



Barnaheill

Save the Children Iceland



Final Evaluation Report

**Education for Children Affected by Armed Conflict
in Pader and Agago Districts, Northern Uganda, 2007-2013**

May 2014

Contents

Contents.....	2
Acronyms	4
Acknowledgements	6
Executive Summary.....	7
1. INTRODUCTION.....	10
a. Introduction	10
b. Purpose of the report	10
c. Scope of the evaluation.....	10
d. Scope of the project.....	11
2. PROGRAMME PROFILE.....	12
a. Context for development.....	12
b. Economic, social, cultural and political dimensions of Uganda	12
c. State of infrastructure in the project region	13
d. Effect on poverty reduction, sustainable development and the environment	13
e. Effect on gender equality	14
f. Project structure.....	14
g. Financial resourcing.....	15
h. Project milestones and achievements	16
i. Stakeholder participation.....	16
3. EVALUATION PROFILE.....	17
a. Methodology and data collection.....	17
b. Constraints and limitations of the evaluation	18
4. EVALUATION FINDINGS	19
a. Relevance.....	19
b. Effectiveness.....	21
c. Efficiency.....	25
d. Impact	26
e. Sustainability	28
5. CONCLUSION	30
6. RECOMMENDATIONS	31
a. Recommendations with respect to relevance	31

b. Recommendations with respect to effectiveness	31
c. Recommendations with respect to efficiency	32
d. Recommendations with respect to impact.....	32
e. Recommendations with respect to sustainability	33
7. LESSONS LEARNED.....	34
Appendices.....	35
a. Appendix 1 - Terms of reference	35
b. Appendix 2 - Evaluation schedule.....	38
c. Appendix 3 - List of people interviewed.....	41
Bibliography	45

Acronyms

AIDS	Acquired Immunodeficiency Syndrome
CBO	Community Based Organization
CCF	Christian Counseling Fellowship
CCTs	Coordinating Centre Tutors
CEO	Chief Executive Officer
ECCD	Early Childhood Care and Development
GNI	Gross National Income
GoI	Government of Iceland
GoU	Government of Uganda
HIV	Human Immunodeficiency Virus
ICEIDA	Icelandic International Development Agency
IDP	Internally Displaced Person
IP Member	International Programming Member
ISK	Icelandic Krona
LC	Local Council
LG	Local Government
LRA	Lord's Resistance Army
MDGs	Millennium Development Goals
MFA	Ministry for Foreign Affairs
MPs	Members of Parliament
NGO	Non-Governmental Organization

OECD-DAC	Organization for Economic Co-operation and Development - Development Assistance Committee
PRDP	Peace, Recovery and Development Plan
PTA	Parent Teacher Association
QEI	Quality Education Initiative
SC Iceland	Save the Children in Iceland
SC Uganda	Save the Children in Uganda
SFMC	School Feeding Management Committee
SMC	School Management Committee
SWT	Senior Woman Teacher
TOR	Terms of Reference
USD	United States Dollar
WFP	World Food Programme (United Nations)

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I would also like to thank CCF, the implementing partner of the project, for planning the site visits and their insightful information of the project and its implementation. I would also like to acknowledge the other implementing partner, Gulu University, for sharing of information.

This evaluation report would not have been accomplished without the valuable cooperation, support, information and document sharing of the CEO of SC Iceland.

While this evaluation report is built on comments and suggestions from participants as mentioned earlier, the consultant takes full responsibility for the analysis and opinions expressed in this report.

It is my hope that this final evaluation report will provide a useful insight on the projects' results and that its conclusions can be used in the future planning of projects both for Save the Children in Iceland and Uganda.

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Executive Summary

Introduction

The insurgency in Northern Uganda, which lasted for decades and only came to an end in 2006, resulted in a total breakdown and destruction of the socio-economic infrastructure in the area. There was a great need of assistance in the whole region, especially in sectors like education, health, protection and food security, once internally displaced peoples started relocating from camps back to their homes in Pader and Agago districts. Since 2007 SC Iceland has been supporting the rebuilding of these districts in Northern Uganda through SC Uganda.

The overall objective of the project was to support governmental efforts in Pader and Agago districts by reconstructing and developing the social sector including education, health, child protection and food security.

Evaluation

This final external evaluation was undertaken in March 2014, by an independent consultant appointed by SC Iceland. The reason for carrying out a final evaluation was to give a clear and holistic overview of the project's implementation and outcomes, to review results achieved in relation to inputs, analyze positive and negative impacts of the project, make recommendation to SC Iceland on their future support and cooperation and finally to draw some lessons learned from implementation and cooperation.

The evaluation is based on the OECD-DAC evaluation criteria, which assesses the relevance, efficiency, effectiveness, impact and sustainability of the project. The consultant carried out a literature review of documents specific to the project, reports on Uganda and its governmental policies, consultations and fieldwork in Kampala, Gulu, Pader and Agago, and, finally, phone consultations. The fieldwork that was done in Uganda was based on participatory approaches with a focus on qualitative methods. Focus group discussions and key informant interviews were held with beneficiaries and key partners/personnel involved in the planning, implementing and monitoring of the project activities. Site visits were carried out to inspect and monitor the project's outputs and impact in Pader and Agago districts. All data collected was then compared to reports received from SC Iceland and Uganda.

Summary of findings and recommendations

Overall, the project improved the wellbeing of many children, their families and surrounding communities. The project produced positive results and achieved its overall goal of improving access to quality education in a healthy, safe and protective environment, even though defined objectives and targets were not available.

Analysis of project documents as well as all data from field work support this finding and make it possible to assess the project in a positive way in terms of the impact it had. However, a number of components could be improved to increase even further the relevance, effectiveness, efficiency, impact and sustainability of the project.

Relevance

The overall conclusion is that SC Iceland's support to the educational project in Pader and Agago districts is highly relevant for beneficiaries and other stakeholders. This support helps achieve development goals and is in line with the educational policies of the GoU, with Iceland's policy emphasis in international development cooperation, and with the local situation in Northern Uganda. The only component of the project not in line with the priorities of Save the Children is the school feeding pilot project.

Main recommendations: Create a phase-out project and assess its final outcome as well as considering more integration of SC Iceland's supported projects with SC Uganda's projects, to avoid stand-alone projects.

Effectiveness

Analyzing the effectiveness of the project was particularly difficult since indicators did not have specific targets and were very broad. In addition, there was no baseline-survey done at the start of the project. Therefore it was difficult to track and compare actual results to original figures. For this reason, it was only possible to make an overall estimation of the project's effectiveness.

Main recommendations: Carry out baseline-surveys before starting new projects; set more clearly defined results indicators to improve monitoring and evaluation of future projects.

Efficiency

Overall, observations and data indicate a very positive evolution of the situation, in terms of increasing access to quality education in a healthy, safe, and protective environment, in the four schools supported, therefore demonstrating a positive impact of SC Iceland's supported project. However efficiency regarding funds should be considered in future projects.

Main recommendations: A final audit should be carried out on all project components and the phase-out project (if decided upon). There should be improved financial reporting, monitoring of budgets and project activities, and project budgets should be approved in a timely manner. As well SC Iceland should consider short-term and long-term strategies for lowering its administrative spending in its development cooperation.

Impact

Unfortunately results indicators that were put forward in original project documents were very vague and broad and no baseline-survey was done before the project started. This made it very difficult to measure the quantitative progress of the project. However, after talking to stakeholders, beneficiaries and making site visits to the four supported schools, it was possible to receive feedback and verify visually that the outcome and impact of all project components had been very positive.

Main recommendations: To make the impact of the project even greater, broken boreholes and latrines should be fixed and more latrines built. More furniture, text books and vegetable seedlings for school feeding should be provided.

Sustainability

The durability of the project's results varies amongst its different components. The school feeding programme is the weakest link, based on how many of the plans and activities that were set out have not been followed or implemented. The same can be said about the sanitary pads, which are critical in lowering dropout rates for girls, but since the project has ended there are no more supplies of materials to be delivered to make the pads.

Main recommendations: Consider a phase-out project to create a proper handover and exit strategy to ensure sustainability of the project or at least some of its components. Provide the school feeding programme with necessary items to make it more likely that beneficiaries can take over and sustain the feeding component as well as generating some income which they can use to procure materials needed, like sanitary pads.

Lessons learned

Numerous lessons learned were revealed through the evaluation process. The key lessons were the following: closer supervision and monitoring of project implementation is needed, with a baseline survey done before implementation of projects starts, with relevant targets and indicators to improve monitoring and evaluation. It is important to put forward reporting requirements and reports should be clear about what they are reporting on.

1. INTRODUCTION

a. Introduction

The ending of decades of insurgency in Northern Uganda in 2006 resulted in a dire need of recovery, rehabilitation and development interventions of the whole region, especially in sectors like education and health, when internally displaced peoples started relocating from camps back to their homes in Pader and Agago districts. These were the districts hardest hit and their social infrastructure was badly damaged. It was against this backdrop that SC Iceland decided to support development work in Northern Uganda through SC Uganda. The SC Iceland supported project was geared towards supporting governmental efforts by reconstructing and developing the social sector, especially the areas of education, health and protection. When the project came to an end, an independent consultant was appointed to evaluate its outcomes.

b. Purpose of the report

The evaluation report should assess and present findings of different activities like input, outcome and impact of the project, and make suggestions based on these findings for future interventions of SC Iceland.

SC Iceland, through SC Uganda, has been supporting educational projects in Northern Uganda since 2007. Now that this project has come to an end it is only appropriate and in line with the project document to carry out a final external evaluation. The purpose of this report is to document valuable information and lessons learned from the project implementation and outcome, as well as to see if the objectives of the different components of the project were met.

A large part of the funding from Save the Children in Iceland came from the Icelandic MFA and ICEIDA. In accordance with their rules, regulations and work methodology, SC Iceland is responsible to account for the utilization of its donors' funds. SC Iceland also needs to decide on its future interventions and funding of international projects.

SC Uganda has been going through a complete restructuring of its operations in Uganda for more than a year. Hopefully this report can also be useful to the organization in its future planning and monitoring of projects.

Since Iceland is a member of OECD-DAC the setup of the report is based on its evaluation criteria and quality standards.

c. Scope of the evaluation

The objective of the final evaluation is to give a clear and holistic overview of the project's implementation and its outcomes. To be able to reach that objective the following scope was outlined:

1. Review the project and results achieved in relation to their inputs.
2. Analyze positive and negative impacts of the project.
3. Make recommendations to SC Iceland about its future support and cooperation.
4. Lessons learned from implementation and cooperation.

d. Scope of the project

The overall objective of the project was to increase access to quality education in a healthy, safe and protective learning environment for children affected by armed conflict in Pader and Agago districts in Northern Uganda, during the time period 2007-2013.

The project assisted the GoU in achieving the PRDP, the 2008 Blue Print for Education and the QEI. It was also aligned with Save the Children's 2010-2014 initiative to improve quality and the Rewrite the Future Programme for children affected by conflict and recovering from armed conflict.

From 2007-2010 the project focused on increasing access to and improving quality of education for more than 35,000 children in IDP camps affected by armed conflict in Pader District.

From 2010-2013 the project focused on a more holistic approach by increasing access to education and improving educational quality in a healthy, safe, protective and child-friendly learning environment, with a concentration on four selected schools. Another component to the project, school feeding, was added at a later stage, in 2013. The goal of the feeding project was to further improve access to education, pupil retention and performance of the children in four selected schools, with an emphasis on improving nutritional knowledge and hygiene in the school environment.

2. PROGRAMME PROFILE

a. Context for development

The Republic of Uganda is a landlocked country in East Africa. On the east it is bordered by Kenya, on the north by South Sudan, on the west by the Democratic Republic of the Congo, on the southwest by Rwanda, and on the south by Tanzania. Uganda has some of the largest lakes in Africa including the continent's largest, Lake Victoria, which it shares with Kenya and Tanzania.

Uganda gained independence from Britain in 1962 after almost fifty years of colonial rule. English is the official language, but Luganda, Kiswahili and other languages are also spoken. There are many ethnic groups, the largest of which are the Ganda, Nkole, Soga, Kiga, Teso, Langi, Acholi, Gisu, Lugbara and Nyoro. The main religion is Christianity.



b. Economic, social, cultural and political dimensions of Uganda

Uganda was ranked as a low human development country in 2012 and was ranked 161 out of 187 countries and territories.¹ Life expectancy, educational levels and number of years of schooling as well as standard of living measured by GNI are low. The majority of the population has not been able to improve their living conditions.

Agricultural products supply the overwhelming portion of Uganda's foreign exchange earnings - around 80% - with the main exports being coffee, tea, cotton, tobacco, and fish.

The Northern region is one of Uganda's four regions, with around 30 districts, amongst them Pader and Agago. Agago was a part of Pader district until July 2010. Each district is

¹ Human Development Report 2013, http://hdr.undp.org/sites/default/files/reports/14/hdr2013_en_complete.pdf

divided into counties and municipalities, with each county in turn being divided into sub-counties.

There are five levels of governance in each district. Local Council V (i.e. 5) governs at the district level and is headed by a chairperson responsible for the entire district. On the other end of the spectrum, LC I is responsible for a village, which is the smallest unit of governance. In between LC V (the district) and LC I (the village), several other Local Councils (LC II-IV) provide intermediate levels of governance. LC V and LC I are of the most relevance in this evaluation.

The estimated population of Uganda in 2014 is 35,918,915 with 50% of the nation under the age of 15 years.² The population growth rate is estimated at 3.24% which places it as one of the fastest growing populations in the world.

In Pader and Agago districts, there are a good number of ethnic tribes, the predominant ones being the Acholi and the Langi. The main language of both of these groups is Luo. A good proportion of the inhabitants of both districts also speak English and Kiswahili.

c. State of infrastructure in the project region

Northern Uganda is still facing enormous challenges as a result of over two decades of armed conflict. Most people have returned from IDP camps to their homes. Focus has shifted from emergency to recovery, rehabilitation and development interventions. With that change in focus, most emergency organizations have left the area and the region has been left with a huge rehabilitation gap in sectors such as education, health and livelihood.

In the educational sector the destruction and dilapidation of infrastructure as well as a lack of sanitation and social services makes it difficult to create a decent productive learning environment for pupils.

Lack of access to basic health services and facilities has been a big challenge, especially for girls. School children are suffering from common health and hygiene related diseases, with the Northern Region registering the lowest rates in vaccinations in Uganda. These problems have affected the enrollment and drop-out rates of school-going children.

Food production has declined from what it was before the war due to lack of proper farm implements, poor quality seeds and subsistence methods of farming. Families are no longer able to provide their children with enough food at home and in school.

d. Effect on poverty reduction, sustainable development and the environment

The SC Iceland supported project in Uganda contributes to five out of eight of the MDGs. For instance MDG 1 to eradicate extreme poverty and hunger, MDG 2 achieve universal primary education, MDG 3 promote gender equality and empower women, MDG 6 to combat HIV/Aids, malaria and other diseases, and MDG 7 ensure environmental sustainability.

² <https://www.cia.gov/library/publications/the-world-factbook/geos/ug.html>

e. Effect on gender equality

Many girls face harsh challenges from birth, having fewer opportunities and facing additional obstacles in receiving an education than boys. Girls' school enrollment has been lower than that of boys; girls have a higher drop-out rate, due to the following factors: a lack of access to basic health services and sanitation, early marriage and pregnancy, unsafe abortions, child rearing and heavy household obligations. These girls will miss opportunities for education and personal growth that would otherwise open doors for them in both society and the workforce.

During the evaluation the project's positive impact on gender equality and women's empowerment was easily apparent. Women and girls were clearly encouraged to participate in the project. Two out of four head teachers were women. Senior women teachers were trained and empowered to assist young girls and provide them with psychological, social and sanitary assistance. During the project period, enrollment and retention of girls increased significantly in all the schools. Girls participated in sports, play musical instruments and receive grants to continue onto secondary school. They felt empowered during a study trip to Kampala to see the National Parliament; seeing women MPs encouraged them even further to study hard and do well in school.

f. Project structure

The project structure is somewhat complicated, including as it does many layers of administration and a long chain of communication. The project in Uganda is supported by SC Iceland which received its main funding from the GoI. SC Iceland is a country member, but not an IP Member of Save the Children International. SC Iceland project funds need to go through another IP Member. In this case it is the IP Member Norway which has been in charge of administrating the funds from Iceland to Uganda. Norway also acts as a liaison between Iceland and Uganda and reports submitted by SC Uganda must first go through Norway before reaching Iceland. Once approved in Iceland, the reports (the same applies for funds) go back to Norway and then, finally, to SC Uganda. This overelaborate process makes the administrative chain of command quite long and makes it more likely that problems go unnoticed and that funds do not reach their intended destination.

Set up of SC Uganda

SC Uganda has their HQ in Kampala, the capital of Uganda. Their regional office for the North is in Gulu, but was in Pader until 2010. The first phase of the project took place in Pader and was implemented there by SC Uganda. After they moved their office to Gulu, however, CCF took over implementing the SC Iceland-supported project. SC Uganda used to be a unification of Save the Children Norway which acted as a managing member, Save the Children Denmark, Save the Children USA, Save the Children UK, Save the Children Sweden and Save the Children Italy. SC Iceland, Save the Children Finland and Netherlands acted as project participating members. However, in late 2012, SC Uganda became a country office of SC International. Since then it has been undergoing a major restructuring of its operations and structure as well as experiencing large-scale changes in personnel.

Implementation partners CCF and Gulu University

The partnership between SC Uganda with CCF started as soon as 2004 but increased after SC Uganda closed their offices in Pader and relocated to Gulu. CCF, a local CBO, was given the task of implementing the project supported by SC Iceland. CCF was founded in 2002 at the peak of the LRA insurgency when the massive abduction of children took place. The objective of the CCF was to remedy this situation by providing child protection and reintegrating children after their return from LRA captivity at rehabilitation centers. CCF received critical training and capacity building from SC Uganda which played a great role in CCF's organizational development. Today CCF oversees projects for many donors like UNICEF, the European Union, the MacArthur Foundation and others with an estimated budget for 2013 of around \$800.000 USD. CCF is an inclusive organization which does not proselytize or conduct missionary activity among stakeholders. It also does not discriminate based on religion.

CCF was responsible for implementing many of the activities of the project. The training and inspection component was done in cooperation with CCTs which work to improve the quality of education and provide an essential linkage between national policy and implementation within the schools and classrooms.

Gulu University was responsible for the health component of the project by placing medical students at health facilities in the district of Pader; from which they could reach primary and secondary schools and the surrounding community, since Pader has no district hospital. In addition, Gulu University ensured that hand washing facilities were in place near latrines in schools, sensitized the SWTs on how to assist girls and taught pupils (both boys and girls) how to make sanitary pads.

g. Financial resourcing

During the project period 2007-2013 a budget around 82.459.537 ISK (around \$730.000 USD in today's value) was supposed to be utilized, out of which 60 million ISK came from MFA and ICEIDA. It was nevertheless discovered during the evaluation that not all resources allocated and transferred to Norway and Uganda had in fact been spent. This unspent amount is however minimal in relation to the overall budget, or around \$60.000 USD. These funds should be utilized in a final phase-out of the project.

The original budget for the first project phase from 2007-2010 was greatly cut due to financial crisis in Iceland. It also became evident during the evaluation that it was difficult to get final figures on how much was spent in the first phase because during that time an outside accounting firm was responsible for the accounts; it proved impossible to get figures from this firm so many years later (estimated expenditure based on annual reports 35.479.800 ISK). However, as regards the time period 2010-2013, it is clear that a total of 46.979.737 ISK (around \$416.000 USD in today's value) was transferred to Norway.

SC Iceland bore all the costs of the project implementation, the GoU provided staff for monitoring purposes and accounted for their salaries, while the project often paid allowances and fuel cost for monitoring purposes and site visits of governmental personnel.

h. Project milestones and achievements

The project has succeeded implementing most of the activities it set out to do in the project document. Some of the activities were on a smaller scale than originally planned due to cost increased caused by inflation.

The following results indicators were put forward in the project document. Since the indicators were very broad, often with no specific targets, and since no baseline survey was done before the project started, it only proved possible to measure the indicators in qualitative ways:

Results Indicators	Achievement
100% of supported schools that are supported are established as a safe, child friendly and conducive learning environment.	Through discussions with all stakeholders the evaluation found that the supported schools reached this target and were indeed safe, child friendly schools.
Reduction of pupils/latrine ratio separated by gender and special needs.	The project constructed latrines, which in the case of Lamiyo and Ludel Primary Schools was crucial since those schools were on the verge of being closed due to a bad sanitation situation. However, due to the positive increase in enrollment and retention of all the schools the pupils/latrine ratio has not been reduced.
Increased enrollment in the selected schools.	The evaluation found this target to be met.
Improved immunization services for the schools.	Discussions with stakeholders indicated that this target had been met.
Improved health-seeking behavior for the school children.	Discussions with stakeholders indicated that this target had been met.
Improved environmental health and sanitation for the schools.	Discussions with stakeholders indicated that this target had been met.
Reduction in gender disparity in the lower primary classes.	Numbers show that this is the case, therefore this target was met.
Increased sustained school attendance.	Numbers show that this is the case, therefore this target was met.
Improvement in the school environment through tree planting.	Tree seedlings were bought but not delivered to the four schools, therefore this target was not met.
Percentage of SC Uganda supported primary schools that have functional child participation forums.	No evidence.
Positive decision taken by management as a result of children's input.	No evidence.

i. Stakeholder participation

Stakeholder participation is essential for the successful implementation of a project. This evaluation has determined that as the project drew to an end, it was impacted by structural changes and staff turnover within SC Uganda. Less monitoring was done by SC Uganda, which affected the relationship between them and CCF. Follow up on implementation activities was lacking.

The GoU was clearly involved in the implementing of the project. The evaluation found that the LG was very aware of what had been done; they had clearly established a good working relationship with CCF.

The attitude of beneficiaries was a key factor in their involvement in training sessions and capacity building during the behavior change component of the project. The evaluation found that their participation was the key to the successful outcomes of the project, its performance and sustainability. There were many examples of positive outcomes of their participation, for example their changed attitudes towards their role and involvement in school activities and their participation in the feeding project.

3. EVALUATION PROFILE

a. Methodology and data collection

The evaluation team consisted of one independent Icelandic consultant appointed by SC Iceland, with experience in the planning, implementation and evaluation of development initiatives. The consultant was guided by the TOR which stipulated the framework for the evaluation in relation to relevance, effectiveness, efficiency, impact, and sustainability of the project.

The evaluation was carried out in March 2014 and was based on a literature review of documents specific to the project, reports on Uganda and its governmental policies, consultations and fieldwork in Kampala, Gulu, Pader and Agago, and, finally, phone consultations. The fieldwork in Uganda was based on participatory approaches with a focus on qualitative methods. Focus group discussions and key informant interviews (semi-structured interviews) were held with beneficiaries and with key partners/personnel involved in the planning, implementing and monitoring of the project activities. Site visits were carried out to inspect and monitor the project's outputs and impact in Pader and Agago districts.

Semi-structured interviews were conducted with beneficiaries through focus group discussions at the four schools that were supported by the project. These discussions included teachers, parents, pupils and school committee members. The outcome of these discussions gave a clear picture of the implementation of the project, its positive outcomes as well as its challenges, and the probability of sustainable results.

In-depth interviews with key informants - project and implementation personnel and governmental officials - were also conducted. These discussions yielded great insight into the general situation in the districts, the state of education in the project schools, and the implementation and monitoring of the project activities.

Observations through site visits were made at all the schools that were supported in the two districts. By conducting this kind of monitoring it was possible to compare budgets and financial expenditure with physical evidence such as the provision and state of hardware.

Data collected was then compared to reports received from SC Uganda (progress reports, quarterly reports, annual reports, final reports and budget reports).

At the end of the field work in Uganda the consultant briefed the following actors of the preliminary findings: CCF in Pader, SC Uganda's Northern regional office in Gulu, and HQ in Kampala, and, finally, the CEO of SC Iceland. The consultant will present the final report in Reykjavik to the board of SC Iceland and other relevant stakeholders in June 2014.

b. Constraints and limitations of the evaluation

Some constraints and limitations were faced during the evaluation which might have affected the outcome of the report and should therefore be underscored.

1. The support from SC Iceland in Northern Uganda has been ongoing since 2007 and was implemented in two phases. The first phase was from 2007-2010 and the second from 2010-2013. It became evident during field work that the project that ended in 2010 was impossible to evaluate since it had finished too long ago. Not only had many years passed but the staff originally involved was no longer there. Thus the institutional memory of SC Uganda as implementing partner was limited. Therefore the outcome of present evaluation focuses only on the latter phase (2010-2013) and the added component of the school feeding programme.
2. Constraints in the budget allocated for the evaluation made it impossible to carry out a quantitative survey. Therefore comprehensive combinations of qualitative and quantitative methods were not used, but instead the focus was on using qualitative research techniques.
3. Some difficulties arose when scheduled interviews could not take place because of the busy schedule of participants. To overcome this challenge some interviews were done via Skype, while others did not take place. For instance it proved impossible to get a hold of government officials from Agago district.
4. The purpose of this evaluation was not to do a financial audit. However, during the evaluation process it became evident that financial monitoring was needed. That was done by comparing financial budgets, examining final project reports, gathering qualitative evidence from field visits and by holding discussions with the implementing partner and SC Uganda. This monitoring does not attain the detailed oversight that only a financial audit can provide, however.
5. During the evaluation the future support of SC Iceland needed to be considered and recommendations were made towards that end.

4. EVALUATION FINDINGS

a. Relevance

According to OECD-DAC guidelines relevance refers to the appropriateness of the programme objectives to the problems it was supposed to address, and the physical and policy environment within which it operated. Does the project correlate to beneficiaries' needs, expectations and priorities as well as donors' priorities?

In assessing the relevance of the SC Iceland-funded activities in Uganda, it is necessary to take into account policies of the GoU as the recipient country, policies of Save the Children International, and policies of the GoI since SC Iceland has received the majority of its funding from the Icelandic government and therefore needs to be in line with their policies and priorities. Just as important is the assessment of local needs and relevance of the interventions for the beneficiaries' needs and expectations.

Information was collected by reviewing project documents as well as interviewing SC Uganda project staff, the implementing partner CCF, key stakeholders and beneficiaries.

Overall, considering all stakeholders, the evaluation found that the interventions in Pader and Agago districts in Northern Uganda were of great relevance.

Relevance for beneficiaries

The direct beneficiaries were school children while the indirect beneficiaries were teachers and the school community in four schools in Pader and Agago districts in Northern Uganda.

The infrastructure in Pader and Agago was badly damaged during the insurgency in Northern Uganda. Many schools were damaged, no sanitation facilities were available, those classrooms and latrines that were still standing were too few, and teachers were lacking accommodation close to school sites. Protection mechanisms broke down, making children and especially girls very vulnerable to abuse. Lack of access to basic school health services and facilities was especially problematic for girls, but all school children suffered from common health and hygiene-related diseases. Dropout rates were high due to these and other problems faced by the children.

The evaluation found the choice of community area and beneficiaries to be relevant and effective. Statistics have shown that the insurgency left Pader and Agago significantly worse off than other areas in Uganda. It was therefore appropriate to support projects that focused on capacity building, improving infrastructure, health and quality of education in these specific areas. LG mentioned that a lot of donors had already left the area even though the region still faced great problems after decades of conflict.

Relevance for other stakeholders

Overall, the project was found to be in line with the policies of Save the Children International and SC Uganda country strategy plan. However, one component of the project, the school feeding project, did not conform to Save the Children's objectives and strategy. On the one hand, the school feeding project was an important component of the

overall project; there was an obvious correlation between it, on the one hand, and, on the other, increased enrollment in the schools and a lowering of the dropout rate. At the same time, the project was a stand-alone pilot project not really in line with Save the Children's general focus. The evaluation discovered that the impetus of the project came from Iceland after site visits to the four schools showed that the children were too hungry to perform well in class. The need for such a programme is great, and there are certainly important lessons to be learned from it, especially with regard to its sustainability. Yet the programme needs to be better integrated into Save the Children's country strategy plan for Uganda.

The overall project was found to be in line with the policies and priorities of the GoU. Governmental administration in Uganda is decentralized and discussions with LG found that the project was in line with all development strategies of Uganda. Government officials also mentioned the need for rolling out the project to more areas. They also conveyed the great importance of the school feeding programme in retention and lowering the dropout rate of school children, especially of the girl child. As well the cooperation between government officials and the implementation team was found to be good. LG carried out monitoring activities at the schools, and the CCTs were involved in most of the trainings that took place (training of primary teachers, parents, SMC, PTAs, follow up trainings, mobilization, thematic curriculum, participating methodology, code of conduct, roles and responsibilities of SMC, child protection, safe schools) and served as coordinators between the district and the schools.

The project was also found to be fully in line with the policies of the GoI. The Strategy for Iceland's International Development Cooperation 2011-2014 emphasizes assisting countries that are post-conflict countries and are in need of reconstruction. It also calls for increased collaboration with NGOs in order to strengthen the grassroots and reinforce democracy. Uganda is one of Iceland's focus partner countries for bilateral development and a country strategy plan has been formulated which focuses on the needs and priorities of Uganda. The plan stipulates human capital as a priority; with that comes an emphasis on increased education, improved health and gender equality.

Summary

The overall conclusion is, therefore, that SC Iceland's support to the educational programmes in Pader and Agago districts is highly relevant for beneficiaries and other stakeholders. This support helps achieve development goals and is in line with the educational policies of the GoU, with Iceland's policy emphasis in international development cooperation, and with the local situation in Northern Uganda. The only component of the project not in line with the priorities of Save the Children is the school feeding pilot project.

b. Effectiveness

According to OECD-DAC guidelines, effectiveness examines to what extent the objectives of the interventions have been achieved. Which were the major factors that influenced the achievement or non-achievement of the objectives?

Analyzing the effectiveness of the project has been particularly difficult since indicators did not have specific targets and were very broad. In addition, there was no baseline done at the start of the project. Therefore it was difficult to track and compare actual results to original figures. For this reason, it was only possible to make an overall estimation of the project's effectiveness.

The project had the following specific objectives:

Objective 1: Increased access to quality education in a safe and protective learning environment in four schools targeting 3,200 children in Pader and Agago districts.

Overall, an analysis of the best available data and on-site observations allows one to draw the conclusion that the project has increased access to quality education in a safe and productive learning environment in the four targeted schools in relation to Objective 1, but it is difficult to estimate if the project's target of reaching 3,200 children in Pader and Agago district has been achieved.

It is possible to assume that enrollment increased throughout the project years and what influenced its increase were better trained and qualified teachers, improved supervision and monitoring of teachers, better equipped schools (furniture, latrines, text

The feeding program increased enrollment of orphans and child headed households, since that might be their only meal they received during the day.

Teacher Ludel Primary School

books, writing materials), support of sports and sports equipment, music instruments, school children's clubs, and protection mechanisms that were put in place. In addition, another part of the project, the health and sanitation component, had a significant positive effect, especially on the enrollment and retention of girls at school. Finally the feeding project also did its part in

increasing the numbers of pupils attending the four schools.

The project facilitated the procurement of scholastic materials, text books, reading materials, school desks, bookshelves, office chairs and tables for teachers, sporting equipment and music instruments. All of these inputs improved the learning environment of the pupils. It was noted that the sporting equipment and the musical instruments had a very positive effect on the children's development. This material allowed the pupils to participate in competitions; some of the schools were leading in these activities and took first place in many of the tournaments.

During the project period all the schools became full primary schools serving P1-P7. They also all received National Exam Center Numbers, which means that the children could sit for their final exams at their school instead of travelling long distances as they had in the past. Had it not been for these project interventions, improvements and

better learning outcomes, the LG would not have chosen these schools to become full primary schools and national exam centers.

It was noted that more pupils passed their exams and graduated from the primary schools than before. However, many of them could not afford to continue to secondary school and therefore came back to repeat P7 even though they had already passed the exams.

With more competent teachers enrollment has increased and the pupils are passing their exams. All those that took the National Exam in 2013 passed. However many of the students are back in class because of lack of funds for secondary education.

Teacher Odom Primary School

Objective 2: Improved health for 30,000 in and out of school children through health education, prevention and behavior change regarding common health problems in 60 school communities.

To improve the health of in and out school children medical students in their fourth year from Gulu University were placed at four health facilities randomly selected in Pader district.

The evaluation found that the health training component in relation to girls was highly relevant and important in the overall project. The Senior Nursing Officer and other co-facilitators trained the SWT and some female members of the SMC/PTA in adolescent reproductive health and hygiene during and after menstruation. As well around 800 were trained in making reusable sanitary pads. The SWT role was to provide guidance and counseling to those in need, especially with regards to menstruation and the changes taking place during teenage years. It was noted during discussions with SWT, girls, and parents that this component had a great impact on lowering the dropout rates of girls from school. With access to sanitary pads they did not have to withdraw from school during menstruation.

It was also noted that all the SWT in the four schools had difficulties in providing counseling due to lack of private location. There was no designated area where they could receive the girls in privacy and without being disturbed. In the schools there was usually only an office for the head teacher and the deputy head teacher, but in some cases there was a small room for the teachers that was often used as storage as well. This is where the SWT would talk to the girls. The girls mentioned lack of privacy as a deterring factor for them from seeking assistance. They also mentioned the need for a private space where they could change their sanitary pads and have access to a water basin. It was noted that the SWT often took the girls to her own home to give them the privacy they needed.

During the evaluation it was discovered that the final project report did not include statistics for the 2013 health component of the project, with 2011 and 2012 the only years reported. No reporting has therefore been done regarding the health component of the project for the year 2013. Consequently no figures are available on how many children were reached with immunization, deworming and other components

throughout the whole project period. As a result it cannot be stated if the project achieved its objectives of reaching 30,000 in and out school children. As well the four schools were not brought to the attention of Gulu University, so there was no particular emphasis on these schools and they were therefore only visited once during project implementation.

Hand washing facilities were noted in all the schools, and mentioned by many as an important factor in improving hygiene and sanitation in the schools. Access to clean water was also mentioned as highly important, but it was observed that some of the schools did not have a functioning borehole on site or in the community, and had to travel some distance to obtain water.



Objective 3: To increase enrollment and retention of children in four selected primary schools in Pader and Agago Districts.

To increase enrollment and retention of children in the four primary schools the project focused on providing them with food so they would not have to travel home for meals during lunch break. This meal was seen as crucial to the children's performance in school.

The training component of the project led to the positive participation of the parents who offered land for cultivation and provided food items. A SFMC was established in all the schools; this structure is important in running and managing the programme. In addition, the SFMC received important agricultural training, which equipped them with the necessary skills in managing a school feeding programme.

A problem that was noted during the evaluation was the non-delivery of allocated funds. The evaluator discovered that the original budget for the school feeding project was approximately \$53,000 USD, but only around \$14,000 USD were actually used for the project. Around \$39,000 USD were not delivered and in fact never left Norway. It is the evaluator's estimate that this problem occurred due to inadequate monitoring in Uganda in 2013. SC Uganda never requested that the funds be transferred. During 2013, SC Uganda was undergoing a transition, with a large turnover in staff and significant structural changes. On top of that there were changes in personnel both in Norway and Iceland that probably had a great impact as well. These organizational changes could be the reasons for the lack of monitoring. This affected the project greatly, as many of the planned activities never took place.

The lack of administrative efficiency led to the project having several negative effects. One administrative problem was that funds arrived late to the implementing partner. This lateness shortened the implementation time of the project. This time reduction had a negative effect on the project in the sense that the harvest was very poor since the seeds to plant arrived too late in the harvesting season. Accordingly, there was less food

for the pupils, and a heavier burden fell on the parents to provide food for the programme.

In addition, as observations by the evaluator revealed, the implementing partner declared in a final report that they had handed over certain materials which in fact were never delivered. For instance, saucepans and other cooking utensils which were purchased for the schools were in fact never handed over (the evaluator found these items in the storage facilities at the CCF office in Pader) this lack of delivery meant that classes began late for it took so long to prepare and serve the food to the pupils. Similarly, tree seedlings for planting that were purchased never arrived. The probable reason for these shortcomings was a lack of monitoring by SC Uganda. As soon as this was pointed out, SC Uganda delivered all the items to the schools.

One of the intended outcomes of the programme was to improve the school environment by planting trees and use an energy saving stove when cooking for the school children. Since, as mentioned above, the tree seedlings were bought but never delivered and funds were not utilized, the energy saving stoves were never purchased.

Another problem that was noted was that neither kitchens nor storage spaces were available at the schools. This meant that it was difficult for most schools to cook during rainy season, since most of them are cooking out in the open. One school took over a teacher's house to use as a kitchen, while another used an existing structure that was about to collapse due to poor quality, which could pose a threat to the children if something was to happen. One school stopped cooking due to the lack of a kitchen; that affected the enrollment at the school since children moved to a school close by that had a WFP school feeding project. There was also a problem related to not having storage for the food items which resulted in food being stored in the head teacher's office with other items like musical instruments, which were then destroyed by rats.



Kitchens in the four schools.

However, the enrollment figures for the four schools in 2013 and 2014 provide clear proof of the effectiveness of the feeding project in increasing enrollment.

Enrollment figures for 2013 & 2014 (from SC Uganda)

	Total Number of Children enrolled for 2013			Total number of Children enrolled for 2014		
	Female	Male	Total	Female	Male	Total
Lamiyo Primary School, Agago	358	362	720	347	339	686
Odom Primary School, Agago	199	278	477	228	279	507
Ludel Primary School, Pader	158	151	309	225	233	458
Lamin Chila Primary School, Pader	115	119	234	129	118	247

Lamiyo Primary School: The drop in number of pupils, both girls and boys, is due to the fact that the school no longer provides them with school meals. The school was deprived of a place to cook after the ECCD (Nursery) took over the classroom school administrators had originally allocated to serve as a kitchen. Therefore a lot of pupils transferred to other schools in the neighborhood that do serve school meals.

When one takes into account its short duration and its low funding, the feeding project's effectiveness is remarkable. Teachers, parents, pupils and governmental officials praised this component of the overall project. However, it is possible to say that the feeding project could have achieved even better and more sustainable results had all the funds allocated for the project actually been used and all the materials purchased delivered in a timely fashion.

c. Efficiency

According to OECD-DAC guidelines efficiency means a measure of how economically resources/inputs have been converted into results. Were activities cost efficient? Were objectives achieved on time?

Overall, observations and data indicate a very positive evolution of the situation, in terms of increasing access to quality education in a healthy, safe, and protective environment, in the four schools supported, therefore demonstrating a positive impact of SC Iceland supported project. However efficiency regarding funds should be considered in future projects.

SC Iceland is a member of SC International, but not an IP Member and therefore needs to send funds through other members. That has the effect of raising administration costs. In the case of the supported project in Uganda, there is an administrative cost of 3% in Iceland. Then the funds go through Norway, where administrative cost has not been collected so far, but 7% will be charged in future projects. SC Uganda in turn receives a portion for its administrative costs, as does the implementing partner CCF. The result of these multiple layers is a high administrative cost.

This long administrative chain also led to funds not being utilized. As mentioned earlier, funds that had been sent from Iceland for the school feeding never materialized in Uganda, but were found to be still in the Norwegian account. This shows that monitoring and follow up have not been good enough. This lack of oversight decreased the efficiency

of the project. It significantly undercut the efficiency of the school feeding component, for instance, leading to negative outcomes.

The implementing partner noted that delays in funds had occurred in all financial quarters, which led to shorter implementation periods. That shortening in turn had a negative effect on the project; for example, as mentioned above, seedlings were provided too late in the harvesting season, resulting in a poor harvest. The delay in funds can be traced to all levels of the chain. First, some funding delays were experienced from SC Iceland which pushed back the transfer of funds to Norway. The problems were compounded when SC Uganda did not follow up on the transfer of funds. As a result, some funds were never spent. This indicates that monitoring was not adequate from all partners. It also appears that SC Uganda was very late in sharing activity plans with implementing partners and did not communicate adequately with them.

All these flaws in the financial efficiency of the project can also be traced to the changes in the structure and staff members of SC Uganda, a transition period from one director to another at SC Iceland, and a change in the grant manager's position in Norway. A new monitoring and evaluation structure has been established in the regional office in Gulu, combined with the position of an internal auditor in Kampala, which surely will improve follow-up of project activities in the future.

Financial and activity reporting was found to be inadequate. It was difficult to determine which budget periods and activities were in fact reported on and some information was missing. For instance, in the final report of the project, it became evident that the health component for the project was missing all data for 2013. The report did not explain this. It was noted that SC Iceland had never put forward a reporting requirement; however reports should be clear on what they are reporting on.

d. Impact

According to OECD-DAC guidelines impact refers to both positive and negative changes that resulted from the project, directly or indirectly, intended or unintended.

The main objective of the project was to establish a safe, child-friendly and conducive learning environment in Ludel, Lamiyo, Odom and Lamin Chila primary schools. In addition, the added component of the feeding programme had the goal of contributing to the wellbeing of the children by increasing their access to education, their retention and their performance in school. The feeding programme also sought to meet this objective by improving the children's knowledge of nutrition, their hygiene and their school environment.

Unfortunately, results indicators that were put forward in original project documents were very vague and broad and no baseline survey was done before the project started. This made it very difficult to measure the quantitative progress of the project. However, after talking to stakeholders, beneficiaries and making site visits to the four supported schools, it was possible to receive feedback and ascertain visually what the outcome and impact had been.

Capacity building and the training component of the project made it possible for beneficiaries to know their role and responsibilities. That had the positive results of parents participating more with school authorities and the community as a whole. Parents contributed food items and crops for the feeding programme which improved the retention of school children in school, their grades improved and overall enrollment increased. Also parents' attitudes towards school changed and they became more aware of the importance of sending their children to school.

Pupils learned about their roles, responsibilities and rights. They benefitted from the improved school environment, which provided them with tables and chairs, exercise books and scholastic materials. They were empowered to play instruments and do sports. At the same time they formed child-led clubs which engaged them in activities that supported their wellbeing. Through exchange visits to Kampala they were empowered to experience and discover new things. Training sessions led to improvements in hygiene and sanitation.

Girls have been empowered by training in making sanitary pads which has resulted in lowering their drop-out rates and absentees from school. They are now able to contact the SWT which assists them with problems they are facing.

As a result of the training received reporting to headteacher has increased on issues like defilement, at the same time those issues have decreased in the community. Before issues of defilement were being dealt within the community, now it is more out in the open with interference of the police and health service when needed. It was reported to the headteacher that a girl had been defiled by a man in the community. The headteacher called the police and took the girl to the health clinic. The girl and the man got tested and it was discovered that the man was HIV positive. The girl could therefore be treated with medicine right away to avoid the transmission of the disease. This crime is a capital punishment and the man was put to jail.

Head teacher Lamiyo Primary School

With increased enrollment, gender becoming equal, and provision of school meals problems have risen regarding too few latrines.

Teacher Lamin Chila Primary School

The positive outcome of increased enrollment in all the schools brought on the negative effect of too few latrines.



Teachers improved their teaching methods; they gained more tools to teach with which in return benefitted the pupils. Many of them now stay in teachers' houses close to the schools, due to the increased participation of the parents that have built the houses for them. That means that they are closer to school, which has reduced their tardiness in coming to school and

lowered their absenteeism.

Feeding programme

The impact of the feeding project is obvious. It clearly led to an increase in the enrollment and retention of school children.

Parents noted how it had freed up their time to do other work, like work in the field since they did not have to worry anymore about their children not having food at school. They also mentioned that the project had saved them money which they could then use for other things, like paying PTAs, even though they had contributed some food items and time to the project.

The children mentioned that they had more energy than before, which made them as well more active in class and sports.

The teachers mentioned that children did not disappear anymore from school in order to search for food, which had been a problem in the past.

As mentioned before there were some negative impacts that resulted from the project, like funds arriving late and not being fully utilized which resulted in activities not being implemented and items bought not being delivered. These shortcomings had the effect of hampering the full potential of the project and creating negative impacts. For instance, the late delivery of seedlings led to poor harvests, and the failure to deliver saucepans and utensils caused delays during the school day, for without these tools it took too long to prepare and serve the food to the pupils. In addition, not having a kitchen resulted in one of the schools dropping their feeding programme, which in turn lowered the enrollment rate and wellbeing of the children.

e. Sustainability

According to OECD-DAC guidelines sustainability means the continuation of benefits from an intervention after assistance has been completed.

Sustainability is a key concept which is used to measure the durability of projects' results. Will benefits continue beyond donor's involvement and can the beneficiaries manage and continue those results achieved?

The problem with training and capacity building in general is that after donors' involvement training does not continue for new teachers and children. Regarding those

teachers who received training in child-friendly teaching methods and child rights, it is difficult to predict if they will stay in these four schools or if they will be sent to other schools, as commonly happens. While the teachers themselves will of course always benefit from the training received, the question is whether the schools supported will. Training of committees is also an issue, since those that received training might not be re-elected to serve as members in the future. Those teachers, parents, pupils and committee members who received training will always benefit from what they learned. However it depends on their personal attributes and attitudes if they will influence others through what they have learned.

Sustainability of the feeding programme is vague at the moment, judging by the fact that many of the plans and activities that were set out have not been followed or implemented. However, it is possible to rectify this situation by supporting the schools with a phase-out project which increases the chances of the feeding programme becoming sustainable.

The sanitary pads are critical in lowering drop-out rates for girls and increasing their enrollment. However, it is a difficult sustainability component. All of the schools mentioned that they were running out of materials to make the sanitary pads -cotton and disposable pads – as well as the knickers which the project also provided for the girls.

One component of the project to ensure sustainability as described in the project document was to promote children's participation in monitoring education, school health and protection activities to in order to create a child friendly school environment. This goal was not met, and progress in meeting it was hampered by the children's need to study and participate in household chores. However those children that participated in focus group discussions all mentioned that they now knew what was expected of them, their rights and what was to be expected of other community members and teachers.



5. CONCLUSION

The goal of the project was to improve in a holistic manner education quality in four schools in Pader and Agago districts in Northern Uganda by creating a child friendly environment through education, health, child protection and food security.

The positive effects of the project are indisputable and its impact is evident in the sense that it has increased enrollment and retention and lowered dropout rates of pupils, empowered girls to stay in school especially when going through puberty, changed the attitude of parents towards education, improved knowledge of teachers and their teaching methods, improved the health of students and generally improved the school environment, even though the beneficiaries might have been fewer than originally planned and even though it was difficult to assess indicators that were put forward in the project document.

Yet the complicated, overelaborate structure of the project had the effect of creating long lines of communication which in turn made the implementation of the project less smooth and efficient than it otherwise could have been. This can also be related to the fact that a lot of structural changes took place at SC Uganda and changes in personnel in Uganda, Iceland and Norway.

Despite this concern, there is much to be learned from the project. It provides valuable lessons for the planners of SC Iceland's future international projects. In addition, SC Uganda can learn a lot in relation to monitoring and evaluation.

In conclusion, the SC Iceland-supported project in Northern Uganda has achieved its overall goals and objectives, which has improved the quality of education in Lamiyo, Lamin Chila, Ludel and Odom primary schools in Pader and Agago districts.

6. RECOMMENDATIONS

Generally, the evaluation found that SC Iceland-supported projects in Northern-Uganda produced positive results for affected communities in Pader and Agago districts. The project's objectives of improving access to quality education in a safe and protective learning environment and improving the health of children in and out of school were met, even though data on targets set were not available. By analyzing and assessing all data from project documents and conducting field visits and interviews, it became apparent that the project had had a positive impact. However several elements of the project could be improved in order to increase even further relevance, effectiveness, efficiency, impact and sustainability of the interventions. These are mainly the following:

a. Recommendations with respect to relevance

1. Create a phase-out project and assess its final outcome.
2. As a long term objective, revisit the four schools with special emphasis on following up on the sustainability aspect of the feeding project, in relation to drop-out rates and retention.
3. Consider more integration of SC Iceland-supported projects into SC Uganda programmes, to avoid the situation of stand-alone projects.

b. Recommendations with respect to effectiveness

Objective 1

1. Increase efforts to carry out a baseline survey before starting new projects so it is possible to measure effectiveness.
2. Re-think the strategy in setting results indicators, targets and measuring them.
3. Consider supplying the schools with solar panels so the older pupils can study in the evening, especially for their final exams. That could improve their learning outcomes. One school already has electricity, another won a panel for good performance but is not able to configure it because of lack of funds, while the other two need panels and installment.
4. Consider supplying the schools with more furniture, text books, writing materials, sports equipment, musical instruments and other materials because of the increased enrollment.

Objective 2

5. Consider finding out if hand-washing facilities in the four schools are operational; if not include fixing or replacing them in the phase-out project.
6. Consider finding out if all boreholes in the four schools are functional; if not include fixing them in the phase-out project.
7. Consider fixing latrines and building more of them.
8. Improve overall reporting.
9. Consider in the phase-out project providing the four schools with a guidance and counseling room, where SWT can talk to the girls privately and which girls can use as a changing room.
10. Currently Gulu University is carrying out a study by collecting data in the target area to see the effects of the programme in relation to latrine coverage, malaria, access to clean water, health education messages. The

results should be shared with SC Uganda and SC Iceland. These results could also be used in the phase-out project.

Objective 3

11. Re-think monitoring strategy and the new role of M&E in Gulu.
12. Add to the phase-out project the building of a small kitchen structure with storage for food items, energy saving stoves, another pair of oxen and a grinding mill. These items could make it more likely that the project becomes sustainable by generating some income that can be used for paying for smaller things like a cook, sanitary materials, vegetable seedlings, etc.

c. Recommendations with respect to efficiency

1. A final audit on all project components should be carried out by SC Uganda, also once the phase-out project is finished.
2. Improvement in financial reporting is necessary. It is important for all stakeholders to see and understand what is being reported on, for example which time period relates to which budget.
3. In the short-term, SC Iceland should look into how they can change their financial structure to lower the overall administration cost. Try to find an IP Member that is willing to waive the fee of transferring funds. SC Iceland could also look into co-funding projects with an IP Member.
4. In the long-term, SC Iceland should develop a strategy for their future intended support of development activities. If the outcome of that strategy is to increase their support, SC Iceland should consider becoming an IP Member.
5. Keep up efforts to improve monitoring of budgets and project activities, especially now with the new position of a monitoring and evaluation specialist in Gulu and the internal auditor in Kampala.
6. Pursue efforts so that all budget transfers and project documents are ready and approved in a timely manner and then shared with implementing partners.
7. MFA and SC Iceland should put forward a common reporting requirement.

d. Recommendations with respect to impact

1. Consider fixing those boreholes that are not functioning at the schools.
2. Consider fixing the latrines that are not working and build more, since the pupil/latrine ratio is too high and in some places the girls have to share with the teachers. In one school one of the latrine stalls is sinking. The school feeding and the increased enrollment of girls have also had the effect that more children need to use the latrines than before.
3. Provide vegetable seedlings for growing so that it is possible to use for the school feeding and sell to the neighboring community which could generate some income for the school.
4. Provide more furniture and text books with increased enrollment.
5. Follow up on performance of pupils through National Exams.
6. Consider continuing refresher trainings.

e. Recommendations with respect to sustainability

1. Consider a phase-out project to create a proper handover and exit strategy to ensure the sustainability of the project or at least of some of its components. It should focus on existing structures by consolidating what has been done so far.
2. Consider providing the school feeding programme with items necessary to make it more likely that beneficiaries can take over once the support is over. For example; another pair of oxen, grinding mill, a small kitchen so it is possible to cook during rainy season with a small storage to store food items.
3. Encourage the communities to rent out their oxen and grinding mill to the local community; the money should be put aside to use for the school. The funds could be used to buy cooking oil and other food necessities, pay a cook, buy sanitary pad materials for the girls, etc.
4. Find ways to make the sanitary pads project more sustainable.
5. Encourage parents and school committees to be involved in school activities, especially the school feeding project.

7. LESSONS LEARNED

The most important lessons learned from the SC Iceland-supported project in Northern Uganda are the following:

1. Closer supervision and monitoring of project implementation is necessary to ensure that procedures are being followed and that the activities scheduled are in line with budgets and proposals.
2. A detailed baseline survey, based on relevant targets and indicators, is necessary before project implementation starts. This is crucial for proper monitoring and evaluation purposes.
3. Regular audits are important and audit recommendations need to be followed upon.
4. Reporting requirements are of great importance for all stakeholders to make sure that information called for is actually submitted.
5. Reports should clearly indicate what is being reported on, and include criteria such as time period, budget used, and related results.
6. Avoid stand-alone projects that are not aligned with development priorities.
7. Reusable sanitary pads are effective in increasing enrollment and retention of girls in school.
8. Participation and involvement of parents is critical, especially when considering sustainability of projects.

Appendices

a. Appendix 1 - Terms of reference

PROJECT:

Support to education for children affected by armed conflict in Northern Uganda – Pader and Agago Districts

1. Introduction/Background

Throughout the years 2007-2013 Save the Children in Iceland, with extensive support from the Ministry for Foreign Affairs (MFA) and The Icelandic International Development Agency (ICEIDA), has funded educational projects for children affected by armed conflict in two districts in Northern Uganda. Save the Children International in Uganda has implemented these projects. During this time period a total of 83 million Icelandic krona have been spent, out of which 60 million krona came from MFA and ICEIDA.

The main objectives of the projects have been to assist children and their families to resettle in their homes after decades of war in the North region that led to massive displacement and destruction. In the beginning of the project the main objectives were twofold, on the one hand to improve access to quality education and on the other to improve health of the students. Later school meals were added as another component to improve the nutrition levels of the kids. As well healthy, safe, child friendly and a protective learning environment for the children was emphasized.

The main objectives of the projects have been the following:

- Improve access to schools
- Increase access to quality education
- Improve safety at schools and ensure a protective learning environment for school children
- Improve health of school children
- Improve nutrition of school children
- Increase capacity of teachers
- Lower dropout rates from schools, particularly those of girls
- Construct school blocks
- Construct latrines
- Construct teachers' houses
- Provide furniture for the schools
- Increase training of stakeholders on the rights of the child and child participation
- Increase the supply of text books and reading materials in local languages

2. Reasons for evaluation

The project document states that by the end of the project it is necessary to do an external evaluation. Now that the six years of support are complete it is vital for all stakeholders that an independent evaluation is carried out so that it will be possible to benefit from lessons learned in relation to future planning of projects.

A big portion of the project in Uganda has been supported by the MFA and ICEIDA. Save the Children in Iceland is responsible for providing information to their donors on the implementation, quality, efficiency, results and impact, importance, sustainability and financial management. Even though annual status reports have provided good insight into the scope of work, it is essential that an independent evaluator looks into all aspects and gives a holistic overview of the project.

Findings and recommendations of the consultant can be used as a guiding tool for the future support of Save the Children Iceland. The evaluation will enable stakeholders to measure the success of the project as well as learn from those aspects of the project that were negative. The evaluation will also improve internal control of Save the Children's projects and will benefit both Save the Children in Uganda and other cooperating partners.

3. Methodology, scope and focus

Since this is a final evaluation it is vital that the consultant is familiar with all reports and other data available on the project, in addition to those that will be collected during consultations in the field. The most important of these are progress reports and final reports.

It is important to draw lessons learned from the project which can be used in the future to prepare and plan new projects.

It is important that the evaluation looks into the logical framework of the project in accordance with the findings of different activities like input, outcome and impact of the project.

It is important that the evaluator consults as many stakeholders in the field as possible, including all relevant agencies, local authorities, project personnel, and groups and individuals affected by the project.

4. Issues to be covered in the evaluation

The Evaluator shall focus on the following issues:

Efficiency: Look at all inputs into the projects, especially assets/finances/human resources in relation to the results of the project.

Effectiveness: Look into how and if the project achieved its objectives in relation to what was stated in its original project document. Which processes facilitated or prevented it?

Impact: Did the outcome of the project have the intended impact on the target group? Were there any unintentional positive/negative impacts? Are there any pre-emptive measures possible to prevent if there are any unintentional negative impacts of the project?

Relevance: Was the project in accordance with the needs of the target group? Was the project in accordance/agreement with the emphases of the government of Uganda, the policy of Save the Children and with Iceland's policy in development cooperation? Were

activities and outputs in accordance with objectives of the project? What are the “Lessons Learned” that can be used in future planning of projects?

Sustainability: Evaluate the durability of results of the project and see if they will continue beyond the donor’s involvement. Is there anything that can be done to increase the probability of sustainable results?

In addition to the aforementioned issues it is necessary to keep in mind the following points while carrying out the evaluation: Gender equality, equity, environmental issues, technological factors, finances, capacity building, policy direction, and social and cultural aspects.

5. Evaluation team

The Consultant shall have relevant academic qualifications, familiarity with evaluations and a good knowledge and experience in the field of international development, with particular emphasis on education and the implementation and monitoring of projects. Fluency in English is necessary.

6. Timetable

This is a final evaluation of a project that has been ongoing for six years. Fieldwork will be carried out in Northern Uganda in February/March 2014, depending on opening of schools. Estimated time for the completion of the project is 30 days:

- 4 days for general preparation.
- 12 days fieldwork in Uganda.
- 14 days finalization of report and presentation.

All planning and organizing, processing of data and recommendations will be done in close cooperation with Save the Children in Iceland and Uganda. A local consultant will not be necessary, but a translator might be needed on temporarily basis and a project representative/coordinator with local knowledge of the project should be readily available for the consultant.

Final report with recommendations shall be handed over to Save the Children in Iceland before end of March 2014. In addition, a presentation with main findings of the evaluation will be held for staff and board members of Save the Children Iceland.

7. Consultations in the field

The Evaluator will work closely with Save the Children Iceland and Save the Children International in Uganda while planning the trip to Uganda and organizing field visits and programme.

8. Reporting

After the field visit in Uganda and collection of all data the evaluator will write a final report. While the report is in a draft form, Save the Children International in Uganda and Save the Children Iceland have the right to give feedback on the report before it is finalized. The report will be written in English so that it will benefit all stakeholders.

b. Appendix 2 - Evaluation schedule

Proposed Field Visit Schedule

Date	Time	Activities	Comment
10th March 2014	8.00 – 11.00 am	Meeting with the Education Advisor – Zak and Flavia	
	12.00 am -	Travel and sleep in Gulu: Meeting with Christine.	
11th March 2014	7.00 – 9.00 am	Travel to Pader District	
	9.00 am – 10.00 am	Meeting with staff for who implemented the project	
	10.00 am – 12.00 am	Meet with District Officials in Pader <ul style="list-style-type: none"> ▪ The District Education Officer Pader/ Agago ▪ The Centre Coordinating Tutors 4 ▪ District Inspector of Schools ▪ The LCV Chairman ▪ Secretary Education Pader District Local Government 	
	12.00 – 1.00 pm	Travel to Agago District	
	2.00pm – 4.00 pm	Meet with the DEO, CCT – Agago District	

12th March	8.00 – 10.00 am	<p>Travel to Lamiyo School:-</p> <ul style="list-style-type: none"> ▪ Children (meet with children P.2 – P.4 and ▪ Teachers and head teachers, senior male teacher and senior female teacher ▪ Meet with parents/ SMCs/ PTAs ▪ School feeding committee ▪ LC 1 represent 	<ul style="list-style-type: none"> ▪ Children meet with child rights clubs, Girls Education Movement, health clubs ▪ Teachers were trained in thematic curriculum and methodology which benefitted children who are now in P2 to P7. ▪ The project conducted teachers trainings as well as trainings for the senior male and female teachers. ▪ Hire a translator
13th March 2014	9.00 am	<p>Travel to Ludel Primary School:-</p> <ul style="list-style-type: none"> ▪ Children (meet with children P.2 – P.4 and ▪ Teachers and head teachers, senior male teacher and senior female teacher ▪ Meet with parents/ SMCs/ PTAs ▪ School feeding committee ▪ LC 1 represent 	<ul style="list-style-type: none"> ▪ Children meet with child rights clubs, Girls Education Movement, health clubs ▪ Teachers were trained in thematic curriculum and methodology which benefitted children who are now in P2 to P7. ▪ The project conducted teachers trainings as well as trainings for the senior male and female teachers. ▪ Hire a translator
14th March 2014	9.00 am	<p>Travel to Lamin Chila School:-</p> <ul style="list-style-type: none"> ▪ Children (meet with children P.2 – P.4 and ▪ Teachers and head teachers, senior male teacher and senior female teacher ▪ Meet with parents/ SMCs/ PTAs ▪ School feeding committee 	<ul style="list-style-type: none"> ▪ Children meet with child rights clubs, Girls Education Movement, health clubs ▪ Teachers were trained in thematic curriculum and methodology which benefitted children who are now in P2 to P7. ▪ The project conducted teachers trainings as well as trainings for the senior male and female teachers. ▪ Hire a translator

	4.00 – 5.30 pm	<ul style="list-style-type: none"> ▪ LC 1 represent <p>Travel back to Gulu and spend a night at the Bomah Hotel</p>	
15th March 2014	10.00 – 11.00 am	Meet with the medical students from Gulu University who supported the 4 schools	▪
16th March 2014	You may consider spending the weekend in Gulu and travel back to Pader in the evening of 16 th March 2014 or early morning 17 th March 2014		
17th March 2014	<p>9.00 – 3.00 pm</p> <p>3.00 – 4.00 pm</p> <p>5.00 – 6.00 pm</p>	<p>Travel to Odom Primary School (Agago)</p> <ul style="list-style-type: none"> ▪ Children (meet with children P.2 – P.4 and ▪ Teachers and head teachers, senior male teacher and senior female teacher ▪ Meet with parents/ SMCs/ PTAs ▪ School feeding committee ▪ LC 1 represent <p>De-brief with CCF-Pader and Christine</p> <p>Travel back to Gulu</p>	<ul style="list-style-type: none"> ▪ Children meet with child rights clubs, Girls Education Movement, health clubs ▪ Teachers were trained in thematic curriculum and methodology which benefitted children who are now in P2 to P7. ▪ The project conducted teachers trainings as well as trainings for the senior male and female teachers. ▪ Hire a translator
18th March 2014		Travel back to Kampala	
19th March 2014		Debriefings	

c. Appendix 3 - List of people interviewed

Nr.	Date	Name	Organization	Title	Location
1	10 March 2014	Flavia Bakundana	SCiU	Advisor, Basic Education	Kampala
2	10 March 2014	Zacharia Muwanga Kasirye	SCiU	Advisor, Basic Education	Kampala
3	10 March 2014	Lawrence Lutalo	SCiU	Finance Director	Kampala
4	10 March 2014	Margaret Mugumbule	SCiU	Grants Manager	Kampala
5	11 March 2014	Ronald Apunyo	SCiU	DME Specialist	Gulu & Pader
6	11 March 2014	Okello Betty Akoy	Lamiyo Primary School in Agago	Headteacher	Pader
7	11 March 2014	Denis Oketa	Christian Counseling Foundation	Programme Coordinator - Education	Pader
8	12 March 2014	Alfred Akena	Pader District Council	Chairman LCV	Pader
9	12 March 2014	Welborn Otober	Pader District Council	Vice Chairperson LCV	Pader
10	12 March 2014	Walter Rally Okello	Pader District Council	Secretary for works and technical services (former Secretary of Health)	Pader
11	12 March 2014	Robert Okwir	Pader District Council	Chief Administrative Officer of country operations	Pader
12	12 March 2014	Patrick Kilama	Pader District Council	Secretary of Education	Pader
13	12 March 2014	Okidi Charles Obol	Pader District Council	District Education Officer	Pader
14	12 March 2014	Andrew Oryem	Christian Counseling Foundation	Project Officer - Education	Pader
15	12 March 2014	Denis Ongaya Olak	Christian Counseling Foundation	Deputy Director in charge of programmes	Pader
16	12 March 2014	Julius Ben Adome	Christian Counseling Foundation	Programme Manager	Pader
17	17 March 2014	Christine Lamunu	SCiU	Area Manager - Northern Region	Gulu

18	18 March 2014	James Henry Obol	Gulu University	Lecturer & H.O.D Public Health Faculty of Medicine	Gulu
19	18 March 2014	Erna Reynisdóttir	Save the Children Iceland	CEO	Kampala
20	19 March 2014	Barbara Burroughs	SC Uganda	Country Director	Kampala
21	19 March 2014	Diane Francisco	SC Uganda	Director of Program Development and Quality	Kampala
22	19 March 2014	Joseph Akol	SC Uganda	Advisor, Design, Monitoring and Evaluation	Kampala
23	8 April 2014	Faith Tindimwebwa	SC Uganda	Internal Auditor	Via Skype

Focus Group Discussions at Lamiyo Primary School Agago District

Nr.	Date	Name	Organization	Title	Location
1	11 March 2014	Okello Betty Akoy	Lamiyo Primary School	Headteacher	Agago
2	11 March 2014		Lamiyo Primary School	Senior woman teacher	Agago
3	11 March 2014	Florence Apio	Lamiyo Primary School	Chairperson of School Management Committee	Agago
4	11 March 2014		Lamiyo Primary School	PTA	Agago

Focus Group Discussions at Ludel Primary School Pader District

Nr.	Date	Name	Organization	Title	Location
1	13 March 2014	Grace Awori	Ludel Primary School	Headteacher	Pader
2	13 March 2014	Geoffrey Odongrene	Ludel Primary School	Deputy Headteacher	Pader
3	13 March 2014	David Kidega	Ludel Primary School	C/P PTA	Pader
4	13 March 2014	Grace Aceng	Ludel Primary School	Senior Woman Teacher	Pader
5	13 March 2014	Joseph Okello	Ludel Primary School	C/P Food Management Committee	Pader
6	13 March 2014	Richard Okot	Ludel Primary School	Chairperson SMC	Pader

Focus group discussions were also conducted with around 50 parents and pupils.

Focus Group Discussions with Coordinating Center Tutors (CCTs) of Pader and Agago Districts					
Nr.	Date	Name	Organization	Title	Location
1	13 March 2014	Marius Wilfre Akena	Kitgum Core Primary Teachers College (PTC)	CCT Rackoko	Pader
2	13 March 2014	Fredrick Ojok	Kitgum Core Primary Teachers College (PTC)	CCT Lira/Alwo	Pader
3	13 March 2014	Paul Komakeh Kitara	Kitgum Core Primary Teachers College (PTC)	CCT Nimaru/Kokiley	Pader
4	13 March 2014	Bitek Ben Okot	Kitgum Core Primary Teachers College (PTC)	CCT Natango/Adilang	Pader
5	13 March 2014	Francis Okot	Kitgum Core Primary Teachers College (PTC)	CCT	Pader

Focus Group Discussions at Lamin Chila Primary School Pader District					
Nr.	Date	Name	Organization	Title	Location
1	14 March 2014	Jolly Joy Oyengolobo	Lamin Chila Primary School	Headteacher	Pader
2	14 March 2014	Samuel Akwilino Ojok	Lamin Chila Primary School	Deputy Headteacher	Pader
3	14 March 2014	George Okety	Lamin Chila Primary School	C/PTA	Pader
4	14 March 2014	Marathina Ajok	Lamin Chila Primary School	PTA member	Pader
5	14 March 2014	Amina Dricins	Lamin Chila Primary School	Senior Woman Teacher	Pader
6	14 March 2014	Jimmy Moro	Lamin Chila Primary School	Teacher	Pader
7	14 March 2014	Charles Olomokoma	Lamin Chila Primary School	C/P LCI	Pader
8	14 March 2014	Sabina Acam	Lamin Chila Primary School	PTA	Pader
9	14 March 2014	Morris Okell	Lamin Chila Primary School	C/P SMC	Pader
10	14 March 2014	James Okot	Lamin Chila Primary School	PTA	Pader
11	14 March 2014	Leugomoi Griffin Nyeko	Lamin Chila Primary School	Secretary Food Committe	Pader
12	14 March 2014	Christine Ayenyo	Lamin Chila Primary School	SMC	Pader
Around 30 parents also participated in the discussions.					

Focus Group Discussions at Odom Primary School Agago District						
Nr.	Date	Name	Organization		Title	Location
1	17 March 2014	Vincent Amet	Odom School	Primary	Head teacher	Agago
2	17 March 2014	Taidi Rose Okula	Odom School	Primary	Deputy Head Teacher	Agago
3	17 March 2014	Francis Peter Oyoo	Odom School	Primary	Teacher	Agago
4	17 March 2014	Florence Dorothy Awilli	Odom School	Primary	Senior woman teacher	Agago
5	17 March 2014	Agnes Auma	Odom School	Primary	Teacher	Agago
Focus group discussions were also conducted with around 30 parents, 30 pupils, PTAs and SMC.						

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