e. enrolment, drop out, teacher

counts, indicative salary from qualitative interactions etc. to validate the numbers, negating disproportionate numbers leading up to AY 2024.

- The financial figures are based on FY 2023-24 data published on the official government website of UBS (Uganda Bureau of Statistics). The figures uploaded by local government are assumed to be accurate and reliable.

Section 3

Key Findings

3.1 Impact of STiR Programme on Student Learning Outcomes

Evaluation Question – 1
What is the impact of STiR Education's programme on student learning outcomes, their foundations of learning, and their socio emotional learning?

Summary

The STiR Education programme has had a positive impact on student learning outcomes. The programme's effect size was 15.8% for total scores[11], 15.6% for literacy, and 14.2% for numeracy, indicating improvements in foundational learning. The effect size in standard deviation for the total score is 0.183 (0.133 for literacy and 0.166 for numeracy), indicating a positive impact on learning outcomes.

The evaluation highlighted that the girls in treatment schools performed better than girls in control schools. However, amongst both treatment and control districts, boys outperformed girls.

In terms of social-emotional learning (SEL), students in treatment schools exhibited greater emotional intelligence and empathy. The study found that 88.0% of students in treatment schools sought emotional or academic support from an immediate family member, compared to 75.0% in control schools. Additionally, 80.1% of students in STiR programme schools correctly identified emotions, whereas this figure was slightly lower at 78.5% in control schools.

Students in treatment schools demonstrated stronger conflict resolution skills, with 71.7% resolving conflicts constructively, compared to 61.3% in control schools. Conversely, conflict escalation was more common in control schools (7.5%), whereas treatment students had a lower escalation rate of 4.6%, indicating better emotional regulation and de-escalation skills.

However, teacher-student relationships remained weak in both groups, with only 11.0% of students in treatment schools seeking academic or emotional support from teachers, similar to control schools.

3.1.1 Impact on Student Learning Outcomes

Overall Performance in Learning Assessment Test

The Learning Assessment Test (LAT) results indicated that the STiR Education programme had a significant positive impact on student learning outcomes. The effect size for total score was 15.8%, and the effect size in standard deviation was 0.183 (0.133 for literacy and 0.166 for numeracy), reflecting the impact of the programme on students' total scores. Additionally, regression results show that students from the treatment schools scored 1.441 points higher than those in the control group.

Performance in Literacy

The programme had a meaningful impact on literacy outcomes. The effect size was measured at 15.6%, along with an effect size in standard deviation of 0.133, highlighting the programme's positive effect. Regression results reported that students in treatment districts scored 0.383 points higher. Considering that the maximum possible score was 3, this represented a 10.0% improvement.

[11] Students in treatment schools scoring 1.441 points higher on average than those in control school (Deloitte Learning Assessment Test).

Performance in Numeracy

Students in treatment schools performed significantly better on the numeracy sections compared with students in control schools. The effect size for numeracy was 14.2%, with a 0.166 effect size in standard deviation, indicating an improvement due to the programme. Additionally, on average students in the treatment group scored 1.059 points higher than their peers in control schools.

[For more information on the Findings of the Regression Analysis, refer to Annexure – I]

District-Wise Performance in LAT

When analysing district-wise performance, Pakwach (74.0%) and Nwoya (71.0%) emerged as the highest-performing districts. Overall, treatment schools outperformed control schools by 13.0%, reinforcing the programme's positive impact. Students in Kween, a control district, recorded the weakest overall performance (48.0%).

A subject-wise breakdown revealed that literacy scores were highest in Iganga, while numeracy scores peaked in Pakwach. Notably, Mityana, a treatment district, recorded the lowest performance among all treatment schools, suggesting a potential implementation gap or the influence of external socio-economic factors.

Across all districts, division was the weakest-performing area, with an average accuracy rate[12] of just 25.0%. Buliisa, a control district, had the lowest scores in this area.

[For more information on district-wise performance, refer to Annexure – I.

Table 10: LAT Performance- Treatment vs Control

Details	Treatment	Control
Combined (Numeracy + Literacy)	68.0%	54.7%
Numeracy	66.7%	54.1%
Literacy	73.1%	57.0%

[12] Accuracy rate refers to the percentage of correct answers

3.1.1 Impact on Social-Emotional Learning

Sources of Emotional Support

Results indicate that students from schools with STiR programmes felt more empowered to reach out to trusted adults for emotional support. As highlighted in Table 11, across all districts, mothers were the most frequently mentioned source of emotional support, with treatment group students (56.8%) reporting higher reliance on their mothers compared to those in the control group (40.0%).

Table 11: Sources of Emotional Support- Treatment vs Control

Relationship[13]	Treatment	Control
Mother	56.8%	40.0%
Father	19.0%	27.8%
Brother	5.8%	4.5%
Sister	6.7%	2.9%
Grandmother	9.7%	2.4%
Grandfather	3.3%	1.2%
Aunt or Uncle	3.3%	2.9%
Friends	12.6%	11.0%
Teacher	9.7%	10.2%
Nobody	2.3%	0.0%
Blanks	1.7%	5.7%
Classmate	0.1%	2.4%

Among siblings, sisters (6.7%) were sought out more than brothers (5.8%) in treatment districts. In control schools, sibling support was much lower, with sisters (2.9%) and brothers (4.5%) being infrequent sources of help.

Overall, 88.0% of students in treatment schools sought support from immediate family members, compared to only 75.0% in control schools.

It was observed that 16.3% of treatment group students sought support from extended family, which was more than double as compared to in control schools (6.5%), suggesting that students in treatment areas had broader family networks to rely on.

The low overall percentage (9.7%) across treatment schools suggests that teachers may not be a primary or reliable source of support for most students, potentially reflecting a lack of trust, limited rapport, or insufficient mentoring efforts.

Interestingly, a small proportion of students in control schools (2.3%) reported that they had nobody to turn to for support, compared to 0% in treatment schools. This finding highlights the relatively stronger support networks present in treatment areas.

Overall, the data suggests that students in treatment districts had greater reliance on immediate family and broader support networks.

Sources of Academic Support

The data in Table 12 highlights key differences in sources of academic support between students in treatment and control schools, with family members playing the most significant role in both groups.

[13] Students were able to select multiple options.

Among immediate family, mothers were the most frequently mentioned support, with 17.9% in treatment schools compared to 15.5% in control schools. Conversely, fathers were slightly more relied upon in control schools (14.7%) than in treatment schools (14.1%). Siblings played a major role, with brothers being a more common source of support in treatment schools (38.4%) compared to control schools (33.9%).

The role of teachers remained limited, with 10.6% in treatment schools and 11.0% in control schools, suggesting that the STiR programme has not significantly increased teacher involvement in academic support.

Additionally, the proportion of students who reported having nobody to turn to was similar across both groups (4.2% in treatment vs. 4.1% in control). However, the higher number of blank responses in control schools (3.7%) compared to treatment schools (0.4%) may indicate lower clarity or engagement in identifying academic support networks among control school students.

Table 12: Sources of Academic Support- Treatment vs Control

Relationship[14]	Treatment	Control
Mother	17.9%	15.5%
Father	14.1%	14.7%
Grandmother	2.1%	2.0%
Grandfather	1.0%	2.4%
Aunt or Uncle	4.1%	4.9%
Brother	38.4%	33.9%
Sister	15.8%	20.0%
Friends	10.3%	9.0%
Teachers	10.6%	11.0%
Nobody	4.2%	4.1%
Blanks	0.4%	3.7%
Classmate	0.6%	1.6%

Empathy and Emotional Recognition

The analysis in Table 13 highlights key differences in situational perception and empathetic reasoning between treatment and control groups. Treatment students attributed accidental intent at a higher rate that students in control schools (86.0% vs. 77.0%), indicating stronger recognition of unintentional mistakes and more nuanced social interpretation.

Treatment students had a higher percentage of non-empathetic responses in self-caused scenarios (7.7%) compared to control students (3.4%), indicating that some treatment students were more likely to dismiss the emotional impact on the hurt child. Uncertainty was also higher among treatment students (13.3% in uncertain cases) compared to control students (12.5%), suggesting that treatment students struggled more with ambiguous situations.

Treatment students had fewer inappropriate responses (13.7%) compared to control students (16.5%), indicating a stronger ability to assess social situations accurately.

It was observed that the students from schools that underwent the STiR programme demonstrated greater emotional recognition and lower propensity for blaming, students experienced challenges in handling uncertainty and demonstrating consistent empathy. Additional interventions might be needed to improve perspective-taking and reasoning in ambiguous social situations.

Table 13: Empathetic Reasoning and Situational Perception - Treatment vs Control

Empathetic Reasoning*

[14] Students were able to select multiple options.

Treatment (n = 861)					
Situational Perception	Appropriate (n = 690)	Inappropriate (n = 118)	Non-Empathetic (n = 48)	Uncertain (n = 5)	Total (n = 861)
Accidental (n = 392)	86.0%	9.2%	4.8%	0.0%	45.5%
Intentional (n = 389)	76.1%	17.7%	5.7%	0.5%	45.2%
Self-caused (n = 65)	81.5%	9.2%	7.7%	1.5%	7.5%
Uncertain (n = 15)	26.7%	46.7%	13.3%	13.3%	1.7%
Total (n = 237)	**80.1%**	**13.7%**	**5.6%**	**0.6%**	**100.0%**
Control (n = 237)					
Situational Perception	Appropriate (n = 186)	Inappropriate (n = 39)	Non-Empathetic (n = 9)	Uncertain (n = 3)	Total (n = 237)
Accidental (n = 87)	77.0%	16.1%	4.6%	2.3%	36.7%
Intentional (n = 113)	80.5%	15.9%	3.5%	0.0%	47.7%
Self-caused (n = 29)	75.9%	20.7%	3.4%	0.0%	12.2%
Uncertain (n = 8)	75.0%	12.5%	0.0%	12.5%	3.4%
Total (n = 237)	**78.5%**	**16.5%**	**3.8%**	**1.3%**	**100.0%**

**43 students did not respond to the questions*

Conflict Resolution

Conflict resolution skills were assessed through two scenarios- Scenario 1 presented a minor conflict, whereas Scenario 2 involved an escalated conflict.

The data presented in the Table 14 highlights notable differences in how treatment and control students approach conflict resolution, with treatment students demonstrating stronger conflict resolution skills (71.7% vs. 61.3%) and lower tendencies toward conflict escalation (4.6% vs. 7.5%). However, differences emerge based on the type of conflict and approach to resolution.

Treatment students were more likely to resolve conflicts constructively (71.7%) compared to control students (61.3%), suggesting that the STiR programme may be reinforcing problem-solving strategies. Help-seeking was more common in control students (23.3% vs. 16.9% in treatment), indicating that control students were more reliant on external intervention rather than independent resolution. Conflict escalation was lower in treatment schools (4.6%) compared to 7.5% in control schools, indicating that treatment students were less likely to respond aggressively or worsen conflicts.

In minor conflicts (Scenario 1), treatment students had higher resolution rates (76.8% vs. 71.2%), suggesting greater confidence in handling low-intensity disputes. In escalated conflicts (Scenario 2), conflict resolution dropped in both groups, but treatment students demonstrated a lower rate of escalating conflicts (11.5% vs. 15.4% in control schools escalating conflicts).

The data indicates that students in schools with STiR Education programme had enhanced conflict resolution skills, particularly in minor disputes and de-escalation strategies.

Table 14: Conflict Management - Scenario comparison - Treatment and Control							
Scenario 1 (Minor conflict)							
Scenario 2 (Escalated conflict)		Conflict Resolution (n = 637)	Help-seeking (n = 150)	Conflict Avoidance (n = 31)	Conflict Escalation (n = 41)	Uncertain (n = 30)	Total
	Treatment (n = 889)						
	Conflict Resolution (n = 453)	76.8%	17.2%	1.8%	2.9%	1.3%	51.0%
	Help-Seeking (n = 224)	74.1%	17.4%	1.3%	4.0%	3.1%	25.2%
	Conflict Avoidance (n = 71)	64.8%	11.3%	9.9%	11.3%	2.8%	8.0%
	Conflict Escalation (n = 102)	52.9%	22.5%	10.8%	10.8%	2.9%	11.5%
	Uncertain (n = 39)	59.0%	5.1%	5.1%	0.0%	30.8%	4.4%
	Total	**71.7%**	**16.9%**	**3.5%**	**4.60%**	**3.40%**	**100%**
	Control (n = 240)						
		Conflict Resolution (n = 147)	Help-seeking (n = 56)	Conflict Avoidance (n = 10)	Conflict Escalation (n = 18)	Uncertain (n = 9)	Total
	Conflict Resolution (n = 104)	71.2%	19.2%	2.9%	5.8%	1.0%	43.3%
	Help-Seeking (n = 54)	48.1%	38.9%	3.7%	9.3%	0.0%	22.5%
	Conflict Avoidance (n = 20)	60.0%	5.0%	15.0%	15.0%	5.0%	8.3%
	Conflict Escalation (n = 37)	64.9%	24.3%	2.7%	8.1%	0.0%	15.4%
	Uncertain (n = 25)	44.0%	20.0%	4.0%	4.0%	28.0%	10.4%
	Total	**61.3%**	**23.3%**	**4.2%**	**7.5%**	**3.8%**	**100%**

3.2 Levels of Intrinsic Motivation across Stakeholders

Evaluation Question 2
To what extent are education officials, teachers, and students intrinsically motivated as a result of engagement with the STiR Education programme?

Summary

The evaluation found that District Education Officers (DEOs) demonstrated strong professional expertise and a commitment to systemic improvements, with many viewing their roles as essential for teacher capacity building, curriculum reform, and gender equity initiatives. DEOs valued the role that STiR model plays in reinforcing teacher motivation and continuous learning, though they recommended improvements in content to maximize impact.

Among school education leaders, the STiR programme strengthened their sense of purpose, with over two-thirds actively managing school-level improvements, such as infrastructure changes, safety initiatives, and teacher development. However, contextual challenges such as teacher absenteeism, cultural attitudes towards education, etc. impacted the level of control over workload, with school leaders often taking up additional responsibilities to manage schoolwork. Despite this, school leaders continued to foster autonomy by supporting teacher independence.

Teachers in treatment schools reported experiencing greater autonomy in their schools, with 72.1% stating that school leadership provided choices, compared to 55.5% in control schools. Over 90.0% of treatment teachers enabled autonomy in their classrooms by actively encouraging student engagement through interactive teaching methods and questioning techniques, compared to 44.4% in control schools.

Teachers also reported strong peer networks and leadership support, with 90.2% of treatment teachers having positive professional relationships, compared to 66.7% in control schools. However, challenges in incorporating feedback remained, with 72.1% of treatment teachers struggling with implementation, compared to 55.5% in control schools. Despite this, teachers recognized the value of professional development opportunities, with many citing students' progress—particularly in STEM subjects—as a key motivator. While financial security remained an influencing factor, teachers viewed continuous learning, structured training, and collaborative peer support as essential drivers of job satisfaction.

3.2.1 Education Officials

Autonomy and Decision-Making:

The level of autonomy among District Education Officers (DEOs) varied significantly, though it can be generally characterized as "functional autonomy[15]".

The DEO in Iganga demonstrated the highest autonomy, particularly in budgeting and resource allocation, allowing for better school infrastructure, improved teacher performance, and structured professional development. His independence in resource management enabled him to align funding decisions with local educational needs, which he saw as essential for improving learning outcomes.

[15] In this context, "functional autonomy" refers to the practical, day-to-day freedom and authority that District Education Officers (DEOs) have to make decisions and take actions within their roles. This does not include policy, pedagogical, or strategic autonomy.

Alignment with Professional Goals:

Among the DEOs interviewed, career aspirations played a key role in shaping their motivation. Some viewed their current roles as stepping stones to higher administrative positions, while others were deeply committed to systemic improvements in education.

One DEO emphasized his passion for capacity building and curriculum reform, seeing his role as a way to improve teacher effectiveness and student preparedness. Another DEO focused on advocacy for inclusivity and equity, particularly in supporting girl retention programmes and gender-sensitive policies. A third DEO prioritized operational efficiency, addressing issues such as teacher absenteeism, school infrastructure, and administrative bottlenecks.

Mastery and Professional Growth

DEOs generally displayed strong professional expertise, having risen through the ranks from junior positions in education administration. One DEO advanced from a sports officer to a senior DEO within just seven years, highlighting the role of personal initiative and leadership in career progression.

The DEOs recognized STiR Education's role in reinforcing continuous professional development and encouraging teachers to adopt a ***"growth mindset".***

DEOs generally expressed commitment to professional development, with career trajectories reflecting progression from teaching roles to leadership positions. While they valued teacher capacity-building efforts, they identified gaps in teacher preparedness, subject knowledge, and teaching methodologies.

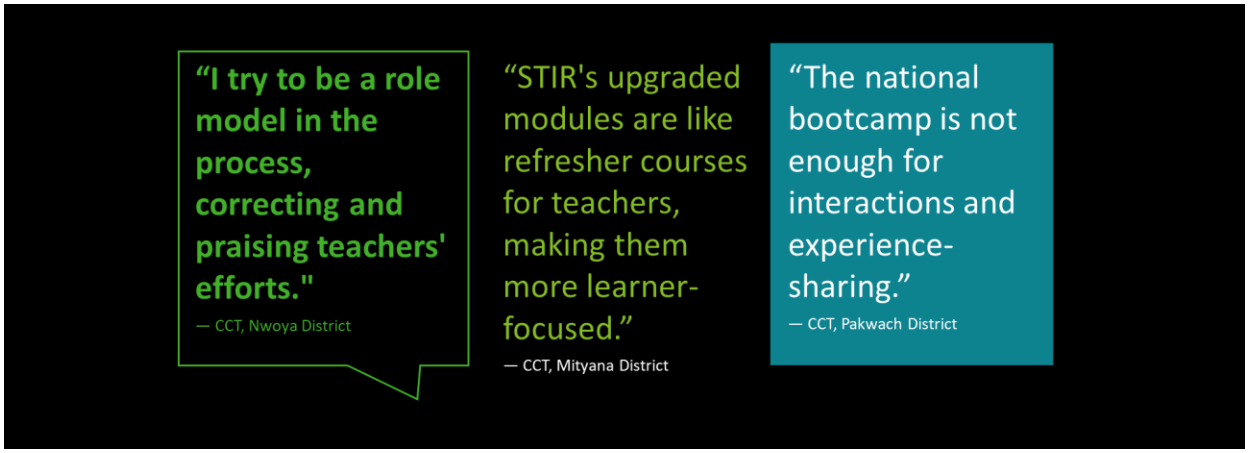
While DEOs valued the concepts reinforced through STiR, they did not perceive them as entirely new, noting that many of the ideas were already part of the Ministry's existing teacher training and certification programmes. However, the DEOs continued to emphasise the need for STiR Education to continue as the intervention aided in reinstating key concepts and improved skill development amongst teachers.

Teacher Development

District Education Officers emphasised the need for practical, skill-based teacher training that aligns with national curriculum goals and fosters mindset shifts, motivation, and continuous professional development. They called for early-grade teacher retooling through approaches like Montessori and thematic methods, along with stronger exposure to early-grade reading, math, and lithography in local languages. Curriculum gaps in lesson planning, subject content delivery, and structured teacher support were highlighted, with recommendations to enhance peer learning, revitalise CCTs, and introduce "model teachers" as mentors to improve teaching practices.

The STiR model was seen as aligned with the ministry's teacher motivation objectives, but there were calls for strengthening network meetings by improving documentation, structured action points, and engagement for teachers. STiR's emphasis on positive teacher-student interactions was valued, particularly its focus on avoiding negative reinforcement and fostering a more supportive classroom environment. DEOs also recommended expanding STiR's curriculum to include inclusive teaching practices, exposure visits, and funding for local language instruction and learning aids to better support teachers in diverse classroom settings.

3.2.2 School Education Leaders



Purpose and Commitment to Education:

The STiR programme has reinforced a sense of purpose among school leaders, mentor teachers, and Centre Coordinating Tutors (CCTs), with many seeing their role as a means to drive change at the classroom level. CCTs saw their work as an opportunity to empower teachers and create a ripple effect on student outcomes. They emphasized the importance of mentoring teachers, introducing participatory teaching methods, and fostering independent decision-making in classrooms.

A CCT in Pakwach integrated skills-building strategies into network meetings, demonstrating how teachers could use locally available learning aids to enhance student understanding.

Head teachers linked their purpose to community transformation, leading initiatives to reduce dropout rates, address gender disparities, and improve school performance.

Community Engagement and Parental Involvement:

Teachers and school leaders were more proactive in engaging with parents and addressing community-level challenges. In four schools, the head-teachers initiated programmes to provide sanitary pads and counselling for girls to reduce dropout rates. Three school leaders worked with parents to address hunger-related absenteeism. Seven respondents actively engaged parents to improve attendance and provide scholastic materials.

Interviews revealed that head teachers, mentor teachers, and CCTs experience both supportive environments and opportunities for autonomy in their roles. About half of the respondents reported receiving encouragement from superiors and benefiting from infrastructure improvements, such as safe learning spaces, which contribute to a more conducive work environment. Many educators also demonstrated autonomy in decision-making and problem-solving, with over two-thirds actively managing school-level issues, such as infrastructure changes, safety concerns, and training sessions.

However, challenges persisted, particularly those impacting teacher autonomy and workload distribution. Alcoholism among teachers was a significant concern, leading to absenteeism and an unfair division of responsibilities, which hindered overall school management.

Despite these challenges, head teachers and CCTs continue to foster autonomy within their schools by supporting teacher independence. Around half of the respondents actively facilitated training sessions or mentored teachers, helping them develop greater self-reliance in classroom management. CCTs, in particular, played a key role in aligning professional development with growth mindset principles and promoting the creative use of local resources in teaching, reinforcing a culture of continuous learning and adaptability.

3.2.3 Teachers

Work Environment

Perception of own Autonomy

Both treatment and control teachers reported limited control over their own workload, as seen in Table 15, though the issue was more pronounced in control schools. Among treatment teachers, 50.8% disagreed or strongly disagreed that they lacked control, (meaning that 50.8% of treatment teachers do have control over their workloads), while 55.6% of control teachers agreed that they do not have control over their workloads.

Treatment teachers had more flexibility in how they worked, with 72.1% stating that school leadership provided choices, compared to 55.5% in control schools. However, 63.9% of treatment teachers indicated they would work differently if given the choice, suggesting that while they have more autonomy in decision-making, structural constraints still limit their ability to implement changes.

Work-life balance also remained a concern. 50.8% of treatment teachers disagreed or strongly disagreed with having enough time for personal life, while 44.4% of control teachers felt the same. This indicates that while treatment teachers have greater control over how they work, they still struggle with workload distribution and time management.

Support towards Mastery

Table 15 highlights that teachers in treatment and control schools expressed receiving support from the school leadership, with treatment teachers reporting a slightly higher rate of feeling supported by the leadership, at 82%, whereas 77.8% of control teachers agreed that leadership conveyed confidence in their abilities.

Despite this confidence, applying feedback remained a significant challenge, particularly for treatment teachers. 72.1% of treatment teachers found it difficult to incorporate feedback into their work, compared to 55.5% of control teachers. This suggests that while leadership support is present, mechanisms for feedback application and professional growth may need to be strengthened.

Further, treatment teachers reported deriving a comparatively lower sense of accomplishment from their work (70.5%), compared with teachers in control schools (88.9%).

Embodiment of Purpose

Table 15 depicts that, among treatment teachers, 86.9% reported being able to express concerns freely, similar to 88.9% in control schools.

However, there was a notable difference in reported peer relationships. While 90.2% of treatment teachers said they had positive professional relationships with their colleagues, this figure was lower in

the control group at 66.7%. This suggests that treatment teachers may have stronger collaborative networks, possibly due to structured peer learning initiatives.

Despite strong peer networks, career dissatisfaction was a concern, with 42.7% of treatment teachers considering changing careers, compared to 33.3% in control schools. This indicates that many teachers, regardless of peer support, feel uncertain about their long-term professional prospects. Addressing teacher motivation, career growth opportunities, and workload concerns could play a crucial role in enhancing job satisfaction and retention.

Table 15: Teacher need Satisfaction Scale- Treatment vs Control

Teacher Need Satisfaction*	Category	Treatment					Control				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
No sufficient control over workload	Autonomy	16.4%	34.4%	14.8%	31.1%	3.3%	22.2%	22.2%	0.0%	55.6%	0.0%
School leadership provides choices on how they work	Autonomy	4.9%	14.8%	6.6%	45.9%	26.2%	0.0%	44.4%	0.0%	33.3%	22.2%
Work differently, if allowed	Autonomy	1.6%	16.4%	13.1%	39.3%	24.6%	0.0%	11.1%	33.3%	44.4%	11.1%
Not enough time for personal life due to work	Autonomy	9.8%	18.0%	18.0%	34.4%	16.4%	11.1%	33.3%	11.1%	44.4%	0.0%
School leadership conveys confidence in teacher's abilities	Mastery	1.6%	3.3%	11.5%	44.3%	37.7%	0.0%	22.2%	0.0%	55.6%	22.2%
Difficult to incorporate feedback in work	Mastery	24.6%	47.5%	13.1%	9.8%	3.3%	11.1%	44.4%	22.2%	11.1%	11.1%
Trust in the school leadership	Mastery	1.6%	11.5%	14.8%	41.0%	29.5%	0.0%	22.2%	0.0%	66.7%	11.1%
Sense of accomplishment from working	Mastery	4.9%	3.3%	18.0%	36.1%	34.4%	11.1%	0.0%	0.0%	77.8%	11.1%
Able to voice concerns	Purpose	3.3%	4.9%	3.3%	49.2%	37.7%	0.0%	11.1%	0.0%	66.7%	22.2%
Positive professional relationship with peers	Purpose	1.6%	1.6%	3.3%	27.9%	62.3%	0.0%	0.0%	11.1%	66.7%	22.2%
If given a choice, would change career path	Purpose	27.9%	19.7%	6.6%	23.0%	19.7%	33.3%	11.1%	22.2%	22.2%	11.1%

**Note: Respondents were asked to rank each statement from 5 (Strongly Agree) to 1 (Strongly Disagree)*

Teaching Behaviours

Enabling Autonomy

As seen in Table 16, teachers in the treatment group exhibited greater autonomy in instructional choices compared to those in control schools. A vast majority (90.1%) of treatment teachers reported using different teaching methods, while only 55.5% in the control group indicated the same. Similarly, 93.4% of

treatment teachers felt confident adjusting the difficulty level of teaching, compared to 88.8% in control schools, suggesting that treatment teachers have more control over lesson adaptation to suit student needs.

Encouraging student engagement was also more prevalent in treatment schools, with 95.1% actively promoting student questions, compared to only 44.4% in control schools. However, raising one's voice in class was more commonly agreed upon in treatment schools (65.6%) than in control schools (44.4%), suggesting that while autonomy is higher, some teachers may still rely on authoritative classroom management styles.

Demonstrating Mastery

Table 16 highlights that teachers in the treatment group exhibited a more progressive approach to pedagogy, favouring student-centred learning over rigid, traditional methods. A significant 83.6% of treatment teachers disagreed that lecturing is the best method, compared to 44.4% in the control group, showing a stronger preference for interactive teaching approaches. Likewise, 47.6% of treatment teachers rejected the idea of using only written tests, compared to 33.3% in control schools, reinforcing a broader assessment approach in treatment schools.

One of the DEOs reported that, ***"STiR has also highlighted matters like "power in the tongue", wherein a teacher cannot call a pupil "stupid" if they have given a wrong answer, but rather focus on the child's lack of understanding."***

Instilling Purpose

Treatment teachers demonstrated a stronger emphasis on student agency and supportive learning environments, particularly in encouraging student voices. 91.8% of treatment teachers encouraged students to voice concerns, compared to 33.3% in control schools, reflecting a greater focus on student participation in decision-making. However, perspectives on student independence varied. While 59% of treatment teachers disagreed that students should solve their own issues, 88.9% of control teachers agreed that students should handle problems independently, suggesting a more hands-off approach in control schools.

Table 16: Teacher Behaviour, Treatment vs Control

Teacher Behaviour*	Category	Treatment					Control				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Using different methods	Autonomy	3.3%	0.0%	4.9%	31.1%	59.0%	11.1%	11.1%	22.2%	11.1%	44.4%
Raising voice in class	Autonomy	9.8%	11.5%	11.5%	36.1%	29.5%	11.1%	44.4%	0.0%	33.3%	11.1%
Adjust difficulty level	Autonomy	1.6%	0.0%	3.3%	54.1%	39.3%	0.0%	0.0%	11.1%	44.4%	44.4%
Encourage students to ask questions	Autonomy	3.3%	0.0%	0.0%	27.9%	67.2%	0.0%	55.6%	0.0%	33.3%	11.1%
Standard teaching methods	Mastery	29.5%	26.2%	8.2%	21.3%	13.1%	0.0%	22.2%	33.3%	33.3%	11.1%
Blame students for their faults	Mastery	24.6%	32.8%	13.1%	19.7%	8.2%	11.1%	55.6%	0.0%	33.3%	0.0%

Teacher Behaviour*	Category	Treatment					Control				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Lecturing is the best method of presentation	Mastery	49.2%	34.4%	1.6%	8.2%	4.9%	0.0%	44.4%	0.0%	33.3%	22.2%
Use of written test only	Mastery	19.7%	27.9%	4.9%	27.9%	16.4%	0.0%	33.3%	11.1%	22.2%	33.3%
Blame students for not understanding	Mastery	18.0%	44.3%	18.0%	13.1%	4.9%	0.0%	55.6%	0.0%	33.3%	11.1%
Student should solve own issues	Purpose	19.7%	39.3%	11.5%	16.4%	11.5%	0.0%	0.0%	11.1%	55.6%	33.3%
Encourage students to voice concerns	Purpose	3.3%	0.0%	0.0%	34.4%	57.4%	0.0%	33.3%	33.3%	22.2%	11.1%
Occasional scolding for discipline	Purpose	36.1%	19.7%	18.0%	16.4%	8.2%	0.0%	11.1%	0.0%	66.7%	22.2%

**Note: Respondents were asked to rank each statement from 5 (Strongly Agree) to 1 (Strongly Disagree)*

Motivation for Teaching

8 out of 12 teachers in treatment districts cited student progress as a strong motivating factor, especially among STEM teachers. One teacher in Iganga (treatment) noted that "Students have performed well in mathematics compared to earlier," reinforcing that academic improvements drive motivation.

Another teacher in Nwoya (treatment) said, "I feel proud when students pass their exams, especially in science," indicating intrinsic motivation linked to student success.

However, financial security remained a major motivating factor, with some teachers acknowledging that teaching provided access to bank loans, state-run training programmes, and supplementary income from coaching classes.

Majority of the teachers reported engaging with the programme through workshops, coaching sessions, and network meetings. They highlighted that these meetings introduced new methods of engaging with students like thumbs-up/thumbs-down and traffic lights method. However, low recollection was observed with many teachers unable to recall contents of the meeting. Nearly all respondents found the feedback sessions to be valuable and emphasized on unique methods introduced to further create impact, such as framing feedback positively and building confidence and motivation. However, certain hierarchical issues led to resistance in accepting feedback.

3.3 Systemic Impact: STiR Programme and the Education Ecosystem

Evaluation Question 3
What is the impact of STiR Education's programme on the education ecosystem? What processes, structures or routines have been established/changed in the government education system as a result of the STiR programme? Are there any spillover benefits to government initiatives/priorities?

Summary

STiR Education's programmes align closely with the government, primarily due to their focus on teacher development and mentoring. While STiR was present in both primary and secondary schools, the impact on secondary schools has been much greater. Due to better financial capacities and streamlined processes the programme was better received in secondary schools.

While primary school teachers have been able to incorporate the teaching methods and strategies that they learnt through STiR programmes, respondents across the primary education ecosystem highlighted that external motivators could be necessary to drive interest and momentum in the programme.

Transfer of ownership of the STiR Education programme has been initiated, with schools and districts absorbing a portion of the costs associated with the implementation of the programme. However, respondents voiced their concerns over the lack of adequate financing, particularly as parents were unable to pay their portion of the school fee. It was also noted that the STiR team has worked with stakeholders to improve their capacity on conducting network meetings, monitoring, collecting feedback, etc. However, contextual challenges such as delegation of responsibilities and poor local infrastructure impeded the uptake of these responsibilities.

Stakeholders expressed the necessity of continuing the STiR model. However, the evaluation highlighted that certain stakeholders perceived that they were not adequately consulted or involved in developing the programme content and design. Respondents also indicated their preference for a direct delivery model to improve upwards engagement, from school to district.

3.3.1 Alignment with Government Initiatives

Interviews with key government officials (DEOs and Commissioner) highlighted that STiR Education's programmes aligned closely with government priorities and initiatives, particularly in its focus on teacher motivation and professional development. The programme's emphasis on fostering intrinsic motivation through mindset shifts and skill development resonated strongly with the current needs of the education sector.

One DEO remarked, *"It is no longer 'STiR Education'; it is now part of the Ministry. It is a must-do."*

STiR Education had demonstrated significant impact, particularly in secondary schools, where stronger structures, streamlined mobilisation processes, and better financial capacity had contributed to higher receptiveness to its programmes. It was reported that teachers in secondary schools showed a deeper understanding of the programme's objectives and had successfully integrated them into their professional practices.

In contrast, primary schools faced challenges in mobilisation and ownership. The reliance on DEOs for mobilisation in primary schools resulted in weaker teacher ownership of the programme. Furthermore, interviews with school teachers and head teachers highlighted that the absence of external appreciation

or participation incentives hindered their full engagement. Private schools add another layer of complexity, as their lack of compliance with the Ministry's training initiatives disrupted the overall level of engagement.

STiR Education's focus on peer learning and network meetings aligns with the government's priority of fostering collaborative professional environments for teachers. While DEOs acknowledged the necessity of these meetings, they emphasized the need for further reinforcement, including clear action points and regular follow-ups, to enhance their effectiveness.

3.3.2 Transferring Ownership of STiR Education Interventions

A significant impediment to the success of STiR Education's interventions in Uganda was the lack of adequate finances. Initially, STiR Education funded workshops and district-level meetings. However, as this funding tapered off to facilitate a transfer of ownership to local governments, districts struggled to sustain these initiatives due to limited budgets.

"I think what spoilt it all, there was some money… after a meeting you get some money, so when STIR stopped all that, some people decided to start de-campaigning the whole process. That was when the whole things went berserk." – DEO 1, Uganda

"Even if districts are interested in doing, they cannot due to lack of funds. As the budget is already very little and moreover, this initiative is not from their end, there is no incentive to earmark funds for this." – DEO 2, Uganda

3.3.3 Sustainability and Outlook

In Uganda, the Memorandum of Understanding (MoU) between STiR Education and the Ministry of Education and Sports was signed in 2016, with programme implementation beginning in 2017. Interviews with numerous stakeholders demonstrated the clear need for continuing the programme in Uganda. It was observed that STiR Education also has conceptual acceptance and buy-in from various departments and key stakeholders.

One respondent expressed the importance of introducing STiR Education content within the recently launched Continuing Professional Development programmes launched under the new Teacher Education policy.

Despite these challenges, respondents across all stakeholder categories reported that STiR Education remained essential to school education as there was significant emphasis on reigniting and reinstating teachers' motivations. One head teacher observed that, ***"STiR programmes should be embedded in the school curriculum, especially topics like growth mindset"*** and this was echoed by another head teacher, who noted that, ***"STiR trainings should eventually incorporate students also – like head boy and head girl, so that the lessons are further rolled down to students."***

It was also noted that the STiR Education team engages primarily only at the Ministry level, with only monitoring visits being conducted at the school and district level. This approach may require some reconsideration, as stakeholders at these levels perceived a disconnect from the overall programme design and implementation. While it may not be advisable for the STiR Education team to engage directly as it may further obstruct handover and ownership, embedding more communication channels and periodic visits can enable alignment across the stakeholders.

3.4 Effective Learning and Role Modelling: Impact of STiR Education

Evaluation Question
To what extent does the STiR programme develop officials' and teachers' capacities to be effective learners and role-models?

Summary

STiR Education successfully introduced a structured, system-wide intervention that promotes professional development and peer learning among teachers.

With Learning Improvement Cycles (LICs) focused on classroom management, student engagement, and teaching strategies, the programme has been well-received, particularly by teachers who actively applied its methods. Notably, 45.9% of treatment teachers preferred peer feedback as a training approach, compared to only 11.1% in control schools, demonstrating STiR's effectiveness in fostering collaboration. Similarly, 39.3% of treatment teachers favoured learning through observation, a significant increase over the 11.1% reported in control schools, highlighting the programme's ability to encourage experiential learning. Additionally, coaching and mentoring were significantly more favoured in treatment schools (37.7% vs. 0.0% in control), reinforcing the impact of structured guidance in professional development.

Despite these strengths, some areas require improvement for broader systemic impact. The programme remains highly teacher-centric, with limited engagement among education officials such as DEOs and CCTs. Many officials viewed their role as facilitators rather than participants, limiting their ability to apply STiR's principles beyond teacher training. The monitoring framework also lacks gender-disaggregated data and structured reporting mechanisms to capture learning outcomes effectively. Additionally, logistical challenges, such as time and distance barriers, have restricted collaboration across districts. Infrastructure and resource constraints were also highlighted. Furthermore, contextual socio-cultural challenges persist, such as limited parental engagement and economic pressures that drive school dropouts, particularly among girls.

Despite these challenges, STiR's participatory and reflective approach has instilled a culture of continuous learning, with treatment teachers demonstrating higher engagement in interactive and feedback-driven professional development. While control teachers leaned towards externally facilitated training, STiR teachers benefited from hands-on, network-based learning models. Schools where responsibilities were shared among focal teachers reported higher retention of STiR concepts, ensuring sustained impact.

The programme's integration of peer collaboration, mentoring, and structured learning interventions has laid a strong foundation for improving teaching quality and student engagement.

3.4.1 Capacity Building Among Education Officials

STiR Education was designed to be a system-wide intervention, adaptable across all stakeholders in the education ecosystem. In practice, the evaluation found that the programme strongly focused on teachers, with Learning Improvement Cycles (LICs) emphasizing classroom management, student engagement, and teaching strategies.

The STiR programme's teacher-centric structure led to varied levels of engagement among education officials, particularly DEOs and CCTs. While some officials actively engaged with STiR methods, such as

groupwork and participatory engagement, others expressed that directly delivering the content to teachers would be more beneficial. Many officials felt that their role was primarily focused on enabling the training programmes rather than participating, limiting their ability to adapt and apply STiR's principles within their own administrative work.

Despite this, CCTs noted that they have integrated STiR's participatory approaches into their district workshops, facilitating group work and active discussions. However, logistical constraints, such as time and distance barriers, have limited opportunities for collaboration across districts.

STiR's conceptual approach has encouraged officials to engage in deeper learning and research, which some CCTs found beneficial for refining their own training methodologies. While STiR's reading materials and handbooks were considered useful, they noted that these were supplemented with additional research to enhance delivery at district workshops. This reflects a positive culture of self-driven learning, though additional support in resource accessibility and structured training could further strengthen their role as learning facilitators.

3.4.2 Strengthening Leadership in Schools

School leadership plays a crucial role in embedding STiR's values of motivation, autonomy, and role-modelling.

The evaluation noted that among the head-teacher category of respondents, only a few were head teachers (4 out of 12), while the majority (8 out of 12) were deputy head teachers or teachers who played a key role in implementing the STiR Education programme (locally referred to as "STiR focal point teachers") at the school level.

Given the multiple demands of school management, head teachers often found it challenging to dedicate time to district workshops and facilitate network meetings. As a result, responsibilities were shared with other staff members, ensuring that the programme continued to be implemented.

While this delegation helped maintain engagement, it also meant that head teachers were sometimes less involved in the finer aspects of role modelling within the STiR Education process. Their limited participation may have influenced the extent to which programme learnings were seamlessly integrated across the school.

Additionally, network meetings were occasionally delayed due to scheduling constraints, teacher availability, and other logistical factors. Typically lasting around 45 minutes, some meetings extended to two hours, reflecting the commitment of educators to creating meaningful discussions.

Despite the challenges, the evaluation also noted that in schools where responsibilities have been transferred to other staff allowed for deeper involvement in STiR concepts and knowledge-sharing. These teachers found greater opportunities to engage with CCTs and retained the information better. They were then able to directly apply their learnings in classrooms.

3.4.3 Developing Teachers as Lifelong Learners

The teacher-centred approach of STiR Education programmes was reflected in stakeholders' perceptions of content delivery, which they locally termed as *"cascade" or "roll-down" model*. The common understanding amongst the respondents was that content is *"rolled down"* from the Ministry level to the teachers. Further, the primary focus of the content remained on improving teachers' skills within the classroom. It was noted that the STiR Education content was designed to be subject agnostic. However, it emerged from interviews that some alignment was made to specific subjects, to improve teaching strategies and develop relevant learning aids for those topics.

The evaluation also highlighted that in the nascent stages of implementation, intrinsic motivation was emphasised by STiR Education. However, this was perceived as theoretical, making it difficult for teachers to translate into concrete practices, skills, and strategies within the classroom. In response, STiR shifted towards practical teaching strategies, ensuring better alignment with classroom realities and requirements.

Teachers benefited from STiR's structured professional learning, with many acknowledging its relevance to their careers and classroom practices. Those who actively applied STiR strategies reported improvements in student engagement, attentiveness, and response quality. STiR's focus on peer collaboration and reflective practice resonated strongly, reinforcing continuous professional growth. Some examples of teaching success stories are provided below.

Teacher, Iganga

During revision, I ensure all learners are engaged. For example, I encourage whoever knows the answer to write it on the chalkboard. Also, during lessons, I encourage learners to use counting sticks.

Senior Teacher, Mityana

I learnt how to create harmony within the classroom through the lesson in co-creating classroom rules. I also learnt how to make real learning aides for the students, and how to adjust my teaching methods to cater for all the learners in the classroom.

Teacher, Pakwach

STiR has helped us tackle notions such "as girls are poor at maths" – the STIR approach was that "girls can do as boys can do", and that girls and boys must be respectful of each other in the classroom. This is what I implemented in my class.

Teacher, Iganga

I frame my feedback in a way that is motivating and encouraging. For example; At the beginning of the term, I was engaged in feedback where I was observing peer to peer learning and would use phrases like; "good," "better, "very good "excellent."

Case Study: "Bit By Bit Makes a Bundle", Nwoya District

This teacher from Allero Primary School, Nwoya District, has completed three LICs with STiR Education. By adopting STiR Education's teaching strategies, he noted that his students' grammar has improved and that they are able to understand concepts better.

He recognized that his students have a fear of reading. To address this, he implemented creative strategies to foster a love for reading. He conducted weekly reading sessions and provided storybooks. By encouraging them to summarize what they read, he has built students' confidence in speaking. This has resulted in students eagerly requesting extra reading material, a testament to their growing confidence and fluency.

He also highlighted the importance of tailoring teaching to different learner categories. Before, teaching was generic, and slower learners often lagged. Now, through additional instructional materials, placards, and real objects, he reported being able to provide extra guidance.

He also expressed the dramatic transformation in his approach to teaching abstract concepts. He gave an example about teaching the concept of migration. Earlier, he utilized rote definitions, which often confused students. After STiR Education's interventions, he began introducing concepts through relatable examples from their daily lives. His students were aware of family members who had moved to bigger cities for employment and education. By giving this as an example and contrasting it with transportation, such as using *bodabodas* (bikes), he said that he was able to help students fully grasp the concepts and remember them. He feels that STiR Education has not only empowered him to innovate but also created a ripple effect among his students, fostering confidence, curiosity, and improved academic performance.

3.4.4 Expanding Professional Development Opportunities

While STiR's approach has been well-received, there remains an opportunity to expand professional development models to accommodate diverse learning preferences. Virtual training and self-learning were rarely chosen by teachers, likely due to limited digital infrastructure or lack of familiarity with online learning methods. Expanding access to digital training platforms and blended learning approaches could help increase flexibility and accessibility for teachers with varying schedules and commitments.

Teachers in treatment schools showed a strong preference for collaborative and feedback-driven learning, with 45.9% favouring peer feedback, compared to only 11.1% in control schools. Similarly, learning through observation was preferred by 39.3% of treatment teachers, while only 11.1% of control teachers found this approach useful, indicating that treatment teachers valued experiential learning and real-time classroom insights. Coaching and mentoring was also significantly more favoured in treatment schools (37.7% vs. 0.0% in control), suggesting that structured support from senior educators played a critical role in teacher development.

On the other hand, control teachers showed a higher preference for conferences and seminars (33.3% vs. 13.1%), indicating that their training experiences were more formal and externally facilitated rather than

embedded in daily practice. Training by external providers was relatively similar across groups (24.6% treatment vs. 22.2% control), suggesting that both groups saw value in external expertise. However, self-learning was more common among control teachers (11.1% vs. 1.6% in treatment), possibly due to the limited availability of peer collaboration opportunities in control schools.

Additionally, 18.0% of treatment teachers considered student feedback as a valuable training method, whereas no control teachers (0.0%) reported this preference, highlighting a stronger inclination towards student-centred learning among treatment teachers. Virtual training remained largely underutilised, with minimal preference in treatment schools (1.6%) and none in control schools (0.0%).

Overall, the findings suggest that treatment teachers engaged more in interactive, feedback-oriented, and peer-supported professional development, while control teachers relied more on external training sessions and independent learning. This contrast underscores the impact of STiR's network-based model in fostering peer collaboration and mentorship as key drivers of professional growth.

Table 17: Preferred Training Method of Teachers- Treatment vs Control

Training delivery approach*	Treatment	Control
In-person lecture type training	31.1%	11.1%
Feedback from peers	45.9%	11.1%
Training designed and delivered by external providers	24.6%	22.2%
Learning through observation	39.3%	11.1%
Coaching	37.7%	0.0%
Feedback from students	18.0%	0.0%
Attending conferences / seminars	13.1%	33.3%
Virtual training	1.6%	0.0%
Self-learning	1.6%	11.1%
Peer collaboration	31.1%	0.0%

Green indicates methods embedded in STiR Education's programmes

****Please note that multiple selections allowed for this question***

3.4.5 Programme Enhancements

The interviews with participants highlighted key aspects that influenced the success of the programme. While there were many positive takeaways, a few areas emerged where additional support and refinement could further strengthen its impact.

1. **Relevance of Content:** Teachers expressed concerns about the relevance of STiR's training materials, particularly the classroom videos, which depicted smaller, Indian classrooms that did not reflect the reality of overcrowded Ugandan schools. One teacher highlighted the challenge of managing a class of 155 pupils, making the demonstrated teaching methods impractical

2. **Retention of Content:** While teachers and school leaders could recall the names of various Learning Improvement Cycle (LIC) topics, they faced some challenges in remembering specific details and practical applications. The most recent LIC on Safe Learning Environments was widely remembered, indicating that recency plays a role in content retention. Providing additional reinforcement strategies could help ensure deeper engagement with earlier modules.

3. **Building on Existing Knowledge:** Many respondents, particularly DEOs and CCTs, noted that some of the strategies introduced by STiR Education were already part of teacher certification programmes. While this led to a perception of repetition, respondents also acknowledged that the programme served as an important refresher, helping to reinforce best practices and key professional values.
4. **Strengthening Monitoring and Reflection:** The programme currently assesses behavioural outcomes across five thematic areas, but schools are also expected to implement specific strategies from the LICs. A more structured approach to tracking classroom observations, peer collaboration, and feedback mechanisms could enhance programme effectiveness. Establishing clear monitoring and reporting protocols would not only strengthen implementation but also reinforce content retention and teacher engagement.

Contextual Considerations

Limited infrastructure, resource constraints, and financial strain emerged as key challenges affecting teaching and learning. DEOs reported insufficient district budgets, with some CCTs and Education Inspectors sharing a single motorcycle for school visits.

Teachers highlighted overcrowded classrooms, outdoor lessons, and security issues due to unfenced school premises. Housing near schools was often inadequate and costly, further affecting teacher well-being. A DEO noted that teachers' morale suffered due to financial insecurity, impacting classroom engagement.

Beyond financial concerns, socio-cultural factors also played a role, with school leaders emphasizing the need for stronger parental and community involvement. Many children, particularly girls, attended school without adequate meals, affecting concentration and participation, while economic pressures often led parents to encourage school dropouts for household income. Reports of early marriage and gender-based violence further contributed to school retention challenges, underscoring the need for a holistic approach integrating school-based efforts with community support.

By addressing these considerations, the STiR Education programme can continue to build on its strengths while ensuring that both systemic and contextual factors are aligned to create sustainable, engaging, and empowering learning environments for both teachers and students.

3.5 Impact of the STiR Programme on Gender and Equity

Evaluation Question
What is the impact of STiR Education's programme on gender and equity?

Summary

STiR Education has taken meaningful steps to integrate gender-inclusive strategies within its classrooms, contributing to a near-equal literacy performance between male and female students in treatment schools. While male students still outperformed females in numeracy across both treatment and control schools, the minimal literacy gap in treatment schools suggests some progress toward gender parity in learning outcomes. Additionally, STiR's structured approach has encouraged participatory teaching methods, fostering a more inclusive learning environment for students.

However, the programme's design and strategy do not explicitly incorporate gender equality as a core objective, and no formal gender analysis was conducted prior to implementation. Key gender gaps remain in programme monitoring, with no gender-disaggregated data captured to track progress. Furthermore, while some LIC content includes gender considerations, there is no structured co-design process ensuring women's participation. As a result, STiR Education's contribution to gender equality was assessed at GEN 1, indicating limited but present gender-responsive elements.

Despite this, STiR's commitment to refining its approach presents an opportunity to embed stronger gender-sensitive practices, particularly in content development, monitoring, and addressing the specific challenges faced by female students and educators.

3.5.1 Performance on Learning Assessment Test

To understand whether STiR Education has had any impact on gender, as a first step, the study aimed to identify the level of difference in performance between male and female students across the treatment and control sample schools.

The LAT Performance- Gender Wise Comparison reveals notable differences in learning outcomes across treatment and control schools. In treatment schools, male and female students performed relatively equally in literacy, with females slightly outperforming males (73.3% vs. 72.9%). However, in numeracy, males scored higher (68.9% vs. 64.6%), indicating a small but persistent gender gap in mathematical skills. Despite this, the overall combined score (numeracy + literacy) shows a marginal difference between genders (69.7% for males vs. 66.3% for females), suggesting that STiR interventions have contributed to a more balanced academic performance.

In control schools, gender disparities were more pronounced, particularly in literacy and numeracy. Male students outperformed females in both subjects, with the largest gap seen in literacy (60.0% vs. 54.8%). The combined performance in control schools was significantly lower than in treatment schools, with males scoring 56.9% and females 53.0%. These findings suggest that STiR Education's interventions may have played a role in reducing gender gaps in literacy and improving overall academic performance, particularly when compared to control schools where disparities remain more evident. However, the

continued numeracy gap, even in treatment schools, highlights the need for targeted interventions to strengthen female students' mathematical skills.

Table 18: LAT Performance- Gender Wise Comparison

	Male	Female
Treatment		
Combined (Numeracy + Literacy)	69.7%	66.3%
Numeracy	68.9%	64.6%
Literacy	72.9%	73.3%
Control		
Combined (Numeracy + Literacy)	56.9%	53.0%
Numeracy	56.1%	52.6%
Literacy	60.0%	54.8%

The subsection-wise performance comparison reveals key trends in numeracy and literacy between female and male students across treatment and control schools. Female students in treatment schools performed better than their control counterparts in most numeracy subsections, particularly in Geometry (80.0% vs. 60.0%) and Counting (77.0% vs. 69.0%), indicating stronger foundational skills. However, Division remained the weakest area for both groups, with treatment females scoring 25.0% and control females 16.0%, highlighting the need for targeted interventions. Male students in treatment schools also outperformed their control peers, with notable strengths in Subtraction (76.0% vs. 71.0%) and Counting (81.0% vs. 72.0%), though Division (31.0% vs. 19.0%) remained a key challenge. Literacy comprehension was nearly identical for treatment males and females (73.0%), while control males scored slightly higher than control females (60.0% vs. 55.0%). Overall, treatment schools showed better gender parity in literacy, but persistent gaps in numeracy, particularly in division and measurement, emphasize the need for additional instructional support.

Table 19: Subsection wise performance of Female Students- Treatment vs Control

Section	Sub Section	Females		Males	
		Treatment	Control	Treatment	Control
	N	441	140	449	105
Numeracy	Geometry	80.0%	60.0%	82.0%	65.0%
Numeracy	Counting	77.0%	69.0%	81.0%	72.0%
Numeracy	Measurement	60.0%	46.0%	61.0%	41.0%
Numeracy	Division	25.0%	16.0%	31.0%	19.0%
Numeracy	Subtraction	68.0%	59.0%	76.0%	71.0%
Literacy	Comprehension	73.0%	55.0%	73.0%	60.0%

3.5.2 Addressing Gender Issues

In cognisance of the specific issues pertaining to gender in Uganda, STiR Education has developed a series of best practices to ensure that gender-gaps are bridged. The programme reinforces the importance of gender equality by encouraging gender inclusive strategies in classrooms.

Figure 11: Gender in Programme Implementation

Behaviours: The pedagogy is designed to be gender-responsive, focusing on ensuring that boys and girls are treated as equals and provided with equal opportunities. While the programme does not directly address issues like teenage pregnancy, it incorporates strategies to foster inclusivity and equity. For example, teachers are encouraged to address learners by name and use techniques like cold-calling to engage all students actively.

Gender Responsiveness: Efforts are being made to promote gender-responsive practices in training and engagement sessions. This includes providing gender-neutral examples in the content, and negating stereotypes during sessions.

Intentional Peer Pairings: Peer pairings, such as male and female teachers working together, are created to promote collaboration and inclusivity. These pairings often involve one teacher observing and supporting the other during lessons.

Classroom Observations and Inclusivity: Observations during lessons focus on gender diversity, such as male teachers observing female-led classes and vice versa. Teachers are also encouraged to rotate student participation to ensure inclusivity.

3.5.3 Assessing STiR Education's Contribution towards Gender Equality

The UNDP's Gender Marker is a vital accountability tool that tracks financial investments in gender-responsive initiatives, to assess whether projects integrate gender considerations.

Table 20: UNDP Gender Marker

Code	Description of Code
GEN 3	• The achievement of gender equality and/or the empowerment of women are an explicit objective of the output and the main reason that this output was planned.
GEN 2	• Gender equality is not the main objective of the expected output, but the output promotes gender equality in a significant and consistent way. • Requires evidence that a gender analysis has been done, that there will be change related to gender equality/women's empowerment and there are indicators to measure/track this change.
GEN 1	• Output at the project level contributes in a limited way to gender equality, but not significantly. • Gender equality is not consistently mainstreamed and has not been critical in the project design • Some aspect(s) of the output at the project level (i.e. one or more of its activities) are expected to promote gender equality but not in a consistent way
GEN 0	• Outputs at the project level are not contributing to gender equality.

To determine STiR Education's contribution towards advancing gender equality and empowerment of women, a mapping exercise was undertaken.

No.	Area	Description	Evaluation Finding
1	Theory of Change and Strategy	Does the Theory of Change state gender equality or empowerment of women as an explicit objective?	No. It was found that the Theory of Change and the accompanying strategy

		Does the programme strategy explicitly highlight gender equality goals?	narrative does not mention gender equality and empowerment of women. Gender does not feature as a key project impact, outcome, or output.
2	Gender Analysis	Was a gender analysis study undertaken to (i) understand the nature of challenges faced by girls and women in the education system, and (ii) identify methods to address these issues?	No. To the understanding of the evaluators, a gender analysis study was not undertaken prior to the programme implementation in Uganda.
3	Co-Design Process	Does the Co-Design Process specifically emphasise on the mandatory participation of women?	No. It was observed that the Co-Design Committee does have women participants, however, this was not a result of STiR Education's processes. Instead, the Committee is focused on engaging personnel of certain experience.
4	Content	Does the content used for the LICs address gender inequality issues amongst stakeholders at all levels?	Yes. Although the Evaluation Team has not reviewed the LIC content for the purpose of this Evaluation, discussions with the STiR Education team highlighted that certain aspects of gender equality are incorporated in the content.
5	Implementation	Does the programme implementation address the specific challenges faced by women and girls?	Partially. As depicted in Figure 11, the programme implementation does address challenges faced by women.
6	Monitoring Framework	Does the Monitoring Framework capture gender-disaggregated data across all indicators?	No. The Internal Monitoring Framework does not capture data in a gender-disaggregated manner.

Based on the above findings, STiR Education's programme can be ranked **GEN 1.**

Figure 12: Methods to promote gender equality in classrooms.

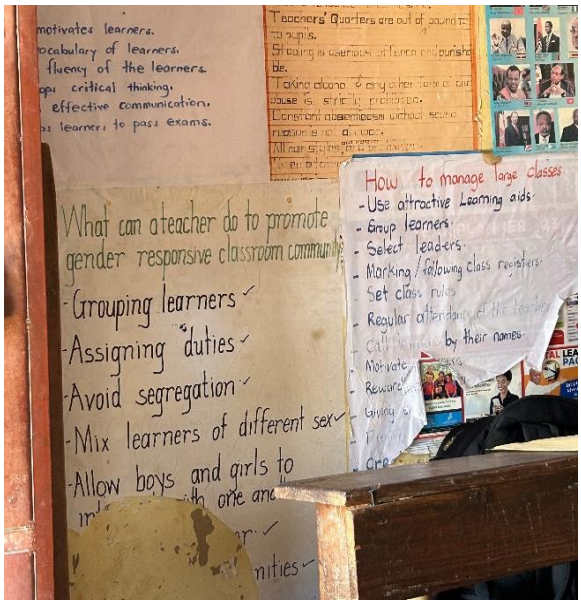
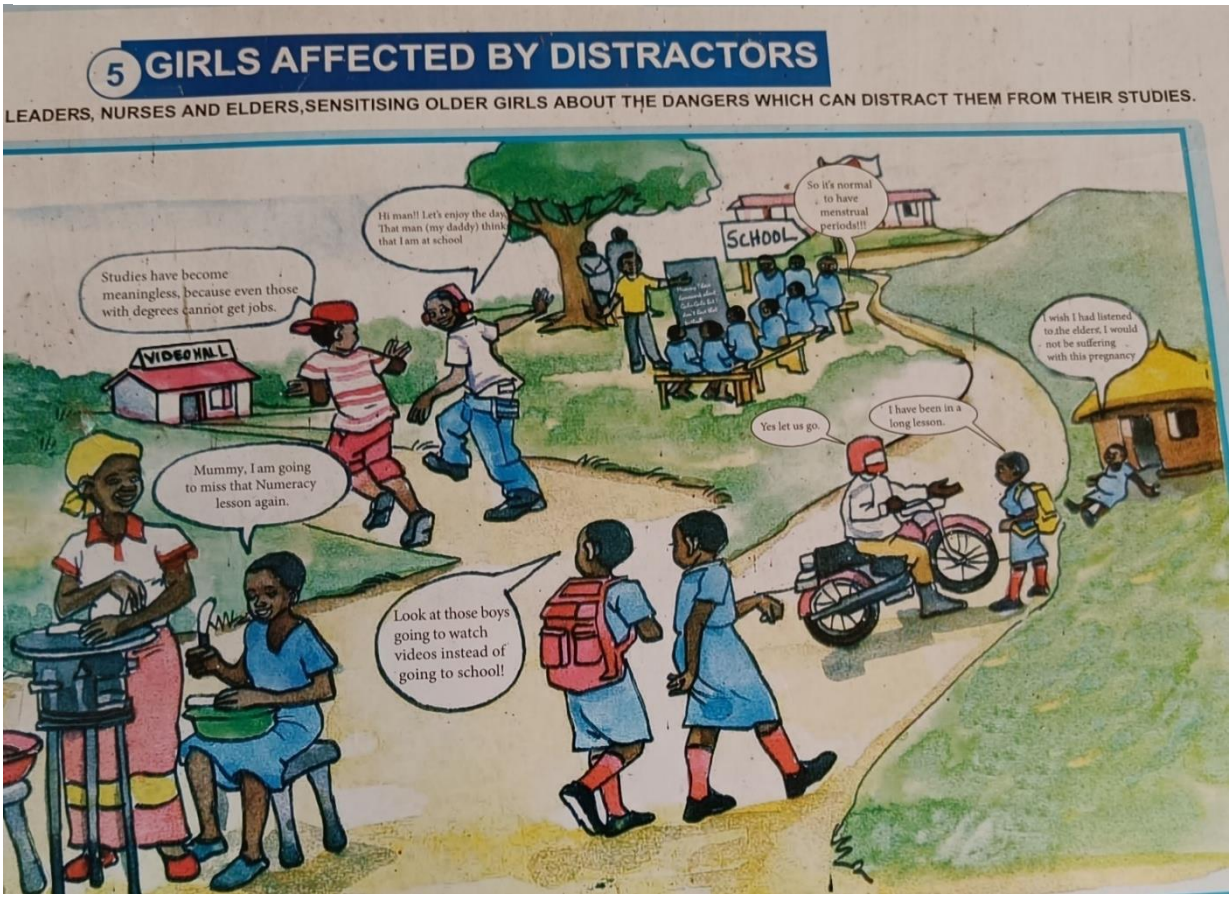


Figure 13: Sensitisation Poster in a Primary School, Pakwach, Uganda



3.6 STiR Education Programme's Social Return on Investment (SRoI)

Evaluation Question
What is the Social Return on Investment (SRoI) associated with investing in STiR Education's programmes?

The main objective of using the SRoI tool was to assess the financial value of the impact generated by STiR Education interventions, which sought to enhance student learning outcomes by fostering intrinsic motivation in teachers. The SRoI framework was developed in alignment with the methodology and frameworks presented by Social Value International[16] and United Nations Development Programme[17]. SRoI framework was contextualized to the STiR Education Theory of change, stakeholders involved, inputs, outputs, and outcome. Input cost was taken from the STiR Education's audited financial statements of FY 23-24 against which financial value of impact was determined. The formula for SRoI was as follows:

Equation 2: SRoI Calculation

$$\text{Social Return on Investment (SRoI)} = \frac{\text{Net Present Value of Impact (Financial)}}{\text{Value of Inputs (Financial)}}$$

$$\text{Net Present Value of Impact} = \text{(Impact – Deadweight – Attribution (+/-) Displacement)*Financial Proxy per Unit}$$

$$\text{Value of Inputs} = \text{Cost of implementing program}$$

For STiR education, net present value of impact was estimated basis impact at student level, LAT assessment, and teacher level- self-reported score on work task motivation scale.

Net Present Value of Impact:

1. Value of impact at student level: The impact resulted due to increase in Student Learning Outcomes (SLO) attributable to STiR across treatment schools was assessed in this parameter. The financial proxy was based on a cost-savings approach, specifically at the parent level. The financial proxy relied on a set of assumptions, which were as follows:
    - In the absence of the publicly funded education system, parents would have borne the cost of educating their children

16 socialvalueint.org/guide-to-sroi

17 https://www.undp.org/sites/g/files/zskgke326/files/migration/eurasia/Appendix-SROI-methodology_ENG.pdf

- The government of Uganda spends UGX 160,833 per child[18] [19], which was the average cost incurred by the government in Mityana, Pakwach, Iganga, and Nwoya
- If the government had not provided free education, parents would have needed to bear the same cost per child. Therefore, the amount invested by the government per child was considered the cost saved by parents in educating their child
- Finally, with an investment of UGX 160,833, the government hopes to achieve 100% SLO, providing an indicative value for each percentage point of SLO

The Uganda Bureau of Statistics (UBS), local government wise budget plans and allocations, published by the Ugandan government was the base for identification of financial proxies. The total number of elementary schools across the 4 districts in question are ~394, as reported in the Education Abstract Report by the Education Policy and Planning Department, with an average of 55 students per grade. The total number of grade 6 students was ~29580, resulting in a total government investment of UGX 4,758,928,263 for grade 6. Through regression analysis, the marginal effect (15.83%) was calculated as the percentage contribution to student scores by STiR, accounting for deadweight and attribution.

The net present value of the impact delivered by STiR (calculated by multiplying the total amount invested by the government for grade 6 students by the marginal effect value) was UGX 753,338,344, which equates to £ 165,734 (based on an exchange rate of 1 UGX = 0.00022 as of 31st March 2024).

2. Value of impact at teacher level: The impact at the teacher level was measured by the difference between treatment and control groups across the self-reported Intrinsic Motivation (IM) score on the Work Task Motivation (WTM) scale. The financial proxy used was based on the time value approach for teachers. The assumptions underlying the financial proxy are as follows:
    - Time invested by teachers in the LIC was considered a value-add as evidenced from qualitative interactions.
    - Time spent on LIC training and activities contributed to the intrinsic motivation of teachers.
    - The attribution percentage was determined based on teachers' revealed preferences regarding factors impacting their motivation.
    - The total attributable financial impact value was calculated as: IM delta * total hours spent in LIC * hourly rate of a teacher * attribution %
    - The hourly rate for teachers was estimated based on the professional fees for teachers in the Ugandan Bureau of Statistics (UBS) Local Budget Files[20]

[18] https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Nwoya%20District_6.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Mityana%20Municipal%20Council.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Pakwach%20District_6.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Iganga%20District_7.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Iganga%20Municipal%20Council_0.pdf

[19] Education Abstract 2017 – Education Policy and Planning Department, Ministry of Education and Sports, The Republic of Uganda (Page 113 onwards)

[20] https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Nwoya%20District_9.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Mityana%20District_10.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Pakwach%20District_8.pdf; https://budget.finance.go.ug/sites/default/files/Indivisual%20LG%20Budgets/Iganga%20District_12.pdf

- The total number of elementary school teachers was 3,694, with an average per teacher rate UGX 6,939,139, across the 4 districts
- The total number of working days was taken as 26021, with 8 hours per day, resulting in an hourly rate of UGX 3,336
- The total estimated number of hours for positive displacement LIC activities is 210 hours, with an average of 3 LICs across 4 districts, each lasting 10 days at 8 hours per day. Of the 8 hours per day, 7 hours are considered value-adding within the school, while 1 hour per LIC day is allocated to negative displacement, accounting for out-of-school engagement

A weighted scoring approach was used to determine the motivation and amotivation scores across the five Work Task Motivation (WTM) areas. These scores were then consolidated into total motivation and amotivation scores for both treatment and control groups. The difference between the treatment and control groups represents the impact created by STiR on the intrinsic motivation of teachers, with the treatment group showing a 12.5% higher score.

To determine attribution, teachers' preferences regarding factors impacting motivation were considered, and the attribution percentage was estimated based on the scores given for STiR-influenced factors. Out of 11 factors, StiR Education influences 5, with the weighted score for these factors indicating a 21% attribution.

The total number of elementary school teachers is 3,694, according to UBS data. The difference in Work Task Motivation (WTM) between the treatment and control groups is 12.50%. The total number of LIC hours contributing to the intrinsic motivation of teachers is 210 hours, accounting for 30 hours of negative displacement, with an attribution percentage of 21%. The net present value of impact was calculated as UGX 68,031,291 or £ 14,967 (1 UGX = 0.00022 as of 31st March 2024) at the teacher level.

3. Total Net Present Value of impact:

Net Present value of impact for teachers and students was calculated as £ 180,701.

Value of Inputs:

Value of inputs, cost of delivering the programme, was determined from the audited balance sheets of STiR Education for the FY 2023-24, amounting to £ 1,142,456 for 79 districts. To estimate value of inputs for 4 districts on which the SRoI is calculated, the total amount was divided by 79, assuming equal allocation for each district, amounting to £ 14,461 per district.

The cost of inputs for 4 districts would hence amount to £ 57,846.

Social Return on Investment Determination:

SRoI was determined by dividing the total financial value of impact delivered by STiRs input cost for the 4 districts, leading to a return of £ 3.12 per pound invested by STiR.

[21] https://www.monitor.co.ug/resource/blob/4836210/1656b3de3a4fce99c3bc13faa1a9d952/calender-data.pdf

While estimating the SRoI for Uganda there were some limitations in procuring reliable data sets, especially looking at count of teachers, students, and schools across the four districts. Due to unavailability of updated (AY 2024) government dataset, the study had to leverage AY 2017 academic data sets which were then compared with the trends in education i.e. enrolment, drop out, teacher counts, indicative salary from qualitative interactions etc. to validate the numbers, negating disproportionate numbers leading up to AY 2024. The financial figures are based on FY 2023-24 data published on the official government website of UBS (Uganda Bureau of Statistics). The figures uploaded by local government are assumed to be accurate and reliable.

Note: SRoI of STiR Education interventions for Uganda was calculated based on student and teacher levels data made available to us through primary survey and secondary research. Any subsequent changes might impact the SRoI score accordingly.

Annexure I- Detailed Findings

Introduction

The detailed insights, findings, and data for the evaluation questions are presented in this Annexure. There are no further significant findings or insights for EQ 4 and EQ 6 apart from the findings covered in the Key Findings Section 3.4 and 3.6 respectively of this report.

Evaluation Question 1

What is the impact of STiR Education's programme on student learning outcomes, their foundations of learning, and their socio emotional learning?

Analysis of Regression Results

1. **Model A: Total Score:** This model considers the total score in the Learning Assessment Test, i.e., both the literacy and numeracy components.

Table 21: Total Score (Dependent Variable)

Variable	Coefficients	Standard Error	t Stat	P-value
(Intercept)***	8.883	0.437	20.319	< 2e-16
Treatment***	1.441	0.290	4.969	0.000
Gender**	-0.647	0.199	-3.249	0.001
Coaching	-0.089	0.212	-0.422	0.673
Siblings	-0.068	0.080	-0.840	0.401
Highest degree of parents	0.061	0.060	1.014	0.311
Highest degree of siblings	-0.013	0.070	-0.193	0.847
Land	-0.261	0.224	-1.166	0.244
Dependents	0.160	0.275	0.581	0.562
House	0.071	0.242	0.293	0.770
Expenditure	0.000	0.000	0.767	0.443
Assets Owned	-0.069	0.074	-0.939	0.348
Learning Materials*	0.435	0.172	2.525	0.012
Distance*	0.016	0.008	2.113	0.035

Significant codes: '' 0.001 '**' 0.01 '*' 0.05 '^' 0.1***

Table 22: Summary Output- Total Score

	Model 1	Model 2a	Model 2b	Model 3	Model 4
(Intercept)	9.053*** (0.252)	9.352*** (0.401)	9.32*** (0.402)	9.233*** (0.405)	8.883*** (0.437)
Treatment	1.571*** (0.274)	1.538*** (0.278)	1.555*** (0.278)	1.366*** (0.289)	1.441*** (0.29)
Gender		-0.625** (0.199)	-0.652** (0.2)	-0.658** (0.2)	-0.647** (0.199)
Coaching		-0.045 (0.21)	-0.041 (0.21)	-0.023 (0.21)	-0.089 (0.212)
Siblings		-0.062 (0.081)	-0.065 (0.081)	-0.065 (0.081)	-0.068 (0.08)
Highest degree of parents		0.076 (0.06)	0.075 (0.06)	0.068 (0.06)	0.061 (0.06)

	Model 1	Model 2a	Model 2b	Model 3	Model 4
Highest degree of siblings		0.001 (0.07)	-0.002 (0.07)	-0.01 (0.07)	-0.013 (0.07)
Land		-0.209 (0.223)	-0.229 (0.224)	-0.252 (0.224)	-0.261 (0.224)
Dependents		0.151 (0.276)	0.165 (0.277)	0.167 (0.276)	0.16 (0.275)
House		0.106 (0.242)	0.11 (0.242)	0.114 (0.241)	0.071 (0.242)
Expenditure			0 (0)	0 (0)	0 (0)
Assets Owned				-0.073 (0.074)	-0.069 (0.074)
Learning Materials				0.406* (0.172)	0.435* (0.172)
Distance					0.016* (0.008)
*Significant codes: '***' 0.001 '**' 0.01 '*' 0.05 '^' 0.1*					
Observations	739	739	739	739	739
Control Outcome Mean	8.624	8.9386	8.929	9.222	9.105
R-Square	0.04268	0.05944	0.061	0.069	0.074
Effect Size	18.22%	17.21%	17.41%	14.81%	15.83%
Effect size in standard deviations (Cohen's d)	0.211	0.204	0.206	0.174	0.183

Table 23: Total Score- Model Specifications

Models	Variables
1	Total Score Treatment
2a	TotalScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House
2b	TotalScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House+Expenditure
3	TotalScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House+Expenditure+AO+LM
4	TotalScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House+Expenditure+AO+LM+Distance

Note: AO: Sum of Assets (electricity, indoor bathroom or toilet, television, mobile phone, fridge, bike/2-wheeler, computer, gas stove)

LM: Sum of access to Learning Materials (Mobile Phone / Computer/Library)

Students in the treatment group demonstrated a positive and significant correlation with overall total scores, scoring 1.441 points higher than those in the control group, reinforcing the impact of the STiR Education programme.

Several other factors were also significantly correlated with student performance, including gender, access to learning materials, and distance to the city centre. Female students scored 0.647 points lower than their male counterparts, while access to learning materials positively influenced scores by 0.435 points. Additionally, students with parents who had higher levels of education tended to perform better academically.

The model supported the assumption that homeownership was linked to higher socio-economic status, as students from homeowner families scored 0.071 points higher than those from rented

accommodations. This suggested that homeownership might provide better access to essential resources and learning opportunities, contributing to improved academic outcomes.

Interestingly, attending coaching classes was associated with a negative but non-significant impact on scores. This could be due to reduced self-study time or the fact that lower-performing students were more likely to enrol in such classes.

The multiple regression model with all the above predictors had $R^2 = .07431$, $F(13, 725) = 4.477$, $p < .001$.

2. **Model B:** The selected outcome variable is the **Literacy Score**. The maximum possible score was 3 (minimum 0). Summary of the output is shown in the table below:

Table 24: Literacy Score (Dependent Variable)

Variable	Coefficients	Standard Error	t Stat	P-value
(Intercept)***	1.771	0.159	11.110	< 2e-16
Treatment***	0.382	0.106	3.613	0.000
Gender	-0.102	0.073	-1.411	0.159
Coaching	0.078	0.077	1.013	0.311
Siblings	-0.008	0.029	-0.259	0.796
Highest degree of parents	0.021	0.022	0.980	0.327
Highest degree of siblings	-0.019	0.025	-0.752	0.452
Land	-0.100	0.082	-1.223	0.222
Dependents	0.124	0.100	1.235	0.217
House	0.011	0.088	0.125	0.901
Expenditure	0.000	0.000	1.446	0.149
Assets Owned	0.015	0.027	0.547	0.584
Learning Materials	-0.001	0.063	-0.012	0.991
Distance	0.004	0.003	1.520	0.129

Signif. codes: '' 0.001 '**' 0.01 '*' 0.05 '^' 0.1***

Table 25: Summary Output- Literacy Score

	Model 1	Model 2a	Model 2b	Model 3	Model 4
(Intercept)	1.912*** (0.091)	1.886*** (0.146)	1.872*** (0.146)	1.863*** (0.148)	1.771*** (0.159)
Treatment	0.352*** (0.099)	0.354*** (0.101)	0.362*** (0.101)	0.362*** (0.105)	0.382*** (0.106)
Gender		-0.092 (0.072)	-0.105 (0.073)	-0.105 (0.073)	-0.102 (0.073)
Coaching		0.094 (0.076)	0.095 (0.076)	0.096 (0.076)	0.078 (0.077)
Siblings		-0.006 (0.029)	-0.008 (0.029)	-0.007 (0.029)	-0.008 (0.029)
Highest degree of parents		0.025 (0.022)	0.024 (0.022)	0.023 (0.022)	0.021 (0.022)
Highest degree of siblings		-0.016 (0.025)	-0.017 (0.025)	-0.018 (0.025)	-0.019 (0.025)

	Model 1	Model 2a	Model 2b	Model 3	Model 4
Land		-0.084 (0.081)	-0.094 (0.081)	-0.098 (0.082)	-0.1 (0.082)
Dependents		0.12 (0.1)	0.126 (0.1)	0.126 (0.101)	0.124 (0.1)
House		0.024 (0.088)	0.026 (0.088)	0.022 (0.088)	0.011 (0.088)
Expenditure			0 (0)	0 (0)	0 (0)
Assets Owned				0.014 (0.027)	0.015 (0.027)
Learning Materials				-0.009 (0.063)	-0.001 (0.063)
Distance					0.004 (0.003)

Significant codes: '' 0.001 '**' 0.01 '*' 0.05 '^' 0.1***

Observations	739	739	739	739	739
Control Outcome Mean	2.264	2.3943	2.3839	2.3721	2.4413
R-Square	0.01679	0.02714	0.03025	0.03063	0.03371
Effect Size	15.55%	14.79%	15.19%	15.26%	15.65%
Effect size in standard deviations (Cohen's d)	0.131	0.129	0.132	0.127	0.133

Table 26: Literacy Score- Model Specifications

Models	Variables
1	LiteracyScore~Treatment
2a	LiteracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House
2b	LiteracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House+Expenditure
3	LiteracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House+Expenditure+AO+LM
4	LiteracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House+Expenditure+AO+LM+Distance

Being in the treatment group was positively and significantly correlated with higher literacy scores. Students participating in the STiR programme scored 0.382 points higher than those in the control group. Considering that the maximum possible score was 3, this represented an increase of nearly 10%, highlighting the programme's meaningful impact

A notable observation was the positive impact of the "Percentage of dependents" variable, which also reflected household size to some extent. One possible explanation was that children in larger households may have benefited from increased exposure to conversations, potentially enhancing their comprehension and language skills. This finding suggested a nuanced interaction between household dynamics and literacy development

The multiple regression model with all the above predictors had $R^2 = .034$, $F(13, 725) = 1.945$, $p < .05$.

3. **Model C:** The selected outcome variable is **the Numeracy Score**. The maximum possible score was 12 (minimum 0). Summary of the output is shown in the table below:

Table 27: Numeracy Score (Dependent Variable)

Variable	Coefficients	Standard Error	t Stat	P-value
(Intercept)***	7.112	0.352	20.210	< 2e-16
Treatment***	1.059	0.234	4.536	0.000
Gender***	-0.545	0.160	-3.398	0.001
Coaching	-0.168	0.170	-0.983	0.326
Siblings	-0.060	0.065	-0.927	0.354
Highest degree of parents	0.039	0.048	0.816	0.415
Highest degree of siblings	0.006	0.056	0.102	0.919
Land	-0.161	0.180	-0.895	0.371
Dependents	0.036	0.222	0.162	0.872
House	0.060	0.195	0.307	0.759
Expenditure	0.000	0.000	0.298	0.766
Assets Owned	-0.084	0.059	-1.415	0.158
Learning Materials**	0.436	0.139	3.142	0.002
Distance	0.012	0.006	1.936	0.053

Significant codes: '' 0.001 '**' 0.01 '*' 0.05 '^' 0.1***

Table 28: Summary Output- Numeracy Score

	Model 1	Model 2a	Model 2b	Model 3	Model 4
(Intercept)	7.14*** (0.203)	7.466*** (0.323)	7.449*** (0.324)	7.37*** (0.326)	7.112*** (0.352)
Treatment	1.220*** (0.221)	1.184*** (0.224)	1.193*** (0.224)	1.004*** (0.232)	1.059*** (0.234)
Gender		-0.533*** (0.16)	-0.547*** (0.161)	-0.553*** (0.161)	-0.545*** (0.16)
Coaching		-0.139 (0.169)	-0.137 (0.17)	-0.118 (0.169)	-0.168 (0.17)
Siblings		-0.056 (0.065)	-0.057 (0.065)	-0.058 (0.065)	-0.06 (0.065)
Highest degree of parents		0.052 (0.048)	0.051 (0.048)	0.045 (0.048)	0.039 (0.048)
Highest degree of siblings		0.017 (0.056)	0.015 (0.056)	0.008 (0.056)	0.006 (0.056)
Land		-0.124 (0.18)	-0.136 (0.181)	-0.155 (0.181)	-0.161 (0.18)
Dependents		0.032 (0.223)	0.039 (0.223)	0.041 (0.222)	0.036 (0.222)
House		0.082 (0.195)	0.084 (0.195)	0.092 (0.194)	0.06 (0.195)
Expenditure			0 (0)	0 (0)	0 (0)
Assets Owned				-0.087 (0.059)	-0.084 (0.059)
Learning Materials				0.414** (0.139)	0.436** (0.139)

	Model 1	Model 2a	Model 2b	Model 3	Model 4
Distance					0.012. (0.006)

*Significant codes: '***' 0.001 '**' 0.01 '*' 0.05 '^' 0.1*

Observations	739	739	739	739	739
Control Outcome Mean	7.36	7.5384	7.5334	7.4179	7.4715
R-Square	0.03967	0.0573	0.05818	0.06967	0.07445
Effect Size	16.58%	15.71%	15.84%	13.53%	14.17%
Effect size in standard deviations (Cohen's d)	0.203	0.194	0.196	0.159	0.166

Table 29: Numeracy Score (Dependent variable)

Models	Variables
1	NumeracyScore~Treatment
2a	NumeracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House
2b	NumeracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House +Expenditure
3	NumeracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House +Expenditure+AO+LM
4	NumeracyScore~Treatment+Gender+Coaching+Siblings+Parentsdegree+Siblingsdegree+Land+Dependents+House +Expenditure+AO+LM+Distance

With regard to Numeracy scores, being in treatment group was a significant variable. The treatment group students scored 1.059 points higher compared to those in control group

As in the case of Model 1 (for Total Score), "Gender" (being female in this case) and "Access to learning materials" were significant variables. Here, again female students scored lesser than their male counterparts (0.545 points lower)

The 'percentage of dependents' and 'attending coaching classes' had a negative impact on the Numeracy scores.

The multiple regression model with all the above predictors had $R^2 = .074$, $F(13, 725) = 4.486$, $p < .001$.

Detailed Analysis of Performance in LAT

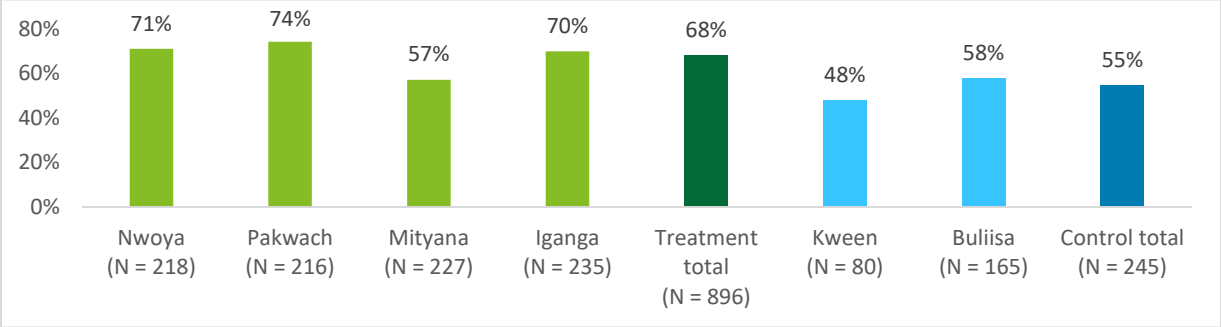
Table 30 below represents the number of students sampled in each of the districts.

Table 30: District-Wise Sample Distribution

Treatment					Control		
Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Control
N = 218	N = 216	N = 227	N = 235	N = 896	N = 165	N = 80	N = 245

Figure 14 depicts district wise LAT performance- the treatment districts Pakwach and Nwoya showed the greatest performance with 74% and 71% correct responses respectively. The lowest performance is observed in Kween (Control district) with only 48% correct answers. Treatment schools scored 13% percentage points higher than the control schools.

Figure 14: Overall LAT Performance- District Wise

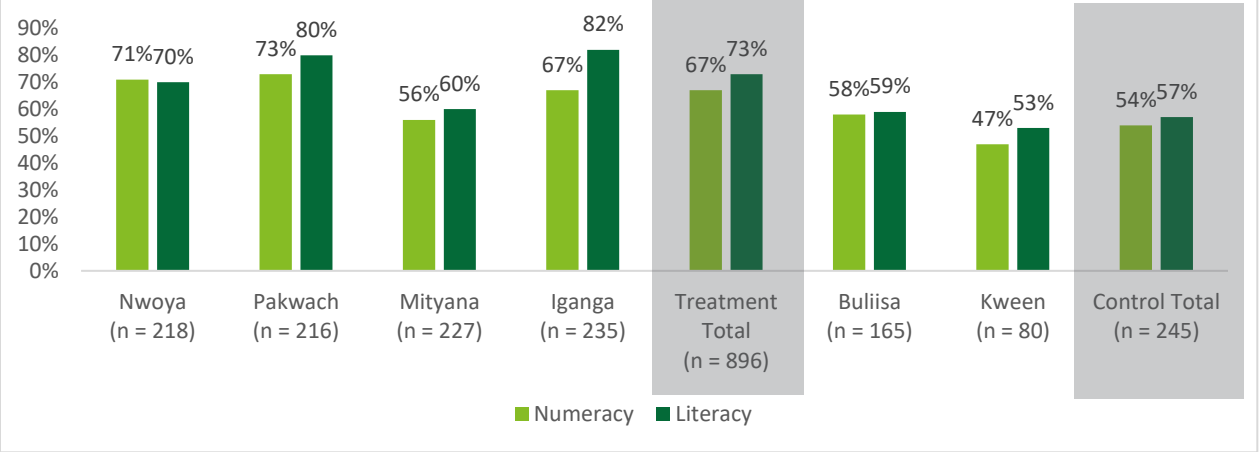


1. Section Wise

Students across both treatment and control districts generally performed better in the Literacy section as compared to Numeracy. Students in treatment schools outperformed students in control schools on both Literacy and Numeracy components. Pakwach district performed the best in Numeracy while Iganga students had the highest performance in Literacy. Amongst the treatment districts, Mityana demonstrated the weakest performance across both Numeracy and Literacy components.

However, as depicted in Figure 15, Mityana outperformed the schools in both control districts on the Literacy component, and outperformed Kween in the Numeracy component.

Figure 15: District Comparison of Numeracy and Literacy Performance (a) (n = 1141)



2. Subsection Wise

As highlighted in Figure 16, Nwoya and Pakwach consistently perform well across the subsection tests, with the highest performance observed in Geometry. Division emerges as the poorest performance section. Iganga is best performing district in literacy (82% correct responses), followed by subtraction (81% correct responses). Mityana, however, shows the poorest performance among all treatment districts in all six subsection tests. It is observed that Mityana outperformed Kween district (the poorest performing district, control) on all components, and was evenly matched with Buliisa in Geometry, Counting, and Comprehension.

Students in Buliisa had the weakest performance in Division, with only 15% correct responses.

Figure 16: Subsection wise performance (a)- Geometry, Counting, Measurement (n = 1141)

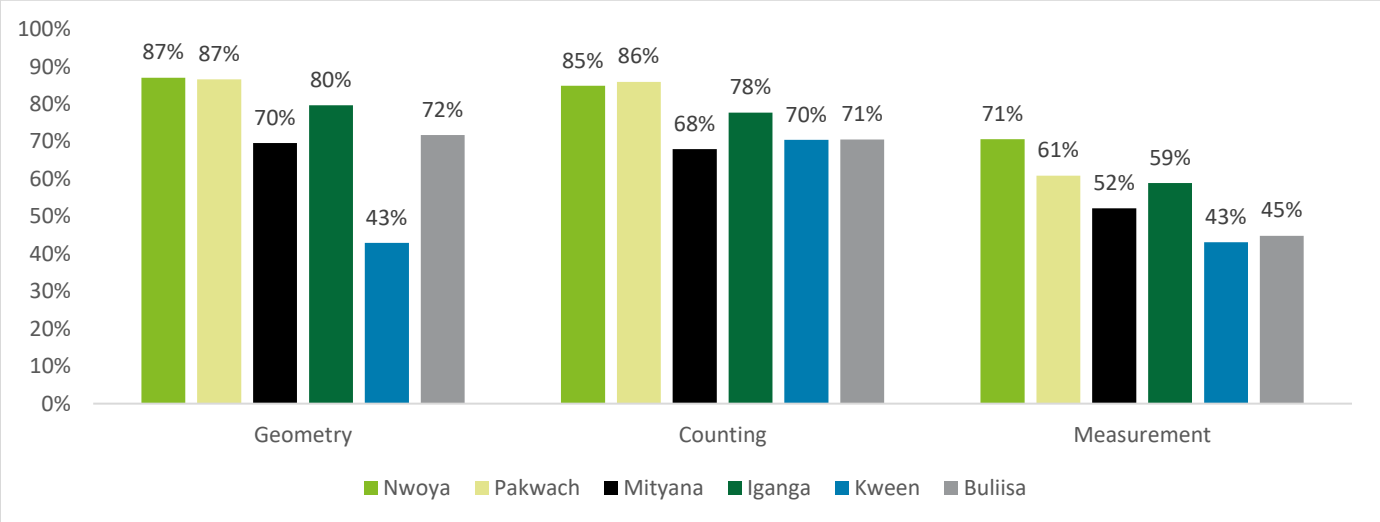
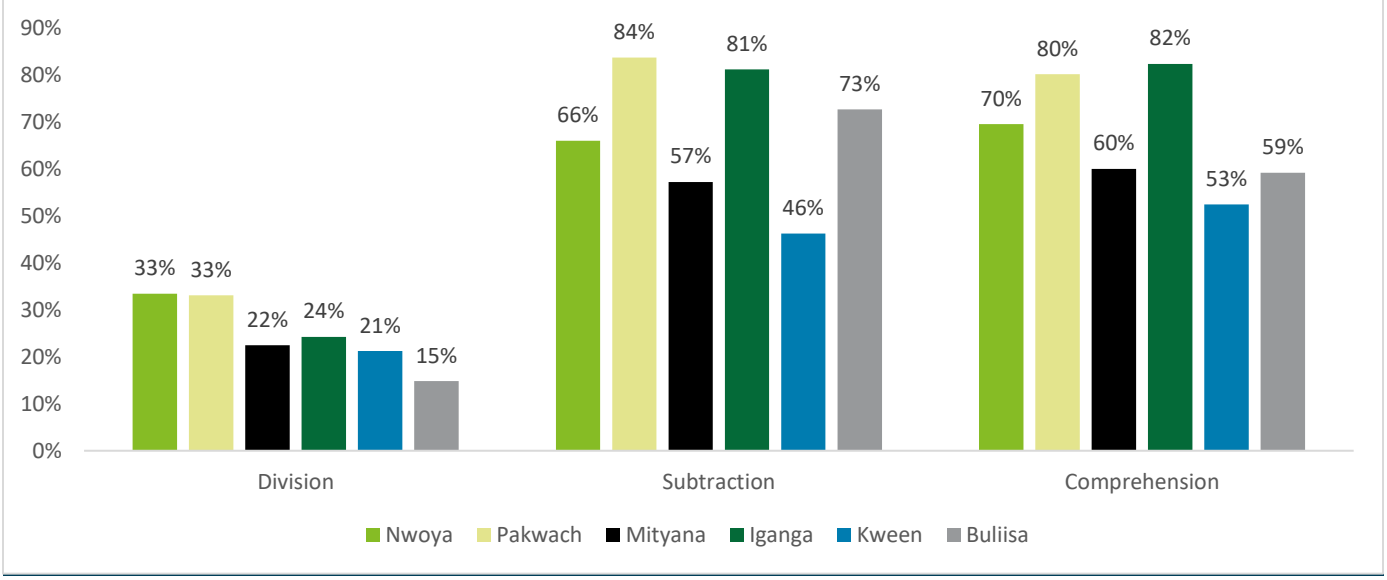


Figure 17: Subsection wise performance (b)- Division, Subtraction, Comprehension (n = 1141)



Detailed Analysis of Results on Social-Emotional Learning

SEL assessment did not have correct or incorrect responses rather it focused on understanding students' ability to understand and exhibit emotional intelligence. The questions ranged from asking background information, determining school environment, to scenario-based questions, determining students' ability to demonstrate empathy, approach to resolve conflicts etc.

1. Relationships

Among treatment districts, Iganga (73.2%) had the highest percentage of students turning to their mothers, while Kween (31.3%) reported the lowest. Fathers were the second most common source of support, with 19% of treatment group students and 27.8% of control group students seeking their guidance.

Nwoya (Treatment) and Kween (Control) reported the lowest numbers for reliance on immediate family member, while Iganga reported the highest.

While students are seen to majorly rely on their immediate family members, it is followed by Friends, with Kween at the highest position (27.5%) followed by Iganga (18.7%). When looking at peer relationships

across treatment and control districts, 12.6% in treatment districts choose to go friends, as compared to 11% in treatment districts. This indicates a comparatively stronger peer relationship in the control district.

The reliance on teachers across districts was relatively low, but this was higher only in the treatment district Iganga (25.5%).

Table 31: Relationship- Who do you talk to when you feel sad- Treatment vs Control

Response	Nwoya Total (N = 218)	Pakwach Total (N = 216)	Mityana Total (N = 227)	Iganga Total (N = 235)	Treatment Total (n = 896)	Buliisa Total (N = 165)	Kween Total (N = 80)	Control Total (n = 245)
Mother	45.9%	58.3%	48.9%	73.2%	56.8%	44.2%	31.3%	40.0%
Father	11.0%	21.3%	15.0%	28.1%	19.0%	28.5%	26.3%	27.8%
Brother	4.1%	1.4%	7.0%	10.2%	5.8%	5.5%	2.5%	4.5%
Sister	2.3%	0.5%	4.4%	18.7%	6.7%	2.4%	3.8%	2.9%
Grandmother	6.4%	5.1%	12.3%	14.5%	9.7%	2.4%	2.5%	2.4%
Grandfather	0.9%	3.7%	3.5%	5.1%	3.3%	1.8%	0.0%	1.2%
Aunt or Uncle	1.8%	0.0%	4.4%	6.8%	3.3%	2.4%	3.8%	2.9%
Friends	16.5%	5.1%	9.7%	18.7%	12.6%	3.0%	27.5%	11.0%
Classmate	0.0%	0.0%	0.4%	0.0%	0.1%	3.0%	1.3%	2.4%
Teacher	5.5%	3.7%	3.1%	25.5%	9.7%	7.9%	15.0%	10.2%
Nobody	4.1%	0.0%	3.5%	1.7%	2.3%	0.0%	0.0%	0.0%
Blanks	2.3%	2.8%	1.8%	0.0%	1.7%	7.9%	1.3%	5.7%

It was observed across all districts that students are most likely to go to their brother for help with homework, with Kween showing the highest percentage at 53.8%. This was followed by mother and sister, with both at 17%. Overall, *a strong sibling relationship is observed.*

Students were more likely to go to their friends for academic support than classmates. Additionally, the percentage of students in treatment districts who rely on their peers was marginally greater than in the control group.

Overall, the reliance on the school ecosystem (i.e. Teachers and Classmates) is very low- while only 11% of students across districts rely on teachers, the majority of students who reported relying on classmates were from Buliisa (2.4%). However, the reliance on teachers in control districts (11%) was marginally higher than treatment districts (10.6%).

Table 32: Relationship: Who do you ask for help with homework- Treatment vs Control

Response	Nwoya Total (N = 218)	Pakwach Total (N = 216)	Mityana Total (N = 227)	Iganga Total (N = 235)	Treatment Total	Buliisa Total (N = 165)	Kween Total (N = 80)	Control Total
Mother	12.8%	10.6%	16.7%	30.2%	17.9%	18.2%	10.0%	15.5%
Father	13.3%	19.4%	7.5%	16.2%	14.1%	16.4%	11.3%	14.7%
Brother	41.7%	35.2%	30.8%	45.5%	38.4%	24.2%	53.8%	33.9%
Sister	12.4%	6.5%	17.6%	26.0%	15.8%	20.6%	18.8%	20.0%
Grandmother	4.1%	0.5%	2.6%	1.3%	2.1%	3.0%	0.0%	2.0%
Grandfather	0.9%	0.5%	1.8%	0.9%	1.0%	2.4%	2.5%	2.4%

Response	Nwoya Total (N = 218)	Pakwach Total (N = 216)	Mityana Total (N = 227)	Iganga Total (N = 235)	Treatment Total	Buliisa Total (N = 165)	Kween Total (N = 80)	Control Total
Aunt or Uncle	3.2%	2.8%	7.5%	3.0%	4.1%	4.8%	5.0%	4.9%
Friends	4.6%	7.9%	10.1%	17.9%	10.3%	6.1%	15.0%	9.0%
Classmate	0.0%	0.5%	0.0%	1.7%	0.6%	2.4%	0.0%	1.6%
Teacher	7.8%	13.4%	11.9%	9.4%	10.6%	11.5%	10.0%	11.0%
Nobody	1.4%	4.6%	5.3%	5.5%	4.2%	1.8%	8.8%	4.1%
Blank	0.5%	0.5%	0.9%	0.0%	0.4%	4.8%	1.3%	3.7%

Empathy:

This scenario involved a child crying after being bumped into while lining up to play, causing him to fall and hurt his knee. Students were asked to interpret the emotions of the crying child, suggest ways to comfort him, and reflect on why the other child might have pushed him. Additionally, they were asked how they think the other child felt after causing the incident, providing insights into empathy, problem-solving, and perspective-taking skills.

The first question dealt with recognising emotions; and aimed to understand whether students were able to appropriately identify how another child feels at a particular moment. The image in this question was that of a crying child, and students were asked to identify the emotion that the child is feeling.

The assessment of students' ability to recognize emotions revealed key insights into their emotional awareness and empathy. Across the treatment group (n = 896) and control group (n = 245), the majority of students correctly identified sadness (40.8% treatment, 42% control) and pain (30.9% treatment, 20.6% control) as the primary emotions of the crying child. This suggests a relatively strong ability to recognize distress in others, with students in treatment schools showing slightly higher sensitivity to pain.

However, positive emotions such as happiness and excitement were misidentified more frequently in control schools, with 10.3% of control students selecting happiness compared to only 4.5% in treatment schools. Similarly, a small proportion of students (1-2%) across both groups misidentified excitement, indicating potential gaps in emotional literacy. A higher percentage of treatment students were unsure about their response (3.8%) compared to control students (5.3%), which could suggest either a lack of confidence or difficulty in emotional recognition.

Table 33: Emotion Recognition

	Treatment (n = 896)					Control (n = 245)		
	Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total	Buliisa (N = 165)	Kween (N = 80)	Control Total
Sad	38.7%	41.7%	35.0%	47.7%	40.8%	41.8%	42.3%	42.0%
Upset	4.1%	1.4%	4.0%	1.3%	2.7%	1.8%	5.1%	2.9%
Hurt	10.1%	10.6%	7.1%	9.8%	9.4%	7.3%	7.7%	7.4%
In pain	29.0%	31.9%	28.8%	33.6%	30.9%	20.0%	21.8%	20.6%
Tired	6.0%	6.5%	5.3%	3.4%	5.3%	7.3%	6.4%	7.0%
Happy	3.7%	3.7%	8.0%	2.6%	4.5%	9.7%	11.5%	10.3%
Excited	2.3%	1.9%	1.3%	0.4%	1.5%	2.4%	1.3%	2.1%

	Treatment (n = 896)					Control (n = 245)		
	Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total	Buliisa (N = 165)	Kween (N = 80)	Control Total
Don't know	4.1%	1.4%	8.8%	0.9%	3.8%	7.3%	1.3%	5.3%
No response	1.8%	0.9%	1.8%	0.4%	1.2%	2.4%	2.6%	2.5%

Majority of students would choose to ask the boy what is wrong followed by engaging in help-seeking behaviour and telling the teacher.

Notably, more students chose negative engagement response in the treatment districts (9.1%) than control district (7.4%) with Pakwach showing the highest number (13%). Mityana and Buliisa showed the highest percentage of students who would choose to run away or ignore the boy, exhibiting a high prevalence of avoidance behaviour in the districts.

Table 34: Emotional Response

		Treatment (n = 896)					Control (n = 245)		
Category	Response Options	Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total (N = 896)	Buliisa (N = 165)	Kween (N = 80)	Control Total
Positive Engagement	Ask him what is wrong	36.7%	38.4%	25.7%	48.5%	37.4%	37.6%	26.6%	34.0%
	Tell him a joke	9.2%	9.7%	9.7%	8.5%	9.3%	2.4%	10.1%	4.9%
	Give him a hug	15.6%	14.8%	11.5%	5.1%	11.6%	15.8%	16.5%	16.0%
Help-Seeking	Tell the teacher	23.4%	20.8%	32.3%	32.8%	27.5%	25.5%	32.9%	27.9%
Avoidant	Ignore him	0.9%	0.9%	1.8%	0.0%	0.9%	2.4%	1.3%	2.0%
	Run away	1.4%	1.9%	5.3%	0.4%	2.2%	4.8%	2.5%	4.1%
Negative Engagement	Tease him because boys do not cry	10.6%	13.0%	9.3%	3.8%	9.1%	8.5%	5.1%	7.4%
	No response	0.5%	0.5%	0.9%	0.4%	0.6%	1.2%	2.5%	1.6%
Other	Do nothing	0.9%	0.0%	1.3%	0.4%	0.7%	0.0%	1.3%	0.4%
	I don't know	0.9%	0.0%	2.2%	0.0%	0.8%	1.8%	1.3%	1.6%

The analysis of students' perceptions regarding the cause of the incident reveals interesting trends in attributing intent and responsibility. Among treatment students (N = 896), the most common attribution was intentional/malicious intent (29.4%), particularly high in Iganga (40.4%). 34.9% of treatment students identified the incident as accidental, with the highest proportion in Pakwach (39.4%) and Nwoya (36.9%).

Among control students (N = 245), 33.6% perceived the incident as intentional/malicious, slightly higher than the treatment group, while only 18% identified it as accidental—less than half the proportion of treatment students (34.9%). This suggests that students in control schools were more likely to attribute

negative intent to the incident, whereas those in treatment schools had a greater tendency to see it as an accident.

A small proportion of students across both groups considered the incident self-caused (7.2% treatment, 12.3% control), and 2-3% found the cause unclear, indicating some level of uncertainty in interpreting intent. These findings highlight differences in how students process and assess intent in social situations, with treatment students appearing more likely to consider accidents rather than assuming malicious intent. This may suggest that interventions in treatment schools have encouraged a more nuanced and less punitive perspective on peer interactions.

Table 35: Situational Perception and Reasoning

Category	Nwoya (N = 214)	Pakwach (N = 216)	Mityana (N = 225)	Iganga (N = 235)	Treatment Total (N = 890)	Buliisa (N = 165)	Kween (N = 79)	Control Total (N = 244)
Accidental	36.9%	39.4%	34.7%	29.4%	34.9%	15.2%	24.1%	18.0%
	12.1%	8.3%	11.1%	7.2%	9.7%	16.4%	21.5%	18.0%
Self-caused	7.0%	6.9%	11.1%	3.8%	7.2%	13.3%	10.1%	12.3%
Intentional /Malicious	24.8%	25.0%	26.7%	40.4%	29.4%	34.5%	31.6%	33.6%
	6.5%	12.0%	8.0%	17.9%	11.2%	12.1%	6.3%	10.2%
	5.1%	5.1%	2.7%	1.3%	3.5%	1.8%	3.8%	2.5%
Unclear	3.7%	1.4%	2.7%	0.0%	1.9%	3.6%	2.5%	3.3%
	3.7%	1.9%	3.1%	0.0%	2.1%	3.0%	0.0%	2.0%

Majority of students in the treatment districts felt bad (27.3%) and sorry (46.7%) for the child, while only 20.9% students in the control district felt bad. Notably, a greater percentage of students from the control district felt happy (11.5%) or pleased (4.9%), compared to students in the treatment district (10.9% and 2.8%).

Table 36: Empathetic Reasoning

	Treatment (n = 896)					Control (n = 245)		
	Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total (N = 896)	Buliisa (N = 165)	Kween (N = 80)	Control Total (N = 245)
Bad	19.0%	27.8%	30.8%	31.1%	27.3%	23.6%	15.2%	20.9%
Guilty	4.6%	5.1%	4.5%	5.1%	4.8%	4.2%	7.6%	5.3%
Sorry	53.7%	43.1%	40.2%	49.8%	46.7%	46.7%	60.8%	51.2%
Happy	10.6%	11.1%	14.3%	7.7%	10.9%	14.5%	5.1%	11.5%
Pleased	4.6%	3.2%	1.8%	1.7%	2.8%	4.2%	6.3%	4.9%
Does not feel anything	6.0%	6.9%	5.8%	4.3%	5.7%	3.0%	5.1%	3.7%
I don't know	0.0%	0.5%	1.8%	0.0%	0.6%	1.8%	0.0%	1.2%
Blank	1.4%	2.3%	0.9%	0.4%	1.2%	1.8%	0.0%	1.2%

Solving conflict

This scenario explored a conflict involving the sharing of a toy, designed to assess students' problem-solving and social interaction skills. In the first part, students were asked how they would respond if another child wanted to play with a toy they were already using. The options included cooperative actions like sharing or taking turns, seeking help from an adult, finding an alternative toy, or less constructive responses such as avoiding the child, running away, or telling the other child to leave. The second part builds on this by introducing an escalation: the other child takes the toy without asking. Here, students were asked how they would handle the situation—options ranged from seeking help, negotiating to share, or finding another toy to more confrontational responses like hitting, fighting, or telling the child to go away. Together, these questions aimed to evaluate students' approaches to conflict resolution, emotional regulation, and perspective-taking in challenging social situations.

Analysis- Scenario 1

The highest level of conflict resolution is seen in Iganga (Treatment District) with 82.1% of students opting for this option. Additionally, 72% of students in treatment districts chose resolution, as compared to 61% in control schools.

Notably, female students (6%) were more likely to choose escalation scenarios as compared to male students (4%).

Table 37: Conflict Resolution (Scenario 1)

		Treatment (n = 896)					Control (n = 245)		
		Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total (N = 896)	Buliisa (N = 165)	Kween (N = 80)	Control Total (N = 245)
Constructive Conflict Resolution	Share the toy	35.50%	46.30%	31.00%	64.50%	44.6%	27.90%	42.30%	32.5%
	Take turns	11.10%	7.40%	15.90%	11.50%	11.5%	12.10%	14.10%	12.8%
	Give the other child the toy	21.70%	22.20%	13.70%	6.00%	15.7%	18.20%	12.80%	16.5%
Help-seeking / Conflict Mitigation	Ask an adult for another toy	8.80%	9.30%	12.80%	4.30%	8.7%	9.70%	7.70%	9.1%
	Find another toy to play with	9.70%	9.70%	7.50%	5.60%	8.1%	17.00%	7.70%	14.0%
Conflict Avoidance	Avoid the child	5.10%	0.90%	4.90%	3.00%	3.5%	5.50%	1.30%	4.1%
Conflict Escalation	Run away with the toy	1.40%	0.50%	4.00%	0.90%	1.7%	1.20%	6.40%	2.9%
	Tell the child to go away	3.70%	1.90%	2.70%	3.40%	2.9%	4.80%	3.80%	4.5%
Unclear	I don't know	0.00%	0.00%	6.20%	0.00%	1.6%	1.20%	0.00%	0.8%
	No response	3.20%	1.90%	1.30%	0.90%	1.8%	2.40%	3.80%	2.9%

The analysis of conflict resolution behaviours across treatment and control districts reveals notable differences in students' approaches to managing social conflicts. Notably, Iganga had the highest proportion of students opting for positive resolution strategies (82.1%), while Mityana had the lowest (61%), suggesting some variability in the effectiveness of intervention strategies across locations.

Conversely, in control districts, Kween (69.2%) and Buliisa (58.2%) reported slightly lower rates of constructive resolution, with higher tendencies for conflict escalation compared to treatment schools. For example, conflict escalation was observed in 10.3% of students in Kween and 6.1% in Buliisa, compared to just 2.3% in Pakwach and 4.3% in Iganga (treatment districts). This suggests that students in treatment districts were less likely to escalate conflicts and more inclined toward peaceful resolutions.

Additionally, avoidant behaviours were present across both groups but were slightly more common in treatment schools like Mityana (4.9%) and Nwoya (5.1%), while Buliisa (5.5%) and Kween (1.3%) had similar levels. Meanwhile, help-seeking or finding an alternative solution was most commonly reported in Buliisa (26.7%), indicating a greater reliance on external mediation in control districts.

Overall, these findings suggest that STiR Education's interventions have contributed to fostering a higher prevalence of constructive conflict resolution among students in treatment schools. However, some inconsistencies remain, particularly in districts like Mityana, where conflict escalation and avoidance were still present at notable levels. This indicates the potential need for further reinforcement of conflict resolution strategies in specific areas.

Table 38: District and Gender-Wise Comparison of Conflict Behaviours (Scenario 1)

Nwoya (Treatment) (n = 217)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidant	7.2%	2.9%	5.1%
Conflict Escalation	2.7%	7.8%	5.1%
Constructive conflict resolution	68.5%	68.0%	68.2%
Help-seeking / alternative	18.9%	17.5%	18.2%
Unclear	2.7%	3.9%	3.3%
Total	**100.0%**	**100.0%**	**100.0%**
Pakwach (Treatment) (n = 216)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidant	0.7%	1.5%	0.9%
Conflict Escalation	3.3%	0.0%	2.3%
Constructive conflict resolution	76.8%	73.8%	75.9%
Help-seeking / alternative	17.9%	21.5%	19.0%
Unclear	1.3%	3.1%	1.9%
Total	**100.0%**	**100.0%**	**100.0%**
Mityana (Treatment) (n = 226)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidant	8.3%	2.9%	4.9%
Conflict Escalation	6.0%	7.2%	6.7%

Constructive conflict resolution	54.8%	64.7%	61.0%
Help-seeking / alternative	26.2%	17.3%	20.6%
Unclear	4.8%	7.9%	6.7%
Total	**100.0%**	**100.0%**	**100.0%**
Iganga (Treatment) (n = 234)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidant	2.0%	3.7%	3.0%
Conflict Escalation	1.0%	6.7%	4.3%
Constructive conflict resolution	85.0%	79.9%	82.1%
Help-seeking / alternative	12.0%	8.2%	9.8%
Unclear	0.0%	1.5%	0.9%
Total	**100.0%**	**100.0%**	**100.0%**
Kween (Control) (n = 78)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidant	0.0%	2.2%	1.3%
Conflict Escalation	9.1%	11.1%	10.3%
Constructive conflict resolution	66.7%	71.1%	69.2%
Help-seeking / alternative	18.2%	13.3%	15.4%
Unclear	6.1%	2.2%	3.8%
Total	**100.0%**	**100.0%**	**100.0%**
Buliisa (Control) (n = 165)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidant	6.9%	4.3%	5.5%
Conflict Escalation	8.3%	4.3%	6.1%
Constructive conflict resolution	54.2%	61.3%	58.2%
Help-seeking / alternative	26.4%	26.9%	26.7%
Unclear	4.2%	3.2%	3.6%
Total	**100.0%**	**100.0%**	**100.0%**

Analysis- Scenario 2:

The help-seeking behaviour was most prominent in treatment district Iganga (33.8%), and Iganga also reported the lowest percentage for avoidance. Buliisa (control district) showed the highest level of conflict escalation, at 18%. The lowest was observed in the treatment district Iganga, at 7%.

Table 39: Conflict Resolution (Scenario 2- Escalated)

		Treatment (N = 896)					Control (N = 245)		
Category	Response Options	Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total (N = 896)	Buliisa (N = 165)	Kween (N = 80)	Control Total (N = 245)
Help-seeking	Ask an adult for help	20.0%	16.7%	29.3%	33.8%	25.2%	23.0%	21.3%	22.5%

		Treatment (N = 896)					Control (N = 245)		
Category	Response Options	Nwoya (N = 218)	Pakwach (N = 216)	Mityana (N = 227)	Iganga (N = 235)	Treatment Total (N = 896)	Buliisa (N = 165)	Kween (N = 80)	Control Total (N = 245)
Constructive resolution	Ask if we can share the toy	32.6%	37.5%	20.4%	39.7%	32.6%	18.8%	32.0%	22.9%
	Find another toy to play with	26.0%	21.3%	14.2%	12.8%	18.4%	21.8%	17.3%	20.4%
Avoidance	Avoid the child	8.8%	6.9%	11.6%	4.7%	8.0%	7.3%	10.7%	8.3%
Conflict Escalation	Run away with the toy	1.9%	7.4%	5.8%	2.6%	4.4%	6.7%	5.3%	6.3%
	Tell the child to go away	4.2%	2.8%	6.7%	3.4%	4.3%	2.4%	1.3%	2.1%
	Hit the other child	0.9%	0.5%	1.3%	0.4%	0.8%	4.2%	0.0%	2.9%
	Fight with the other child	1.4%	3.7%	2.2%	0.9%	2.0%	4.2%	4.0%	4.2%
Uncertainty	I don't know	0.9%	0.9%	5.8%	0.0%	1.9%	6.7%	1.3%	5.0%
	No response	3.3%	2.3%	2.7%	1.7%	2.5%	4.8%	6.7%	5.4%

The lowest percentage for conflict resolution was observed in a treatment district- Mityana. Here, only 35.1% of students opted for constructive conflict resolution whereas the highest was observed in Pakwach (58.8%).

Mityana (Treatment) and Buliisa (Control) were the districts with the highest percentage of uncertainty and conflict escalation. Additionally, Mityana and Kween (Control) had the highest percentage of students who chose to avoid the situation.

It was observed that Mityana, despite being a treatment district, reported low numbers of conflict resolution responses and high number of responses for escalation, uncertainty, and avoidance. This could indicate that the students in Mityana need to build on their conflict handling abilities.

Table 40: District and Gender-Wise Comparison of Conflict Behaviours (Scenario 2)

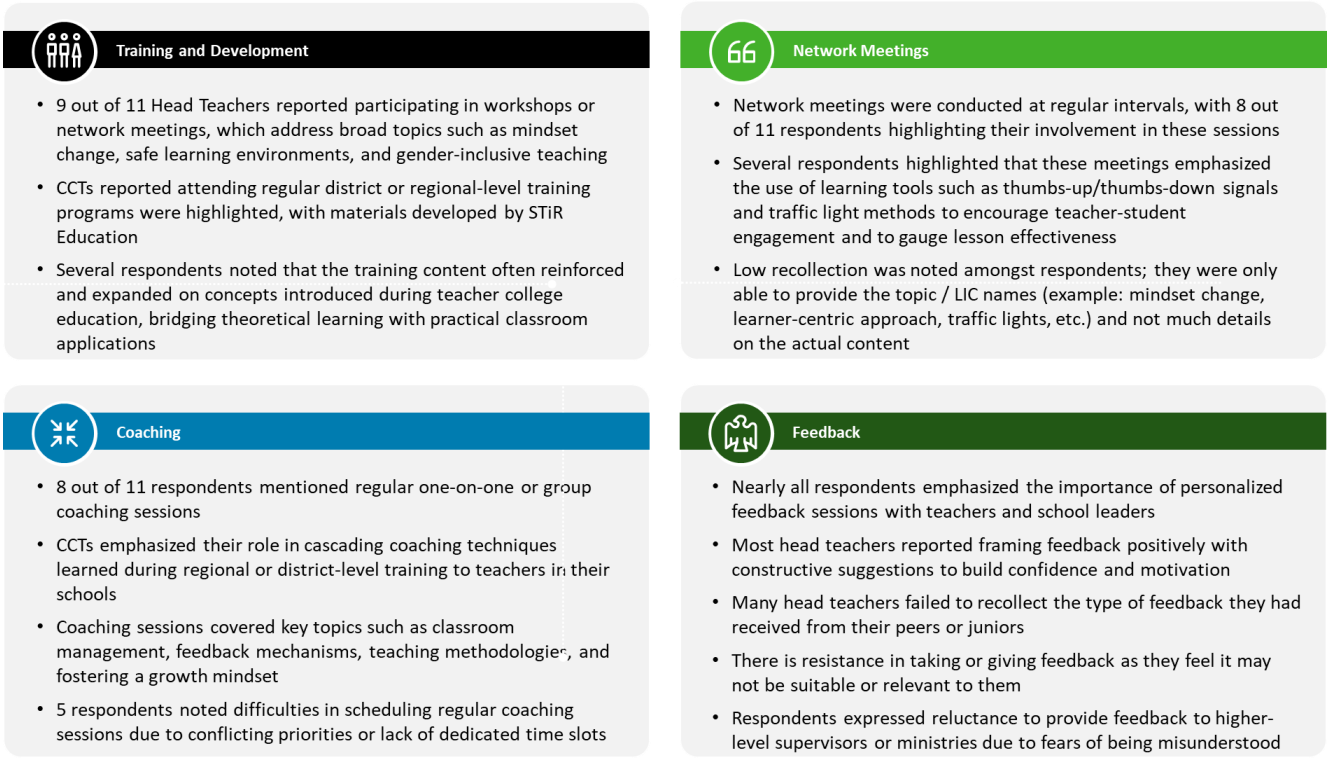
Nwoya (Treatment) (n = 212)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidance	9.1%	8.8%	9.0%
Conflict escalation	10.0%	6.9%	8.5%
Constructive resolution	60.0%	56.9%	58.5%
Help-seeking	15.5%	24.5%	19.8%
Uncertain	5.5%	2.9%	4.2%
Total	**100.0%**	**100.0%**	**100.0%**
Pakwach (Treatment) (n = 216)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidance	7.9%	4.6%	6.9%
Conflict escalation	13.9%	15.4%	14.4%
Constructive resolution	57.6%	61.5%	58.8%
Help-seeking	17.2%	15.4%	16.7%

Uncertain	3.3%	3.1%	3.2%
Total	**100.0%**	**100.0%**	**100.0%**
Mityana (Treatment) (n = 222)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidance	14.3%	10.1%	11.7%
Conflict escalation	19.0%	14.5%	16.2%
Constructive resolution	26.2%	40.6%	35.1%
Help-seeking	31.0%	26.8%	28.4%
Uncertain	9.5%	8.0%	8.6%
Total	**100.0%**	**100.0%**	**100.0%**
Iganga (Treatment) (n = 234)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidance	4.0%	5.3%	4.7%
Conflict escalation	6.9%	7.5%	7.3%
Constructive resolution	50.5%	54.1%	52.6%
Help-seeking	36.6%	31.6%	33.8%
Uncertain	2.0%	1.5%	1.7%
Total	**100.0%**	**100.0%**	**100.0%**
Kween (Control) (n = 75)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidance	15.2%	7.1%	10.7%
Conflict escalation	15.2%	7.1%	10.7%
Constructive resolution	51.5%	47.6%	49.3%
Help-seeking	6.1%	33.3%	21.3%
Uncertain	12.1%	4.8%	8.0%
Total	**100.0%**	**100.0%**	**100.0%**
Buliisa (Control) (n = 165)			
Conflict Behaviours	**Male**	**Female**	**Total**
Avoidance	9.7%	5.4%	7.3%
Conflict escalation	11.1%	22.6%	17.6%
Constructive resolution	40.3%	40.9%	40.6%
Help-seeking	29.2%	18.3%	23.0%
Uncertain	9.7%	12.9%	11.5%
Total	**100.0%**	**100.0%**	**100.0%**

Evaluation Question 2:

Modes of Engagement for Training and Development

Figure 18: Engagement with STiR Programme



Teacher Need Satisfaction

Autonomy: Control Over Work and Leadership Support

Teachers expressed mixed levels of autonomy regarding workload and decision-making. In Nwoya, Iganga, and Mityana, a significant proportion of teachers felt they lacked control over their workload, with 40% in Nwoya, 33.3% in Mityana, and 33.3% in Iganga disagreeing with the statement that they had sufficient control. However, teachers in Pakwach (37.5%) and Mityana (40%) showed a more balanced response, indicating that some teachers felt they had greater control over their work. Interestingly, control districts like Kween (50%) and Buliisa (80%) showed a stronger sense of workload autonomy compared to treatment districts.

Regarding leadership support, most teachers in Pakwach (75%), Iganga (53.3%), and Mityana (33.3%) felt that their school leadership provided them with choices and flexibility in their work. However, control districts showed mixed responses, with Kween (50%) reporting strong agreement, while Buliisa (60%) indicated limited flexibility.

Mastery: Professional Growth and Leadership Confidence

Teacher confidence in school leadership was generally high, with more than 50% of respondents in Pakwach (56.3%), Iganga (53.3%), and Mityana (40%) agreeing that school leadership conveyed

confidence in their ability. Control districts also demonstrated strong support, with Kween (50%) and Buliisa (80%) showing high agreement rates.

When it came to incorporating feedback, a majority of teachers in Nwoya (40%), Pakwach (50%), and Mityana (60%) found it difficult to integrate feedback, which suggests a need for better support in professional learning. Conversely, Iganga had lower resistance, with 33.3% strongly disagreeing that feedback was difficult to implement.

The sense of accomplishment was widely reported, with at least 60% of teachers in Pakwach (75.1%), Mityana (80%), and Iganga (66%) agreeing that they felt fulfilled in their jobs. However, Buliisa (80%) reported the highest job satisfaction, while Kween had more moderate responses.

Purpose: Relationships, Communication, and Career Considerations

Teachers generally felt comfortable voicing their concerns, with strong positive responses in Pakwach (56.3%), Mityana (53.3%), and Iganga (46.7%). Control schools Kween (50%) and Buliisa (100%) reported even higher confidence in communicating with leadership.

Professional relationships were notably strong, with Pakwach (68.8%), Mityana (53.3%), and Nwoya (66.7%) showing high levels of peer collaboration. Control districts had slightly lower responses, but Kween (50%) and Buliisa (80%) still indicated a positive peer culture.

However, career satisfaction varied across districts. A significant proportion of teachers in Nwoya (33.3%), Mityana (26.7%), and Iganga (26.7%) indicated that they would switch careers if given the choice, suggesting concerns about long-term retention. Interestingly, teachers in Pakwach were less likely to want a career change, with 31.3% strongly disagreeing with the statement.

Table 41: Teacher Needs Satisfaction

Teacher Need Satisfaction Statement*	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. I feel that I do not have sufficient control over my own workload. *(Autonomy)*					
1. Nwoya	20.0%	40.0%	33.3%	6.7%	0.0%
2. Pakwach	6.3%	31.3%	18.8%	37.5%	6.3%
3. Mityana	13.3%	33.3%	6.7%	40.0%	6.7%
4. Iganga	26.7%	33.3%	0.0%	40.0%	0.0%
5. Kween - Control	50.0%	25.0%	0.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	20.0%	0.0%	80.0%	0.0%
2. I feel that my school leadership provides me choices and options about the way I work. *(Autonomy)*					
1. Nwoya	0.0%	20.0%	20.0%	20.0%	40.0%
2. Pakwach	0.0%	6.3%	0.0%	75.0%	18.8%
3. Mityana	20.0%	13.3%	6.7%	33.3%	26.7%
4. Iganga	0.0%	20.0%	0.0%	53.3%	20.0%
5. Kween - Control	0.0%	50.0%	0.0%	0.0%	50.0%
6. Buliisa - Control	0.0%	40.0%	0.0%	60.0%	0.0%
3. If I could choose, I would do things at work differently. *(Autonomy)*					

Teacher Need Satisfaction Statement*	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1. Nwoya	0.0%	13.3%	26.7%	20.0%	33.3%
2. Pakwach	6.3%	12.5%	12.5%	43.8%	18.8%
3. Mityana	0.0%	33.3%	0.0%	26.7%	40.0%
4. Iganga	0.0%	6.7%	13.3%	66.7%	6.7%
5. Kween - Control	0.0%	25.0%	25.0%	25.0%	25.0%
6. Buliisa - Control	0.0%	0.0%	40.0%	60.0%	0.0%
4. My job does not leave me enough time for my personal life. *(Autonomy)*					
1. Nwoya	6.7%	26.7%	13.3%	33.3%	20.0%
2. Pakwach	6.3%	12.5%	31.3%	31.3%	12.5%
3. Mityana	0.0%	26.7%	20.0%	33.3%	20.0%
4. Iganga	26.7%	6.7%	6.7%	40.0%	13.3%
5. Kween - Control	25.0%	0.0%	25.0%	50.0%	0.0%
6. Buliisa - Control	0.0%	60.0%	0.0%	40.0%	0.0%
5. The school leadership has conveyed confidence in my ability to do well at my job. *(Mastery)*					
1. Nwoya	0.0%	6.7%	20.0%	46.7%	26.7%
2. Pakwach	0.0%	6.3%	0.0%	56.3%	37.5%
3. Mityana	0.0%	0.0%	26.7%	40.0%	33.3%
4. Iganga	6.7%	0.0%	0.0%	33.3%	53.3%
5. Kween - Control	0.0%	25.0%	0.0%	25.0%	50.0%
6. Buliisa - Control	0.0%	20.0%	0.0%	80.0%	0.0%
6. I find it difficult to incorporate suggestions from feedback in my work *(Mastery)*					
1. Nwoya	20.0%	40.0%	26.7%	13.3%	0.0%
2. Pakwach	25.0%	50.0%	12.5%	12.5%	0.0%
3. Mityana	20.0%	60.0%	6.7%	13.3%	0.0%
4. Iganga	33.3%	40.0%	6.7%	0.0%	13.3%
5. Kween - Control	25.0%	25.0%	25.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	60.0%	20.0%	0.0%	20.0%
7. I feel a lot of trust in the school leadership and how they handle school administration. *(Mastery)*					
1. Nwoya	0.0%	13.3%	40.0%	33.3%	13.3%
2. Pakwach	0.0%	18.8%	6.3%	43.8%	31.3%
3. Mityana	6.7%	6.7%	0.0%	53.3%	33.3%
4. Iganga	0.0%	6.7%	13.3%	33.3%	40.0%
5. Kween - Control	0.0%	25.0%	0.0%	50.0%	25.0%
6. Buliisa - Control	0.0%	20.0%	0.0%	80.0%	0.0%
8. Most days I feel a sense of accomplishment from working. *(Mastery)*					
1. Nwoya	0.0%	13.3%	26.7%	26.7%	33.3%
2. Pakwach	0.0%	0.0%	18.8%	31.3%	43.8%
3. Mityana	13.3%	0.0%	6.7%	33.3%	46.7%
4. Iganga	6.7%	0.0%	20.0%	53.3%	13.3%
5. Kween - Control	0.0%	0.0%	0.0%	75.0%	25.0%

Teacher Need Satisfaction Statement*	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
6. Buliisa - Control	20.0%	0.0%	0.0%	80.0%	0.0%
9. I am able to be voice my concerns to the school leadership. *(Purpose)*					
1. Nwoya	0.0%	20.0%	6.7%	40.0%	33.3%
2. Pakwach	0.0%	0.0%	0.0%	56.3%	43.8%
3. Mityana	6.7%	0.0%	6.7%	53.3%	33.3%
4. Iganga	6.7%	0.0%	0.0%	46.7%	40.0%
5. Kween - Control	0.0%	25.0%	0.0%	25.0%	50.0%
6. Buliisa - Control	0.0%	0.0%	0.0%	100.0%	0.0%
10. I have positive professional relationships with my peers. *(Purpose)*					
1. Nwoya	0.0%	6.7%	6.7%	20.0%	66.7%
2. Pakwach	0.0%	0.0%	0.0%	25.0%	68.8%
3. Mityana	0.0%	0.0%	0.0%	46.7%	53.3%
4. Iganga	6.7%	0.0%	6.7%	20.0%	60.0%
5. Kween - Control	0.0%	0.0%	25.0%	50.0%	25.0%
6. Buliisa - Control	0.0%	0.0%	0.0%	80.0%	20.0%
11. Given my experience as a teacher, I would change my career path if I had a choice. *(Purpose)*					
1. Nwoya	13.3%	13.3%	13.3%	26.7%	33.3%
2. Pakwach	31.3%	25.0%	6.3%	12.5%	18.8%
3. Mityana	40.0%	13.3%	0.0%	26.7%	20.0%
4. Iganga	26.7%	26.7%	6.7%	26.7%	6.7%
5. Kween - Control	25.0%	25.0%	25.0%	25.0%	0.0%
6. Buliisa - Control	40.0%	0.0%	20.0%	20.0%	20.0%

**Note: Respondents were asked to rank each statement from 5 (Strongly Agree) to 1 (Strongly Disagree)*

Autonomy: Teaching Methods and Classroom Adaptability

Teachers showed a strong inclination towards using diverse teaching methods to improve student understanding and retention. In Pakwach (93.8%), Mityana (93.3%), and Nwoya (93.4%), nearly all teachers agreed or strongly agreed with this approach. Control districts, while still positive, had slightly lower endorsement, with Kween (75%) and Buliisa (80%) showing preference for varied teaching techniques.

A majority of teachers (above 80%) across treatment districts encouraged students to ask questions, reflecting a culture of participatory learning. However, reliance on raising their voice for classroom discipline was also reported, with 73.3% in Nwoya and 66.6% in Mityana agreeing that they raised their voices to regain attention, indicating a potential area for alternative classroom management strategies.

Mastery: Teaching Strategies and Student-Centred Learning

Teachers generally rejected a one-size-fits-all teaching style, with 80% in Mityana and 66.6% in Iganga disagreeing that a standard teaching method works best for all learners. However, a significant proportion of teachers in control districts, such as Buliisa (60%), remained neutral or supported standardised teaching.

Encouragingly, teachers largely disagreed with the notion that student failure was entirely the student's fault. In Iganga, 73.3% strongly disagreed with this statement, indicating a more supportive and reflective teaching environment. However, Nwoya (40%) and Mityana (20%) had higher proportions of teachers who partially attributed student mistakes to lack of attention.

Despite their openness to differentiated instruction, lecture-based teaching was still favoured by some teachers, particularly in Buliisa (40%) and Kween (25%). Similarly, reliance on written tests was present, with 40% in Iganga and 40% in Buliisa strongly agreeing that written exams were the best measure of student growth.

Purpose: Student Relationships, Discipline, and Classroom Climate

Teachers overwhelmingly encouraged students to voice concerns, with over 70% in treatment districts and 100% in Buliisa agreeing. This demonstrates a strong teacher-student communication culture, which aligns with STiR Education's goals of fostering autonomy and confidence in students.

The use of scolding for discipline varied widely across districts. While 60% in Nwoya and 46.7% in Iganga rejected occasional scolding, a notable proportion in Pakwach (37.6%) and Mityana (46.7%) believed it was effective. This suggests that while teachers largely embrace positive discipline, some still see scolding as a necessary behaviour management tool.

On peer conflict resolution, a majority of teachers in Nwoya (73.4%) and Pakwach (62.5%) disagreed that students should always resolve conflicts independently. However, control districts showed more support for independent resolution, with 60% in Kween agreeing that students should handle conflicts without teacher intervention.

Table 42: Teacher Behaviour

Teacher Behaviour	1	2	3	4	5
Statement*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I like to use different methods in class to improve understanding and retention. *(Autonomy)*					
1. Nwoya	0.0%	0.0%	6.7%	26.7%	66.7%
2. Pakwach	0.0%	0.0%	0.0%	37.5%	56.3%
3. Mityana	0.0%	0.0%	6.7%	33.3%	60.0%
4. Iganga	13.3%	0.0%	6.7%	26.7%	53.3%
5. Kween - Control	0.0%	25.0%	0.0%	50.0%	25.0%
6. Buliisa - Control	0.0%	0.0%	0.0%	80.0%	20.0%
2. If my students are not paying attention, I raise my voice in class. *(Autonomy)*					
1. Nwoya	6.7%	6.7%	13.3%	40.0%	33.3%
2. Pakwach	0.0%	0.0%	18.8%	31.3%	43.8%
3. Mityana	13.3%	20.0%	0.0%	53.3%	13.3%
4. Iganga	20.0%	20.0%	13.3%	20.0%	26.7%
5. Kween - Control	0.0%	0.0%	50.0%	0.0%	50.0%
6. Buliisa - Control	20.0%	20.0%	0.0%	20.0%	40.0%
3. I adjust the level of difficulty of my teaching to suit all types of students. *(Autonomy)*					
1. Nwoya	0.0%	0.0%	0.0%	53.3%	46.7%
2. Pakwach	0.0%	0.0%	12.5%	37.5%	43.8%

Teacher Behaviour Statement*	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
3. Mityana	0.0%	0.0%	0.0%	46.7%	53.3%
4. Iganga	6.7%	0.0%	0.0%	80.0%	13.3%
5. Kween - Control	0.0%	0.0%	25.0%	25.0%	50.0%
6. Buliisa - Control	0.0%	0.0%	0.0%	80.0%	20.0%
4. I encourage students to ask questions in class. *(Autonomy)*					
1. Nwoya	6.7%	0.0%	0.0%	13.3%	80.0%
2. Pakwach	0.0%	0.0%	0.0%	6.3%	87.5%
3. Mityana	0.0%	0.0%	0.0%	46.7%	53.3%
4. Iganga	6.7%	0.0%	0.0%	46.7%	46.7%
5. Kween - Control	0.0%	25.0%	0.0%	50.0%	25.0%
6. Buliisa - Control	0.0%	0.0%	0.0%	80.0%	20.0%
5. I think a standard teaching style works best for all types of learners. *(Mastery)*					
1. Nwoya	20.0%	20.0%	13.3%	33.3%	13.3%
2. Pakwach	25.0%	12.5%	12.5%	25.0%	18.8%
3. Mityana	40.0%	40.0%	6.7%	6.7%	6.7%
4. Iganga	33.3%	33.3%	0.0%	20.0%	13.3%
5. Kween - Control	25.0%	50.0%	0.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	40.0%	0.0%	40.0%	20.0%
6. If a student is making mistakes constantly, I think it is their fault. *(Mastery)*					
1. Nwoya	26.7%	26.7%	6.7%	26.7%	13.3%
2. Pakwach	12.5%	31.3%	25.0%	25.0%	0.0%
3. Mityana	26.7%	33.3%	20.0%	6.7%	13.3%
4. Iganga	33.3%	40.0%	0.0%	20.0%	6.7%
5. Kween - Control	0.0%	25.0%	50.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	40.0%	20.0%	20.0%	20.0%
7. I think lecturing is the best method for presenting my subject material to students. *(Mastery)*					
1. Nwoya	80.0%	20.0%	0.0%	0.0%	0.0%
2. Pakwach	31.3%	50.0%	0.0%	12.5%	0.0%
3. Mityana	33.3%	40.0%	0.0%	13.3%	13.3%
4. Iganga	53.3%	26.7%	6.7%	6.7%	6.7%
5. Kween - Control	25.0%	50.0%	0.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	60.0%	0.0%	40.0%	0.0%
8. I use only written tests to assess the degree of academic growth. *(Mastery)*					
1. Nwoya	33.3%	33.3%	13.3%	13.3%	6.7%
2. Pakwach	12.5%	37.5%	0.0%	31.3%	6.3%
3. Mityana	13.3%	20.0%	6.7%	26.7%	33.3%
4. Iganga	20.0%	20.0%	0.0%	40.0%	20.0%
5. Kween - Control	0.0%	50.0%	0.0%	25.0%	25.0%
6. Buliisa - Control	0.0%	40.0%	0.0%	40.0%	20.0%
9. If students ask me questions or do not understand a concept, I think it is because they did not pay attention in class. *(Mastery)*					
1. Nwoya	6.7%	40.0%	40.0%	13.3%	0.0%

Teacher Behaviour Statement*	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
2. Pakwach	6.3%	25.0%	25.0%	31.3%	6.3%
3. Mityana	40.0%	40.0%	6.7%	6.7%	6.7%
4. Iganga	20.0%	73.3%	0.0%	0.0%	6.7%
5. Kween - Control	0.0%	75.0%	0.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	40.0%	0.0%	40.0%	20.0%
10. I believe that students should solve their own issues with their classmates. *(Purpose)*					
1. Nwoya	46.7%	26.7%	20.0%	0.0%	6.7%
2. Pakwach	12.5%	50.0%	12.5%	12.5%	6.3%
3. Mityana	6.7%	53.3%	0.0%	20.0%	20.0%
4. Iganga	13.3%	26.7%	13.3%	33.3%	13.3%
5. Kween - Control	0.0%	0.0%	75.0%	25.0%	0.0%
6. Buliisa - Control	0.0%	40.0%	0.0%	40.0%	20.0%
11. I encourage students to voice their concerns to me. *(Purpose)*					
1. Nwoya	0.0%	0.0%	0.0%	26.7%	73.3%
2. Pakwach	0.0%	0.0%	0.0%	18.8%	75.0%
3. Mityana	0.0%	0.0%	0.0%	40.0%	53.3%
4. Iganga	13.3%	0.0%	0.0%	53.3%	26.7%
5. Kween - Control	0.0%	0.0%	25.0%	25.0%	50.0%
6. Buliisa - Control	0.0%	0.0%	0.0%	60.0%	40.0%
12. Occasional scolding in class helps establish discipline faster and better. *(Purpose)*					
1. Nwoya	60.0%	26.7%	13.3%	0.0%	0.0%
2. Pakwach	25.0%	12.5%	18.8%	18.8%	18.8%
3. Mityana	13.3%	26.7%	13.3%	40.0%	6.7%
4. Iganga	46.7%	13.3%	26.7%	6.7%	6.7%
5. Kween - Control	0.0%	0.0%	25.0%	25.0%	50.0%
6. Buliisa - Control	0.0%	60.0%	0.0%	20.0%	20.0%

**Note: Respondents were asked to rank each statement from 5 (Strongly Agree) to 1 (Strongly Disagree)*

Evaluation Question 3:

Readiness Matrix

Area	Readiness Level	Details
Government Buy-in		Apart from the MoU with the Ministry of Education and Sports, STiR Education also has conceptual acceptance and buy-in from various departments and key stakeholders. One respondent expressed the importance of introducing STiR Education content within the recently launched Continuing Professional Development programmes launched under the new Teacher Education policy.
Financial Readiness		Key stakeholders, including DEOs, CCTs, and school administrators, consistently highlighted challenges with financing. They pointed to issues such as inadequate salaries, poor infrastructure, and insufficient resources for effective monitoring and operations. Further, successful implementation of STiR Education interventions require cost-sharing between schools, districts, and the Ministry. However, limited funding at each level poses significant challenges. Schools reported relying heavily on UPE allocations (from the Ministry), as many parents fail to pay their share of the school fee. DEOs also noted inadequate budgetary provisions, with the Pakwach DEO specifically mentioning a quarterly budget of UGX 3.7 million—which was reported to be insufficient even for basic expenses like fuel and maintenance. A respondent stated that network meetings costed UGX 5,000 per teacher, and the costs of the final network meeting of each LIC was much higher due to the involvement of other stakeholders and provision of refreshments. Across all respondents, there was unanimous agreement that these costs cannot be sustained by schools and districts.
Ownership		STiR Education has initiated transfer of ownership to the government stakeholders. Teacher training requirements were captured through a needs assessment survey rolled out by the STiR Education team, and the co-design team includes Ministry officials with previous teaching experience. Network meetings were being facilitated at the school level. However, in many schools, head teachers had delegated their responsibilities to others and remain disengaged from the process.

Area	Readiness Level	Details
Stakeholder Commitment		Stakeholders expressed strong appreciation for the STiR Education programme and its positive contributions to professional development. However, they highlighted the need for enhanced support systems to sustain motivation, particularly through improved infrastructure, better living conditions, and competitive salaries. While the programme has made significant strides, ensuring consistent leadership and strong local champions across all districts would further strengthen independent implementation and long-term impact.
Capacity		The STiR Education team has engaged with the different stakeholders to improve their capacities on needs assessment, content development, programme delivery and monitoring. While the STiR Education team has conducted multiple capacity-building trainings, field observations indicated that many processes have not yet been fully absorbed locally. Further capacity development efforts could be required to further strengthen readiness of stakeholders.
Monitoring and Accountability		School principals reported challenges with digital monitoring due to unreliable internet connectivity and a lack of access to computers. Additionally, it was observed that only a few schools maintained proper records of network meetings, highlighting a gap in systematic monitoring. Improving the quality and flow of feedback was identified as another area needing improvement. Teachers reported that feedback from peers was often not well-received, as it was perceived to lack sufficient context or understanding. This issue was particularly noted between lower primary and upper primary teachers. Additionally, there was a lack of upward feedback, with teachers hesitant to ask honest questions. As one interviewee noted, ***"If you ask something or suggest improving the material, the commissioner or ministry might respond with, 'Ah, you think you are smarter than us?'"***
Local Integration		CCTs expressed concern about their limited involvement in decision-making, particularly during programme design. While DEOs are engaged during the needs assessment phase, CCTs, as critical enablers of the STiR Education programme, need to be included to ensure the programme is both contextually relevant and responsive to local needs.

Evaluation Question 5:

What is the impact of STiR Education's programme on gender and equity?

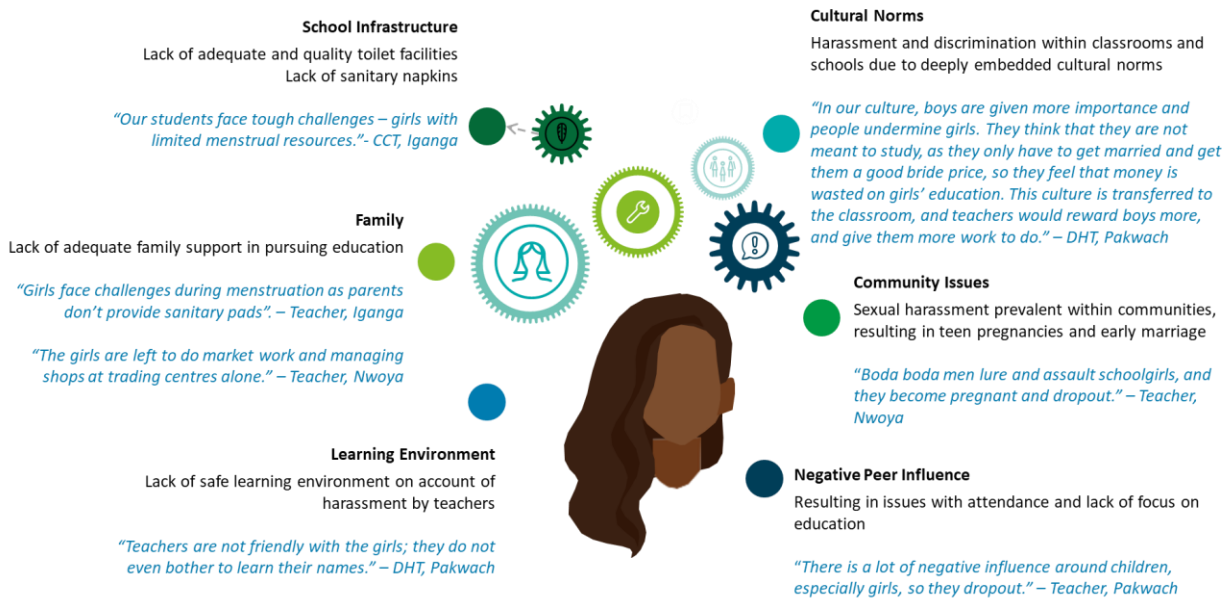
Context

Uganda has made significant strides in implementing gender-responsive laws and policies; however, patriarchal cultural and social norms persist, particularly in rural areas. As a result, women and girls in Uganda continue to experience physical, emotional, and social violence based on their gender across all spheres of life. This has led to their disenfranchisement and disempowerment across various sectors, most notably in education.

Girls in Uganda drop out of school at much higher rates than boys due to the onset of puberty and teenage pregnancy. Additionally, they face reduced access to nutrition, an increased burden of household care, and in rural areas, parents often deprioritise girls' education due to financial constraints.

In this context, integrating gender-sensitive approaches into STiR Education's programmes was essential. By fostering a cohesive and collaborative work and learning environment, the organisation aligns its efforts with the pressing need for gender-responsive interventions. This was necessary for tackling the systemic and social barriers that perpetuate gender inequity in education.

Figure 19: Challenges Faced by Female Students



Performance on Learning Assessment Test

Iganga consistently shows the highest literacy scores for both males (84%) and females (81%) in the treatment group, whereas Kween and Mityana show the lowest performance for numeracy and literacy across both genders in both groups. However, the treatment district Mityana also exhibited the largest female-male gap, with girls scoring 16% points higher on the literacy test.

Treatment groups consistently outperformed control groups across genders in both numeracy and literacy.

The greatest gender gap is observed in the control district Buliisa for both numeracy and literacy scores. Notably, however, in the control district Kween girls scored higher than boys on both tests.

The performance gap between treatment and control groups was slightly wider for females, suggesting potentially greater benefits of interventions for girls.

Table 43: LAT Performance of Female Students- Treatment vs Control

	Treatment (Females)					Control (Females)		
Percentages	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Numeracy	69%	73%	56%	66%	65%	54%	49%	53%
Literacy	69%	80%	66%	81%	73%	55%	54%	55%
Count	103	65	139	134	441	93	47	140

Table 44: LAT Performance of Male Students- Treatment vs Control

	Treatment (Males)					Control (Males)		
	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Numeracy	73%	73%	58%	68%	69%	62%	43%	56%
Literacy	70%	80%	50%	84%	73%	64%	51%	60%
Count	112	151	85	101	449	72	33	105

Both males and females in the treatment group significantly outperformed their counterparts in the control group across all numeracy sub-sections and literacy comprehension. For example, in numeracy comprehension, treatment females scored 73% compared to 55% in the control group, while treatment males scored 73% compared to 60% in the control group. Geometry in the treatment group showed 80% for females and 82% for males, compared to 60% and 65%, respectively, in the control group.

Males consistently outperformed females across most sub-sections in both treatment and control groups. In Subtraction, treatment males scored 76% compared to 68% for females, while in the control group, males scored 71% compared to 59% for females. Similarly, in Division, treatment males scored 31% compared to 25% for females, and control males scored 19% compared to 16% for females.

Regional disparities are evident, with districts like Pakwach and Nwoya showing consistently higher performance for both genders across most numeracy and literacy categories in the treatment group. For instance, in Geometry, Pakwach recorded 89% for females and 86% for males, while in Kween, control females scored only 44%, and males scored 41%.

Division is the only subsection test where females in the treatment group do not outperform males, whereas this is seen in subtraction for control students. In the control district Kween, girls outperform boys across all subsection tests except for subtraction. Additionally, in the treatment district Nwoya, boys outperform girls across all tests except for geometry, where only a 1% point difference is observed.

The data highlighted that Buliisa exhibited the highest gender performance gap, with an 8-percentage point difference between boys and girls. In contrast, girls in Kween district outperformed boys across all subsection tests, except for subtraction.

Figure 20: Subsection and Gender-Wise Performance (n = 1141) [22]

[22] Male- 554, Female- 581, Do not want to disclose- 6.

Table 45: Subsection wise performance of Female Students- Treatment vs Control

		Treatment (Females)					Control (Females)		
Section	Sub Section	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
	N	103	65	139	134	441	93	47	140
Numeracy	Geometry	88%	89%	70%	78%	80%	69%	44%	60%
Numeracy	Counting	83%	87%	65%	79%	77%	67%	74%	69%
Numeracy	Measurement	68%	60%	55%	58%	60%	44%	51%	46%
Numeracy	Division	30%	28%	22%	23%	25%	12%	22%	16%
Numeracy	Subtraction	59%	87%	53%	81%	68%	66%	45%	59%
Literacy	Comprehension	69%	80%	66%	81%	73%	55%	54%	55%

Table 46: Subsection wise performance of Male Students- Treatment vs Control

		Treatment (Males)					Control (Males)		
Section	Sub Section	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
	N	112	151	85	101	449	72	33	105
Numeracy	Geometry	87%	86%	70%	82%	82%	75%	41%	65%
Numeracy	Counting	86%	86%	73%	77%	81%	75%	66%	72%
Numeracy	Measurement	73%	61%	48%	60%	61%	46%	32%	41%
Numeracy	Division	37%	35%	24%	26%	31%	18%	20%	19%
Numeracy	Subtraction	71%	82%	63%	82%	76%	82%	48%	71%
Literacy	Comprehension	70%	80%	50%	84%	73%	64%	51%	60%

STiR Education Programme Delivery and Content

Even though Uganda has a number of women leaders in different echelons of the government and within the education sector, interviews with key stakeholders highlighted a range of challenges that women face within the education sector.

Gender Stereotypes and Challenges in Leadership

- Women were often underestimated in leadership roles across districts, with male-dominated leadership creating barriers for female professionals.
- Leadership roles at the top level were predominantly occupied by men, with women significantly underrepresented. In regions like Busoga, there was some balance in gender representation among CCTs, but males still slightly outnumber females.

"Male teachers feel they are better than female teachers and treat them as subordinates… female teachers themselves feel inferior and usually do not take higher classes like P6 and P7."
- **Pamitu Primary School, Pakwach**

"There was a female teacher who was very disturbed, and she almost died because of this. Such issues are neglected, and people don't realise that women teachers have very difficult personal lives."
-**Koch Goma School, Nwoya**

"Something that I have witnessed: I think it was in some meeting with males and females, but females would never speak in that meeting – it is dominated by male."
- **STiR Education Programme Team Member**

- Female CCTs faced challenges in engaging male-dominated schools and are often underestimated by male colleagues. Feedback and cooperation from male headteachers are delayed when requested by female CCTs.
- Meetings were often male dominated, with women reluctant to participate actively due to unequal dynamics and cultural barriers.

- Cultural norms
  - Particularly evident in Muslim-majority districts like Yumbe, patriarchal systems made it difficult for women to assert themselves, requiring them to be cautious in their speech and behaviour.
  - Internalized beliefs among female teachers contribute to widening of the gender gap within education. Many prefer to teach only lower grades of primary school, as they felt unable to handle boys in P6 and P7.

- Recruitment and Gender Bias:
  - A number of stakeholders, including teachers and DEOs, reported that the demand for male teachers was higher than that for female teachers. One of the major factors driving this preference was that school administrators find it challenging to manage long teacher absences, particularly when female teachers take maternity leave, often multiple times over a few years.

    The DEO of Pakwach highlighted an incident where several female teachers were simultaneously on maternity leave, causing significant staffing gaps within the school. These factors have led to a preference for hiring male teachers, reflecting systemic gender bias in recruitment practices.

Annexure II- Framework

Districts in Uganda

Table 47: List of Uganda Districts with STiR's Presence

S.no	REGION	DISTRICTS	YEAR OF INTERVENTION (Primary)	District Type
1	West Nile	Adjumani	2017	Not a sample
2		Arua	2017	Not a sample
3		Koboko	2017	Not a sample
4		Madi Okollo	2019	Not a sample
5		Moyo	2017	Not a sample
6		Nebbi	2017	Not a sample
7		Pakwach	2017	Treatment
8		Terego	2021	Not a sample
9		Yumbe	2024	Not a sample
10		Zombo	2024	Not a sample
11	Acholi	Amuru	2017	Not a sample
12		Lamwo	2024	Not a sample
13		Nwoya	2017	Treatment
14		Omoro	2024	Not a sample
15	Lango	Amolatar	2024	Not a sample
16		Kole	2024	Not a sample
17		Kwania	2024	Not a sample
18		Lira	2024	Not a sample
19	Karamoja	Karenga	2024	Not a sample
20		Kotido	2024	Not a sample
21		Moroto	2024	Not a sample
22		Nabilatuk	2024	Not a sample
23		Napak	2024	Not a sample
24	Teso	Amuria	2024	Not a sample
25		Bukedea	2017	Not a sample
26		Kalaki	2024	Not a sample
27		Katakwi	2022	Not a sample
28		Ngora	2024	Not a sample
29	Mbale	Bulambuli	2024	Not a sample
30		Busia	2024	Not a sample
31		Butebo	2017	Not a sample
32		Kapchorwa	2024	Not a sample
33		Kibuku	2024	Not a sample
34		Manafwa	2024	Not a sample
35		Mbale	2017	Not a sample
36		Tororo	2024	Not a sample
37	Bunyoro	Hoima	2024	Not a sample
38		Kibaale	2024	Not a sample
39		Kikuube	2024	Not a sample
40		Kiryandongo	2024	Not a sample
41	Rwenzori	Fortportal/ kabarole	2024	Not a sample
42		Kamwenge	2024	Not a sample
43		Kasese	2024	Not a sample
44		Kyegegwa	2024	Not a sample
45	Kigezi	Kisoro	2024	Not a sample
46		Kabale	2024	Not a sample
47		Rukiga	2024	Not a sample
48	Ankole	Isingiro	2024	Not a sample
49		Mbarara	2024	Not a sample

S.no	REGION	DISTRICTS	YEAR OF INTERVENTION (Primary)	District Type
50		Rwampara	2024	Not a sample
51		Sheema	2024	Not a sample
52	Central	Kassanda	2018	Not a sample
53		Mubende	2016	Not a sample
54		Mityana	2016	Treatment
55		Kayunga	2016	Not a sample
56		Nakasongola	2024	Not a sample
57	Masaka	Masaka	2024	Not a sample
58		Lwengo	2024	Not a sample
59		Bukomansimbi	2024	Not a sample
60		Kalungu	2024	Not a sample
61		Rakai	2024	Not a sample
62		Sembabule	2024	Not a sample
63	Busoga	Jinja	2016	Not a sample
64		Iganga	2016	Treatment
65		Namutumba	2016	Not a sample
66		Bugweri	2018	Not a sample
67		Namayingo	2016	Not a sample
68		Buyende	2017	Not a sample

Schools in Uganda

Treatment Schools

Table 48: Treatment Schools- Uganda

District	School Name
Mityana	Kabayenga SDA School
Mityana	Kiggwa RC Primary School
Mityana	Buluma RC Primary School
Mityana	Bbanda RC Primary School
Mityana	Kiwawu Primary School
Iganga	Bugabwe Primary School
Iganga	Nakalama Primary School
Iganga	Bulubandi Primary School
Iganga	Nabikoote Primary School
Iganga	Nakigo Primary School
Nwoya	Anaka Central P7 School
Nwoya	Allero Primary School
Nwoya	St Peters Bwobomanam Primary School
Nwoya	Koch Goma Primary School
Nwoya	Purongo Hill Primary School
Pakwach	Nyakagei School
Pakwach	St Mary's Omach School
Pakwach	Pajobi Primary School
Pakwach	Alliragem Primary School

District	School Name
Pakwach	Pamitu Primary School

Control Schools

Table 49: Control Schools- Uganda

District	School Name
Buliisa	Buliisa Primary School
Buliisa	Kisabi Primary School
Kween	Chepkwom Primary School
Kween	Binyiny Primary School

List of Interviews

Table 50: List of Stakeholder Interactions

S.no	District	School Name	Name	Designation/Relation
1	Nwoya	NA	Philip Oreyma	DEO
2	Pakwach	NA	Christine Achal	DEO
3	Iganga	NA	Baker Kasada	DEO
4	Nwoya	-	Goddie Okaeny Jeffery	CCT
5	Pakwach	-	Ishmael	CCT
6	Mityana	-	-	Deputy Principal
7	-	-	Nabwiire Harriet	CCT
8	Nwoya	Anaka Primary School	Abakachas	Deputy Head Teacher (DHT)
9	Iganga	Bugabwe Primary School	Mr. Were Aggrey	Mentor Teacher, Teacher Development Coordinator
10	Nwoya	Alero Primary School	Komakech Walter	Deputy Head Teacher (DHT)
11	Nwoya	St Peters School	Patrick	Head Teacher (HT)
12	Iganga	Nakigo Primary School	Madam Nandudu Catherine	Mentor Teacher
13	Nwoya	Koch Goma School	Boniface Ocham	Head Teacher (HT)
14	Iganga	Bulubandi Primary School	Mr. Ivan Nkwanga	Mentor Teacher, Scouts Teacher, Games Teacher
15	Pakwach	Nyakagei School	Charles	Head Teacher

16	Pakwach	Pajobi P7 School	Joel Bedijo	Head Teacher
17	Pakwach	Alliragem School	Jacintha	Focal point of STIR in school – Mentor Teacher
18	Pakwach	Pamitu Primary School	Willie	Acting Deputy HT, STIR Focal Point Person
19	Iganga	Nabikoote P/S	Mudambo Teopista	STIR Focal Point Person
20	Iganga	Bugabwe Primary School	Nsadha Sowedi	Head of Department (Furniture), Assistant library master, Assistant games and sports
21	Nwoya	Anaka Primary School	Charles	-
22	Mityana	Bbanda Roman Catholic Primary School	Nyika Victor Mutooto	Senior teacher, Games Teacher
23	Iganga	Nabikoote Primary School	Simon Gyagenda	Teacher
24	Nwoya	Koch Goma Primary School	Auma Irene	Head of Academic Dept.
25	Iganga	Nakalama Primary School	Madam Mogogo Alice	Deputy Head Teacher
26	Kween	Chekwom P/S	Alfred Kireny	Class Teacher
27	Kween	Binyiny Primary School	Sieko Bernard	In charge of co-curricular activities
28	Iganga	Nakigo Primary School	James Kyava	Assistant Gardening Master
29	Nwoya	Allero Primary School	Dennis Luwone	-
30	Nwoya	St. Peter's Primary School	Eunice	None, although regularly takes initiative in student engagement activities.
31	Nwoya	Purongo Hill Primary School	Akelo Kevin Otta	None, though they lead group work and encourages peer support in her English lessons for P4 students.
32	Pakwach	Nyakagei School	Yacen Anna	Regular classroom teacher; oversees remedial learning sessions in the afternoons.
33	Pakwach	Pajobi Primary School	Pirachel Emily	None specified
34	Pakwach	St. Mary's School	Omash Innocent	None specified
35	Iganga	NA	Shadia Rose Kyema	Mother

36	Iganga	NA	Esther	Mother
37	Kween	NA	Chebet Rose	Guardian
38	Iganga	NA	Sobi Vincent	Guardian
39	Nwoya	NA	Auma Grace	Mother
40	Nwoya	NA	Charles Ngiringini Nyeko	Father
41	Nwoya	NA	Laker Milly Grace	Mother
42	Nwoya	NA	Susan Akello	Mother
43	Pakwach	NA	Harriet Aketcho	Mother
44	Pakwach	NA	Justino Okecho	Father
45	Pakwach	NA	Charles Omara	Father
46	Uganda	NA	Derick	STiR Team
47	Nwoya and other parts of Nothern Uganda	NA	Fiona	STiR Team
48	Nebbi, Madi Okollo, Arua, Packwach, Koboko, Yumbe, Ajumani among others	NA	Bako	STiR Team
49	Busoga region (Jinja, Iganga, Bugweri, Buyende, Bugiri, Namutumba, etc.)	NA	Trevor	STiR Team

Itinerary of data collection

Introduction

In August 2024, Deloitte carried out both quantitative and qualitative data collection in line with the evaluation design and schedule established for the impact evaluation of STiR Education's programme in Uganda.

A range of data collection tools was deployed, each carefully tailored to the needs of different stakeholders. These tools were designed to assess specific areas, ensuring alignment with the overall evaluation framework. The table below details the areas covered during data collection:

Table 51: Overview of the areas covered for data collection during field visits in July and August 2024

#	Stakeholder	Data Collection Area	Purpose	Tool/s
1	Students	- Foundational literacy and numeracy - Social-emotional learning	Measure the impact of STiR Education's intervention on student learning outcomes and emotional growth.	LAT – SEL Assessment Tool

#	Stakeholder	Data Collection Area	Purpose	Tool/s
2	Parents	- Changes in child behaviour - School support - Education quality - Teacher quality	Assess parental support for student learning and involvement in school-related activities.	Parent IDI Tool Take-home parent survey tool (pre-assessment form)
3	Teachers	- Autonomy - Mastery - Purpose - Teaching experience - School experience	Evaluate the integration of STiR LIC concepts among teachers and their motivation for teaching.	- Teacher Survey Questionnaire - Teacher IDI Tool
4	School Education Leaders (School Principals, Head/Deputy Head Teachers)	- Autonomy - Mastery - Purpose - Intrinsic motivation - Coaching and role modelling - School leadership - LIC knowledge	Assess retention of STiR principles and the effectiveness of support provided to teachers, including process relevance to school operations.	Education Leader IDI Tool
5	Education Leader Managers (School Supervisors, Centre Coordinating Tutors)	- Autonomy - Mastery - Purpose - Intrinsic motivation - Coaching and role modelling - Peer learning - LIC knowledge and facilitation - STiR programme influence	Evaluate the support received to provide coaching, retention, and application of STiR learning principles at the school level.	Education Leader Manager IDI Tool
6	District Education Leader (Dinas Pendidikan & District Education Officer)	- STiR programme impact - Areas of development - Alignment with district priorities - Expectations from STiR	Measure the influence and progress of the STiR programme in improving learning outcomes and aligning with district priorities.	District Coordinator IDI Tool (adapted per department)
7	Ministry Officials	- Expectations from STiR - Current progress - Areas of further support	Assess national-level impact and support ministry objectives aligned with education policies.	Govt. Officer IDI Tool (adapted per stakeholder level)
8	STiR Programme Team	- Programme design - Programme delivery - Government partnership/engagement - Partner expectations and progress - Delivery challenges	Review programme design, implementation challenges, and best practices to achieve objectives.	Programme Team IDI Tool (adapted per role)

In addition to these areas, school information sheets and student pre-assessment forms were distributed to collect contextual data. These tools were utilized to gain a deeper understanding of the environment in which the students are learning.

Process of data collection

The data collection process is illustrated below:

1 Prior to Data Collection

- Schools and stakeholders were identified in consultation with STiR Country Teams
- Key personnel in the education ecosystem were informed, and the data collection schedule was shared.
- Permission letters were sent digitally, and contact details of school-level stakeholders were obtained.
- School principals and supervisors (ELs and ELMs) were notified of the schedule and activities two days in advance.

2 School-level Introductions

- School supervisors introduced Deloitte teams to school principals (ELs).
- Deloitte country teams briefed principals (ELs) in the local language about the data collection purpose and provided hard copies of permission letters.
- School information sheets were given to principals to gather necessary details.
- Time slots were arranged for teacher surveys, student assessments, teacher IDIs, parent IDIs, and principal (EL) IDIs.

3 School-level Data Collection

- Data collection in schools was conducted with students, teachers, parents, and ELs simultaneously.
- Teachers accompanied an enumerator to the classrooms for the student assessments, and co-faciliated the process, particularly for special-needs children and providing additional explanations where required.
- Simultaneously, other enumerators and Deloitte staff initiated the data collection with teachers and ELs.

4 Out-of-School Data Collection

- After classroom assessments with the students, the enumerators distributed pre-assessment forms to each student, to collect responses from parents.
- Once completed, the teachers collected the filled-in forms from the students and packed these in an envelope provided by the enumerators.
- These were then kept in the custody of the Head Teacher, who then handed over the forms to the STiR Education field teams for final handover to the Deloitte country teams.
- Apart from this, the out-of-school data collection also included interviews with ELMs, STiR country programme teams, and Ministry officials.
- For these interviews, appointments were made in advance.

Data quality review and assurance protocols

The details and methodology of the data quality process are provided below.

a) Stage-wise Quality Review Process

Table 52: Quality Review Process- Stage Wise

#	Stage	Quality assurance mechanism	Details
1	Preparatory / prior to data collection	Orientation and training	Uganda: In Uganda, remote training sessions and orientations were conducted in July and August 2024, wherein Deloitte team covered the objectives of the assessment, STiR Education's purpose and objectives specific to Uganda, and the process to executing the field assessment, data recording, and checking mechanisms.
2	Field level – general	On-site supervision	• Deloitte staff accompanied the enumerators to all schools and were actively engaged in monitoring the questionnaire administration and data collection processes with students, teachers, parents, and other stakeholders. • Feedback to enumerators was provided on real-time basis.
2	Field level – student data collection	On-site supervision	• In-class supervision to ensure students were not engaging in dishonest practices. • Support for timekeeping and moderation.
		Data corroboration	• Cross-checking paper-based responses against the Kobo responses, and ensuring that the enumerators retained all the information provided by the students in their paper forms, including spelling and grammatical errors, sentence construction, etc. • Undertaken for 2-3 forms per school.
3	Field level – teacher data collection	On-site supervision	• Field supervision conducted to ensure that enumerators were following the agreed protocols and processes.
		Spot check	• Deloitte staff conducted spot checks of the teacher survey processes to ensure mitigation of recency bias or survey response bias. These were particularly crucial for the Likert-scale typology of questions. • Undertaken for at least 1 teacher per school.
4	Post data collection	Backend check	• These checks were conducted by Deloitte on the Kobo interface.

#	Stage	Quality assurance mechanism	Details
			• The purpose of this was to identify and address errors that occur during data submission. • Validation of number of entries submitted for each school, district and country against the field team's daily status update.
		Consistency check	• Consistency checks were conducted to ensure uniformity in data (for example: spellings of school names) and that responses were complete (for example: specifications provided when "Others" have been marked, missing entries, etc." • As there were two sets of data for the student assessment forms (Set 1 and Set 2), consolidation was undertaken. • Consistency check was performed for the consolidation process to identify potential errors.

b) Tool-wise data quality review

Each tool had a slightly varied method of data collection and data recording, and the quality review process was customised to ensure data integrity and validity.

Table 53: Quality Review Process- Tool Wise

#	Tool	Field execution	Method of recording	Quality checks
1	Student assessment form	Facilitated by enumerator with support from teacher	1. Directly by the students on paper forms 2. Digitisation of paper entries using Kobo application	On-site supervision, data corroboration, backend checks, consistency check
2	Teacher survey	Facilitated by enumerator	Directly entered into Kobo application	On-site supervision, spot checks, backend checks, consistency checks
3	Pre-assessment forms	Forms provided to students to take home, parents to fill in responses, and return form. School to compile all forms and handover to STiR field team for final	1. Directly by the parents on paper forms 2. Digitisation of paper entries using Kobo application	Backend checks, consistency checks

#	Tool	Field execution	Method of recording	Quality checks
		handover to Deloitte country team		
4	Teacher / parent / EL / ELM interviews	Enumerator / Deloitte staff	Conducted in English in Uganda Handwritten notes, information consolidated on templates	On-site supervision
5	Programme / Ministry interviews	Deloitte staff	Conducted in English Handwritten notes, information consolidated on templates	On-site supervision

c) Findings from Quality Review and Redressal Strategies

While the training and orientation workshops were geared towards establishing the data collection processes, principles, and norms, local field-level contexts typically necessitate a slight modification from the agreed strategies to further strengthen data collection processes and address emerging challenges through quality reviews. The key issues from the data quality reviews and the mitigation / redressal strategies adopted are provided below:

Table 54: Issues Identified and their Mitigation/Redressal Strategies

#	Issue	Identification method	Details and Mitigation / Redressal strategy
1	Respondent required question to be explained multiple times	On-site supervision	• Modifications to the in-depth interview questions to ensure better quality responses from the respondent.
2	Respondent did not provide detailed responses	On-site supervision	• Addition of further probes and follow-up questions.
3	Enumerator waits for all students to complete each question in the LAT section, leading to excess time spent in class	On-site supervision	• Timekeeping and moderation support provided. • Encouraging active involvement of class teachers for special needs students.
4	Duration of teacher survey in excess of 2 hours	Backend check	• Issue identified as delayed submission by enumerator on account of low internet connectivity, no action was required.
5	Responses to certain questions were not provided, lack of clarity on whether enumerator had not filled the response or	Backend check	• Rapid discussions with relevant enumerators to understand nature of missing responses.

#	Issue	Identification method	Details and Mitigation / Redressal strategy
	whether respondent chose to not respond to the particular question		• Refining student and teacher Kobo forms to include option of "respondent did not answer". • No further action was required after modification of tools.
6	Data in student assessment forms was incorrectly digitised	Data corroboration	• It was observed that enumerators corrected spelling and grammatical errors while digitising paper forms. • Enumerators advised to retain all errors and mistakes made by students. • Discussion with all Deloitte field team SPOCs to reiterate the same.
7	Duplicate entries observed	Consistency check	• Certain forms were erroneously submitted multiple times. • Usage of UUID to delete duplicates entries from backend.

Table 55: Overview of the data collected during field visit to Uganda in August 2024

#	Data Collection	Uganda*
1.	Student pre-assessment forms	1143
2.	Student LAT and SEL	1115
3.	Teacher survey data	65
4.	Teacher IDI	30
5.	EL IDI	18
6.	ELM IDI	5
7.	District agency IDI	3
8.	Ministry IDI	2
9.	Parents IDI	29
10.	CCT	3
11.	STiR programme team IDI	4
12.	STiR partner IDI	Not applicable

**Note: This table refers to the total data collected during the field visits in July and August 2024. However, post data cleaning and consolidation, certain entries maybe rejected, and the numbers could potentially change.*

Annexure III- Tools

Assessments

Assessment for Students – Grade 6

Interviewer Prompt for Teachers / Officials / Parents

STiR Education works to enable change in behaviours and attitudes by reigniting intrinsic motivation across different levels of the education system, including education leadership, teachers, and students. The programme aims to ensure that teachers enjoy teaching, and students enjoy learning, and through this process, effectuate an improvement in learning outcomes is envisaged.

With your permission, we would like to ask for the students' time to understand their level of learning and their learning behaviours in classroom in terms of interaction, decision making and learning strategies. Their responses will help STiR Education to understand the outcomes of their programme. This survey has two components – the learning assessment survey, where we would like to understand the students' level of achievement in numeracy and literacy, and the social and emotional learning survey, with which we aim to understand students' behaviours.

This process will take roughly 40 minutes. Please note, this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment as you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop. Your responses will be confidential. Our findings will be summarized in a report as a whole and you will not be quoted anywhere.

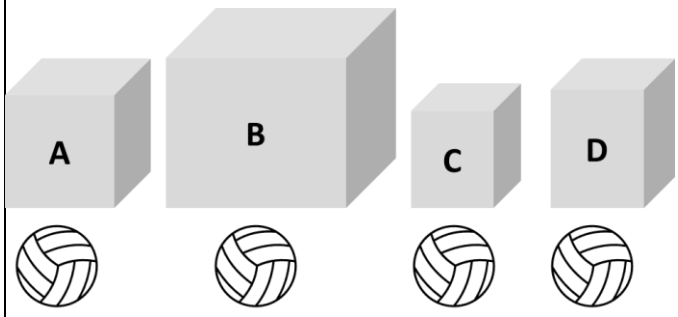
Interviewer Prompt for Students

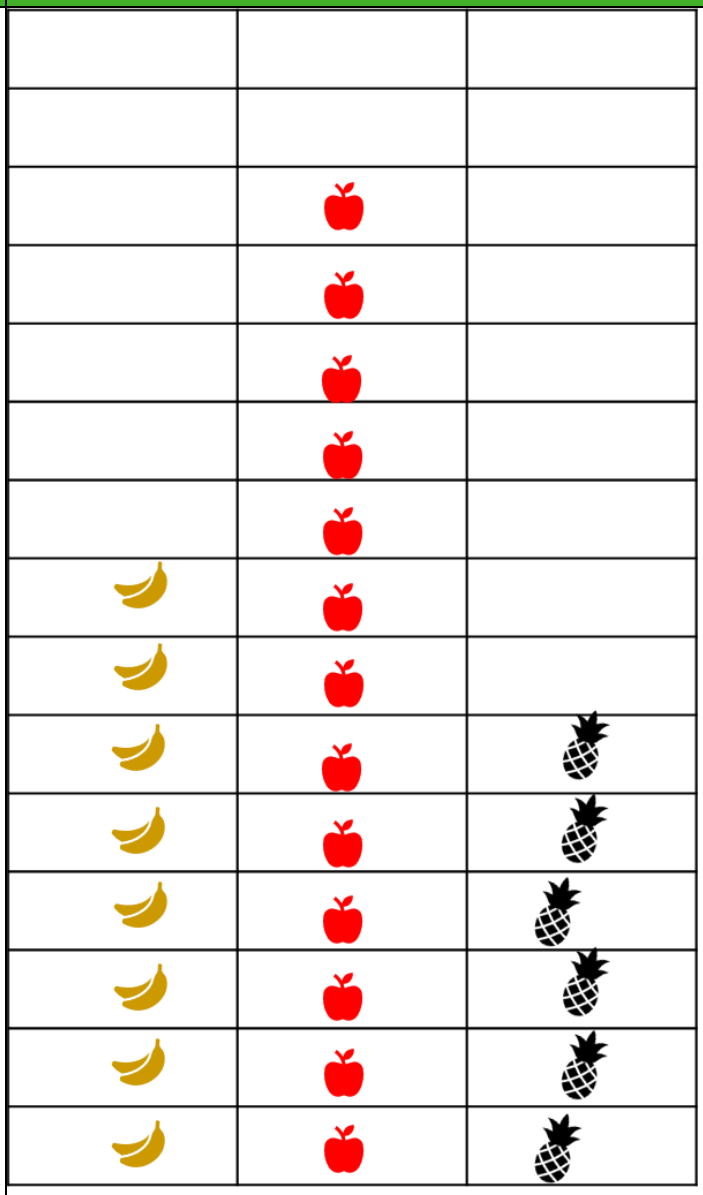
STiR Education wants to make school more fun and help you learn better! We want teachers to love teaching and for you to enjoy learning. We have a special programme to make this happen.

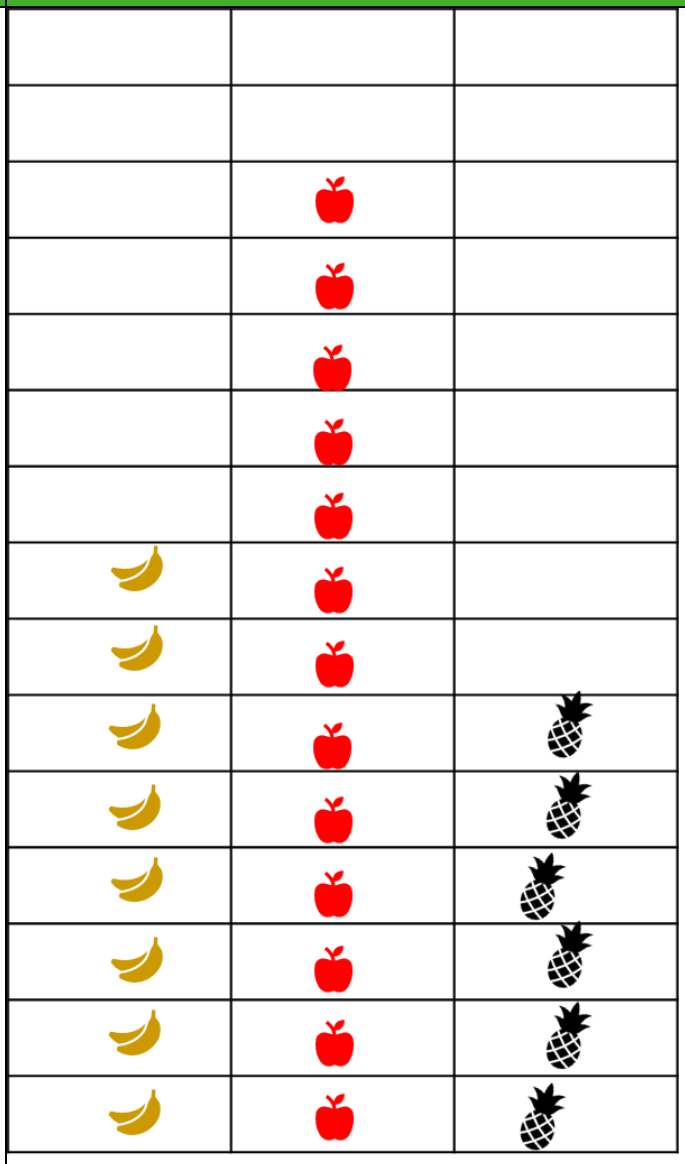
We'd like to talk to you about how you learn in class, like how you talk with others, make decisions, and study. We're going to ask you some questions to understand how well you're doing in math and reading, and also how you feel about school and your friends.

This will take about an hour, but don't worry, it's not a test! There are no right or wrong answers, and you don't have to answer any question if you don't want to. If you ever feel uncomfortable, just let us know, and we'll stop. Your answers will be private, and we won't tell anyone what you said. We'll use all the answers together to help make school better for everyone.

Table 56: Student Assessment- Set 1

No.	Question	Response
	SECTION A - BASIC DETAILS	
	Student ID / Roll number	
	Student Gender	1. Male 2. Female
	Class Stream / Section / Number	
	Name of class teacher	
	Name of school	
	Name of town / city	
	District	
	Country	
	Which Set has been answered	
	Here are four balls of the same size. Now look at the box kept next to each ball. If we completely fill each box with the kind of balls shown, which box will have the highest number of balls? 	1. A 2. B 3. C 4. D 5. None of the above 6. Do not know
	Look at the chart below carefully. How many apples are there?	

No.	Question	Response
		
	Look at the chart below carefully. How many more bananas are there than pineapples?	

No.	Question	Response
		
	Look at the calendar given below. What is the day on 5th March? **MARCH 2019** SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY 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 | 26 | 27 | 28 | 29 | 30 31	
	Look at the calendar given below. What is the date on the second Monday of March?	

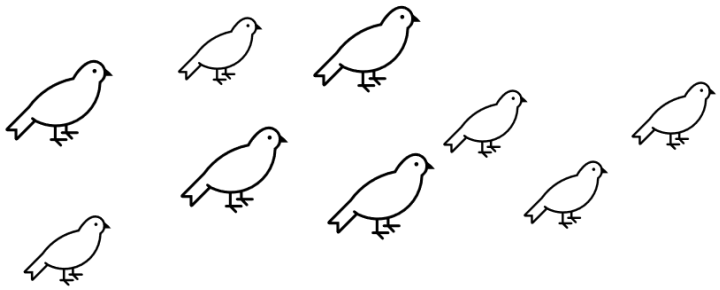
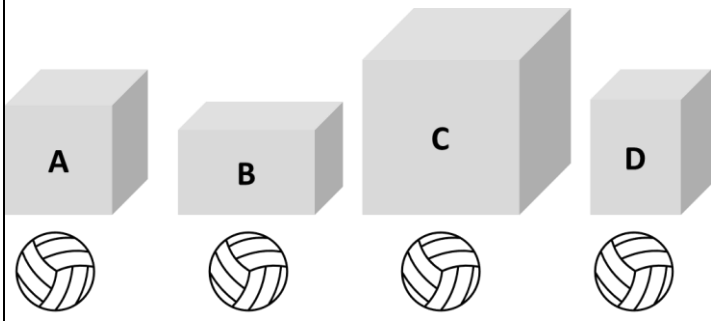
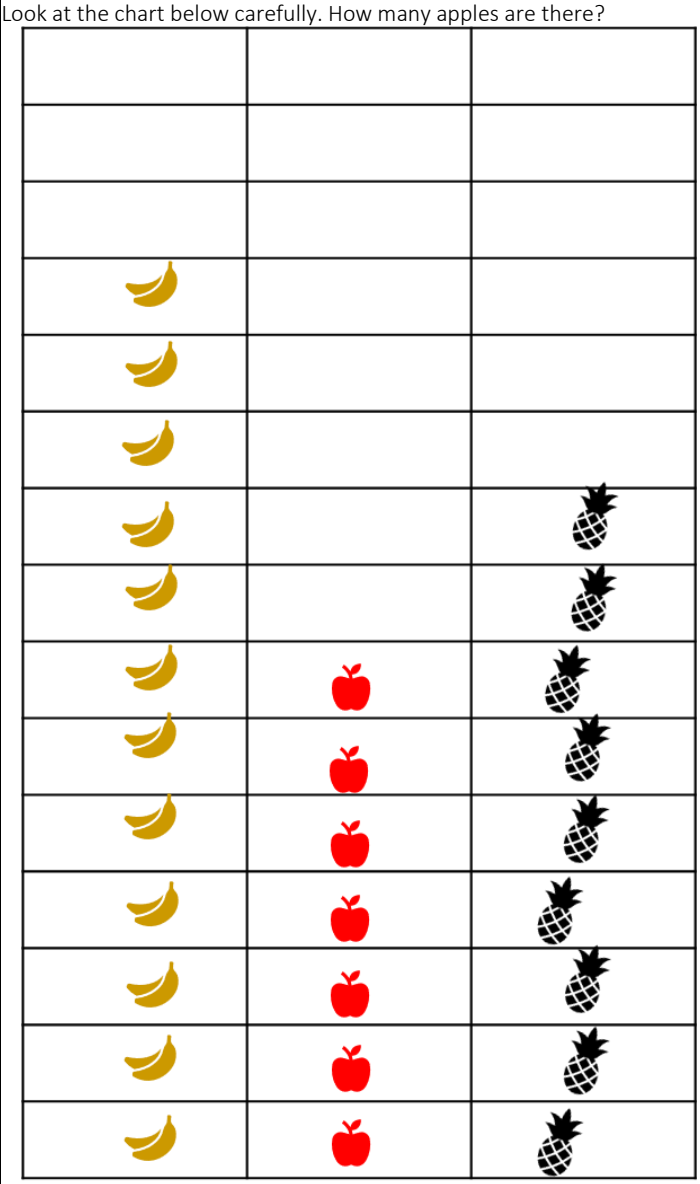
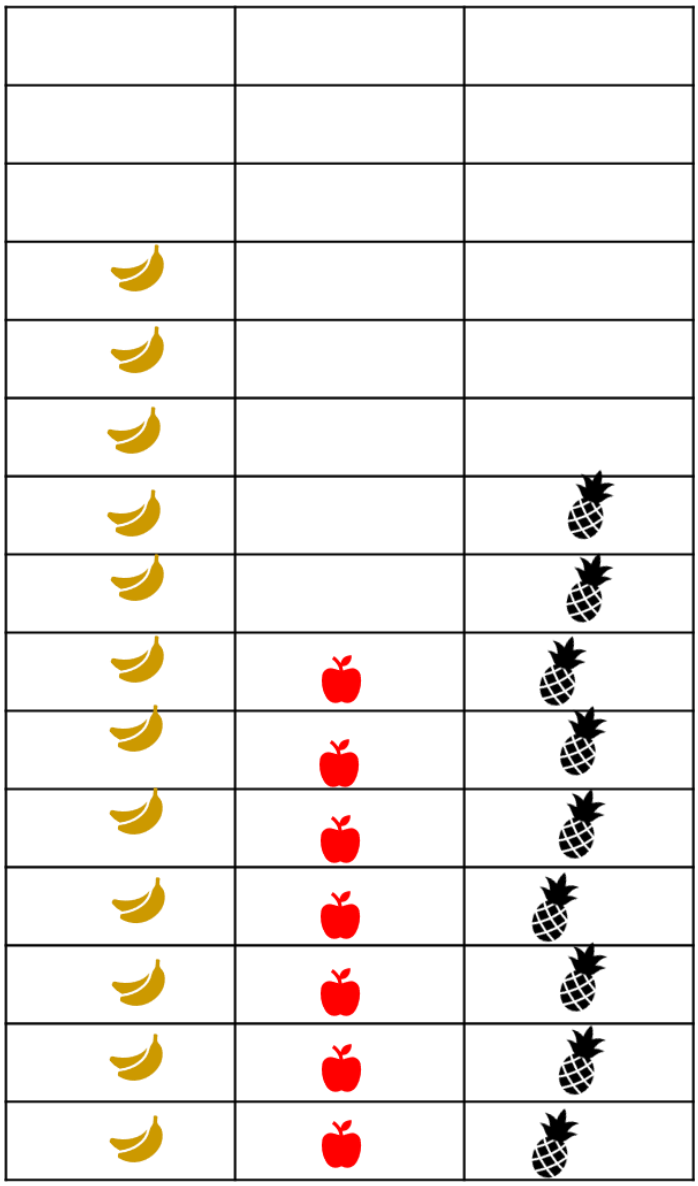
No.	Question	Response
	MARCH 2019 SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY 1 | 2 3 | 4 | 5 | 6 | 7 | 8 | 9 10 | 11 | 12 | 13 | 14 | 15 | 16 17 | 18 | 19 | 20 | 21 | 22 | 23 24 | 25 | 26 | 27 | 28 | 29 | 30 31	
	How many birds are there? Choose the correct number. 	1. 8 2. 7 3. 6 4. 9 5. 10 6. None of the above
	A shopkeeper has 48 apples. He keeps 3 apples in each box. How many such boxes will he need to keep all the apples?	
	Complete the pattern below: 	
	Complete the pattern below: 	
	Subtraction: 82 — 64 51 — 28	
	Division 8 ⟌ 994	
	Read the passage below and answer the questions: Nina was a little girl. She lived near a big garden. One day, she went to the garden. She saw a man selling flowers. Nina asked him for a flower. The man gave her two big red flowers. Then Nina ran back to her home. She gave the flowers to her mother. They both felt very happy. Where did Nina go? What colour flowers did the man give Nina? How do Nina and her mother feel?	

Table 57: Student Assessment- Set 2

SECTION C - FOUNDATION LEARNING & NUMERACY TESTING TOOL (SET 2)			
	Here are four balls of the same size. Now look at the box kept next to each ball. If we completely fill each box with the kind of balls shown, which box will have the highest number of balls?  	1. A 2. B 3. C 4. D 5. None of the above 6. Do not know	SET 2 Question, Enumerator to enter details appropriately in the digital tool.
	Look at the chart below carefully. How many apples are there? 		Enumerator to type in the number based on student response

	Look at the chart below carefully. How many more bananas are there than pineapples? 		Enumerator to type in the number based on student response
	Look at the calendar given below. What is the day on 8th March? **MARCH 2019** SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY 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 | 26 | 27 | 28 | 29 | 30 31		Enumerator to type in the response based on student response
	Look at the calendar given below. What is the date on the second Wednesday of March?		Enumerator to type in the response based on student response

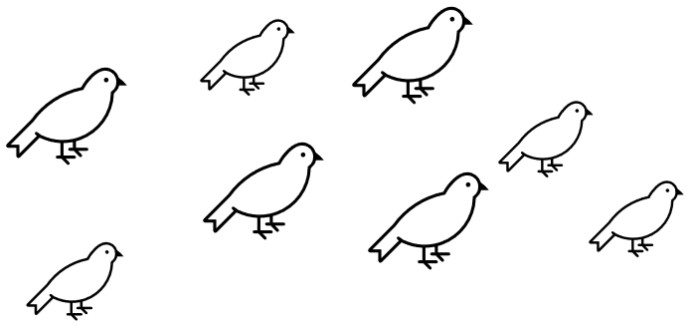
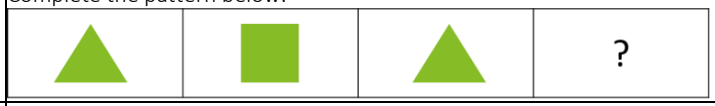
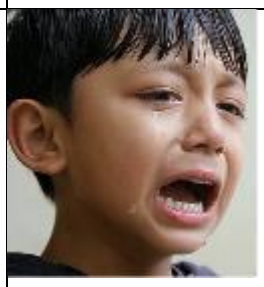
	MARCH 2019 SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY 1 | 2 3 | 4 | 5 | 6 | 7 | 8 | 9 10 | 11 | 12 | 13 | 14 | 15 | 16 17 | 18 | 19 | 20 | 21 | 22 | 23 24 | 25 | 26 | 27 | 28 | 29 | 30 31		
	How many birds are there? Choose the correct number. 	1. 6 2. 7 3. 8 4. 9 5. 10 6. None of the above	
	A shopkeeper has 48 apples. He keeps 4 apples in each box. How many such boxes will he need to keep all the apples?		Enumerator to type in the response based on student response
	Complete the pattern below: 		
	Complete the pattern below: 		
	Subtraction: 63 − 59 = _____ 42 − 37 = _____ _____ _____ Division 7 ⟌ 478		
	Read the passage below and answer the questions: Dina loves her village. She goes there during holidays. Her uncle and aunt live there. Her aunt is very nice. She tells her stories and gives her sweets. Her uncle is a farmer. He takes Dina to his farm. There is a pond near the farm. Dina loves to swim in the pond. Where does Dina go during holidays? What does Dina's aunt give her? What does Dina's uncle do?		

Table 58: Student Assessment- SEL Questionnaire

SECTION D – SOCIAL AND EMOTIONAL LEARNING TOOL		
No.	Question	Response
1.	Have you ever had to miss school for longer than one month?	1. Yes 2. No
3.	Who do you talk to when you feel sad?	1. Mother 2. Father 3. Grandmother 4. Grandfather 5. Aunt or Uncle 6. Brother 7. Sister 8. Friends 9. Teacher 10. Nobody, I do not talk to anybody
3.	Who do you ask for help with homework?	1. Mother 2. Father 3. Grandmother 4. Grandfather 5. Aunt or Uncle 6. Brother 7. Sister 8. Friends 9. Teacher 10. Classmate 11. Nobody, I do not ask for help
4.	 Now let's look at this picture. How do you think this child is feeling right now?	1. Sad 2. Upset 3. Hurt 4. In pain 5. Tired 6. Happy 7. Excited 8. Don't know
5.	What would you do to help him feel better?	1. Ask him what is wrong 2. Tell the teacher 3. Tell him a joke 4. Give him a hug 5. Ignore him 6. Run away 7. Tease him because boys do not cry 7. Do nothing 9. I don't know
6.	Why is this child crying? Here is the reason: One day the teacher told all the children in the classroom to make a line so that they can go out to play. As they were making the line another child bumped into this boy. He fell down and hurt his knee. This is why he is crying in this picture.	1. It was by mistake 2. They did not see him 3. He fell on his own 4. Other child wanted to go first 5. Other child may not like him 6. Other child is a bully 7. I don't know

SECTION D – SOCIAL AND EMOTIONAL LEARNING TOOL		
No.	Question	Response
	Why do you think that the other child pushed the girl while making a line?	
7.	How do you think the other child felt after the boy started crying?	1. Bad 2. Guilty 3. Sorry 4. Happy 5. Pleased 6. Does not feel anything 7. I don't know
8.	I want you to imagine a situation where you are playing with a toy that you like. Another child wants to play with that same toy, but there is only one toy. What would you do in this situation?	1. Share the toy 2. Take turns 3. Give the other child the toy 4. Ask an adult for another toy 5. Find another toy to play with 6. Avoid the child 7. Run away with the toy 8. Tell the child to go away 9. I don't know
9.	Now, I want you to imagine the same situation: you are playing with a toy that you like, another child wants to play with the same toy, but there is only one toy. This time the other child takes the toy away from you and starts playing with it without asking you. What would you do in this situation?	1. Ask an adult for help 2. Ask if we can share the toy 3. Find another toy to play with 4. Avoid the child 5. Run away with the toy 6. Tell the child to go away 7. Hit the other child 8. Fight with the other child 9. I don't know
10.	In the last week, did you feel afraid in your school?	1. Yes 2. No
11.	In the last week, did a child in your school leave out another child from an activity or game?	1. Yes 2. No
12.	When a child is left out from the activity or game, how did you feel about this?	1. Sad 2. Bad 3. Upset 4. Did not feel anything 5. Happy 6. Pleased 7. I don't know

Assessment for School Teachers

Interviewer Prompt:

STiR Education works to enable change in behaviours and attitudes by reigniting intrinsic motivation across different levels of the education system, including education leadership, teachers, and students. The programme aims to ensure that teachers enjoy teaching, and students enjoy learning, and through this process effectuate an improvement in learning outcomes.

With your permission, we would like to ask for your time to understand your views on your work, teaching methods, and classroom interactions. Your responses will help STiR Education to understand the outcomes of their programme. Your responses are important and will help us improve our assistance to teachers and overall education ecosystem.

This process will take roughly 60 minutes. Please note, this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment as you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop. Your responses will be confidential. Our findings will be summarized in a report as a whole and you will not be quoted anywhere.

Your answers will not influence our future cooperation. Thank you for your time.

If I have your permission, can we start with the interview? (Wait for verbal response.)

Table 59: Teacher Assessment

No.	Question	Responses
1.	Date & Time of Survey	
2.	Country	
3.	District	1.
4.	Name of City / Town / Village	
5.	GPS Coordinates	
6.	School Name	
7.	Gender of Respondent	Male/Female/Others/Do not want to disclose
8.	Age of Respondent	1. 18 to 25 years 2. 26 to 35 years 3. 36 to 45 years 4. 46 to 55 years 5. Above 55 years
9.	Total teaching experience	1. Less than 1 year 2. 1 to 3 years 3. 4 to 6 years 4. 7 to 10 years 5. 11 to 15 years 6. 16 to 20 years 7. 21 to 30 years 8. More than 30 years
10.	Number of years working in present school	1. Less than 1 year 2. 1 to 3 years 3. 3 to 6 years 4. 7 to 10 years 5. 11 to 15 years

No.	Question	Responses
		6. 16 to 20 years 7. 21 to 30 years 8. More than 30 years
11.	Employment type	1. Permanent 2. Temporary / Contractual
12.	What is the highest level of formal education that you have completed?	1. Bachelors' Degree only 2. Professional Diploma 3. Master's Degree 4. Bachelor's Degree 5. Doctoral Studies 6. Other _ Please specify
13.	Subjects handled	1. Language 2. Maths & Science 3. Social Science 4. Other (please specify)
14.	Grades handled	1. Grade I to VI (Primary) 2. Grade VII to X (Secondary) 3. Grade XI and XII (Higher secondary)
15.	What is your current professional level / designation?	Teacher Head of Department Head of Faculty Principal / headmaster Other (please specify)
16.	What is the average size of your class (where you teach)?	
17.	How many hours on average do you spend on teaching daily?	1. Less than 2 hours 2. 2-3 hours 3. 4-5 hours 4. More than 5 hours
18.	How many hours in a week do you spend on teaching?	5. Less than 5 hours 6. 5 to 10 hours 7. 11 to 20 hours 8. 21 to 30 hours 9. More than 30 hours
19.	What non-teaching activities are you involved in within the school?	1. Supporting school management (admissions, timetable development, coordination for internal and external examinations, coordination with government officers, etc.) 2. Documentation, communication, and reporting (RTI, submissions to government, school records management, etc.) 3. Upkeep, maintenance, and repairs of school facilities (library, labs, playground, campus, general cleanliness, etc.) 4. Management of student extracurriculars including events and programmes (field trips, annual day, sports day, cultural programmes, competitions, etc.) 5. Supporting student affairs (guidance and counselling, grievance redressal, student safety, etc.) 6. Others (please specify)
20.	Are you a member of any of the following?	1. School Management Committee 2. Teacher Welfare Unions 3. Local Teacher Association 4. Other (please specify)

Table 60: Teaching Environment

SECTION C – TEACHING ENVIRONMENT This section provides an overall context within which teachers operate and identify what other interventions or programmes are being implemented. This would highlight any other factors that could potentially impact the results of the evaluation. Questions that are associated with STiR programmes are in green.			
21.	According to you, what are the typical challenges faced by all teachers in this school?	1. Remote location of school 2. Teaching workload 3. Non-teaching / administrative tasks workload 4. Large class sizes 5. Mixed grade classes 6. Lack of support from school leadership 7. Lack of support from parents 8. Lack of support from government 9. Student behaviour 10. Student performance 11. Lack of adequate school infrastructure 12. Lack of teaching materials 13. No challenges faced 14. Others (please specify)	Do not prompt the survey responses, only mark against the relevant choices based on the response
22.	In what ways do these challenges affect performance in the classroom?	1. Less time and effort spent on lesson planning 2. Reduces instructional effectiveness 3. Lower engagement with students 4. Contributes to increased stress levels and impacts overall well being 5. Impacts overall time management 6. Negatively impacts professional relationships	Multiple options Do not prompt the survey responses, only mark against the relevant choices based on the response
23.	How would you generally categorise the motivation levels of all teachers in this school?	5 –Highly motivated 4- Motivated 3- Neither motivated nor unmotivated 2- Unmotivated 1 - Highly unmotivated	
24.	In your view, what are the most important contributing factors to motivation in this school? (across all teachers)	1. Teacher workload and working conditions 2. Remuneration and incentives 3. Recognition and prestige 4. Management style of school administration 5. Accountability and teacher support 6. Career development opportunities 7. Teacher involvement 8. Supplies and infrastructure 9. General interest and enjoyment in teaching 10. Student's interest in the subject 11. Support of colleagues 12. Other (Please specify)	Rank top 5 responses
SECTION D – TRAINING AND DEVELOPMENT			
25.	For what areas or skills do you personally require training and development?	1. Instructional Methods and Strategies 2. Classroom management techniques 3. Differentiation and Inclusive Education 4. Assessment and Feedback Practices 5. Professional Development and Collaboration 6. IT and Computer related	

		7. Others, please specify	
30.	Can you list some of the training and development programmes you have attended over the past 1 year?		To include a list of programmes, based on secondary review – tailored for each state / country Do not prompt the survey responses, only mark against the relevant choices based on the response
31.	Which modes of learning were used in the training and development programmes that you attended over the previous year?	1. In-person lecture type training 2. Feedback from peers 3. Training designed and delivered by external providers 4. Learning through observation (watching other teachers teach) 5. Coaching / mentoring by senior teachers / officers 6. Feedback from students 7. Attending conferences / seminars 8. Virtual training 9. Self-learning 10. Peer collaboration	Multiple choice
32.	What mode of learning do you prefer?	1. In-person lecture type training 2. Feedback from peers 3. Training designed and delivered by external providers 4. Learning through observation (watching other teachers teach) 5. Coaching / mentoring by senior teachers / officers 6. Feedback from students 7. Attending conferences / seminars 8. Virtual training 9. Self-learning 10. Peer collaboration	Rank top 3 methods.

Table 61: Teacher Need Satisfaction Scale

Teacher Need Satisfaction Scale	
For each of the following statements, please respond with the statement that best describes your situation. Rank each from 5 (strongly agree) to 1 (Strongly disagree).	
33.	Please state your views on the following statements: 1. I feel that I do not have sufficient control over my own workload. 2. I feel that my school leadership provides me choices and options about the way I work. 3. I am able to be voice my concerns to the school leadership. 4. The school leadership has conveyed confidence in my ability to do well at my job. 5. I find it difficult to incorporate suggestions from feedback in my work 6. I feel a lot of trust in the school leadership and how they handle school administration. 7. If I could choose, I would do things at work differently. 8. I have positive professional relationships with my peers. 9. My job does not leave me enough time for my personal life. 10. Given my experience as a teacher, I would change my career path if I had a choice. 11. Most days I feel a sense of accomplishment from working.

34.	Over the last one year, who did you receive feedback from on your teaching or classroom practices?	1. Fellow teachers 2. Parents 3. Students 4. Head of department 5. Headmaster / Headmistress 6. Did not receive any feedback 7. Other (please specify)	Do not prompt the responses.
35.	What was the feedback about?	1. Instructional Methods and Strategies 2. Classroom management techniques 3. Differentiation and Inclusive Education 4. Assessment and Feedback Practices 5. Professional Development and Collaboration 6. Others (please specify)	
36.	What did you think about the feedback you received?	Your agreement with the following statements (5 – strongly agree, 1 – strongly disagree) 1. Feedback was relevant. 2. Feedback was insufficient / incomplete. 3. Feedback helped in improving my methods. 4. Feedback could have been worded differently. 5. Found it difficult to implement feedback.	
37.	Over the last one year, did you give feedback to your peers?	1. Yes 2. No	

Table 62: Teaching Behaviour

Teaching Behaviour	
For each of the following statements, please respond with the statement that best describes your situation. Rank each from 5 (strongly agree) to 1 (Strongly disagree)	
38.	Please state your views on the following statements: 1. I like to use different methods in class to improve understanding and retention. 2. If my students are not paying attention, I raise my voice in class. 3. I think a standard teaching style works best for all types of learners. 4. I believe that students should solve their own issues with their classmates. 5. I adjust the level of difficulty of my teaching to suit all types of students. 6. I encourage students to voice their concerns to me. 7. If a student is making mistakes constantly, I think it is their fault. 8. I think lecturing is the best method for presenting my subject material to students. 9. I use only written tests to assess the degree of academic growth. 10. Occasional scolding in class helps establish discipline faster and better. 11. I encourage students to ask questions in class. 12. If students ask me questions or do not understand a concept, I think it is because they did not pay attention in class.

Table 63: Work Motivation Scale

Work Task Motivation Scale – Simplified Version	
For each of the following statements, please respond with the statement that best describes your situation.	
Why are you engaged in the following task?	**Reasons (statements in blue are intrinsic motivation / identified regulation). Rank each from 5 (strongly agree) to 1 (Strongly disagree)**
1. Preparing for class	i. Because it is important for me to carry out this task ii. Because I like doing this task / I find this task interesting to do iii. Because I find this task important for the academic success of my students iv. Because I would feel guilty not doing it v. Because my work / school demands it.
2. Teaching in class	

3. Classroom management	vi. Because I'm paid to do it. vii. I feel that this task is mostly irrelevant.
4. Administrative Tasks	
5. Complementary Tasks (extracurriculars, committees, etc.)	

In-depth Interviews – Teachers[23]

Interviewer Prompt:

STiR Education works to enable change in behaviours and attitudes by reigniting intrinsic motivation across different various levels of the education system, including encompassing education leadership, teachers, and students. The programme aims strives to ensure that teachers enjoy teaching, and students enjoy find joy in learning, and through this process effectuate an improvement in learning outcomes.

With your permission, we would like to request for your time to understand your views on your perspective on intrinsic motivation, peer learning, action-based feedback, and data-based reflections. Your responses will help STiR Education to understand the outcomes of its programme.

This process will take approximately 30 minutes. Please note that this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop. Your responses will be kept confidential, and our findings will be summarized in a report without quoting any individual.

Your answers will not influence our future cooperation. Thank you for your time.

If I have your permission, can we proceed with the interview? (Wait for verbal response.)

Note for Interviewer: *In case the respondent does not give consent to audio record, please reinstate that you would still like to go ahead with the interview and will be taking notes while the interview is on.*

Table 64: Teacher IDI Questionnaire

No.	Question	Responses
1.	Date & Time of Interview	
2.	Name of respondent	
3.	Country	
4.	District	
5.	Name of City / Town	
6.	Gender of Respondent	
7.	Name of school	
8.	Age of Respondent	1. 18 to 24 years 2. 25 to 35 years 3. 36 to 45 years 4. 46 to 55 years

[23] Note: Teachers here refers to Mentor teachers, Head teachers, Principals

		5. 56 to 65 years 6. Above 65 years
9.	Total teaching experience	1. Less than 3 years 2. 3 to 6 years 3. 7 to 10 years 4. 11 to 15 years 5. 16 to 20 years 6. 21 to 30 years 7. 31 to 40 years 8. More than 40 years
10.	Number of years working in the current school	1. Less than 1 year 2. 1 to 3 years 3. 4 to 6 years 4. 7 to 10 years 5. 11 to 15 years 6. 16 to 20 years 7. 21 to 30 years 8. 31 to 40 years 9. More than 40 years
11.	Employment type	1. Permanent 2. Temporary/ Contract 3. Other _ Please specify
12.	What is the highest level of formal education that you have completed?	1. Bachelors' Degree only 2. Professional Diploma 3. Master's Degree 4. Bachelor's Degree 5. Doctoral Studies 6. Other _ Please specify
13.	Which subjects do you handle?	
14.	What is your current designation within your school?	
15.	How many hours in a week do you spend on engaging with other teachers for coaching, mentoring, and learning purposes?	1. No time spent 2. 1 to 5 hours 3. 6 to 10 hours 4. 11 to 20 hours 5. 21 to 30 hours 6. More than 30 hours

S.no	Area	Question
	SECTION B – MOTIVATION DRIVERS AND CHALLENGES	
1.	PURPOSE	• Why did you decide to become a teacher? What goals (both personal and career) did you want to achieve? How is your work contributing towards achieving these goals? • What are the specific elements of this role that you particularly enjoy and why? • What motivates you to continue in this profession? • Can you describe how your motivation to continue teaching has evolved since the beginning of your career? • Can you share a specific example of a time when you felt particularly motivated? • What contributed to that sense of motivation?
2.	AUTONOMY	• What decisions do you usually make about your work? *(probes – classroom management, teaching style, curriculum development, planning extracurricular activities for students, school management, etc.)*

S.no	Area	Question
		• What decisions do you wish to make but find yourself unable to? • How do you apply your own learning from your coaches to the classroom? • In what ways do you incorporate your own interests and passions into your teaching to make the learning experience more engaging?
3.	RELATEDNESS	• Do you feel that the school management or school leadership consult your views on important matters and for making key decisions? Please elaborate with an example. • To what extent does the school management / leadership support your own goals and in what ways? • Can you provide an example of when you were consulted with for any issue? What was the result? • Can you also tell us about a time you were not consulted with for a decision?
4.	SCHOOL ENVIRONMENT	• Have you felt that your gender is a drawback in your profession? How and why? • In what ways do you think your school contributes to a positive workplace environment? What else can be done to improve the school environment for you, and for the students?
5.	COACHING	• How often do you get to be coached and who is the one coaching you? What kind of inputs do they share and how? How often do you receive this feedback? • What is the value that is brought in by teacher network meetings for teachers? How have these meetings influenced your personal behaviour or perspective? • What type of feedback have you received in the network meetings and peer-to-peer learning? When was the last time you received feedback and how did that make you feel? What was communicated and how did you implement it? • How do you frame your feedback? What is the recent feedback exercise that you engaged in and how did you share that feedback?
6.	LEARNING IMPROVEMENT CYCLES	• What are some of the key topics discussed during network meetings? How do you incorporate these in your work? • What were the key 5 things you learned from the learning improvement cycles? • Were you able to apply any of these learnings to enable gender sensitivity in the classroom? (for instance – providing examples of men taking care of children and women earning in a job, encouraging boys to express themselves, etc.)
7.	CHALLENGES	• What type of challenges do you face in your work/workplace? • When you face challenges, how do you stay motivated? Can you share a specific instance of when this happened? • What are the challenges that your students face in learning? How do you help them overcome these challenges? • What are the specific challenges faced by boys and girls? Do you feel equipped to deal with their issues?
8.	CLOSING	• Do you feel that you are a good teacher and role model for your students / peers? Can you give us examples? How do you think you can improve as a teacher? *(probe- any specific trainings/ materials required to do so)*

Table 65: Questionnaire for School Principals

Area (School Principals - ELs)	Questions
PURPOSE	Why did you decide to become a School Principal? What goals (both personal and career) do you want to achieve? Is your work contributing towards achieving these goals? What are the specific elements of this role that you particularly enjoy and why? What motivates you to continue in this profession? Do you feel that your motivation to continue in this profession is different from what it used to be when you started your career? In what ways? Can you share a specific example of a time when you felt particularly motivated and what contributed to that sense of motivation?
AUTONOMY	What decisions do you usually make about your work? (Probes – Coaching topics, LIC focus areas, classroom management, teaching style, curriculum development, etc.) What other decisions do you want to make but cannot? How do you apply your own learning from your coaches to the Learning Improvement Cycle meetings and one on one coaching sessions with teachers? In what ways do you incorporate your own interests and passions into your teaching to make the learning experience more engaging?
RELATEDNESS	Do you feel that the district leadership or school supervisors consult your views on important matters and for making key decisions? To what extent does the district leadership or school supervisors support your own goals and in what ways? Can you provide an example of when you were consulted with for any issue? What was the result? Can you also tell us about a time you were not consulted with for a decision?
SCHOOL ENVIRONMENT	Have you felt that your gender is a drawback in your profession? How and why? Do you believe that your school has a positive workplace? Why? What else can be done to improve the school environment for you, and for the students?
COACHING	How often do you get to be coached and who is the one coaching you? When was the last time you received feedback and how did that make you feel? What was communicated and how did you implement it? What is the value that you try to bring into teacher network meetings for teachers? What are the key observations/shifts about your own behaviour due to these meetings? Where and how do you apply feedback that you received in your coaching sessions? How do you enable peer to peer learning? How often do you conduct one on one coaching sessions with your teachers? What is the kind of feedback points you need to cover? How do you frame your feedback? What is the recent feedback exercise that you engaged in and how did you share that feedback, can you share what the exact feedback was?
LEARNING IMPROVEMENT CYCLES	What are some of the key topics discussed during network meetings? How do you facilitate the knowledge of the same across the teachers? What were new things you tried to introduce into the learning improvement cycles, i.e. contextualization, personal teaching experiments etc.? Did you bring focus on gender sensitivity in the classroom during coaching or learning improvement cycle sessions? (for instance – providing examples of men taking care of children and women earning in a job, encouraging boys to express themselves, etc.)
CHALLENGES	What type of challenges do you face in your work? When you face challenges, how do you stay motivated? Can you share a specific instance of when this happened? What are the challenges that your students face in learning? How do you help them overcome these challenges?

	What are the specific challenges faced by boys and girls? Do you feel equipped to deal with their issues?
CLOSING	Do you feel that you are a good teacher and role model for your students / peers? Can you give us examples?

In-depth Interviews – Education Leader Manager

Interviewer Prompt:

STiR Education works to enable change in behaviours and attitudes by reigniting intrinsic motivation across different various levels of the education system, including encompassing education leadership, teachers, and students. The programme aims strives to ensure that teachers enjoy teaching, and students enjoy find joy in learning, and through this process effectuate an improvement in learning outcomes.

With your permission, we would like to request for your time to understand your views on your perspective on intrinsic motivation, peer learning, action-based feedback and data-based reflections. Your responses will help STiR Education to understand the outcomes of its programme.

This process will take approximately 30 minutes. Please note that, this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop. Your responses will be kept confidential, and our findings will be summarized in a report without quoting any individual.

Your answers will not influence our future cooperation. Thank you for your time.

If I have your permission, can we proceed with the interview? (Wait for verbal response.)

Note for Interviewer: *In case the respondent does not give consent to audio record, please reinstate that you would still like to go ahead with the interview and will be taking notes while the interview is on.*

Table 66: Education Leader Manager (ELM) IDI Questionnaire

No.	Question	Responses
1.	Date & Time of Interview	
2.	Name of respondent	
3.	Country	
4.	District	
5.	Name of City / Town	
6.	Gender of Respondent	
7.	Name of school	
8.	Age of Respondent	1. 18 to 24 years 2. 25 to 35 years 3. 36 to 45 years 4. 46 to 55 years 5. 56 to 65 years 6. Above 65 years
9.	Total teaching experience	1. Less than 3 years 2. 3 to 6 years 3. 7 to 10 years 4. 11 to 15 years 5. 16 to 20 years

		6. 21 to 30 years 7. 31 to 40 years 8. More than 40 years
10.	Number of years working in the current school	1. Less than 1 year 2. 1 to 3 years 3. 4 to 6 years 4. 7 to 10 years 5. 11 to 15 years 6. 16 to 20 years 7. 21 to 30 years 8. 31 to 40 years 9. More than 40 years
11.	Employment type	1. Permanent 2. Temporary/ Contract 3. Others _Please Specify
12.	What is the highest level of formal education that you have completed?	1. Bachelors' Degree only 2. Professional Diploma 3. Master's Degree 4. Bachelor's Degree 5. Doctoral Studies 6. Other _ Please specify

	Area	Question
	SECTION B – MOTIVATION DRIVERS AND CHALLENGES	
1.	PURPOSE	• Why did you decide to get into this profession?? What goals (both personal and career) do you want to achieve? Is your work contributing towards achieving these goals? • What are the specific elements of this role that you particularly enjoy and why? • What motivates you to continue in this profession? Can you describe how your motivation to continue teaching has evolved since the beginning of your career? • Can you share a specific example of a time when you felt particularly motivated and what contributed to that sense of motivation?
2.	AUTONOMY	• What decisions do you usually make about your work? (Probes – Coaching topics, LIC focus areas, classroom management, teaching style, curriculum development, etc.) • What decisions do you wish to make but find yourself unable to? • How do you apply your own learning from your coaches to the Learning Improvement Cycle meetings and one on one coaching sessions with teachers.? • In what ways do you incorporate your own interests and passions into your teaching to make the learning experience more engaging?
3.	RELATEDNESS	• Do you feel that the district or CCT/ASSHU leadership consult your views on important matters and for making key decisions? • To what extent does the district or CCT/ASSHU leadership support your own goals and in what ways? • Can you provide an example of when you were consulted with for any issue? What was the result? • Can you also tell us about a time you were not consulted with for a decision?

4.	SCHOOL ENVIRONMENT	• Have you felt that your gender is a drawback in your profession? How and why? • In what ways do you think your school contributes to a positive workplace environment? What else can be done to improve the school environment for you, and for the students?
5.	COACHING	• How often do you get to be coached and who is the one coaching you? When was the last time you received feedback and how did that make you feel? What was communicated and how did you implement it? • What is the value that you try to bring into teacher network meetings for teachers? How have these meetings influenced your personal behaviour or perspective? • Where and how do you apply feedback that you received in your coaching sessions? How do you enable peer to peer learning? • How do you frame your feedback? What is the recent feedback exercise that you engaged in and how did you share that feedback, can you share what the exact feedback was?
6.	LEARNING IMPROVEMENT CYCLES	• What are some of the key topics discussed during network meetings? How do you facilitate the knowledge of the same across the School Principal cohort? • What were new things you tried to introduce into the learning improvement cycles, i.e. contextualization, personal teaching experiments etc.? • Did you bring focus on gender sensitivity in the classroom during coaching or learning improvement cycle sessions? (for instance – providing examples of men taking care of children and women earning in a job, encouraging boys to express themselves, etc.)
7.	CHALLENGES	• What type of challenges do you face in your work? • When you face challenges, how do you stay motivated? Can you share a specific instance of when this happened? • What are the challenges that your students face in learning? How do you help them overcome these challenges? • What are the specific challenges faced by boys and girls? Do you feel equipped to deal with their issues?
8.	CLOSING	• Do you feel that you exceling in your job and a role model for peers? Can you give us examples? How do you think you can improve?

In-depth Interviews – District Coordinators

Interviewer Prompt:

STiR Education works to enable change in behaviours and attitudes by reigniting intrinsic motivation across different various levels of the education system, including encompassing education leadership, teachers, and students. The programme aims strives to ensure that teachers enjoy teaching, and students enjoy find joy in learning, and through this process effectuate an improvement in learning outcomes.

With your permission, we would like to request for your time to understand your views on your perspective on intrinsic motivation, peer learning, action-based feedback and data-based reflections. Your responses will help STiR Education to understand the outcomes of its programme.

This process will take approximately 30 minutes. Please note that, this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop.

Your responses will be kept confidential, and our findings will be summarized in a report without quoting any individual.

Your answers will not influence our future cooperation. Thank you for your time.

If I have your permission, can we proceed with the interview? (Wait for verbal response.)

Note for Interviewer: *In case the respondent does not give consent to audio record, please reinstate that you would still like to go ahead with the interview and will be taking notes while the interview is on.*

Table 67: District Coordinator IDI Questionnaire

No.	Question	Responses
1.	Date & Time of Interview	
2.	Name of respondent	
3.	Country	
4.	District	
5.	Name of City / Town	
6.	Gender of Respondent	
7.	Name of school	
8.	Age of Respondent	1. 18 to 24 years 2. 25 to 35 years 3. 36 to 45 years 4. 46 to 55 years 5. 56 to 65 years 6. Above 65 years
9.	Total teaching experience	1. Less than 3 years 2. 3 to 6 years 3. 7 to 10 years 4. 11 to 15 years 5. 16 to 20 years 6. 21 to 30 years 7. 31 to 40 years 8. More than 40 years
10.	Number of years working in the current role	1. Less than 1 year 2. 1 to 3 years 3. 4 to 6 years 4. 7 to 10 years 5. 11 to 15 years 6. 16 to 20 years 7. 21 to 30 years 8. 31 to 40 years 9. More than 40 years
11.	Employment type	1. Permanent 2. Temporary/ Contract 3. Others _Please specify
12.	What is the highest level of formal education that you have completed?	1. Bachelors' Degree only 2. Professional Diploma 3. Master's Degree 4. Bachelor's Degree 5. Doctoral Studies 6. Other _ Please specify
13.	How many hours in a week do you spend on engaging with other teachers/team members/subordinates for coaching, mentoring, and learning purposes?	1. No time spent 2. 1 to 5 hours 3. 6 to 10 hours

		4. 11 to 20 hours 5. 21 to 30 hours 6. More than 30 hours

	Area	Question
	SECTION B – MOTIVATION DRIVERS AND CHALLENGES	
1.	PURPOSE	• Why did you decide to get into this profession? What goals (both personal and career) did you want to achieve? Is your work contributing towards achieving these goals? • How has your journey been to reach the role that you are at? What are the specific elements of this role that you particularly enjoy and why? • What motivates you to continue in this profession? • Can you share a specific example of a time when you felt particularly motivated? What contributed to that sense of motivation?
2.	AUTONOMY	• What decisions do you usually make about your work, what are the implications of those decisions and how does the decision-making process impact your motivation etc.? (probes – allocation of funds/resources, training design and implementation etc.) • What other decisions do you want to make but cannot, where you believe your inputs, or an individual in your role needs to contribute to? • In what way do the CCT/ASSHU representatives trained under the STiR programme contribute to your operations and objectives? Are you able to leverage them adequately?
3.	WORK ENVIRONMENT	• Have you felt that your gender is a drawback in your profession? How and why? • Do you believe that you have a positive workplace? Why? What else can be done to improve the school environment for you, and for the teachers in your district?

	SECTION C – STIR PROGRAMME / TEACHER DEVELOPMENT	
4.	TEACHER DEVELOPMENT AND POLICY	• Are you consulted with for framing teacher development plans? What is the current policy for teacher development in your district? • What are the major challenges faced by teachers in your district? What are the key skill gaps you have identified and how are you planning to address this? • What are the major motivation challenges for teachers in your district? *(probe – pay, class size, lack of parental support, administrative work, etc.)* • Are the challenges faced by female teachers different from what male teachers face? How? • Do you feel that the STiR Education programmes are aligned with government policies and mandates, interventions etc.? If not, do you think these are of value? • What measures have been taken to ensure a more inclusive and supportive learning environment for all students in the district? How is the programme aligned to districts objectives?
5.	CHALLENGES	• What type of challenges do you face in your work? When you face challenges, how do you stay motivated? Can you share a specific instance of when this happened?

6.	CLOSING	• Do you feel that you are a good leader and role model for teachers in your district/ peers? Can you give us examples? What else would you like to improve on? • What feedback do you have for STiR Education to improve their programmes?

In-depth Interviews with STiR Programme staff

Interviewer Prompt:

STiR Education works to enable change in behaviours and attitudes by reigniting intrinsic motivation across different various levels of the education system, including encompassing education leadership, teachers, and students. The programme aims strives to ensure that teachers enjoy teaching, and students enjoy find joy in learning, and through this process effectuate an improvement in learning outcomes.

With your permission, we would like to request for your time to understand your views on your perspective on intrinsic motivation, peer learning, action-based feedback and data-based reflections. Your responses will help STiR Education to understand the outcomes of its programme.

This process will take approximately 30 minutes. Please note that, this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop. Your responses will be kept confidential, and our findings will be summarized in a report without quoting any individual.

Your answers will not influence our future cooperation. Thank you for your time.

If I have your permission, can we proceed with the interview? (Wait for verbal response.)

Note for Interviewer: *In case the respondent does not give consent to audio record, please reinstate that you would still like to go ahead with the interview and will be taking notes while the interview is on.*

Table 68: STiR Staff IDI Questionnaire

	Questions	Responses	Remarks
	SECTION A – BASIC DETAILS		
1.	Date & Time of Interview		
2.	Name of Respondent		
3.	Gender of Respondent		
4.	City / town		
5.	Country		
6.	District		
7.	Designation		
8.	Age of Respondent	1. 18 to 25 years 2. 26 to 35 years 3. 36 to 45 years 4. 46 to 55 years 5. Above 55 years	
9.	Number of years in the present role at STiR Education	1. Less than 1 year 2. 1 to 3 years 3. 4 to 6 years	

		4. 7 to 10 years 5. 11 to 15 years 6. 16 to 20 years 7. 21 to 30 years 8. More than 30 years	
	Area	**Question**	
	SECTION B – OVERVIEW OF WORK		
9.	ROLE	• check • What type of work does your role entail? What outputs / outcomes are you responsible for? What are the daily tasks you engage in? • Which external stakeholders do you interact with, how often and in what context? *(probe – government officers, teachers, students, donors, partners, etc.)* • What are the most challenging aspects of your work, and how do you address it? • How do you think gender influences the challenges or dynamics you encounter in your workplace? How do you address this?	
10.	PROGRAMME WORK	• Are you engaged in the following processes: co-design, review meetings, teacher peer network meetings, government review meetings conducted with STiR, etc.? In what capacity? What role do you play in each of these? • Can you describe the process of implementing each of these – review meetings, strategy meetings, co-design processes, selection of learning improvement cycles, etc.? What kind of roles are played by the government officers at each stage? • What is your understanding of intrinsic motivation, and how do you think it is relevant to the needs of the people you work with? • According to you, what are the key factors driving motivation based on your experience and interactions with the teachers / officials in your district? • What elements of the programme are major contributors to building intrinsic motivation? • How do you differentiate between intrinsic and external driven motivation? Do you feel that the stakeholders you work with also understand these concepts?	
	SECTION C – PROGRAMME IMPLEMENTATION		
11.	STAKEHOLDERS	• How do the different stakeholders you work with demonstrate intrinsic motivation in their work? Can you give us a few examples? • In your experience, what have been the major changes in the behaviours of district officials, school principals and teachers? (both positive and negative) • What are the typical challenges faced by district officials, school principals and teachers, and how do they usually address these challenges? Have these methods changed since initiation of STIR programmes? • To what extent do the stakeholders drive and implement key aspects of the STiR programme such as co-design, review meeting, peer network meetings, etc.?	
12.	CLASSROOM / SCHOOL	• How have teachers demonstrated their own learnings from the peer network meetings in the classroom? How have teachers adapted these learnings – particularly when it comes to gender?	

		• What do you usually notice about classroom behaviours of students? How do these differ between male and female students? • How would you describe the teaching styles and classroom engagement of the teachers at your school? *(probe- are they consistent?)* • Do you believe that the desired changes in behaviour are translating from the official level to classrooms? What are examples of this?
13.	GOVERNMENT ALIGNMENT	• How does STiR ensure that the programme delivered is aligned to government priorities and mandates? Share examples. • How does LIC content link back to teacher development needs that the government may have identified? • To what degree do government officials and stakeholders take lead in implementation of LICs and the other interventions?

In-depth interview with Parents/ Guardians

Interviewer Prompt:

We are reviewing a programme implemented by a non-profit agency called STiR Education. This nonprofit works with teachers and government officials to improve their skills and motivation, to ensure that children learn better.

With your permission, we would like to request for your time to understand your views on your perspective of your child's learning outcomes and impact of school education. Your responses will help STiR Education to understand the outcomes of its programme.

This process will take approximately 20 to 30 minutes. Please note that, this is not a test and there are no right or wrong answers. Further, you are not obliged to answer any question and can stop at any moment you please. If you feel uncomfortable answering any of the questions, please let us know so that we can stop. Your responses will be kept confidential, and our findings will be summarized in a report without quoting any individual.

Your answers will not influence our future cooperation. Thank you for your time.

If I have your permission, can we proceed with the interview? (Wait for verbal response.)

Note for Interviewer: *In case the respondent does not give consent to audio record, please reinstate that you would still like to go ahead with the interview and will be taking notes while the interview is on.*

Table 69: Parents/Guardians IDI Questionnaire

	Question	Responses	Remarks
	SECTION A – BASIC DETAILS		
1.	Date & Time of Interview		
2.	Name of respondent		
3.	Relation to the student	1. Father 2. Mother 3. Guardian	
4.	Country		
5.	District		
6.	Name of city / town		

	Question	Responses	Remarks
7.	Number, age, and gender of children	<table><tr><td></td><td>Age</td><td>Gender</td><td>Grade level</td></tr><tr><td>Child 1</td><td></td><td></td><td></td></tr><tr><td>Child 2</td><td></td><td></td><td></td></tr><tr><td>Child 3</td><td></td><td></td><td></td></tr><tr><td>Child 4</td><td></td><td></td><td></td></tr></table>	Please highlight the child studying in the grade & school where the impact assessment is being conducted
8.	Age of Respondent	1. 18 to 24 years 2. 25 to 35 years 3. 36 to 45 years 4. 46 to 55 years 5. Above 55 years	
9.	Number of members in the household		
10.	Primary occupation		
11.	Annual Income		
12.	Highest level of education completed	1. Not educated / no formal education 2. Primary level 3. Secondary level 4. Bachelors' Degree only 5. Professional Diploma 6. Master's Degree 7. Bachelor's Degree 8. Doctoral Studies 9. Other _ Please specify	Please note that country-specific qualifications such as "Primary level" and "Ordinary level" would come under Option 6

	SECTION B – ACADEMIC PERFORMANCE AND MOTIVATION	
	AREA	Questions
1.	INVOLVEMENT IN CHILD'S EDUCATION	• Do you get involved in your child's education? *Probe: attending parent teacher meetings, regular interactions with teacher and head-teacher, sports, arts, cultural education, etc.* • If yes, please explain how you get involved? If no, please explain why. *Probes: Ask about homework completion, remedial lessons, any additional time spent on foundational skills, purchase of additional learning materials, educational trips to museums / zoos / libraries, etc.* • Do you encourage your child to spend time on non-academic interests and activities? Why? • What are the challenges you face with regards to your child's education? How do you attempt to address them?
2.	ROLE OF SCHOOL	• Could you explain what your expectations are from your child's school? *Probes: Marks / test scores, extracurricular activities, sports, good learning environment, friendly teachers, etc*.
3.		• To what extent does the school / the teacher meet your expectations? • How satisfied are you with the communication between the school and parents regarding your child's progress?

	SECTION B – ACADEMIC PERFORMANCE AND MOTIVATION	
	AREA	Questions
		• Are there any specific concerns you have regarding the impact of school education on your child? Please elaborate.
4.	CHILD'S ACADEMIC PERFORMANCE	• How do you perceive your child's overall academic achievement? *Probes: Any subject where the child was previously struggling but is now performing better, child's performance on favourite subjects, changes in academic performance* • Have you noticed any particular subjects or areas where your child excels or struggles? If yes, please specify. • Are you satisfied with your child's performance? What do you think is required to help your child perform better?
5.	CHALLENGES FACED BY CHILD	• In your opinion, how well does the school prepare your child for future academic challenges? *Probe: Challenges such as technology, language issues, etc.*
6.		• What do you think are your child's biggest challenges in education? • How are you addressing these challenges? *Probes: In school and at home challenges* • How does your child typically respond to challenges or setbacks in their academic work?
7.	CLOSING	• What improvements would you like to see in the school's approach to education? Do you have any suggestions for enhancing the overall educational experience for your child?

School Information Sheet

Kindly fill in the details pertaining to your school in the format below

Table 70: School Information Sheet

No.	Question	Response
1.	Name of the School	
2.	District name	
3.	State	
4.	Country	
5.	Founding Year	_____ (mention the year)
6.	Part of STiR Education's intervention since	_____ (mention the year)
7.	School Type	I.Co-educational / mixed II.Only boys III.Only girls
8.	Levels / Classes Offered	
9.	Average class size	
10.	Number of students in the school	Boys: Girls:
11.	Children With Special Needs (CWSN) enrolment	Boys: Girls:
12.	Number of students in Grade 6	Boys:

No.	Question	Response
		Girls:
13.	Number of teachers	Male: Female:
14.	Repetition Rate	
15.	Dropout Rate	
16.	School has a dedicated principal	☐ ☐ Yes No
17.	Functional drinking water facility	☐ ☐ ☐ Yes No NA
18.	Functional electricity	☐ ☐ ☐ Yes No NA
19.	Number of functionals toilets	Girls: Boys:
20.	School has a library	☐ ☐ Yes No

Student Pre-assessment Form

This form has been designed to be filled in by the parents / guardians of the student.

Table 71: Student Pre-assessment Form

No.	Question	Response
1.	Name of the school	
2.	District name	
3.	State	
4.	Name of city / town / village	
5.	Class section	
6.	Student roll number / School ID number	
7.	Who pays for your child's tuition?	1. Parent 2. Other family member 3. Government 4. NGO
8.	Does your child take coaching classes?	1. Yes 2. No 3. Not applicable

List of Household Members of Student						
No.	**Relation to student**	**Gender**	**Age (years)**	**General education**	**General principal activity status**	**Nature of employment (if employed)**
1	Mother	1. Male 2. Female 3. Other 4. Do not want to disclose		1. Not literate 2. Literate without any schooling 3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Post graduate and above	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied 4. Other (please specify)
2	Father	1. Male 2. Female		1. Not literate 2. Literate without any schooling	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.)	1. Regular salaried 2. Casual / daily wage

List of Household Members of Student						
No.	**Relation to student**	**Gender**	**Age (years)**	**General education**	**General principal activity status**	**Nature of employment (if employed)**
		3. Other 4. Do not want to disclose		3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Post-graduate and above	3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	3. Agriculture & allied 4. Other (please specify)
3	Sibling	1. Male 2. Female 3. Other 4. Do not want to disclose		1. Not literate 2. Literate without any schooling 3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Postgraduate and above	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied 4. Other (please specify)
4	Sibling	1. Male 2. Female 3. Other 4. Do not want to disclose		1. Not literate 2. Literate without any schooling 3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied 4. Other (please specify)

List of Household Members of Student						
No.	Relation to student	Gender	Age (years)	General education	General principal activity status	Nature of employment (if employed)
				8. Postgraduate and above		
5	Sibling	1. Male 2. Female 3. Other 4. Do not want to disclose		1. Not literate 2. Literate without any schooling 3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Postgraduate and above	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied 4. Other (please specify)
6	Sibling	1. Male 2. Female 3. Other 4. Do not want to disclose		1. Not literate 2. Literate without any schooling 3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Postgraduate and above	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied 4. Other (please specify)
7	Other relative	1. Male 2. Female 3. Other		1. Not literate 2. Literate without any schooling 3. Below primary	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied

List of Household Members of Student						
No.	**Relation to student**	**Gender**	**Age (years)**	**General education**	**General principal activity status**	**Nature of employment (if employed)**
		4. Do not want to disclose		4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Postgraduate and above	4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	4. Other (please specify)
8	Other relative	1. Male 2. Female 3. Other 4. Do not want to disclose		1. Not literate 2. Literate without any schooling 3. Below primary 4. Primary 5. Secondary 6. Higher secondary 7. Graduate 8. Postgraduate and above	1. Employed – Informal (farming, mining, etc.) 2. Employed – formal (professional, factory, teacher, etc.) 3. Unemployed 4. Attending education 5. Pensioner 6. Not able to work due to disability / old age 7. Housewife	1. Regular salaried 2. Casual / daily wage 3. Agriculture & allied 4. Other (please specify)

Annexure IV- Detailed Tables

Regression Tables

Table 72: Summary Table

Group	Average Total Score	Average Literacy	Average Numeracy
Control	8.200	1.710	6.490
Treatment	10.297	2.192	8.105
Total	9.85	2.09	7.76

	Total Score	Literacy	Numeracy
Treatment vs Control (T:1, C:0)	1.441*** (0.29)	0.382*** (0.106)	1.059*** (0.234)
Observations	739	739	739
R^2	0.074	0.03371	0.07445
Control Outcome Mean	9.105	2.4413	7.4715

Note: Significant codes: '' 0.001 '**' 0.01 '*' 0.05 '^' 0.1***

Regression Equations

Total Score (Y) = 8.883 + 1.441*Treatment - 0.647*Gender - 0.089*Coaching Classes - 0.068* Number of Siblings + 0.061*Highest Degree Parents - 0.013* Highest Degree Siblings - 0.261*Own Land + 0.159*Percentage of dependents + 0.071*Own house + 0.000*Monthly Expenditure - 0.069*Sum of Assets Owned + 0.435*Access to Learning Materials + 0.016*Distance to city centre

Literacy Score (Y) = 1.771 + 0.382*Treatment - 0.102*Gender + 0.078* Coaching Classes - 0.008* Number of Siblings + 0.021* Highest Degree Parents - 0.019* Highest Degree Siblings - 0.099* Own Land + 0.124* Percentage of dependents + 0.011* Own house + 0.000*Monthly Expenditure + 0.015* Sum of Assets Owned - 0.001*Access to Learning Materials + 0.004*Distance to city centre

Numeracy Score (Y) = 7.112 + 1.059*Treatment - 0.545*Gender - 0.168* Coaching Classes - 0.060* Number of Siblings + 0.039* Highest Degree Parents + 0.006* Highest Degree Siblings - 0.161* Own Land + 0.036* Percentage of dependents + 0.059* Own house + 0.000*Monthly Expenditure - 0.084* Sum of Assets Owned + 0.436*Access to Learning Materials + 0.012*Distance to city centre

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Bound Analysis

Although the main regression model controls for ability by including division dummy variables, there remains concern about other unobserved abilities not fully captured by scholastic performance, as well as household factors that could bias the estimated results. This section evaluates the extent of potential bias arising from excluding these variables in the model by applying the strategy developed by Altonji et al. (2005) and Oster (2017). This method relies on the idea that selection on observable variables can serve as a valuable reference for assessing selection on unobservables. To elaborate further, let

$$Y = \beta_t X + \beta_z Z + W$$

where X is the main variable of interest, Z is observed, and W contains all the unobserved components. The objective is to estimate the bias on β_t because of W. Altonji et al. (2005) estimate this bias by assuming the following:

$$\frac{Cov(X, W)}{Var(W)} = \delta \frac{Cov(X, \beta_z Z)}{Var(\beta_z Z)}$$

In other words, the relation of X and unobservables is proportional to the relationship between X to observables, the degree of proportionality determined by δ. This basic insight has been extended by Oster (2017) to incorporate the idea that one can look at coefficient movements (of β_t) when covariates are added and deduce a similar bias. This extension also accounts for movement in the R-squared value due to addition of control variables. Following this method, we derive a consistent estimator for the effect of treatment as a function of two parameters: δ and R^2_{max}, denoted by β_t R^2_{max}, δ). R^2_{max} is the R-square of a hypothetical regression which includes the complete set of controls including the unobservable variables.

To operationalize this method, we begin with a baseline regression where log of earnings is regressed on treatment, and then add further controls. As a second step, we posit R^2_{max}. One way this could be set is by looking at R-squares obtained in other studies in the same context that control for the omitted variables.

Table 73: Bound Analysis- Total Score

Total Score					
Coefficient of Treatment (STiR programme)			Identified Estimate Bias		
			R^2_{max} = 0.096603		δ=1
	Uncontrolled	Controlled	β_t for δ=1	δ for β_t = 0	R^2_{max} for β_t = 0
β_t	1.571	1.441	1.33	3.65	0.22
R^2	0.043	0.074			

1.3*R^2 controlled = 0.0966

Given the lack of a known R^2_{max}, we follow Oster (2017)'s suggestion and set R^2_{max} as 1.3 times the R-square of the regression that controls for Z (controlled regression). Since the R-square in our main specification is .074, we set R^2_{max} = .0966. The robustness check suggested by Oster (2017) is that the interval [$\beta_t^{controlled}$, β_t (min (1.3*$R^2_{controlled}$, 1), 1)] should not contain 0. We find that this is indeed not the case. In our case, the β_t (0.0966, 1) = 1.33.

Moreover, we provide the value of δ for which β_t would become 0. The obtained value is 3.65. Alternatively, we show the R^2_{max} needed to make $\beta_t = 0$ when $\delta = 1$ is 0.22, almost twice the R-square from the controlled regression. Thus, this exercise indicates that the total score associated with treatment (presence in StiR program) are robust to potential omitted variable bias. However, it is important to also point out that the values taken for this bound analysis are necessarily ad-hoc.[24]

Similar calculations were done for numeracy and literacy scores. The results are shown in the tables below:

Table 74: Bound Analysis- Literacy score

Literacy Score					
Coefficient of Treatment (STiR programme)			Identified Estimate Bias		
			R^2_{max} = 0.096785		δ=1
	Uncontrolled	Controlled	β_t for δ=1	δ for $\beta_t = 0$	R^2_{max} for $\beta_t = 0$
β_t	1.22	1.059	0.935	3	0.2
R^2	0.040	0.074			

1.3*R^2 controlled = 0.0968

Table 75: Bound Analysis- Numeracy score

Numeracy Score					
Coefficient of Treatment (STiR programme)			Identified Estimate Bias		
			R^2_{max} = 0.043823		δ=1
	Uncontrolled	Controlled	β_t for δ=1	δ for $\beta_t = 0$	R^2_{max} for $\beta_t = 0$
β_t	0.352	0.382	0.404	6	0.035
R^2	0.017	0.034			

1.3*R^2 controlled = 0.04382

Family Background

Table 76: Count of family members interacted with, District-Wise

District	Count	%
Nwoya	107	21%
Pakwach	117	23%
Kween	37	7%
Mityana	81	16%
Iganga	163	32%
Grand Total	505	100%

[24] https://www.nishithprakash.com/published-papers

Table 77: Education level of Mother

Label	Count	%
1. Not literate	65	13%
2. Literate without any schooling	53	11%
3. Below primary	55	11%
4. Primary	110	22%
5. Secondary	93	18%
6. Higher secondary	22	4%
7. Graduate	15	3%
(blank)	92	18%
Grand Total	505	100%

Table 78: Education level of Father

Label	Count	%
1. Not literate	35	7%
2. Literate without any schooling	47	9%
3. Below primary	42	8%
4. Primary	60	12%
5. Secondary	98	19%
6. Higher secondary	35	7%
7. Graduate	14	3%
8. Postgraduate and above	3	1%
(blank)	171	34%
Grand Total	505	100%

Descriptive Statistics

Table 79: Student Demographic Details

Description	Obs.	Mean	S.D.	Min	Max
Does your child attend Coaching class	406	0.441	0.497	0	1
Number of members in the household	505	5.586	2.826	0	8
Number of employed family members	505	2.246	2.332	0	8

Table 80: Household details of Student

Does your family have/ own:	Obs.	Mean	S.D.	Min	Max
Bike / 2-wheeler	353	0.365	0.482	0	1
Computer	321	0.062	0.242	0	1
Electricity	360	0.308	0.462	0	1
Fridge	322	0.118	0.323	0	1
Gas Stove	322	0.075	0.263	0	1
Own house	472	0.752	0.432	0	1
Own land	477	0.614	0.487	0	1
Mobile Phone	383	0.836	0.371	0	1
Television	349	0.378	0.486	0	1
Toilet	364	0.354	0.479	0	1

Table 81: Sample distribution, District Wise

District	Group	Count	Percentage
Buliisa	Control	165	14%
Kween	Control	80	7%
Iganga	Treatment	235	21%
Mityana	Treatment	227	20%
Nwoya	Treatment	218	19%
Pakwach	Treatment	216	19%
TOTAL		1,141	100%

Table 82: Sample Distribution, Gender-Wise

District	Group	Male	Male %	Female	Female %	Do not want to disclose	Do not want to disclose %	Grand Total	Grand Total %

Buliisa	**Control**	72	6%	93	8%		0%	165	14%
Kween	**Control**	33	3%	47	4%		0%	80	7%
Iganga	**Treatment**	101	9%	134	12%		0%	235	21%
Mityana	**Treatment**	85	7%	139	12%	3	0%	227	20%
Nwoya	**Treatment**	112	10%	103	9%	3	0%	218	19%
Pakwach	**Treatment**	151	13%	65	6%		0%	216	19%
Total		554		581		6		1141	
Total %			49%		51%		1%		100%

LAT Tables

Absolute numbers of Correct Responses:

Table 83: Number of Correct Responses, Treatment vs Control

Section	Treatment	Control
Count	896	245
Numeracy (Correct)	7,171	1,590
Numeracy (Max)	10,752	2,940
Literacy (Correct)	1,965	419
Literacy (Max)	2,688	735

*Maximum number of responses = Count of Students * Number of questions in each section*

Number of questions in Numeracy = 12 and Number of questions in Literacy = 3

Table 84: Percentage of correct responses, Treatment vs Control

Section	Treatment	Control
Count	896	245
Numeracy**	67%	54%
Literacy**	73%	57%

** Statistically significant at

$\alpha = 0.05$

Percentages = (Number of Correct Responses)/ (Maximum number of Correct Responses)

Table 85: Percentage of correct responses, District-Wise

	Treatment					Control		
Section	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Count	218	216	227	235	896	165	80	245
Numeracy	71%	73%	56%	67%	67%	58%	47%	54%

Literacy	70%	80%	60%	82%	73%	59%	53%	57%

Absolute numbers of Correct Responses (Female):

Table 86: Number of correct responses of female students, Treatment vs Control

Section	Treatment	Control
Count	441	140
Numeracy (Correct)	3416	883
Numeracy (Max)	5292	1680
Literacy (Correct)	970	230
Literacy (Max)	1323	420

Table 87: Percentage of correct responses of female students, Treatment vs Control

Section	Treatment	Control
Numeracy**	65%	53%
Literacy**	73%	55%

** Statistically significant at = 0.05

Table 88: Percentage of correct responses of female students, District-Wise

	Treatment					Control		
Percentages	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Numeracy	69%	73%	56%	66%	65%	54%	49%	53%
Literacy	69%	80%	66%	81%	73%	55%	54%	55%
Count	103	65	139	134	441	93	47	140

Table 89: Number of correct responses of male students, Treatment vs Control

Section	Treatment	Control
Count	449	105
Numeracy (Correct)	3,712	707
Numeracy (Max)	5,388	1,260
Literacy (Correct)	982	189
Literacy (Max)	1,347	315

Percentages of Correct Responses (Male):

Table 90: Percentage of correct responses of male students, Treatment vs Control

Section	Treatment	Control
Numeracy**	69%	56%
Literacy**	73%	60%

** Statistically significant at = 0.05

Table 91: Percentage of correct responses of male students, District-Wise

	Treatment					Control		
	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Numeracy	73%	73%	58%	68%	69%	62%	43%	56%
Literacy	70%	80%	50%	84%	73%	64%	51%	60%
Count	112	151	85	101	449	72	33	105

Table 92: Summary of scores by sub-section

Sub Section	Treatment	Treatment %	Control	Control %
Geometry**	2166	81%	458	62%
Counting**	2123	79%	518	70%
Measurement**	1085	61%	217	44%
Division**	505	28%	83	17%
Subtraction**	1292	72%	314	64%
Comprehension**	1965	73%	419	57%
TOTAL (n)	896	245		

** Statistically significant at = 0.05 for all subsections

Percentages of Correct Responses by district:

Table 93: Percentage of correct responses across subsections, District-wise

Section	Sub Section	Nwoya	Pakwach	Mityana	Iganga	Treatment Total	Buliisa	Kween	Control Total
Numeracy	Geometry	87%	87%	70%	80%	81%	72%	43%	62%
Numeracy	Counting	85%	86%	68%	78%	79%	71%	70%	70%
Numeracy	Measurement	71%	61%	52%	59%	61%	45%	43%	44%
Numeracy	Division	33%	33%	22%	24%	28%	15%	21%	17%
Numeracy	Subtraction	66%	84%	57%	81%	72%	73%	46%	64%
Literacy	Comprehension	70%	80%	60%	82%	73%	59%	53%	57%
	N	218	216	227	235	896	165	80	245

Gender-wise summary of scores by sub-sections (Numeracy/Literacy):

Female Students:

Table 94: Sub-section wise correct responses by female students, Treatment vs Control

Sub Section	Treatment	Treatment%	Control	Control%
Geometry**	1053	80%	254	60%
Counting	1015	77%	291	69%
Measurement**	527	60%	130	46%
Division**	221	25%	44	16%
Subtraction**	600	68%	164	59%
Comprehension**	970	73%	230	55%
N	441	140		

** Statistically significant at = 0.05

Percentage of Correct Responses (Female) by district:

Table 95: Sub-section wise correct responses by female students, District-Wise

		Treatment					Control		
	Sub Section	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Section	N	103	65	139	134	441	93	47	140
Numeracy	Geometry	88%	89%	70%	78%	80%	69%	44%	60%
Numeracy	Counting	83%	87%	65%	79%	77%	67%	74%	69%
Numeracy	Measurement	68%	60%	55%	58%	60%	44%	51%	46%
Numeracy	Division	30%	28%	22%	23%	25%	12%	22%	16%
Numeracy	Subtraction	59%	87%	53%	81%	68%	66%	45%	59%
Literacy	Comprehension	69%	80%	66%	81%	73%	55%	54%	55%

Male Students:

Table 96: Sub-section wise correct responses by male students, Treatment vs Control

Sub Section	Treatment	Treatment%	Control	Control%
Geometry**	1106	82%	204	65%
Counting**	1094	81%	227	72%
Measurement**	551	61%	87	41%
Division**	280	31%	39	19%

Subtraction	681	76%	150	71%
Comprehension**	982	73%	189	60%
N	449	105		

** Statistically significant at = 0.05

Table 97: Sub-section wise correct responses by male students, District-Wise

		Treatment					Control		
Section	Sub Section	Nwoya	Pakwach	Mityana	Iganga	Total	Buliisa	Kween	Total
Numeracy	Geometry	87%	86%	70%	82%	82%	75%	41%	65%
Numeracy	Counting	86%	86%	73%	77%	81%	75%	66%	72%
Numeracy	Measurement	73%	61%	48%	60%	61%	46%	32%	41%
Numeracy	Division	37%	35%	24%	26%	31%	18%	20%	19%
Numeracy	Subtraction	71%	82%	63%	82%	76%	82%	48%	71%
Literacy	Comprehension	70%	80%	50%	84%	73%	64%	51%	60%
	N	112	151	85	101	449	72	33	

SEL Tables

Table 98: In the last week, did you feel afraid in school?

	Treatment				Control	
Response option	Nwoya	Pakwach	Mityana	Iganga	Buliisa	Kween
No	44%	44%	43%	66%	54%	64%
Yes	47%	45%	47%	30%	38%	31%
0	1%	0%	1%	1%	0%	0%
Student left question blank	8%	10%	9%	2%	8%	5%

Table 99: In the last week, did a child in your school leave out another child from an activity or game?

	Treatment				Control	
Response option	Nwoya	Pakwach	Mityana	Iganga	Buliisa	Kween
No	55%	53%	40%	61%	54%	44%
Yes	37%	44%	52%	39%	38%	49%
0	0%	0%	1%	0%	1%	4%
Student left question blank	8%	3%	6%	0%	7%	4%

Table 100: When a child is left out from the activity or game, how did you feel about this?

	Treatment				Control	
Response option	Nwoya	Pakwach	Mityana	Iganga	Buliisa	Kween
Sad/Bad	55%	62%	41%	88%	47%	64%
Happy/Pleased	28%	25%	37%	7%	26%	18%
Did not feel anything	8%	10%	15%	3%	13%	10%
I don't know	2%	0%	4%	0%	5%	4%
No response	7%	3%	3%	1%	8%	3%
0	0%	0%	1%	1%	0%	3%

Table *101*: *Have you ever had to miss school for longer than one month?*

	Treatment				Control	
Response option	Nwoya	Pakwach	Mityana	Iganga	Buliisa	Kween
Student left question blank	2%	0%	3%	0%	2%	0%
No	81%	83%	53%	67%	64%	68%
Yes	17%	17%	43%	32%	33%	31%
0	0%	0%	1%	1%	1%	1%

Teacher Assessment

Table 102: Sample Distribution of Teachers, District-Wise

	Treatment				Control			
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)
Male	73.3% (11)	68.8% (11)	60.0% (9)	60.0% (9)	75.0% (3)	40.0% (2)	65.6% (40)	55.6% (5)
Female	26.7% (4)	31.3% (5)	40.0% (6)	40.0% (6)	25.0% (1)	60.0% (3)	34.4% (21)	44.4% (4)

Table 103: Background details of Teachers

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Age												
18 to 25 years	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
26 to 35 years	33.3% (5)	50.0% (8)	6.7% (1)	13.3% (2)	25.0% (1)	40.0% (2)	26.23% (16)	33.33% (3)	22.5% (9)	40% (2)	33.33% (7)	25% (1)
36 to 45 years	46.7% (7)	37.5% (6)	40.0% (6)	60.0% (9)	75.0% (3)	20.0% (1)	45.9% (28)	44.44% (4)	50% (20)	40% (2)	38.1% (8)	50% (2)
46 to 55 years	6.7% (1)	6.3% (1)	46.7% (7)	26.7% (4)	0.0% (0)	40.0% (2)	21.31% (13)	22.22% (2)	17.50% (7)	20% (1)	28.57% (6)	25% (1)
Above 55 years	13.3% (2)	6.3% (1)	6.7% (1)	0.0% (0)	0.0% (0)	0.0% (0)	6.56% (14)	0% (0)	10% (4)	0% (0)	0% (0)	0% (0)
Years of Teaching Experience												
Less than 1 year	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
1 to 3 years	0.00% (0)	0.00% (0)	6.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	1.64% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.76% (1)	0.00% (0)
4 to 6 years	13.33% (2)	6.25% (1)	0.00% (0)	0.00% (0)	0.00% (0)	40.00% (2)	4.92% (3)	22.22% (2)	0.00% (0)	20.00% (1)	14.29% (3)	25.00% (1)
7 to 10 years	20.00% (3)	12.50% (2)	6.67% (1)	13.33% (2)	25.00% (1)	0.00% (0)	13.11% (8)	11.11% (1)	10.00% (4)	20.00% (1)	19.05% (4)	0.00% (0)
11 to 15 years	20.00% (3)	37.50% (6)	13.33% (2)	33.33% (5)	0.00% (0)	20.00% (1)	26.23% (16)	11.11% (1)	30.00% (12)	20.00% (1)	19.05% (4)	0.00% (0)
16 to 20 years	20.00% (3)	25.00% (4)	33.33% (5)	26.67% (4)	75.00% (3)	20.00% (1)	26.23% (16)	44.44% (4)	30.00% (12)	40.00% (2)	19.05% (4)	50.00% (2)
21 to 30 years	20.00% (3)	18.75% (3)	26.67% (4)	26.67% (4)	0.00% (0)	20.00% (1)	22.95% (14)	11.11% (1)	25.00% (10)	0.00% (0)	19.05% (4)	25.00% (1)
More than 30 years	6.67% (1)	0.00% (0)	13.33% (2)	0.00% (0)	0.00% (0)	0.00% (0)	4.92% (3)	0.00% (0)	5.00% (2)	0.00% (0)	4.76% (1)	0.00% (0)
Number of years working in the school												
Less than 1 year	6.67% (1)	6.25% (1)	6.67% (1)	6.67% (1)	0.00% (0)	20.00% (1)	6.56% (4)	11.11% (1)	7.5% (3)	0.00% (0)	4.76% (1)	25.00% (1)
1 to 3 years	40.00% (6)	56.25% (9)	6.67% (1)	20.00% (3)	50.00% (2)	60.00% (3)	31.15% (19)	55.56% (5)	32.5% (13)	60.00% (3)	28.57% (6)	50.00% (2)
3 to 6 years	20.00% (3)	18.75% (3)	6.67% (1)	26.67% (4)	0.00% (0)	20.00% (1)	18.03% (11)	11.11% (1)	15% (6)	20.00% (1)	23.81% (5)	0.00% (0)
7 to 10 years	26.67% (4)	6.25% (1)	46.67% (7)	13.33% (2)	50.00% (2)	0.00% (0)	22.95% (14)	22.22% (2)	17.5% (7)	20.00% (1)	33.33% (7)	25.00% (1)

11 to 15 years	0.00% (0)	12.50% (2)	20.00% (3)	20.00% (3)	0.00% (0)	0.00% (0)	13.11% (8)	0.00% (0)	17.5% (7)	0.00% (0)	4.76% (1)	0.00% (0)
16 to 20 years	6.67% (1)	0.00% (0)	13.33% (2)	6.67% (1)	0.00% (0)	0.00% (0)	6.56% (4)	0.00% (0)	10% (4)	0.00% (0)	0.00% (0)	0.00% (0)
21 to 30 years	0.00% (0)	0.00% (0)	0.00% (0)	6.67% (1)	0.00% (0)	0.00% (0)	1.64% (1)	0.00% (0)	0% (0)	0.00% (0)	4.76% (1)	0.00% (0)
Employment Type												
Permanent	86.67% (13)	100.00% (16)	93.33% (14)	100.00% (15)	100.00% (4)	100.00% (5)	95.08% (58)	100.00% (9)	100.00% (40)	100.00% (5)	85.71% (18)	100.00% (4)
Temporary / Contractual	13.33% (2)	0.00% (0)	6.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.92% (3)	0.00% (0)	0.00% (0)	0.00% (0)	14.29% (3)	0.00% (0)
Level of Education												
Bachelors' Degree only	6.67% (1)	0.00% (0)	13.33% (2)	13.33% (2)	0.00% (0)	0.00% (0)	8.20% (5)	0.00% (0)	5.00% (2)	0.00% (0)	14.29% (3)	0.00% (0)
Professional Diploma	26.67% (4)	50.00% (8)	53.33% (8)	60.00% (9)	50.00% (2)	0.00% (0)	47.54% (29)	22.22% (2)	52.50% (21)	20.00% (1)	38.10% (8)	25.00% (1)
Bachelor's Degree	0.00% (0)	0.00% (0)	6.67% (1)	13.33% (2)	0.00% (0)	0.00% (0)	4.92% (3)	0.00% (0)	2.50% (1)	0.00% (0)	9.52% (2)	0.00% (0)
Certification	66.67% (10)	50.00% (8)	20.00% (3)	13.33% (2)	50.00% (2)	40.00% (2)	37.70% (23)	44.44% (4)	37.50% (15)	40.00% (2)	38.10% (8)	50.00% (2)
Other _ Please specify	0.00% (0)	0.00% (0)	6.67% (1)	0.00% (0)	0.00% (0)	60.00% (3)	1.64% (1)	33.33% (3)	2.50% (1)	40.00% (2)	0.00% (0)	25.00% (1)
High School Diploma	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)

Table 104: Academic Details

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Subjects Handled												
Language	53.33% (8)	43.75% (7)	53.33% (8)	20.00% (3)	25.00% (1)	40.00% (2)	42.62% (26)	33.33% (3)	37.50% (15)	40.00% (2)	52.38% (11)	25.00% (1)
Mathematics	60.00% (9)	68.75% (11)	66.67% (10)	60.00% (9)	50.00% (2)	20.00% (1)	63.93% (39)	33.33% (3)	70.00% (28)	40.00% (2)	52.38% (11)	25.00% (1)
Social science	26.67% (4)	31.25% (5)	40.00% (6)	20.00% (3)	25.00% (1)	40.00% (2)	29.51% (18)	33.33% (3)	32.50% (13)	20.00% (1)	23.81% (5)	50.00% (2)
Others	66.67% (10)	37.50% (6)	26.67% (4)	20.00% (3)	0.00% (0)	80.00% (4)	37.70% (23)	44.44% (4)	35.00% (14)	20.00% (1)	42.86% (9)	75.00% (3)
Grades Handled												
Primary	93.3% (14)	100.0% (16)	100.0% (15)	93.3% (14)	100.0% (4)	100.0% (5)	96.72% (59)	100.00% (9)	95.00% (38)	100.00% (5)	100.00% (21)	100.00% (4)

Secondary	13.3% (2)	25.0% (4)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	11.48% (7)	0.00% (0)	17.50% (7)	0.00% (0)	0.00% (0)	0.00% (0)
Higher Secondary	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
Posts held in School												
Teacher	20% (3)	68.8% (11)	40.0% (6)	26.7% (4)	100.0% (4)	100.0% (5)	39.34% (24)	100.00% (9)	35.00% (14)	100.00% (5)	47.62% (10)	100.00% (4)
Head of Department	13.3% (2)	43.8% (7)	0.0% (0)	6.7% (1)	25.0% (1)	0.0% (0)	16.39% (10)	11.11% (1)	25.00% (10)	20.00% (1)	0.00% (0)	0.00% (0)
Head of Faculty	0.0% (0)	0.0% (0)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	1.64% (1)	0.00% (0)	2.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)
Principal	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
Other	20.0% (3)	31.3% (5)	40.0% (6)	53.3% (8)	50.0% (2)	20.0% (1)	36.07% (22)	33.33% (3)	40.00% (16)	20.00% (1)	28.57% (6)	50.00% (2)

Table 105: Average class size

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Average class size												
0-50	20.0% (3)	0.0% (0)	46.7% (7)	6.7% (1)	25.0% (1)	0.0% (0)	18.03% (11)	11.11% (1)	25.00% (10)	20.00% (1)	4.76% (1)	0.00% (0)
49-100	53.3% (8)	25.0% (4)	53.3% (8)	46.7% (7)	75.0% (3)	20.0% (1)	44.26% (27)	44.44% (4)	42.50% (17)	40.00% (2)	47.62% (10)	50.00% (2)
99-150	20.0% (3)	43.8% (7)	0.0% (0)	0.0% (0)	0.0% (0)	80.0% (4)	16.39% (10)	44.44% (4)	7.50% (3)	40.00% (2)	33.33% (7)	50.00% (2)
149-200	6.7% (1)	31.3% (5)	0.0% (0)	13.3% (2)	0.0% (0)	0.0% (0)	13.11% (8)	0.00% (0)	20.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)
199-250	0.0% (0)	0.0% (0)	0.0% (0)	13.3% (2)	0.0% (0)	0.0% (0)	3.28% (2)	0.00% (0)	2.50% (1)	0.00% (0)	4.76% (1)	0.00% (0)
249-300	0.0% (0)	0.0% (0)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	1.64% (1)	0.00% (0)	2.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)
299-350	0.0% (0)	0.0% (0)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	1.64% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.76% (1)	0.00% (0)
349-400	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)
399-450	0.0% (0)	0.0% (0)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	1.64% (1)	0.00% (0)	0.00% (0)	0.00% (0)	4.76% (1)	0.00% (0)
449-500	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)

Table 106: Time spent on teaching in class

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Time Spent Teaching in Class												
Less than 2 hours	6.7% (1)	6.3% (1)	0.0% (0)	0.0% (0)	25.0% (1)	0.0% (0)	3.28% (2)	11.11% (1)	5.00% (2)	0.00% (0)	0.00% (0)	25.00% (1)
2-3 hours	33.3% (5)	31.3% (5)	13.3% (2)	33.3% (5)	75.0% (3)	20.0% (1)	27.87% (17)	44.44% (4)	17.50% (7)	80.00% (4)	47.62% (10)	0.00% (0)
4-5 hours	40.0% (6)	43.8% (7)	6.7% (1)	53.3% (8)	0.0% (0)	20.0% (1)	36.07% (22)	11.11% (1)	37.50% (15)	0.00% (0)	33.33% (7)	25.00% (1)
More than 5 hours	20.0% (3)	18.8% (3)	80.0% (12)	13.3% (2)	0.0% (0)	60.0% (3)	32.79% (20)	33.33% (3)	40.00% (16)	20.00% (1)	19.05% (4)	50.00% (2)

Table 107: Non-Teaching Activities

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Within School												
Supporting school Management	26.7% (4)	37.5% (6)	33.3% (5)	20.0% (3)	0.0% (0)	0.0% (0)	29.51% (18)	0.00% (0)	32.50% (13)	0.00% (0)	23.81% (5)	0.00% (0)
Documentation, communication, and reporting	26.7% (4)	6.3% (1)	26.7% (4)	6.7% (1)	0.0% (0)	20.0% (1)	16.39% (10)	11.11% (1)	20.00% (8)	0.00% (0)	9.52% (2)	25.00% (1)
Upkeep, maintenance, and repairs of school facilities	40.0% (6)	31.3% (5)	13.3% (2)	26.7% (4)	0.0% (0)	0.0% (0)	27.87% (17)	0.00% (0)	32.50% (13)	0.00% (0)	19.05% (4)	0.00% (0)
Management of student extracurriculars including events and programme	53.3% (8)	50.0% (8)	73.3% (11)	66.7% (10)	75.0% (3)	80.0% (4)	60.66% (37)	77.78% (7)	67.50% (27)	60.00% (3)	47.62% (10)	100.00% (4)
Supporting student affairs	60.0% (9)	62.5% (10)	46.7% (7)	26.7% (4)	50.0% (2)	0.0% (0)	49.18% (30)	22.22% (2)	60.00% (24)	20.00% (1)	28.57% (6)	25.00% (1)
Others	33.3% (5)	12.5% (2)	26.7% (4)	6.7% (1)	25.0% (1)	0.0% (0)	19.67% (12)	11.11% (1)	12.50% (5)	20.00% (1)	33.33% (7)	0.00% (0)
Affiliation to other groups												
School Management Committee	33.3% (5)	6.3% (1)	33.3% (5)	13.3% (2)	0.0% (0)	20.0% (1)	21.31% (13)	11.11% (1)	25.00% (10)	0.00% (0)	14.29% (3)	25.00% (1)

Teacher Welfare Union	26.7% (4)	50.0% (8)	26.7% (4)	33.3% (5)	75.0% (3)	0.0% (0)	34.43% (21)	33.33% (3)	37.50% (15)	60.00% (3)	28.57% (6)	0.00% (0)
Local Teacher Association	0.0% (0)	12.5% (2)	13.3% (2)	60.0% (9)	25.0% (1)	0.0% (0)	21.31% (13)	11.11% (1)	20.00% (8)	0.00% (0)	23.81% (5)	25.00% (1)
Others	13.3% (2)	6.3% (1)	33.3% (5)	13.3% (2)	0.0% (0)	60.0% (3)	16.39% (10)	33.33% (3)	12.50% (5)	20.00% (1)	23.81% (5)	50.00% (2)

Table 108: Challenges Faced

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Challenges Faced												
Remote location of school	6.67% (1)	6.25% (1)	60.00% (9)	26.67% (4)	75.00% (3)	20.00% (1)	24.59% (15)	44.44% (4)	22.50% (9)	80.00% (4)	28.57% (6)	0.00% (0)
Teaching workload	13.33% (2)	56.25% (9)	46.67% (7)	33.33% (5)	50.00% (2)	40.00% (2)	37.70% (23)	44.44% (4)	35.00% (14)	40.00% (2)	42.86% (9)	50.00% (2)
Non-teaching /administrative tasks workload	0.00% (0)	0.00% (0)	6.67% (1)	6.67% (1)	0.00% (0)	0.00% (0)	3.28% (2)	0.00% (0)	2.50% (1)	0.00% (0)	4.76% (1)	0.00% (0)
Large class sizes	40.00% (6)	81.25% (13)	40.00% (6)	53.33% (8)	50.00% (2)	80.00% (4)	54.10% (33)	66.67% (6)	47.50% (19)	60.00% (3)	66.67% (14)	75.00% (3)
Mixed grade classes	0.00% (0)	0.00% (0)	6.67% (1)	6.67% (1)	0.00% (0)	0.00% (0)	3.28% (2)	0.00% (0)	5.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)
Lack of support from school leadership	13.33% (2)	0.00% (0)	20.00% (3)	6.67% (1)	0.00% (0)	20.00% (1)	9.84% (6)	11.11% (1)	10.00% (4)	0.00% (0)	9.52% (2)	25.00% (1)
Lack of support from parents	33.33% (5)	25.00% (4)	26.67% (4)	33.33% (5)	50.00% (2)	40.00% (2)	29.51% (18)	44.44% (4)	30.00% (12)	40.00% (2)	28.57% (6)	50.00% (2)
Lack of support from government	0.00% (0)	0.00% (0)	13.33% (2)	13.33% (2)	0.00% (0)	0.00% (0)	6.56% (4)	0.00% (0)	5.00% (2)	0.00% (0)	9.52% (2)	0.00% (0)
Student behaviour	0.00% (0)	0.00% (0)	6.67% (1)	13.33% (2)	0.00% (0)	0.00% (0)	4.92% (3)	0.00% (0)	5.00% (2)	0.00% (0)	4.76% (1)	0.00% (0)
Student performance	6.67% (1)	6.25% (1)	6.67% (1)	6.67% (1)	0.00% (0)	0.00% (0)	6.56% (4)	0.00% (0)	5.00% (2)	0.00% (0)	9.52% (2)	0.00% (0)
Lack of adequate school infrastructure	26.67% (4)	62.50% (10)	40.00% (6)	73.33% (11)	50.00% (2)	60.00% (3)	50.82% (31)	55.56% (5)	50.00% (20)	40.00% (2)	52.38% (11)	75.00% (3)
Lack of teaching materials	26.67% (4)	75.00% (12)	53.33% (8)	20.00% (3)	50.00% (2)	60.00% (3)	44.26% (27)	55.56% (5)	37.50% (15)	60.00% (3)	57.14% (12)	50.00% (2)
No challenges faced	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)

Others	100.00% (15)	68.75% (11)	66.67% (10)	53.33% (8)	75.00% (3)	40.00% (2)	72.13% (44)	55.56% (5)	80.00% (32)	80.00% (4)	57.14% (12)	25.00% (1)
Implications of challenges												
Less time and effort spent on lesson planning	33.33% (5)	56.25% (9)	46.67% (7)	73.33% (11)	75.00% (3)	40.00% (2)	52.46% (32)	55.56% (5)	52.50% (21)	80.00% (4)	52.38% (11)	25.00% (1)
Reduces instructional effectiveness	80.00% (12)	93.75% (15)	26.67% (4)	40.00% (6)	0.00% (0)	20.00% (1)	60.66% (37)	11.11% (1)	67.50% (27)	20.00% (1)	47.62% (10)	0.00% (0)
Lower engagement with students	66.67% (10)	87.50% (14)	53.33% (8)	73.33% (11)	75.00% (3)	20.00% (1)	70.49% (43)	44.44% (4)	70.00% (28)	60.00% (3)	71.43% (15)	25.00% (1)
Contributes to increased stress levels and impacts overall well being	53.33% (8)	37.50% (6)	40.00% (6)	40.00% (6)	50.00% (2)	60.00% (3)	42.62% (26)	55.56% (5)	40.00% (16)	60.00% (3)	47.62% (10)	50.00% (2)
Impacts overall time management	60.00% (9)	37.50% (6)	46.67% (7)	73.33% (11)	100.00% (4)	60.00% (3)	54.10% (33)	77.78% (7)	55.00% (22)	60.00% (3)	52.38% (11)	100.00% (4)
Negatively impacts professional relationships	13.33% (2)	0.00% (0)	13.33% (2)	46.67% (7)	25.00% (1)	0.00% (0)	18.03% (11)	11.11% (1)	20.00% (8)	20.00% (1)	14.29% (3)	0.00% (0)
Affects none	0.00% (0)	0.00% (0)	6.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	1.64% (1)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (1)	0.00% (0)
Others	53.33% (8)	75.00% (12)	26.67% (4)	6.67% (1)	0.00% (0)	20.00% (1)	40.98% (25)	11.11% (1)	40.00% (16)	0.00% (0)	42.86% (9)	25.00% (1)

Table 109: Ranking of motivational factors

	Overall			Nwoya			Pakwach			Mityana			Iganga			Kween (Control)			Buliisa (Control)		
Rank	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Ranking of Motivation Factors																					
Accountability and teacher support	3%	11%	4%	7%	0%	7%	0%	6%	0%	7%	33%	7%	0%	7%	7%	0%	0%	0%	0%	20%	0%
Career development opportunities	1%	1%	4%	7%	0%	0%	0%	0%	19%	0%	0%	0%	0%	7%	0%	0%	0%	0%	0%	0%	0%
General interest and enjoyment in teaching	7%	6%	7%	0%	7%	7%	13%	0%	0%	13%	7%	27%	0%	7%	0%	0%	25%	0%	20%	0%	0%
Student's interest in the subject	10%	14%	13%	0%	13%	7%	13%	13%	13%	13%	13%	13%	13%	7%	20%	25%	0%	0%	0%	60%	20%
Management style of school administration	23%	13%	14%	13%	20%	0%	31%	19%	13%	20%	0%	20%	27%	7%	27%	50%	25%	0%	0%	20%	20%
Other (Please specify)	4%	7%	10%	13%	7%	13%	0%	6%	13%	0%	0%	7%	7%	20%	0%	0%	0%	50%	0%	0%	0%
Recognition and prestige	4%	4%	7%	0%	0%	13%	6%	6%	13%	7%	0%	0%	7%	7%	0%	0%	25%	0%	0%	0%	20%
Remuneration and incentives	27%	14%	7%	27%	13%	7%	19%	19%	6%	27%	13%	0%	33%	20%	7%	0%	0%	50%	60%	0%	0%

Supplies and infrastructure	4%	14%	9%	0%	27%	20%	0%	6%	6%	13%	13%	7%	0%	13%	7%	0%	25%	0%	20%	0%	0%
Support of colleagues	3%	3%	16%	0%	0%	20%	13%	13%	13%	0%	0%	7%	0%	0%	33%	0%	0%	0%	0%	0%	0%
Teacher involvement	7%	4%	3%	13%	0%	0%	6%	6%	0%	0%	13%	7%	7%	0%	0%	25%	0%	0%	0%	0%	20%
Teacher workload and working conditions	6%	7%	6%	20%	13%	7%	0%	6%	6%	0%	7%	7%	7%	7%	0%	0%	0%	0%	0%	0%	20%

Table 110: Training and Learning Development

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Training Areas												
Instructional Methods and Strategies	40.0% (6)	68.8% (11)	46.7% (7)	40.0% (6)	25.0% (1)	40.0% (2)	49.18% (30)	33.33% (3)	47.50% (19)	40.00% (2)	52.38% (11)	25.00% (1)
Classroom management techniques	20.0% (3)	56.3% (9)	60.0% (9)	46.7% (7)	0.0% (0)	60.0% (3)	45.90% (28)	33.33% (3)	47.50% (19)	0.00% (0)	42.86% (9)	75.00% (3)
Differentiation and Inclusive Education	53.3% (8)	25.0% (4)	20.0% (3)	20.0% (3)	25.0% (1)	0.0% (0)	29.51% (18)	11.11% (1)	27.50% (11)	20.00% (1)	33.33% (7)	0.00% (0)
Assessment and Feedback Practices	40.0% (6)	56.3% (9)	20.0% (3)	46.7% (7)	50.0% (2)	0.0% (0)	40.98% (25)	22.22% (2)	45.00% (18)	20.00% (1)	33.33% (7)	25.00% (1)
Professional Development and Collaboration	26.7% (4)	31.3% (5)	26.7% (4)	20.0% (3)	50.0% (2)	20.0% (1)	26.23% (16)	33.33% (3)	32.50% (13)	60.00% (3)	14.29% (3)	0.00% (0)
IT and Computer related	73.3% (11)	75.0% (12)	6.7% (1)	66.7% (10)	25.0% (1)	20.0% (1)	55.74% (34)	22.22% (2)	57.50% (23)	40.00% (2)	52.38% (11)	0.00% (0)
Others	13.3% (2)	25.0% (4)	26.7% (4)	6.7% (1)	0.0% (0)	0.0% (0)	18.03% (11)	0.00% (0)	12.50% (5)	0.00% (0)	28.57% (6)	0.00% (0)
Training Delivery Approach												
In-person lecture type training	13.3% (2)	37.5% (6)	40.0% (6)	33.3% (5)	0.0% (0)	20.0% (1)	31.15% (19)	11.11% (1)	30.00% (12)	20.00% (1)	33.33% (7)	0.00% (0)
Feedback from peers	66.7% (10)	56.3% (9)	40.0% (6)	20.0% (3)	25.0% (1)	0.0% (0)	45.90% (28)	11.11% (1)	57.50% (23)	20.00% (1)	23.81% (5)	0.00% (0)
Training designed and delivered by external providers	13.3% (2)	12.5% (2)	20.0% (3)	53.3% (8)	25.0% (1)	20.0% (1)	24.59% (15)	22.22% (2)	20.00% (8)	0.00% (0)	33.33% (7)	50.00% (2)
Learning through observation (watching other teachers teach	40.0% (6)	56.3% (9)	13.3% (2)	46.7% (7)	0.0% (0)	20.0% (1)	39.34% (24)	11.11% (1)	47.50% (19)	20.00% (1)	23.81% (5)	0.00% (0)

Coaching / mentoring by senior teachers / officers	73.3% (11)	50.0% (8)	6.7% (1)	20.0% (3)	0.0% (0)	0.0% (0)	37.70% (23)	0.00% (0)	42.50% (17)	0.00% (0)	28.57% (6)	0.00% (0)
Feedback from students	13.3% (2)	31.3% (5)	0.0% (0)	26.7% (4)	0.0% (0)	0.0% (0)	18.03% (11)	0.00% (0)	17.50% (7)	0.00% (0)	19.05% (4)	0.00% (0)
Attending conferences / seminars	0.0% (0)	6.3% (1)	26.7% (4)	20.0% (3)	25.0% (1)	40.0% (2)	13.11% (8)	33.33% (3)	10.00% (4)	40.00% (2)	19.05% (4)	25.00% (1)
Virtual training	0.0% (0)	0.0% (0)	0.0% (0)	6.7% (1)	0.0% (0)	0.0% (0)	1.64% (1)	0.00% (0)	2.50% (1)	0.00% (0)	0.00% (0)	0.00% (0)
Self-learning	0.0% (0)	0.0% (0)	0.0% (0)	6.7% (1)	0.0% (0)	20.0% (1)	1.64% (1)	11.11% (1)	2.50% (1)	0.00% (0)	0.00% (0)	25.00% (1)
Peer collaboration	26.7% (4)	37.5% (6)	0.0% (0)	60.0% (9)	0.0% (0)	0.0% (0)	31.15% (19)	0.00% (0)	32.50% (13)	0.00% (0)	28.57% (6)	0.00% (0)

Table 111: Teacher need satisfaction scale

	Overall					Treatment					Control				
Teacher Need Satisfaction (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Workload	17.14%	32.86%	12.86%	34.29%	2.86%	16.39%	34.43%	14.75%	31.15%	3.28%	22.22%	22.22%	0.00%	55.56%	0.00%
choices	4.29%	18.57%	5.71%	44.29%	25.71%	4.92%	14.75%	6.56%	45.90%	26.23%	0.00%	44.44%	0.00%	33.33%	22.22%
voice	2.86%	5.71%	2.86%	51.43%	35.71%	3.28%	4.92%	3.28%	49.18%	37.70%	0.00%	11.11%	0.00%	66.67%	22.22%
confidence	1.43%	5.71%	10.00%	45.71%	35.71%	1.64%	3.28%	11.48%	44.26%	37.70%	0.00%	22.22%	0.00%	55.56%	22.22%
suggestions	22.86%	47.14%	14.29%	10.00%	4.29%	24.59%	47.54%	13.11%	9.84%	3.28%	11.11%	44.44%	22.22%	11.11%	11.11%
trust	1.43%	12.86%	12.86%	44.29%	27.14%	1.64%	11.48%	14.75%	40.98%	29.51%	0.00%	22.22%	0.00%	66.67%	11.11%
different	1.43%	15.71%	15.71%	40.00%	22.86%	1.64%	16.39%	13.11%	39.34%	24.59%	0.00%	11.11%	33.33%	44.44%	11.11%
peers	1.43%	1.43%	4.29%	32.86%	57.14%	1.64%	1.64%	3.28%	27.87%	62.30%	0.00%	0.00%	11.11%	66.67%	22.22%
Personal life	10.00%	20.00%	17.14%	35.71%	14.29%	9.84%	18.03%	18.03%	34.43%	16.39%	11.11%	33.33%	11.11%	44.44%	0.00%
Career Path	28.57%	18.57%	8.57%	22.86%	18.57%	27.87%	19.67%	6.56%	22.95%	19.67%	33.33%	11.11%	22.22%	22.22%	11.11%
accomplishment	5.71%	2.86%	15.71%	41.43%	31.43%	4.92%	3.28%	18.03%	36.07%	34.43%	11.11%	0.00%	0.00%	77.78%	11.11%

Table 112: Teaching behaviour

	Overall	Treatment	Control
Teaching Behavior (%)			

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Different methods in classroom	2.86%	1.43%	4.29%	35.71 %	54.29 %	3.28%	0.00%	4.92%	31.15 %	59.02 %	11.11 %	11.11 %	22.22 %	11.11 %	44.44 %
Raise my voice in class	10.00 %	11.43 %	12.86 %	32.86 %	31.43 %	9.84%	11.48 %	11.48 %	36.07 %	29.51 %	11.11 %	44.44 %	0.00%	33.33 %	11.11 %
Standard teaching methods for all	27.14 %	28.57 %	7.14%	22.86 %	12.86 %	29.51 %	26.23 %	8.20%	21.31 %	13.11 %	0.00%	22.22 %	33.33 %	33.33 %	11.11 %
student should solve their own issue	17.14 %	37.14 %	14.29 %	18.57 %	11.43 %	19.67 %	39.34 %	11.48 %	16.39 %	11.48 %	0.00%	0.00%	11.11 %	55.56 %	33.33 %
Adjust difficulty level of teaching	1.43%	0.00%	4.29%	54.29 %	38.57 %	1.64%	0.00%	3.28%	54.10 %	39.34 %	0.00%	0.00%	11.11 %	44.44 %	44.44 %
Encourage students to voice concerns	2.86%	0.00%	1.43%	35.71 %	55.71 %	3.28%	0.00%	0.00%	34.43 %	57.38 %	0.00%	33.33 %	33.33 %	22.22 %	11.11 %
Blame students for their faults	21.43 %	32.86 %	15.71 %	20.00 %	8.57%	24.59 %	32.79 %	13.11 %	19.67 %	8.20%	11.11 %	55.56 %	0.00%	33.33 %	0.00%
Lecturing is the best method of presentation	44.29 %	37.14 %	1.43%	11.43 %	4.29%	49.18 %	34.43 %	1.64%	8.20%	4.92%	0.00%	44.44 %	0.00%	33.33 %	22.22 %
Use of written test only	17.14 %	30.00 %	4.29%	28.57 %	17.14 %	19.67 %	27.87 %	4.92%	27.87 %	16.39 %	0.00%	33.33 %	11.11 %	22.22 %	33.33 %
Occasional scolding for discipline	31.43 %	21.43 %	17.14 %	17.14 %	11.43 %	36.07 %	19.67 %	18.03 %	16.39 %	8.20%	0.00%	11.11 %	0.00%	66.67 %	22.22 %
Encourage students to ask questions	2.86%	1.43%	0.00%	32.86 %	61.43 %	3.28%	0.00%	0.00%	27.87 %	67.21 %	0.00%	55.56 %	0.00%	33.33 %	11.11 %
Blame students for not understanding	15.71 %	45.71 %	15.71 %	15.71 %	5.71%	18.03 %	44.26 %	18.03 %	13.11 %	4.92%	0.00%	0.00%	0.00%	0.00%	0.00%

Table 113: Feedback Areas

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Receiving Feedback												
Fellow Teachers	86.67% (13)	68.75% (11)	60.00% (9)	6.67% (1)	0.00% (0)	40.00% (2)	55.74% (34)	22.22% (2)	57.50% (23)	40.00% (2)	52.38% (11)	0.00% (0)
Parents	26.67% (4)	25.00% (4)	40.00% (6)	13.33% (2)	25.00% (1)	20.00% (1)	26.23% (16)	22.22% (2)	27.50% (11)	20.00% (1)	23.81% (5)	25.00% (1)
Students	33.33% (5)	62.50% (10)	20.00% (3)	0.00% (0)	0.00% (0)	20.00% (1)	29.51% (18)	11.11% (1)	32.50% (13)	20.00% (1)	23.81% (5)	0.00% (0)

Head of the Department	13.33% (2)	25.00% (4)	13.33% (2)	40.00% (6)	0.00% (0)	0.00% (0)	22.95% (14)	0.00% (0)	22.50% (9)	0.00% (0)	23.81% (5)	0.00% (0)
Headmaster/ Headmistress	93.33% (14)	93.75% (15)	66.67% (10)	86.67% (13)	50.00% (2)	40.00% (2)	85.25% (52)	44.44% (4)	90.00% (36)	80.00% (4)	76.19% (16)	0.00% (0)
Did not receive any feedback	0.00% (0)	0.00% (0)	13.33% (2)	0.00% (0)	0.00% (0)	60.00% (3)	3.28% (2)	33.33% (3)	5.00% (2)	0.00% (0)	0.00% (0)	75.00% (3)
Others	26.67% (4)	31.25% (5)	13.33% (2)	33.33% (5)	50.00% (2)	20.00% (1)	26.23% (16)	33.33% (3)	27.50% (11)	60.00% (3)	23.81% (5)	0.00% (0)
Feedback areas												
Instructional Methods and Strategy	60.00% (9)	100.00% (16)	40.00% (6)	20.00% (3)	0.00% (0)	20.00% (1)	55.74% (34)	11.11% (1)	60.00% (24)	20.00% (1)	47.62% (10)	0.00% (0)
Classroom management techniques	73.33% (11)	56.25% (9)	53.33% (8)	60.00% (9)	25.00% (1)	20.00% (1)	60.66% (37)	22.22% (2)	55.00% (22)	40.00% (2)	71.43% (15)	0.00% (0)
Differentiation and Inclusive education	20.00% (3)	25.00% (4)	0.00% (0)	20.00% (3)	0.00% (0)	0.00% (0)	16.39% (10)	0.00% (0)	12.50% (5)	0.00% (0)	23.81% (5)	0.00% (0)
Assessment and Feedback Practices	66.67% (10)	68.75% (11)	6.67% (1)	60.00% (9)	50.00% (2)	0.00% (0)	50.82% (31)	22.22% (2)	55.00% (22)	20.00% (1)	42.86% (9)	25.00% (1)
Professional Development and collaboration	26.67% (4)	6.25% (1)	26.67% (4)	20.00% (3)	25.00% (1)	20.00% (1)	19.67% (12)	22.22% (2)	22.50% (9)	20.00% (1)	14.29% (3)	25.00% (1)
Others	13.33% (2)	12.50% (2)	6.67% (1)	6.67% (1)	50.00% (2)	20.00% (1)	9.84% (6)	33.33% (3)	10.00% (4)	40.00% (2)	9.52% (2)	25.00% (1)

Table 114: Feedback quality

	Overall					Treatment					Control				
Feedback Quality (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Relevant	4.29%	1.43%	7.14%	41.43%	41.43%	3.28%	1.64%	4.92%	42.62%	45.90%	11.11%	0.00%	22.22%	33.33%	11.11%
Incomplete/ Insufficient	14.29%	34.29%	17.14%	21.43%	10.00%	14.75%	34.43%	18.03%	21.31%	11.48%	11.11%	33.33%	11.11%	22.22%	0.00%
Helped in improving my methods	2.86%	1.43%	8.57%	50.00%	32.86%	3.28%	1.64%	6.56%	49.18%	37.70%	0.00%	0.00%	22.22%	55.56%	0.00%
Worded differently	10.00%	32.86%	24.29%	24.29%	5.71%	11.48%	34.43%	26.23%	22.95%	4.92%	0.00%	22.22%	11.11%	33.33%	11.11%
Difficult to implement	25.71%	41.43%	18.57%	7.14%	4.29%	29.51%	42.62%	16.39%	6.56%	4.92%	0.00%	33.33%	33.33%	11.11%	0.00%

Table 115: Giving feedback

	Overall						Overall		Male		Female	
	Nwoya	Pakwach	Mityana	Iganga	Kween	Buliisa	Treatment (%)	Control (%)	Treatment (%)	Control (%)	Treatment (%)	Control (%)
Giving Feedback												
Yes	93.3% (14)	93.8% (15)	73.3% (11)	100.0% (15)	50.0% (2)	40.0% (2)	90.16% (55)	44.44% (4)	95.00% (38)	40.00% (2)	80.95% (17)	50.00% (2)
No	6.7% (1)	6.3% (1)	26.7% (4)	0.0% (0)	50.0% (2)	60.0% (3)	9.84% (6)	55.56% (5)	5.00% (2)	60.00% (3)	19.05% (4)	50.00% (2)

Table 116: Preparing for class

	Overall					Treatment					Control				
Preparing for class (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
It is important for me to carry out this task	1.43%	0.00%	0.00%	31.43%	62.86%	1.64%	0.00%	0.00%	29.51%	68.85%	0.00%	0.00%	0.00%	44.44%	22.22%
I like doing this task / I find this task interesting to do	2.86%	2.86%	7.14%	41.43%	41.43%	3.28%	3.28%	6.56%	40.98%	45.90%	0.00%	0.00%	11.11%	44.44%	11.11%
I find this task important for the academic success of my students	1.43%	0.00%	0.00%	38.57%	55.71%	1.64%	0.00%	0.00%	36.07%	62.30%	0.00%	0.00%	0.00%	55.56%	11.11%
Because I would feel guilty not doing it	8.57%	20.00%	15.71%	25.71%	24.29%	9.84%	19.67%	18.03%	24.59%	26.23%	0.00%	22.22%	0.00%	33.33%	11.11%
Because my work / school demands it.	18.57%	32.86%	10.00%	22.86%	11.43%	21.31%	34.43%	8.20%	22.95%	13.11%	0.00%	22.22%	22.22%	22.22%	0.00%
Because I'm paid to do it.	24.29%	34.29%	7.14%	20.00%	10.00%	27.87%	36.07%	8.20%	18.03%	9.84%	0.00%	22.22%	0.00%	33.33%	11.11%
I feel that this task is mostly irrelevant.	37.14%	48.57%	4.29%	1.43%	4.29%	42.62%	45.90%	4.92%	1.64%	4.92%	0.00%	66.67%	0.00%	0.00%	0.00%

Table 117: Teaching in class

	Overall					Treatment					Control				
Teaching in class (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
It is important for me to carry out this task	1.43%	0.00%	1.43%	30.00%	62.86%	1.64%	0.00%	1.64%	26.23%	70.49%	0.00%	0.00%	0.00%	55.56%	11.11%

	Overall					Treatment					Control				
Teaching in class (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
I like doing this task / I find this task interesting to do	1.43%	0.00%	4.29%	34.29%	55.71%	1.64%	0.00%	4.92%	32.79%	60.66%	0.00%	0.00%	0.00%	44.44%	22.22%
I find this task important for the academic success of my students	1.43%	0.00%	1.43%	35.71%	57.14%	1.64%	0.00%	1.64%	32.79%	63.93%	0.00%	0.00%	0.00%	55.56%	11.11%
Because I would feel guilty not doing it	5.71%	18.57%	17.14%	28.57%	25.71%	6.56%	18.03%	19.67%	27.87%	27.87%	0.00%	22.22%	0.00%	33.33%	11.11%
Because my work / school demands it.	14.29%	28.57%	10.00%	22.86%	20.00%	16.39%	29.51%	9.84%	22.95%	21.31%	0.00%	22.22%	11.11%	22.22%	11.11%
Because I'm paid to do it.	17.14%	40.00%	10.00%	14.29%	14.29%	19.67%	40.98%	11.48%	13.11%	14.75%	0.00%	33.33%	0.00%	22.22%	11.11%
I feel that this task is mostly irrelevant.	51.43%	37.14%	2.86%	1.43%	2.86%	59.02%	32.79%	3.28%	1.64%	3.28%	0.00%	66.67%	0.00%	0.00%	0.00%

Table 118: Classroom management

	Overall					Treatment					Control				
Classroom Management (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
It is important for me to carry out this task	1.43%	1.43%	0.00%	41.43%	50.00%	1.64%	1.64%	0.00%	40.98%	55.74%	0.00%	0.00%	0.00%	44.44%	11.11%
I like doing this task / I find this task interesting to do	2.86%	1.43%	7.14%	40.00%	42.86%	3.28%	1.64%	8.20%	39.34%	47.54%	0.00%	0.00%	0.00%	44.44%	11.11%
I find this task important for the academic success of my students	1.43%	0.00%	1.43%	35.71%	55.71%	1.64%	0.00%	1.64%	32.79%	63.93%	0.00%	0.00%	0.00%	55.56%	0.00%
Because I would feel guilty not doing it	4.29%	15.71%	15.71%	34.29%	22.86%	4.92%	14.75%	18.03%	36.07%	24.59%	0.00%	22.22%	0.00%	22.22%	11.11%
Because my work / school demands it.	14.29%	31.43%	7.14%	22.86%	18.57%	16.39%	32.79%	8.20%	22.95%	19.67%	0.00%	22.22%	0.00%	22.22%	11.11%
Because I'm paid to do it.	24.29%	40.00%	8.57%	12.86%	8.57%	27.87%	39.34%	9.84%	13.11%	9.84%	0.00%	44.44%	0.00%	11.11%	0.00%
I feel that this task is mostly irrelevant.	41.43%	48.57%	2.86%	0.00%	1.43%	47.54%	47.54%	3.28%	0.00%	1.64%	0.00%	55.56%	0.00%	0.00%	0.00%

Table 119: Administrative tasks

	Overall					Treatment					Control				
Administrative Tasks (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
It is important for me to carry out this task	1.43%	0.00%	7.14%	20.00%	38.57%	1.64%	0.00%	6.56%	22.95%	42.62%	0.00%	0.00%	11.11%	0.00%	11.11%

	Overall					Treatment					Control				
Administrative Tasks (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
I like doing this task / I find this task interesting to do	1.43%	0.00%	12.86%	30.00%	22.86%	1.64%	0.00%	13.11%	32.79%	26.23%	0.00%	0.00%	11.11%	11.11%	0.00%
I find this task important for the academic success of my students	1.43%	4.29%	5.71%	20.00%	34.29%	1.64%	4.92%	4.92%	21.31%	39.34%	0.00%	0.00%	11.11%	11.11%	0.00%
Because I would feel guilty not doing it	10.00%	8.57%	14.29%	15.71%	18.57%	11.48%	9.84%	14.75%	16.39%	21.31%	0.00%	0.00%	11.11%	11.11%	0.00%
Because my work / school demands it.	11.43%	20.00%	7.14%	14.29%	12.86%	13.11%	22.95%	6.56%	16.39%	13.11%	0.00%	0.00%	11.11%	0.00%	11.11%
Because I'm paid to do it.	24.29%	18.57%	7.14%	10.00%	7.14%	26.23%	21.31%	6.56%	11.48%	8.20%	11.11%	0.00%	11.11%	0.00%	0.00%
I feel that this task is mostly irrelevant.	35.71%	22.86%	7.14%	0.00%	1.43%	40.98%	24.59%	6.56%	0.00%	1.64%	0.00%	11.11%	11.11%	0.00%	0.00%

Table 120: Complementary tasks

	Overall					Treatment					Control				
Complementary Tasks (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
It is important for me to carry out this task	1.43%	1.43%	1.43%	20.00%	47.14%	1.64%	1.64%	1.64%	18.03%	50.82%	0.00%	0.00%	0.00%	33.33%	22.22%
I like doing this task / I find this task interesting to do	1.43%	1.43%	5.71%	28.57%	34.29%	1.64%	1.64%	6.56%	26.23%	37.70%	0.00%	0.00%	0.00%	44.44%	11.11%

	Overall					Treatment					Control				
Complementary Tasks (%)															
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
I find this task important for the academic success of my students	1.43%	2.86%	0.00%	30.00%	37.14%	1.64%	3.28%	0.00%	26.23%	42.62%	0.00%	0.00%	0.00%	55.56%	0.00%
Because I would feel guilty not doing it	11.43%	15.71%	15.71%	18.57%	10.00%	13.11%	14.75%	16.39%	18.03%	11.48%	0.00%	22.22%	11.11%	22.22%	0.00%
Because my work / school demands it.	14.29%	18.57%	5.71%	15.71%	17.14%	16.39%	18.03%	4.92%	16.39%	18.03%	0.00%	22.22%	11.11%	11.11%	11.11%
Because I'm paid to do it.	21.43%	30.00%	5.71%	8.57%	5.71%	24.59%	27.87%	6.56%	8.20%	6.56%	0.00%	44.44%	0.00%	11.11%	0.00%
I feel that this task is mostly irrelevant.	38.57%	27.14%	4.29%	1.43%	1.43%	44.26%	22.95%	4.92%	1.64%	1.64%	0.00%	55.56%	0.00%	0.00%	0.00%

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