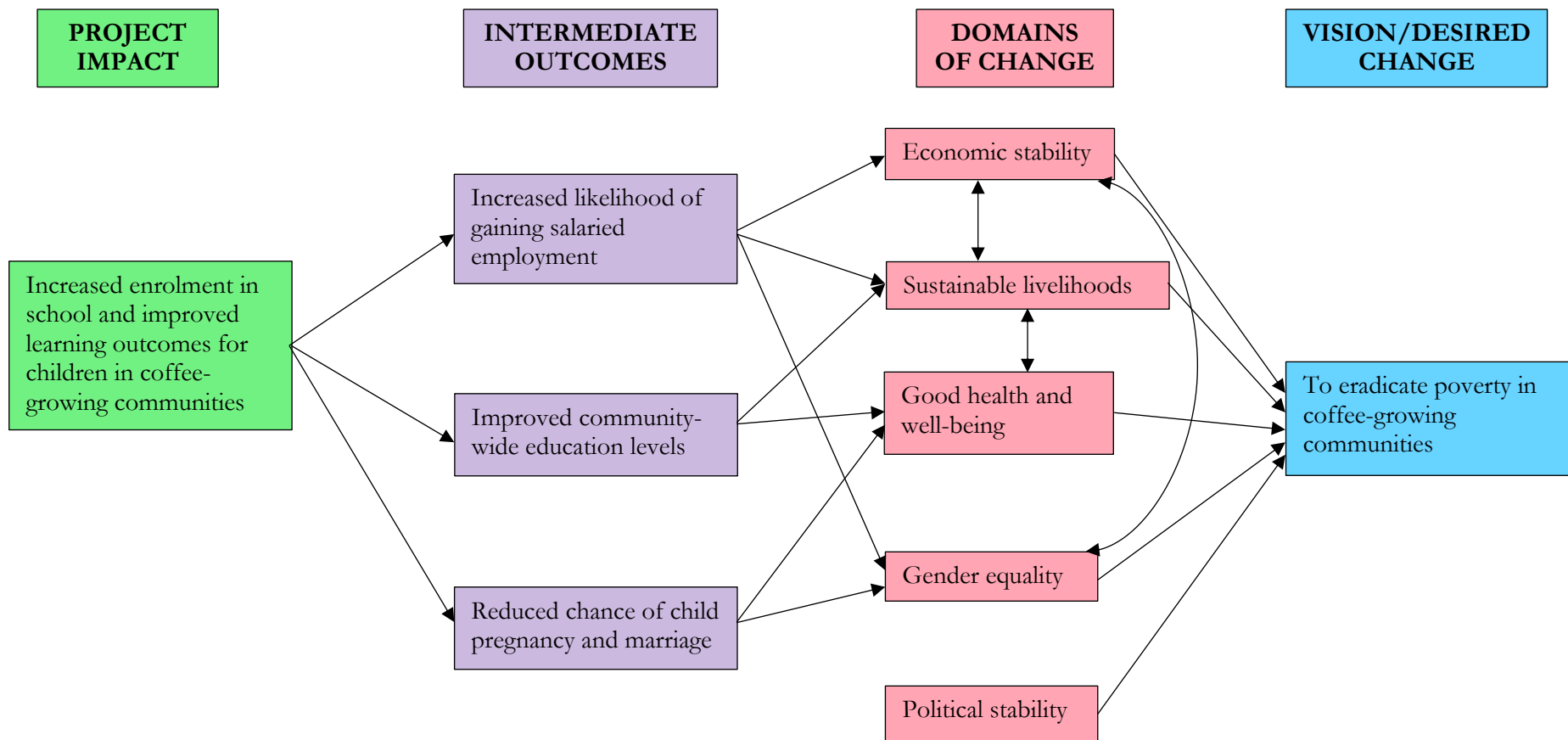


- Project-Level Theory of Change Assumptions:**
- Community is consulted before project proposal is passed to ascertain desire for school.
 - Government will take over the running of the school (not relevant in all cases) and will be responsive to data requests.
 - Parents support their children to go to school.
 - Parents are able to afford school fees under times of financial strain (e.g. COVID-19 pandemic).
 - School infrastructure and environment is gender responsive and inclusive.
 - Teachers will be receptive to and have time for training.
 - An improved school experience will encourage enrolment and attendance.
 - Operating across school- and teacher-levels of intervention will sufficiently reduce barriers to education without addressing child-level factors.



Strategic-Level Theory of Change Assumptions:

- Increased levels of girls' education will make them more employable.
- Reduced child pregnancy will reduce gender discrimination and improve girls' health and well-being.
- Trickle-down effect of schools and increased education levels spreads to wider community, improving coffee-growing practices and creating more sustainable livelihoods.
- Coffee-growing remains a viable livelihood given potential external shocks (e.g. climate change, pandemics)
- Sustainable livelihoods provide reliable income which in turn provides greater food security and capital for healthcare fees.
- Vision is also dependent on political stability and conflict levels which cannot be affected by project impact.