Project Evaluation Report

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Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Girls' Education Challenge

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GEC-T Midline 1 Report

Improving Life Chances for Girls with Disabilities in Kampala, Uganda

GEC-T Midline 1 Evaluation Report

Prepared by Montrose Africa

05 May 2021

Contents

List of tables

List of figures

List of graphs

Executive Summary

Cheshire Services Uganda (CSU), Girls Education Challenge-Transition (GEC-T), is a seven-year (2017-2024) project which aims to support 2060 girls and 586 boys with disability in grades P2 to S3, living in low income communities of Kampala city. Ugandan education comprises 7 years of primary, 6 years of secondary and 3-5 years of tertiary or transition to Technical and Vocational Education and Training (TVET). Children supported by the programme live in the divisions of Nakawa, Kawempe, Rubaga, and Central. They are distributed in 391 primary and secondary schools, and 10 TVET.

Theory of Change (ToC)

The programme is implemented within a legislative framework that recognises and guarantees the rights of persons with disabilities to respect and humanity as outlined within the 1995 Uganda Constitution and the Disability Act 2006. However, significant barriers remain for children with disability in the formal education system in Uganda, including poor provision of appropriately adapted learning materials, teachers who are not trained in inclusive education and infrastructural challenges of school facilities such as toilets and classrooms which are difficult to access for Children With Disabilities (CWDs). These barriers lead to lower transition rates, poor attendance at school, weak learning outcomes and eventually to increased drop-out rates. High levels of poverty add an additional barrier with respect to parents' ability to pay for fees and scholastic materials required for children to stay in school.

The ToC underpinning this GEC-T project seeks to reduce the above-mentioned barriers and improve the life chances of Girls With Disability (GWD) by improving their learning outcomes in literacy and numeracy. CSU aims to achieve this by focusing on the following intermediate outcomes: attendance, teaching quality, self-esteem, economic empowerment, and inclusive environment (governance, environment, attitudes and perceptions). These intermediate outcomes are inextricably linked to the overall outcomes of learning, transition and sustainability.

Project Evaluation

This evaluation assesses the impact of the GEC-T project outcomes and intermediate outcomes. It takes a longitudinal approach involving four key evaluation points: 2017/18 (baseline), 2019/20 (midline 1); 2021/22 (midline 2) and 2023/2024 (endline). This midline 1 study, therefore, aimed to measure the levels of proficiency in literacy and numeracy competencies amongst girls with and without disabilities two years after the start of the CSU GEC-T Programme. This will provide a comparison against the baseline and a point from which to further assess the impact of the planned interventions designed to (a) reduce the inequality gap in learning outcomes between girls with disabilities and those without, and (b) improve attendance and transition rates amongst GWD.

Similar to the baseline, this study design used a mixed methods approach, employing both quantitative and qualitative tools. The quantitative assessments included Early Grade Maths Assessment (EGMA), Early Grade Reading Assessment (EGRA), Secondary Grade Maths Assessment (SeGMA) and Secondary Grade Reading Assessment (SeGRA). These tools were contextualised for the Ugandan setting and adapted for children with four disability types – difficulty hearing, difficulty seeing, physical difficulty and intellectual difficulty. Other quantitative tools included Teacher/headteacher interview, classroom observation, pupil context interview and a Value for Money (VfM) data collection tool. The evaluation took a Difference In Differences (DID) approach comparing the competencies – and inequalities - in literacy and numeracy of children with disabilities (treatment group) to children without disability (control group). Qualitative tools comprised of Key Informant Interviews (KIIs) with government and school officials, and Focused Group Discussions (FGD) with girls and boys with disabilities.

This midline 1 study, therefore, aims to answer the following research questions two years into the CSU GEC-T project:

1. What is the current situation for girls with disabilities in terms of literacy and numeracy proficiency? How does this compare to girls without disabilities?
2. Are there any factors that look to positively or negatively influence outcomes of disabled girls?

3. How far do the planned strategic interventions align to the current needs of GWD? What are the barriers?
4. Are there any additional opportunities that could be leveraged by building on current strategies to improve pupil outcomes?

Overall, at Midline 1, 416 learners participated in EGMA and EGRA whilst 368 learners participated in SeGRA and SeGMA. Additionally, 318 parents/caregiver surveys, 416 pupil context interviews, 58 headteachers interviews and 120 teachers interviewed were administered. In addition, 108 lessons were observed while 13 policy makers and school administrators participated in Key Informant Interviews (KIIs), and 18 girls and 8 boys participated in Focus Group Discussions. From the baseline to midline 1, there was a high rate of overall (22.9%) and differential attrition (-22.1%), which has an impact on study findings that affects statistical significance and the ability to generalise findings.

Findings

Key findings from the midline 1 study in comparison to the baseline are categorised into project outcomes and intermediate outcomes below.

Outcome 1: Learning

Literacy

Overall, learning outcome findings showed that the achievement gap in literacy between treatment and control groups has widened between baseline and midline 1. These findings did not support the project's hypothesis that the intervention will work to improve learning amongst GWDs to allow them to keep pace with the learning achievements of the girls without disabilities. Mean scores in literacy fell between baseline and midline 1 in both P3 and P4 grade levels amongst both treatment and control groups. Mean scores in literacy rose between baseline and midline 1 for both P5 and P6 grade levels amongst both treatment and control groups. This represents a significant positive change in mean scores across evaluation points overall. While mean scores in literacy rose between baseline and midline 1 for P7, S1, S2 and S3 grade levels.

The expected performance in each literacy subtask was aligned to Uganda's national curriculum and the national literacy model for early grade reading. The EGRA oral reading assessment and comprehension tasks were set to Primary 3 international standard while subtasks 1, 2, and 3 of the SeGRA were set to a Primary 5 reading level and ability against international standards. At midline 1, only 40% of P3 girls (increased from 25.9% at baseline) were at grade level by testing as emergent while only 15.4% (increased from 8.1% at baseline) of P4 girls were at grade level by testing as at least established in the reading comprehension subtask. In oral reading fluency subtask (reading a short text aloud), no P3 learner performed above grade level (scoring proficient) at midline 1 although at least 3.7% of them were found to be proficient at baseline. At baseline, 2.7% of P4 girls were above grade level in reading comprehension. By midline 1, this number had risen to 3.9%. In P5 and P6, 23.0% and 11.3% of girls, respectively, were still non-learners in the oral reading fluency subtask at midline 1. However, 15.4% of P5 learners (compared to 4.4% at baseline) and only 35.5% of P6 learners (compared to 10.3% at baseline) were proficient in Grade 5 target for oral reading fluency subtask. Fewer P5 learners (2.6% at midline 1 compared to 6% at baseline) and P6 learners (8% at midline 1 compared to 8.6% to baseline) were proficient in Grade 5 target reading comprehension. However, more P6 learners (19.3% at midline 1 compared to 6.9%) were established in their grade level target for comprehension using simple inferences (SeGRA subtask 1).

When measured for grade level appropriateness in performance at midline 1, 4.4% of P7 learners (compared to 1.8% at baseline) were proficient in comprehension using simple inferences, 25.9% of S1 learners (compared to 22.2% at baseline) were established in comprehension using complex inferences, all S2 learners (compared to 47.6% at baseline) were established in short essay construction while only 10.5% of S3 learners (compared to 0% at baseline) were proficient in short essay construction. No S4 or vocational learner scored at their grade level target of proficient in comprehension using complex

inferences and short essay construction at midline 1. Whilst the number of participants at S4 were small, 100% of S4 learners were below grade level with 'established' in short essay construction and 50% of vocational learners were non-learners in using complex inferences.

Numeracy

Like literacy, findings show that the achievement gap in numeracy between treatment and control groups has widened between baseline and midline 1. These findings do not support the project's hypothesis that the intervention will support learning amongst GWDs and allow them to keep pace with the learning achievements of the Girls With No Disabilities (GWNDs). Mean scores in numeracy fell between baseline and midline 1 in P3 and rose between baseline and midline 1 in P4 amongst both treatment and control groups. Additionally, mean scores in numeracy fell between baseline and midline 1 in P5 intervention group and rose between baseline and midline 1 in P5 control group and in P6 for both treatment and control groups. For all grade levels P7-S3 for the intervention group, mean scores in numeracy fell between baseline and midline 1 while they rose in the control group for P7 and S2 and fell for S1 and S3, likely due to the small sample sizes for S1 and S3 at baseline.

It is important to note that the EGMA subtasks were set to Primary 3 international standards. Subtasks 1, 2, and 3 on the SeGMA were set to a Primary 5 numeracy level and ability against international standards. When looking at achievement of the expected grade level target for GWDs at midline 1, no P3 learners (compared to 59% at baseline) was established in subtraction and word problems – although 20% of them scored above the target in word problems and reached proficient, 3.9% (compared to 3% at baseline) of P4 learners were proficient in subtraction and word problems, 0% of P5 learners were established in advanced multiplication and division, 1.6% (compared 0% at baseline) of P6 learners were proficient in advanced multiplication and division, 13.3% (compared to 20% at baseline) of P7 learners were established in Algebra. At secondary, 7.1% (compared to 11.1% at baseline) of S1 learners were proficient in algebra while 0% of S2 learners, 0% of S3 and X% of vocational were proficient in data interpretation as the expected grade level achievement. Furthermore, majority of the S2 (60%), S3 (57.9%), S4 (50%) and vocational learners (100%) had non-learner status during this evaluation point.

Analysis by Disability Subgroup

Additional analysis was carried out to help the project identify which disability subgroups are struggling or excelling in terms of learning to understand how to better target future interventions to improve inclusion of girls with different disability types. In midline 1, all subgroups improved their aggregate literacy scores compared to baseline. Learners with multiple disabilities continue to struggle the most with literacy (scoring an average of 18 at baseline and 32 at midline 1). Learners with hearing and seeing difficulties had the highest literacy (52.9 and 51 respectively) and numeracy (54.4 and 54 respectively) scores at this evaluation point. The aggregate numeracy scores fell between baseline and midline 1 for those with difficulty seeing, physical difficulty, intellectual difficulty and difficulty with self-care.

Outcome 2: Transition

As this is a 7-year programme, it is expected that many of the learners – particularly those in P7 and above - will transition out of school during the project lifetime. Transition was calculated by finding the number of children who repeated the same grade at midline 1 compared to the grade they were enrolled in at baseline, along with children who dropped out or transferred to an unknown school or were absent from school at midline 1 despite several attempts to contact them. Attempts to contact sampled children followed a four-phase procedure. Fewer intervention girls successfully transitioned between baseline and midline 1 in P3 (59% compared to 63% for the control subgroup), P4 (70.3% compared to 81.6% for the control subgroup) and P6 (66.1% compared to 71.4% for the control subgroup), while an equal number transitioned in S3. None of the transition rate targets were met in any grade except control S3 girls. Transition rates for S4, S5 and S6 children were not provided because no sampled children were enrolled in S4, S5 or S6 at baseline.

At midline 1, the girls with-out disability whose caregivers were unemployed were significantly less likely to transition successfully (78% transition rate) compared to those whose caregivers were employed (96%) or self-employed (88%). Although not significant, we observe that transition was lower among the GWDs

with a heavy chore burden (69%) compared to those with low chore burden (90%).Through the FGD, GWDs reported that they do work after school – some of which generates income that supports the household.

For both control and intervention, higher successful transition rates were observed among learners from male headed households, those who had lost both their parents and those who did not experience challenges daily at school. At both baseline and midline 1, higher successful transition rates were observed among those learners with disabilities who had assistive devices (90%) compared to those without them (84.3%) and those from families with mid-level poverty (91.9%) compared to those from very poor families (84.7%). This could indicate the economic empowerment interventions in these types of families might produce better results for the project.

Outcome 3: Sustainability

Similar to baseline, sustainability was measured at 3 levels - community, school and system level – at midline 1. A sustainability score card scoring the programme from 0-4 against clearly defined indicators was used to measure changes as follows:

- **Community**: The number of parents who are able to contribute towards the payment of school fees over time as a result of income generation activities supported by CSU
- **Schoo**l: The policies and practices that the school authorities put in place to create an inclusive environment for CWDs
- **System:** The actions of government agencies responsible for education within Kampala and nationally in Uganda.

At the baseline stage Community scored '1-Latent', School scored '0/1-Negligible/Latent' and System scored '0-Negligible'. This is to be expected as these interventions are just beginning and so the impact of these activities is not yet visible. In subsequent midline and endline evaluations these scores should be seen to increase as a result of the CSU GEC-T interventions. At midline 1 stage, on the other hand, there was an improvement in the scoring of two of the three levels at which sustainability is measured. Community was scored as '**1-Latent'**, School was scored as '**1/2 – Latent/ Emerging**' and System was also scored as '**1/2 – Latent/ Emerging**', giving an overall Sustainability score of '**1/2 – Latent/ Emerging**'.

Intermediate outcome 1: Attendance

When asked, less learners in the intervention group (31.9% at midline 1 compared to 37.8% at baseline) and control group (35.7% at midline 1 compared to 45.4% at baseline) reported missing school at least once in the past week. This suggests that the provision of school fees by CSU continues to have a positive effect on learner attendance compared to the control group. Additionally, average attendance across all disability types also improved between baseline (60.1%) and midline 1 (71.5%). However, learners with difficulty remembering, difficulty in self-care and with multiple difficulties had the lowest improvements in attendance. Illness, family responsibilities and risks during transport to school during the rainy season were reported to be the main reasons why GWDs miss school.

During midline 1, all stakeholders (GWDs – 83.8%, teachers - 84.2% and their caregivers – 92.1%) felt that project interventions had contributed to school attendance of disabled girls to a great extent. All stakeholders attributed improved school attendance to CSU's paying fees and providing other scholastic materials. Teachers also identified toilets being clean, friendliness of teachers, guidance and counselling received by the GWDs, changes in the teaching techniques of teachers and children being in boarding section as the project interventions that greatly contributed to school attendance. GWDs also attributed their increased attendance to medical treatment they have received from CSU.

Intermediate outcome 2: Teacher quality

It is important to note that teachers assessed at midline 1 were not necessarily the same teachers who were assessed at baseline. The study assesses children in the classrooms where they are found at the

current evaluation point, meaning that the teachers assessed will likely change at each evaluation point as CWDs change teachers. Also, some learners were found to have transitioned to non-CSU supported schools where teachers had not been trained in inclusive teaching practices and were therefore not benefiting from any of CSU's teacher quality interventions. Classroom observation and teacher interviews reveal that there was an increase in the number of teachers that were observed to use the adapted TLMs (form 3% at baseline to 10.9% at midline 1). More teachers (71.9% at midline compared to 60% at baseline) were also observed to engage CWDs and those without disabilities equally while the equal engagement of boys and girls within the classroom was found to have declined (from 79% at baseline to 72% at midline 1). Overall, both male and female teachers (more than 80%) felt that the teaching process in the project schools meets the learning needs of pupils to a great extent. 80.8% of teachers at midline 1 reported designing their lesson plans so that they cater for CWDs while only 67.4% reported catering for all CWDs in the design of their assessments or examinations. Factors that might hinder the success of CSU's intervention in this area are (i) the teacher transfer policy that leads to loss of expertise in teaching CWDs for some schools and; (ii) the sizes of typical classrooms in Uganda being large which could affect the successful application of some of the inclusive teaching practices.

Intermediate outcome 3: Self-esteem

On average 44.9% (compared to 60% at baseline) of GWDs report to have high self-esteem and life skills as measured by the combined self-esteem and life skills index – those with difficulty walking and difficulty seeing had the highest level of self-esteem among learners with disabilities. From the FGD, learners reported that it was not difficult for them to make friends although some did confirm that they chose not to have any friends. All stakeholders (GWDs – 23.1%, Parents – 86.9% and Teachers – 92.5%) are able to link project interventions to self-esteem changes in GWDs. Overall, learners in the control subgroup appeared to have a more positive outlook of the future as more of them felt that they would pass their candidate classes, would be rewarded with a good job if they study hard and can do things as well as their friends. Nonetheless, between baseline and midline 1, more GWDs felt that they will pass their certified exams (PLE/UCE/UACE) at the end of P7/S4/S6 (94.7% at midline compared to 87.4% at baseline) and that if they studied hard at school, they would be rewarded with a better job (96.5% at midline 1 compared to 90%% at baseline). Additionally, more GWDs reported to get nervous when they have to read or do maths in front of others (54.4% at midline 1 compared to 41.2% at baseline).

More learners in both control and intervention subgroups reported having someone to talk if they were having problems at school or home between the baseline and the midline 1. Fewer CWDs said they receive fewer things like clothes and food than their siblings, although one third of CWDs still report this mistreatment and more than 40% of control group children reported the same. In general, across both the intervention and control groups and all class groupings at baseline and midline 1, families hold the most decision-making power. Overall, decision-making power for GWDs and girls without disabilities has increased slightly between baseline and midline 1.

Intermediate outcome 4: Economic empowerment

On average, there were more parents of disabled girls with improved income that contributed to child's school fees, scholastic materials and uniform at midline 1 (28.3%) compared to those at baseline (23.8%). This showed parents' improved willingness to support the education of GWDs. 88% of parents were able to link their increase in ability to support the education of their disabled daughters to the project interventions. Of these, 75% of the parents felt that they were, to a great extent, better able to support the education of their daughter as a result of CSU's engagement. Parents explained that through CSU support some of them have been able to start businesses that supplement the household income, save money, provide their daughters with break and transport money and other non-financial support to encourage them in school. Across all disability types, an average of 29.6% GWDs reported that they get fewer things (clothes, money, food etc) from their caregivers compared to their siblings without disability. Although relatively small, 7% of caregivers agreed that if they could only afford to send some of their children to school, they would choose not to send their GWDs. This affirms the segregation faced within the home.

Intermediate outcome 5: Inclusive environment

All stakeholders (Girls – 60.7%, Caregivers – 44.8% and Teachers – 50.9%) felt more empowered to report cases of child abuse at midline 1. More caregivers (23.4% at baseline) were found to feel more empowered to report cases of abuse. However, only 26% of these had ever reported a case of child abuse. At midline 1, only 13.2% of parents/caregivers were able to link their current level of knowledge of child protection to project interventions. In disability management which includes how to make the house more accessible or syringe a girls' ears, only 26.1% of caregivers for GWDs were able to identify CSU as the provider of the training to manage girls' disability. This calls for CSU to be intentional with its branding, even when delivering trainings through health professionals, to ensure parents can identify their support. At this evaluation point, teachers (92.5%), caregivers (87.5%) and GWDs (61.5%) agreed that project interventions have changed attitudes so that girls have increased access to education, have improved retention, and improved learning outcomes**.** Caregivers attributed the increased access to education to CSU catering for the fees and scholastic materials for GWDs who otherwise would not have gone to school, sensitisation which taught parents that CWDs can perform like any other children.

Outputs

The CSU GEC-T project is working to achieve six outputs. Overall, the project progressed well on all outputs. On the first output that relates to disabled children receiving direct support, findings show that 95% of the beneficiary children received direct support (bursaries, scholastic materials, uniforms, and transport among others). On output 2, was completed successfully with all 20 schools having been provided with sanitary facilities since the start of GEC1 continued to utilise them for the benefit of all children more so those with disabilities in the schools. Of these, 10 schools' facilities were constructed under the GEC-T. The first outputs relate to IO1: attendance, to contribute to retention in school. Regarding IO2: teaching quality, the project seeks to build capacity of teachers to deliver literacy and numeracy in a gender and disability inclusive setting; a total of 2567 teachers (1480 females and 1087 males) were supported to benefit from the inclusive education, literacy delivery methodologies and support supervision by the Coordinating Centre Tutor (CCT). Output 4: disabled girls receiving life skills training, career guidance, child protection and participation in extra curricula activities to contribute to successful transition, relating to IO3: girls` self-esteem, saw the project empowering 2461 children (1923 girls and 538 boys) with interventions to increase their confidence and career aspirations. Output 5: increased family income and increased willingness to support to the education of GWDs, relating to IO4: economic empowerment, had the project achieving 533 sessions on income generation and disability and gender trainings to empower the parents to support the education of the children. Output 6: school, community and education actors sensitised on disability, gender and inclusive education to promote education of girls with disabilities, relating to IO5: governance environment, attitude and perceptions resulted in 204 sensitisation sessions being held at different levels to increase awareness on disability, gender, and inclusive education.

Educational and gender marginalisation

For this project, Gender Equality and Social Inclusion (GESI) Sensitivity analysis was conducted using the Gender Integration Continuum, developed by FHI 360, that tests whether a project is Gender blind, Gender aware, Gender accommodating or Gender transformative. All projects aim for a gender transformative approach where safe and appropriate to do so. Whilst this continuum only looks at gender, this project looks at gender in addition to social inclusion and therefore was modified to consider the two aspects. The CSU project was found to sit firmly within the Gender Equality and Social Inclusion (GESI) Sensitive category of the GEC-T GESI continuum somewhere between 'GESI Accommodating' and 'GESI Transformative'. The project was found to be GESI accommodating by addressing GWDs' practical needs. It moves a step further in being GESI transformative as it challenges GESI stereotypes – focusing not only on just girls but girls with various types of disabilities with the aim of changing mindsets towards the ability of GWDs to achieve in life.

To track changes to educational marginalisation for GWDs and understanding the layers of complexity that intersect to cause the marginalisation of GWDs, characteristics of GWDs and the barriers to education were analysed. The evaluation findings reveal that most of the characteristics show no

statistically significant differences between the intervention and the control groups both at baseline and midline 1. This is expected since the control group is 'matched' with the sample when being selected. Attrition and loss of learners led to changes in the compositions of the sub-groups where there were significant differences in the proportion of single orphaned girls in the intervention (23.4%) and control (13.7%) at midline 1, a higher reduction in the poverty levels in the intervention group from 49.5% at baseline to 38.5% at midline 1. Nonetheless, high levels of poverty that were found in both the intervention (49.5%) and control (45.6%) groups at baseline highlight that the schools being targeted by the project are primarily found in the lower socio-economic areas of Kampala.

Conclusions

Overall, the findings in this report support the relationships, barriers and assumptions in the ToC. Similarly, findings confirm the logical linkages and progression between outputs, intermediate outcomes and outcomes which underpin the theory behind the intended change that will occur as a result of CSU's interventions. That said, the assumption which underpins this evaluation is that by improving inclusivity in schools and classrooms, this will reduce the inequalities in the learning outcomes between GWD and GWND. However, learning outcome results showed that the gap between treatment and control groups has widened between baseline and midline 1. This suggests that there could be other assumptions which are influencing learning outcomes to a greater extent such as the teachers technical ability to teach literacy and numeracy which CSU are not focusing on, learners' ability to learn which require more hands-on-training, teacher training in inclusivity being applied in the classrooms following training and provision of adapted TLMs is sufficient to change teaching practises and teacher behaviour towards GWD in the classroom and lead to improvement in learning outcomes for GWD reducing the inequality gap. These findings should be used by CSU to adapt their programming and amend their planned interventions for the period between midline 1 and midline 2 to try to address the growing inequalities between GWD and GWND. Additionally, since this evaluation focuses on learning, transition and sustainability and not on changes in inclusivity in the classroom, it could be argued that applying the 'one-size-fits-all' approach to evaluating GEC-T programmes could be giving a falsely negative impact of the CSU programme.

One assumption which has found to be true is that 'providing direct financial support will lead to improved attendance'. However, this is not a sustainable intervention. Similarly, assumptions in the ToC that improvement in self-esteem and economic empowerment will contribute to an increase in successful transition of GWDs between baseline and midline 1 has proven to be true. Additionally, CSU activities aimed at improving the sustainable inclusive environment have resulted in more supportive surrounding environment both at school and at home for GWDs and improvement in attitudes towards them overall.

The regression analysis which examined the influence of each intermediate outcome on aggregate learning scores of both girls with- and without disabilities suggests that disability is having an impact girl's learning outcomes - with non-disabled girls performing better than the disabled girls. Likewise, at baseline, findings from this analysis also showed that there is a positive correlation between girls' attendance, high self-esteem and life skills with learning outcomes implying that more efforts towards those two intermediate outcomes could positively impact the project's intended learning outcome. However, none of the intermediate outcomes showed a significant association at secondary level grades.

This midline 1 evaluation study is one step forward in the attempt to measure progress of the project. The effectiveness, efficiency and impact of the programme will depend upon the implementation of activities and CSU's adaptive programming based on the evaluation findings over the next 5 years. Changes as a result of the GEC-T programme and progress towards achieving Outcomes and Intermediate Outcomes will continue to be monitored and evaluated at key points during the life of the programme to ensure the contribution towards improving the lives of children with disabilities in Uganda is accurately measured and documented.

Recommendations

The focus of this report, at the midline 1 stage, is to present progress made on project interventions. Recommendations from the midline study findings include:

- CSU should reflect on approaches that can improve instruction and pedagogical practices amongst teachers in literacy and numeracy and identify what support CSU can effectively give teachers to help them improve their instructional capacities within the framework of the programme.
- There should be a greater focus on improving teacher time on tasks in the classroom, and creating learning environments that challenge children to guide their own learning process and engage in self-directed tasks that develop their critical and creative thinking skills, as well as core literacy and numeracy knowledge.
- CSU should try to amend their activities to put in more work to help teachers understand what is required to teach CWDs effectively and how to adapt their lessons and tests to accommodate CWDs.
- CSU should support head teachers to devise a means to measure and monitor teacher and pupil time on task to ensure appropriate time is spent on teaching key topics.
- CSU should conduct a market analysis to ensure that they are supporting caregivers to target their economic empowerment activities to focus on the types of small-scale businesses that will thrive in the Ugandan economy to ensure a sustainable impact on increasing their household income so the caregivers can in turn support the CWD to attend school even after the CSU financial support to school fees has stopped.

The table on the next page presents a key findings for the outcomes and intermediate outcomes of the project, the associated CSU activities , comments on the sustainability of the findings and recommendations on how activities can be improved to make them more sustainable.

Outcome Indicator 1: Learning			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
Literacy • Overall, learning outcome findings showed that the achievement gap in literacy between treatment and control groups has widened between baseline and midline 1. • Mean scores in literacy fell between baseline and midline 1 in both P3 and P4 grade levels amongst both treatment and control groups. • Mean scores in literacy rose between baseline and midline 1 for both P5 and P6 grade levels amongst both treatment and control groups. • Mean scores in literacy rose between baseline and midline 1 for P7, S1, S2 and S3 grade levels. • This represents a significant positive change in mean scores across evaluation points overall. **Numeracy** • Like literacy, findings show that the achievement gap in numeracy between treatment and control groups has widened between baseline and midline 1. • Mean scores in numeracy fell between baseline and midline 1 in P3 and rose between baseline and midline 1 in P4 amongst both treatment and control groups. • Additionally, mean scores in numeracy fell between baseline and midline 1 in P5 intervention group and rose between baseline and midline 1 in P5 control group and in P6 for both treatment and	1. Direct support will lead to improved attendance which will lead to an improvement in learning for GWDs: – Receiving Tuition fees – Receiving Uniform – Receiving scholastic materials – Receiving alternative care support – Accessing transport support 2. Functional rehabilitation 3. Application of inclusive teaching practices by teachers will lead to better pupil performance of GWDs: – School Authorities will remain committed to maintaining resource centre facilities in their schools. – Access to inclusive/adapted teaching and learning materials and other resources will (a) enable teachers to teach in a more inclusive way and (b) improve the ability of GWDs to learn – Teacher support supervision by CCT – Equipped and functioning resource centres	Activity 1 is not sustainable at all especially since these are some of the key barriers GWDs face with regards to accessing education, and often parents are not willing to spend money on their child's education. Thus, if CSU scales down on the provision of these and hands over the responsibility to the parent, it's likely that the previously observed challenges of low enrolment and attendance will resurface. Activity 3 is more sustainable because unlike Activity 1 which is a recurrent expense, the knowledge will stay with the teachers even though the levels of use of these practices may reduce or some trained teachers may leave the school. On the whole, the hope is that teachers will retain some of these new teaching practices after the CSU project is over and benefit the GWDs at their school over the long-term.	Activity 3 should be tailored such that teachers do not see it as CSU idea, but part of the good practice that one has to use in their teaching methodology in general. This s important because to some extent there are varying degrees of special needs children in all schools although no one has diagnosed and clearly identified them.

control groups. • For all grade levels P7-S3 for the intervention group, mean scores in numeracy fell between baseline and midline 1 while they rose in the control group for P7 and S2 and fell for S1 and S3, likely due to the small sample sizes for S1 and S3 at baseline.			
Intermediate outcome 1.1: Attendance			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
• GWD, teachers and caregivers felt that project interventions had contributed to school attendance of disabled girls • In reality, school absences have reduced overall between baseline and midline 1, although it increased among P3-P4 children. Overall, it could be concluded that CSU interventions aimed at improving learner attendance among the intervention group have been effective in not only increasing attendance but also maintaining attendance.	• Education cost support (tuition, scholastic materials, school uniform, sanitary pads) • School transport • Medical treatment/assistive devices • Boarding the GWDs at the school • Guidance and counselling provided to the GWDs • Inclusive Education and gender in education seminars • Continuous capacity building on delivery of literacy and numeracy • Teacher support supervision by CCTs • Resource Centres construction and equipping with inclusive/ adapted teaching, learning and ICT materials suitable for GWDs	Providing monetary support in the form of school fees, materials and medical treatment are not sustainable in the long-term. As the project phases out and parents are expected to take on the burden of payment, girls' attendance is likely to fall. Providing guidance/counselling and improved teaching techniques through training, capacity building and CCT support are more sustainable activities if they are continued by the school/local education office after the project ends, however these are likely successful in conjunction with paid school fees for keeping girls in school. Providing guidance counselling/training on improved teaching techniques alone will likely not outweigh the importance of monetary assistance.	Increase support for parents to have income generating activities that will be capable of supporting their children to attend school (and all associated costs) by the end of the CSU project.
The vast majority of head teachers reported tracking learners' attendance every day through class attendance registers at both baseline and midline 1. Slightly more head teachers reported using weekly attendance sheets at midline 1 than at baseline.	Tracking attendance and follow-up	This is a sustainable activity since head teachers do it at school at no additional cost (except perhaps the cost of buying an attendance book).	Tracking attendance is the first step in ensuring learners attend school, the next step is acting on that attendance. For learner attendance to improve, head teachers will need to use the data they collect to identify mechanisms for encouraging parents to send their children

			regularly to school.
The majority of Head Teachers at baseline and midline 1 reported that they take daily attendance of their teachers using a sign-in sheet.	Tracking attendance and follow-up	This is a sustainable activity since head teachers do it at school at no additional cost (except perhaps the cost of printing a sign in sheet). Tracking teacher attendance is critical for achieving improvements in the learning environment, as, if teachers are not in class and teaching, it is difficult for children to gain the maximum benefit from their learning environment and time in school.	Tracking teacher attendance is the first step in ensuring teachers attend school, the next step is acting on that attendance. For learning outcomes to improve, head teachers will need to use the data they collect on teacher attendance to identify mechanisms for preventing teacher absences and sanctions for unauthorized absences.
Schools are accessible and sanitary for GWDs	• Accessibility Audit • Construction of accessible water borne toilets and water harvesting • Construction of accessible walkways and ramps	Government support for Special Needs Education is primarily targeted towards specialised schools meaning other mainstream school are likely to not be able to finance the necessary modifications for their school to accommodate CWDs. This affects the assumption that conditions in school will remain supportive to girls' education. Additionally, with government support targeted at specialised schools and not mainstream schools, the assumption that the presence of adequate sanitary facilities and accessibility features in mainstream schools will lead to improved attendance of CWDs will only apply to a few schools where external support (like CSU) can provide this infrastructure.	• There is still need to improve access roads which lead to resource rooms which are not paved. • Engaging with government to provide support to all mainstream schools so CSU GWDs can comfortably attend accessible schools outside of the CSU network.
Intermediate Outcome 1.2: Quality of Teaching			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
• More teachers were observed to use adaptive materials (3% at baseline to 10.9% at midline 1). This is still an extremely small percentage of teachers and would not yet be considered a success.	• Inclusive Education and gender in education seminars • Continuous capacity building on delivery of literacy and numeracy	These are activities that need to be "owned" by the local education officials (CCTs, DEOs, etc) to be sustainable. Teachers need consistent follow-up training and capacity building on SNE which they may stop getting when the	• Better ensure access to adaptive materials • Ensure items used in remedial classes are enough • Ensure there are enough adaptive materials for all types

• However, more teachers engage both CWD and Children without disabilities (60% at baseline to 71.9% at midline 1) within the classroom, which is a positive finding.	• Resource Centres construction and equipping with inclusive/ adapted teaching, learning and ICT materials suitable for GWDs	CSU project is over if these trainings are not built into the training/capacity building framework by government. Government also needs to "own" the equipping and maintenance of the resource centres as these will fall into disrepair/materials will get lost, broken or worn out if they are not maintained after the CSU project is over.	of disability • Local ownership of the adaptive materials and the resource center. • SNE training and capacity building built into the training teachers routinely receive as part of their in-service training.
More than 80% of teachers felt that the teaching process in project schools meets the learning needs of pupils to a great extent. This is a change from baseline where 80.8% of teachers felt that the teaching process met the needs of pupils to a small extent.	• Inclusive Education and gender in education seminars • Continuous capacity building on delivery of literacy and numeracy • Teacher support supervision by CCTs • Resource Centres construction and equipping with inclusive/ adapted teaching, learning and ICT materials suitable for GWDs	SNE training and capacity building needs to be owned by the local government in order for this improvement to be sustainable. Teachers need consistent follow-up training to ensure that they continue to feel that the teaching process meets the needs of pupils to a big extent. If CSU leaves before SNE training and capacity building is part of routine teacher training plans, it is likely that over time (as teachers forget or leave) that these gains will disappear at the school.	SNE training and capacity building built in to the training teachers routinely receive as part of their in-service training.
On the whole, the majority of teachers are aware of inclusive education, agree that children with disabilities should be included in mainstream classrooms and hold positive attitudes towards children with disability. Teachers were also less likely at midline 1 to express that they face challenges when teaching CWDs.	Inclusive Education and gender in education seminars	Training teachers on inclusive education and disabilities is somewhat sustainable, however without follow-up trainings provided by CSU, government or other NGOs, what teachers have learned may be forgotten or less implemented over time. In addition, frequent transfer of teachers leads to loss of institutional memory and could result in teachers teaching CWDs who lack the inclusive education training.	SNE training and capacity building built in to the training teachers routinely receive as part of their in-service training.
The vast majority of GWDs (92.2%) agreed that their teacher makes them feel welcome. This is a marked improvement from the 64.6% of girls who said this at baseline.	• Inclusive Education and gender in education seminars • Resource Centres construction and equipping with inclusive/ adapted teaching, learning and ICT materials	Training teachers on inclusive education is somewhat sustainable, however without follow-up trainings provided by CSU, government or other NGOs, what teachers have learned may be forgotten or less implemented	SNE training and capacity building built in to the training teachers routinely receive as part of their in-service training.

	suitable for GWDs	over time. In addition, frequent transfer of teachers leads to loss of institutional memory and could result in teachers teaching CWDs who lack the inclusive education training.	
Between baseline and midline 1 there was an increase in the percentage of teachers who reported making schemes of work with provisions for children with disabilities, that their lesson plans provide for children with disabilities, that they ensure disabled children can understand them when they communicate, that their classrooms are designed to encourage participation and engagement among children with disabilities and that they cater for children with disabilities in assessment activities.	• Inclusive Education and gender in education seminars • The training provided by CSU is making an impact on the quality of teaching received by CWDs given that SNE is not part of the in-service training received by teachers.	Training teachers on inclusive education and disabilities is somewhat sustainable, however without follow-up trainings provided by CSU, government or other NGOs, what teachers have learned may be forgotten or less implemented over time. In addition, frequent transfer of teachers leads to loss of institutional memory and could result in teachers teaching CWDs who lack the inclusive education training.	SNE training and capacity building built into the training teachers routinely receive as part of their in-service training.
One quarter of teachers at midline 1 said they would benefit from more training on special needs education and how to teach children with disabilities and interpret the curriculum	It can be inferred that CSU's provision of training on inclusive education and special needs education has had an impact on teachers and, as a result, has brought about a desire from them to learn more.	Training teachers on inclusive education and disabilities is somewhat sustainable, however without follow-up trainings provided by CSU, government or other NGOs, what teachers have learned may be forgotten or less implemented over time. In addition, frequent transfer of teachers leads to loss of institutional memory and could result in teachers teaching CWDs who lack the inclusive education training.	SNE training and capacity building built into the training teachers routinely receive as part of their in-service training.
Outcome 2: Transition			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
• A greater percentage of control girls successfully transitioned classes between baseline and midline 1 than intervention girls in P3, P4, P6, P7 and S3. • Meanwhile, a greater percentage of intervention girls successfully transitioned classes between baseline and midline 1 than control girls in P5, S1 and S2.	1. Direct support will lead to improved attendance which will lead to an improvement in learning for GWDs -Receiving Tuition fees -Receiving Uniform -Receiving scholastic materials -Receiving alternative care support -Accessing transport support	Activity 1 is not sustainable at all especially since these are some of the key barriers GWDs face with regards to accessing education, and often parents are not willing to spend money on their child's education. Thus, if CSU scales down on the provision of these and hands over the responsibility to the parent, it's likely that the previously observed challenges of low enrolment	To better ensure the sustainability of Activity 3, provide financial literacy training and business guidance so that families can start viable and self-sustaining projects.

• None of the transition rate targets were met in any grade except control S3 girls. • Transition rates for S4, S5 and S6 children were not provided because no sampled children were enrolled in S4, S5 or S6 at baseline.	2. Improved family incomes: Families will be able to maintain their enterprises to support the education of their daughters -Parents and caregivers attending training on income generation -Income generating activities -Providing group loans 3. Through sensitisation and the availability of more disposable income, parents shall be willing to pay for the education of their daughter with disabilities -Parents and caregivers attending training on disability and gender. - Parents and caregivers attending training on gender and education. 3. Accessible, utilized and maintained sanitary facilities for girls. -Accessibility features e.g. ramps, walkways.	and attendance will resurface. Activity 2 is sustainable if the family is able to use the loan to start an income generating activity that can provide them with a recurring and steady income. One possible cautionary point is to find ways to ensure the parents/caregivers are using the loans constructively and using the money to start an enterprise.	
Intermediate outcome 2.1 Economic Empowerment			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
• The proportion of caregivers of the disabled girls with improved income that contributed to child's school fees, scholastic materials, and uniform slightly improved from 24% at baseline to 28% at midline 1. • About 88% of parents linked their increase in the ability to support the education of their disabled daughters to the project interventions. Of these, 75% of the parents felt that they were, to a great extent, better able to support the education of their daughter as a result	• CSU led training. Some of the activities the caregivers are involved in include cake making, bags, sponges, etc. • Provision of loans to caregivers through participation in CSU saving groups • Sensitisation of caregivers or households on the importance of supporting a GWD *"Parents explained that through CSU support, some of them have been able to start businesses that supplement the*	• There is a need to intensify processes to have caregivers join saving groups to be able to access loans. • There is also a need to improve caregiver tracking or follow up mechanisms to ensure the skills acquired in training are put to use to ensure the sustainability of the programme.	More than 60% of the households derive their income from self-employment/own activities and this is an opportunity for CSU to boost the caregivers existing ventures or help them venture into productive areas that can improve their incomes. The skills training and start-up capital are sustainable if the caregivers can be supported with business and finance management skills including coaching to sustain

of CSU's engagement. • The proportion of caregivers of GWDs attending a CSU led training in the past 1 year increased from 10.2% at baseline to 52.6% at midline 1. However, only 35% of the caregivers of GWDs are participating in saving groups. • 4% more households at midline 1 reported spending less than they earn compared to baseline.	*household income, save money, provide their daughters with break and transport money, and other non-financial support to encourage them in school"*		their business beyond the start-up capital.
Intermediate Outcome 2.2 Self-Esteem			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
• On average 44.9% of GWDs reported to have high self-esteem and life skills as measured by the combined self-esteem and life skills index • All stakeholders are able to link project interventions to self-esteem changes in GWDs.	Life skills training at school Career guidance and counselling Learning and mentoring camps for secondary school girls Extra-curricular activities Learning quiz awards Reproductive health support to girls	These are currently not sustainable if they are primarily hosted/funded by CSU, meaning they will likely disappear after the CSU project is over.	Seek ways to incorporate these activities into the routine activities of the school so that they will be carried on after the CSU project is over.
Outcome 3: Sustainability			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
Community • Qualitative data collection revealed that some parents that joined the saving and loans groups reported to have succeeded in increasing their household income. Others believe in the ability of the saving/loans group to create a more sustainable future for their families by increasing their household income. • More parents/caregivers of GWDs (41.6% at midline 1 vs 25.3% at baseline) reported to pay more than half the amount of fees for any 1 of the 4 following items: Girls' school fees, transport, school meals and scholastic materials. Furthermore, 15.1% reported	CSU Training on income generating activities, how to run a business, setting prices etc CSU providing loans to parents/ caregivers of GWDs that can be accessed through the savings group but are handled by a microfinance bank on behalf of CSU.	• There is no guarantee that with the training and income generating activities, parents will access and effectively utilise the loans or join the savings group in order to increase their income and be able to strengthen the sustainability of household income. • Also, parents/caregivers who are not educated, as is the case with most illiterate people, might have some pre-conceived biases of engaging with a bank (even a microfinance bank) because of language barrier (use of English) or the need to write and sign.	• Encourage peer mentoring and support within the parent groups to reduce the need for CSU involvement and engagement all the time. • Conduct more sensitisation and close follow-up of parents that are not educated as they have the highest likelihood of not engaging with the loans or savings groups due to their illiteracy. • Encourage parents to contribute to their GWD's education through a phased approach e.g. allocating an

to pay more than half the amount of fees for any 2 of the 4 items listed above.		• Also, accessing loans needs collateral which some caregivers/parents do not have.	item a term or a year that parents should purchase for their children as they return to school would motivate some of them to have to engage with the loans/ savings groups to be able to succeed.
School • At midline 1, construction of these adapted WASH facilities had been done in all 10 targeted schools (100%) under the GEC-T programme. These schools were also provided with adapted teaching and learning materials. • More teachers were observed using adapted TLMs in the classroom at Midline 1 (11%) compared to Baseline (3%) • Qualitative interviews revealed that SNE teachers are posted to all schools by UNEB to support LWD during their certification exams, only 1 school had its School Management Committees (SMC) creating financial plans within school budgets specifically for CWDs and only one headteacher reported having 3 teachers trained in SNE at his school	CSU funds allocated to constructing adapted WASH facilities and providing adapted teaching and learning materials (TLMs) in selected schools CSU teacher training on inclusive teaching practices to be adapted in the classroom	• This is only sustainable in the few selected mainstream schools that CSU has supported. However, generally, the capacity of schools to improve their own infrastructure to meet the needs of CWDs is minimal without external assistance which greatly reduces the sustainability of the intervention at school level. • The use of adapted TLMs within the classroom is not sustainable due to the teacher transfer policy which normally leads to trained teachers being transferred to other public schools. • Government financial support to mainstream public schools has no proportion gazetted for meeting the school needs of CWDs. • Not all schools have teachers trained in SNE.	• CSU should also train headteachers in inclusive teaching practices as the first line of support for the teachers while at school and also encourage peer mentoring within teachers. This will also ensure that new teachers transferred to the school received the necessary guidance and training inclusive teaching before the CSU training and ensures that this can carry on after the CS project ends. • Schools administrations/ SMC should be taught to mobilise funds outside school fees by positioning themselves for external funding.
System • Government SNE expenditure is targeted to specialised schools and not mainstream schools. Overall, government budget to SNE decreased between FY 2018/2019 and FY 2019/2020 • Mainstream school visits by SNE inspectors were confirmed by a number of KIIs. *One headteacher also reported that his division is frequently visited by a CSU funded KCCA SNE focal person who monitors SNE policy*	• Advocacy by CSU among Ministry officials especially with KCCA, MoGLSD and MoE. • Networking and Membership Activities e.g. attending disability TWG meetings • Orientation of School Management Committees, Head Teachers, CCTs, KCCA and ministry officials on disability, gender and inclusive education • Awareness sessions for key stakeholders (school, system, community) on disability, gender, IE	The SNE policy is still in draft and therefore mass implementation of the policy is not being enforced by the government. The issues of SNE are being promoted among mainstream schools with the training received by tutors and the supervision visits they receive through the KCCA SNE focal points to the extent of ensuring adaptations are made for CWDs during national certification exams.	• More advocacy towards the SNE policy to help it gain visibility among policy makers to hasten its passing and encourage to gazette funding (capitation grant) for SNE when it is sent to schools. • Sensitisation on the contents of the draft SNE policy might also increase policy makers interests in the policy and the needs of CWDs. • If not being done already, sensitisation of parents with

implementation. • SNE policy is still under discussion and is hoped to be approved sometime next year. Qualitative interviews revealed that the current draft SNE policy will be an upgrage from the UPE policy which is currently being used and that is based on old practices.	and Child Protection.	Government funding for SNE is still only targeting infrastructural development of specialised schools.	CWDs about the SNE and facilitating such parents to attend the TWG.
Intermediate Outcome 3.1 Inclusive Environment			
Key Finding/Good Outcome	**Activities that Contribute to It**	**Sustainability of Activity**	**How Activity Can be Improved**
Governance • There is evidence of an institutional framework and willingness by key leaders to reduce barriers to education for CWDs. In 2019, the government of Uganda amended the 2006 Persons with Disability Act. • KIIs revealed that headteachers found it easier to disclose policy related challenges to CSU than to KCCA directly, that all KCCA Divisions have at least a Special Needs inspector, headed by a newly recruited Special Needs Officer, who has been very instrumental in changing the perception and implementation of Inclusive education in KCCA and that with CSU's support, teachers have been trained on how to use the inclusive education manuals provided by KCCA. **Physical environment: school-level resources** • There was a slight increase in the percentage of teachers who used games, instructional charts or posters during lessons, although still only about one quarter of teachers were observed using these types of learning strategies. • More children (11.1% at Midline 1 compared to 4.4% at Baseline) were also observed using readers	• Advocacy by CSU among Ministry officials especially with KCCA, MoGLSD and MoE. • Networking and Membership Activities e.g. attending disability TWG meetings • Orientation of School Management Committees, Head Teachers, CCTs, KCCA and ministry officials on disability, gender and inclusive education • Awareness sessions for key stakeholders (school, system, community) on disability, gender, IE and Child Protection. • Parents' capacity building sessions on disability management • Parents' capacity building sessions on gender	Due to the change in government that is a time caused by elections or transfers, gains made on sensitisation can be lost easily. The existence of dedicated SNE staff in KCCA will ensure that the organisation and schools are SNE-sensitive and aware. Education provided in mainstream, even if to a small extent, will begin to meet the needs of CWDs which will give them a fair chance when competing with their non-disabled counter parts. GWDs have better chances of attaining higher academic qualifications with the positive changes in the attitudes of their caregivers who could play a major role in their successful transition if they lack the willingness for the GWD to pursue advanced education. Parents/caregivers are gaining more confidence in mainstream schools being able to meet the physical and learning needs of their GWDs as less of them are citing that as a reason for GWDs not to go to school.	• Additional sensitisation of parents and learners in Kampala of the existence of schools with the disability friendly adaptations • Show-casing GWD that have achieved high academic excellence as role-models for those who might not be interested in pursuing education due to their disability. • Identify other disability focused organisations that will continue encourage and sensitise CSU supported parents/caregivers of GWDs and schools after the CSU project is over.

• More teachers were observed using resources specifically adapted for teaching children with disabilities (11% at Midline 1 compared to 3% at Baseline) • Qualitative findings revealed that teachers in one school had been taught sign language by CSU and that infrastructure modifications were being done to create more brighter classrooms. **Attitude and perceptions** • Most of the parents/care givers of GWDs wished for their GWD to grow up to attain further education (25%) or get jobs (61%) at midline 1. • There was at least a 9% reduction in the proportion of caregivers that think a child may not go school because they need to work and a 23% reduction in the proportion of caregivers that think a GWD may not go to school because of marriage and a 14% reduction in the caregivers that said a child may not go school if they have physical or learning needs that the school can't meet.			

1 Background to project

1.1 Project Theory of Change and beneficiaries

The project Theory of Change (ToC), was revised with support from Montrose as the External Evaluator in February 2018. This ToC demonstrates the manner in which the project will improve the life chances[1] of girls with disabilities (GWDs) by (a) improving their learning outcomes in literacy and numeracy; (b) ensuring that they transition through the appropriate grades from lower to higher institutions of learning and; (c) improving the supportive environment in which they live. More specifically, the project aims to:

I. Improve attendance rates of Girls with Disabilities (GWDs) in specific project schools by providing direct financial support to the GWDs and their families in addition to supporting to improve accessibility and sanitary facilities of 20 selected project schools.

II. Enhance the teaching quality experienced by GWDs within project schools by training teachers on how to deliver lessons using inclusive teaching practices.

III. Better the self-esteem and agency of GWDs to increase their ability to make informed decisions about their lives by providing training on life skills, self-esteem and child protection support.

IV. Increase the willingness of families of GWDs to support their education by providing support through capacity building in financial management to increase or diversify the family income.

V. Contribute to creating and maintaining an inclusive environment in the school, community and governance system to support the needs of GWDs and thereby contribute to learning and transition.

Through the Girls Education Challenge-Transition (GEC-T) project, CSU aims to support 2,060 girls with disabilities to complete the different cycles of education - primary, lower secondary, upper secondary or transition into Technical, Vocational Education Training (TVET). The same target girls were supported under the GEC1 phase which ended in February 2017. In response to the backlash from communities and schools' experience during the GEC1, a limited number of boys with disabilities (587) were also selected to benefit from the project. The table below shows the number of girls and boys benefiting from CSU intervention in this second phase of the Girls' Education Challenge.

Table 1: Beneficiaries' grades and ages

Beneficiary grades & ages		
	Baseline	*Midline*
Grade	Grade 3	Grade 3
Age	7-14	9-10
Grade	Grade 3	Grade 4
Age	7-14	8-16
Grade	Grade 4	Grade 5
Ages	7-17	9-17
Grade	Grade 5	Grade 6
Age	8-15	10-17
Grade	Grade 6	Grade 7
Ages	10-17	11-19

[1] Life chances are considered as the following: financial independence, independent decision making, independent living, equal participation in sectors of education, health, governance and employment.

Grade	Grade 7	Grade 8
Age	11-19	13-17
Grade	Grade 8	Grade 9
Ages	13-16	15-17
Grade	Grade 9	Grade 10
Ages	13-18	15-20
Grade	Grade 10	Grade 11
Ages	15 and 18	15-19
Grade		Vocational Yr. 1
Ages		16 and 19

Post baseline changes

The changes after the baseline were largely about the delivery approaches for the activities that were earlier planned to improve delivery of outcomes within the current ToC. For example, clustering of teachers of different classes during trainings and reviewing the methodology to increase attendance and participation of male parents of children with disabilities in parent groups. The project started deliberate engagements with the fathers and men into activities and progress was being realized as the male parents/caregivers of children with disabilities started to participate in project activities and play a role to play in terms of upbringing and future aspirations. The three major changes were

a. Support establishment of an Inclusive Education Desk Officer at Kampala Capital City Authority (KCCA) Directorate of Education: CSU engagement with the KCCA Directorate of Education revealed the lack of technical capacity in the area of inclusive education both at headquarter and lower level divisions. Without this expert support, it was to be very difficult for KCCA to institutionalise matters of inclusive education across the authority, a factor that could negatively impact on system strengthening. The project supported KCCA to recruit and maintain the officer. The officer sits at KCCA office and supporting issues of inclusive education across Kampala. For example, he has collected data on individual children and their impairment/severity and descriptions of challenges and proposed interventions from different schools including in schools where CSU does not work. KCCA committed to take the officer after the 4 years.
b. Engaging a specialized inclusive teacher training agency (EENET) to train head teachers, and CCTs as TOTs who eventually trained the teachers during the school based workshops. CSU monitoring had revealed that head teachers were not participating in the sessions and also their administrative support was minimal to the trained teachers. This change in approach was geared to ensuring that the head teachers participate in the training sessions and then eventually support the teachers in their respective schools. And
c. Partner with Worldreader (an organization whose mission is to champion digital reading in underserved communities to create a world where everyone can be a reader) to support in ICT in education. CSU engaged with World Reader to provide one thousand (1,000) tablets loaded with up to 150 curriculum and non-curriculum books/content. World reader was urged to ensure that the tablets were accessible portable tablets to children with different impairments including visual, physical, hearing, among others. Accessibility was to cater for voice, option for enlarging text and image sizes, text-to-speech functionality, appropriate lighting among others. The tablets have so far been loaded with an average of 100 books and more will be uploaded. The beneficiary girls and boys with disability will begin to use the tablets post midline 1.

1.2 Project context

In Uganda, only 13% of girls complete secondary school education.[2] Whilst there is broad consensus that in order to advance a country's overall development it is necessary to educate all children especially girls, without a committed approach to the education of girls in Uganda they remain at higher risk of illiteracy, and early marriage. This in turn both limits girls' potential and constricts the economic growth of the country.[3] The foundations for academic success and a skilled citizenry is laid through advancing the literacy and numerical skills of girls in Uganda. Efforts to align with the Sustainable Development Goals (SDG4) by increasing access to inclusive and equitable education in Uganda, will go a long way to help break the cycle of poverty which many urban, peri-urban and rural communities experience.

Children with Disabilities (CWD) almost always face additional barriers to accessing education as a result of discrimination by teachers and other pupils, lack of assistive devices to enable learning and families who are unable or unwilling to pay school fees for their disabled children. As a result, it is estimated that only 9% of CWDs who are of school going age are enrolled in primary school, compared with a national average of 92%[4] of children, 94% of these CWDs drop out during the basic education phase, leaving only 0.54 of the CWDs studying at secondary school level compared with a national average of 25%[5].

The Government of Uganda, alongside other local and international development organisations, has recognised the importance of equitable education. Specifically, the Government of Uganda (GoU) aims to '*provide for, support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development*'.[6] Such commitments are emulated in the Education Sector Strategic Plan (ESSP) 2017/18 - 2019/20, whose specific objective to achieve equitable access to education and training includes interventions aims to improve the participation of disadvantaged persons including girls and Persons with Disabilities (PWD) at all levels of education. Other initiatives include the establishment of the Special Needs Department of the Ministry of Education and Sports (MoES) and the Faculty of Special Needs and Rehabilitation (Kyambogo University) whose mandate is to train special needs education teachers.

1.2.1 Educational context in Uganda

The formal education system in Uganda comprises 3 years of pre-primary education, 7 years of primary, 6 years of secondary school and three to five years of post-secondary education in a tertiary or vocational institution. Primary education is considered to be the first official level of education by most Ugandans.

A MoES 2003/4 Curriculum Review found that lack of learning amongst primary school going children was partly due to a disparity between the current primary curriculum and the amount of appropriate teacher training.[7]

The GoU has built a strong regulatory framework to promote the provision of education to CWDs[8] and promoted equal opportunities and enhanced empowerment, participation and protection of rights of persons with disabilities irrespective of gender, age and type of disability. These frameworks include the 1995 Uganda National Institute of Special Education Act, the 1995 Constitution of Uganda which

[2] UNICEF Data, (2013) 'Upper secondary completion rate among population aged 3-5 years above secondary graduation age – Percentage', Data and Analytics Section, Research and Policy' accessed at: https://data.unicef.org/topic/education/overview/.
[3] UNICEF, (2015) 'The Investment Case for Education and Equity'.
[4] Source: MoES: Uganda Education Statistical Abstract 2009, 2010 and a.
[5] https://www.unicef.org/uganda/UNICEF_CwD_situational_analysis_FINAL.pdf
[6] Ministry of Education and Sports Mission. http://www.education.go.ug/data/smenu/1/Mission%20and%20Objectives%20.html
[7] Ministry of Education and Sports of Uganda 2003/4 curriculum review report.
[8] Uganda Society for Disabled Children, (2017) Inclusive Education in Uganda – Examples of Best Practice, accessed at http://afri-can.org/wp-content/uploads/2017/11/Inclusive-Education-in-Uganda-examples-of-best-practice-March-2017.pdf

recognises the right of persons with disability to respect and human dignity[9], the Disability Act of 2006 and the National Policy on Disability. Within the same framework, the Education Act of 2008 forms part of this regulatory framework by making primary education compulsory for all children.

1.2.2 Factors affecting learning outcomes in Uganda

There are multiple factors affecting learning outcomes in Uganda. The following are related specifically to those barriers to learning which the interventions of the Cheshire Services Uganda (CSU) programme aim to address:

- **High levels of poverty resulting in inability to pay for education:** A lack of education strongly increases the level of income poverty in a country[10] which goes on to reduce parental ability to pay for uniforms, school books and other items required for children to attend schools despite the tuition being free under the GoU Universal Primary Education (UPE) initiative.[11]
- **Poor teacher training resulting in low quality of teaching:** The low quality of teaching also contributes to Uganda's poor learning outcomes.[12] Teachers enter the profession with limited subject knowledge and few pedagogic skills, with little opportunity to develop thereafter. When the only professional support available is from head teachers who lack leadership skills, have limited career prospects and are not motivated as exhibited by high rates of absenteeism, then this cycle of low teacher quality is reinforced.
- **High drop-out rates resulting in low levels of completion of primary school education:** This is particularly noticeable between grades 6 and 7 – during the time when children are preparing for the Primary Leaving Examination (PLE). As Uganda's population is expanding, the proportion of Ugandan children dropping out of school early with a low level of skills and education is also increasing with completion rates at 58% in 2008 dropping to 55% in 2011[13].
- **Inaccessibility of schools and inability of teachers to accommodate CWD resulting in low enrolment and high drop-out rates amongst CWD:** Specifically, for CWDs, the type of impairment held by the student is a major factor that influences their learning outcomes. Different impairments pose different transition challenges broadly due to infrastructural barriers, inaccessible curriculum, and attitudinal barriers. A UNICEF situational analysis report from 2014, reported that children with sensory disabilities (e.g. visually- and hearing-impaired children) were more likely to access schools and complete primary level compared to children with mental and cognitive disabilities (e.g. autism) as well as children with multiple disabilities.[14] In addition, inaccessible buildings and toilets is a major factor that causes dropouts from school. Significantly, between 2009 and 2011, 94% of CWD dropped out of school between the primary and secondary levels.[15]

1.2.3 Gender inequalities and marginalisation in Uganda

Despite progress in global literacy rates, gender disparity in youth literacy remains, with two-thirds of the world's illiterate population being women. This gender-based disparity is particularly serious in Sub-Saharan African countries.[16] Limited access for girls and particularly Girls with Disabilities (GWDs) leads

[9] Article 16
[10] Lloyd C. B. (2011) Evidence Paper for Girls' Education Challenge Fund, Consultancy Report to DFID.
[11] Psacharopoulos and Patrinos (2004), Returns to investment in education: a further update, Education Economics 12(2).
[12] According to DFID Education Evidence Paper 2014, teacher quality has the greatest impact on learning outcomes.
[13] https://www.unicef.org/uganda/OUT_OF_SCHOOL_CHILDREN_STUDY_REPORT__FINAL_REPORT_2014.pdf
[14] Ministry of Gender, Labour and Social Development and UNICEF Uganda, (2014) Situational Analysis on the rights of children with disabilities in Uganda
[15] Dolorence Naswa Were, Uganda Society for Disabled Children (USDC), interviewed by Nadège Riche, 2013. UNICEF CwDs Situational analysis report, Page 31.
[16] UNESCO, (2017) Literacy Rates Continue to Rise from One Generation to the Next, accessed at: http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017.pdf

to educational marginalisation which UNESCO describes as a '*persistent disadvantage rooted in underlying social inequalities'*.[17] The GEC has identified specific factors and processes that contribute to girls' marginalisation. These can be understood as social, economic, contextual and time factors.[18] Hence, GWDs face a double marginalisation - the gender disparity in education and the negativity arising from having impairment.

To promote inclusivity, Uganda has committed on the international stage to the Sustainable Development Goals (SDG), to *'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'*[19] irrespective of cultural, gender, regional, physical or social differences. Additionally, the GoU has ratified the United Nations Convention on the Rights of the Child (CRC)[20] and the United Nations Convention on the Rights of Persons with Disabilities (CRPD)[21], which address the specific measures needed to protect the rights, including the right to education, of PWD including CWD.

On many levels, therefore, GWDs in Uganda face the most obstacles in accessing education. In addition, at the family level, the education of girls may be affected by the gender perception of girls. For example, families may want to have their daughters drop out of school and get married after primary education due to the existing gender stereotype and the preference for educating boys. These barriers might lead to early pregnancies, early marriages and the spread of STIs, which are all associated with early exit from school if not addressed by the project. To reduce the education marginalisation of girls with disabilities, therefore, the project theory of change revolves around addressing barriers at various levels, including at the individual child, at the community and family, and at the school and system level.

1.3 Key evaluation questions and role of the midline

The overall objective of the evaluation is to assess the delivery, effectiveness, Value for Money (VfM) and impact of the GEC-T project and report the findings and lessons learnt throughout the process. This will be done using a mixed-method, gender-sensitive evaluation that is inclusive of girls and boys with disabilities who will be benefitting from the work of the CSU GEC-T project. This midline study is as part of a seven-year longitudinal study comprising of four evaluation points to be conducted between the period 2018 to 2024 as follows: 2017/18 (baseline), 2019/20 (midline 1); 2022/23 (midline 2) and 2024 (endline). It aims to measure the progress made on achieving impact through CSU selected project interventions with reference to the baseline study conducted last year.

The evaluation aims to assess the impact of the project on GEC-T outcomes and therefore addresses questions around both GEC-T outcomes and project intermediate outcomes. The GEC programme outcomes to be measured are related to the themes of Learning, Transition and Sustainability. The evaluation of the results of the project on these outcomes will be guided by the GEC programme evaluation questions which include:

1. Was the GEC successfully designed and implemented? Was the GEC good Value for Money?
2. What impact did the GEC Funding have on the transition of marginalised girls through education stages and their learning?
3. What works to facilitate transition of marginalised girls through education stages and increase their learning?
4. How sustainable were the activities funded by the GEC and was the programme successful in leveraging additional interest and investment?

at: http://www.ungei.org/GEC_Thematic_discussion_papers.pdf

[19] Sustainable Development Goal 4

[20] The CRC rights are grouped together under the three themes: Survival, protection and development rights. The Development rights (Articles 28 and 29) include the right to education, health, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

[21] Ratified in 2008, the CPWD's process of implementation is a co-operative process that involves the States of the world. With regard to some rights, such as protection from violence, access to education, access to justice, access to health, and collection of data and statistics, it outlines in more detail than the CRC what needs to be done by governments.

The project level evaluation questions around intermediate outcomes are aimed at demonstrating how the outcomes (Learning, Transition and Sustainability) were or were not achieved. Therefore, project level evaluation questions directly feed into programme evaluation questions.

Project level evaluation questions are aimed at collecting evidence on what worked or what did not work to realise the nature of project outcomes reported. The questions are therefore formulated bearing in mind the planned drivers of change in the outcomes as indicated in the Theory of Change, that is the five intermediate outcomes which relate to the themes of attendance, teaching quality, self-esteem, attitude and perceptions, and economic empowerment. The project level evaluation questions are about effectiveness, impact and Value for Money (VfM) of the project on the intermediate outcomes.

The project level evaluation questions are:

Project level evaluation questions

1. **To what extent did the project impact on the attendance among girls with disabilities?**
   - *1.1. How did the project impact on attendance among girls with different impairments?*
   - *1.2. Was there any significant difference between attendance among girls and boys with disability? Why?*
   - *1.3. How did the change in attendance contribute to learning among girls and boys with different impairments?*
   - *1.4. What were the key drivers to the change in attendance?*

2. **To what extent did the project contribute to improved quality of teaching to benefit girls with disabilities?**
   - *2.1. How did the project enable teachers to become gender response in the delivery of lessons?*
   - *2.2. How did the project enable teachers to apply inclusive education methodologies to benefit girls with different disabilities?*
   - *2.3. Did a change in teaching quality affect learning outcomes among girls with disability?*
   - *2.4. What contributed to the change in quality of teaching?*

3. **To what extent did the project impact on the self-esteem of disabled girls as measured by the project self-esteem index?**
   - *3.1. Did the project affect the self-esteem for girls with different impairments differently?*
   - *3.2. How did the change in self-esteem affect the learning and transition among girls with different impairments?*
   - *3.3. How did the change in disabled girls`` self-esteem affect their aspirations?*
   - *3.4. What contributed to the change in self-esteem among the girls with disabilities?*

4. **To what extent did the project impact on the way community and other stakeholders view disability, gender, inclusive education?**
   - *4.1. Has the project contributed to a change in the way the community views education of boys and girls with different impairments?*
   - *4.2. What are some of the school and community initiatives geared towards support of education of girls and boys with disabilities?*
   - *4.3. What project aspects have been instrumental in causing change in the community and stakeholders' perceptions towards education of disabled children?*
   - *4.4. How has the project contributed in the change in policy and practice in the education of disabled children at district and National level?*
   - *4.5. How has the project contributed to the expansion of networks, synergies and leverage aimed at improving and sustaining the education of children with disabilities?*
   - *4.6. How has the project contributed to co-existence and peer support among children with and without disabilities at school?*
   - *4.7. Are children (boys and girls) with different impairments becoming more secure in the community and at school as a result of the project?*

5. **To what extent did the project contribute to economic and social resilience of families of girls and boys with disabilities to support the sustainability of education interventions?**

5.1. Has the project contributed to a change in the family`s aspirations and investment in the education of the sons and daughters with disabilities?
5.2. Has the project contributed to a change in the economic status of the family?
5.3. How has the project contributed to peer-support among parents of boys and girls with disabilities?
5.4. Has the project contributed to responsible parenting among families of boys and girls with disabilities?

1.3.1 The role of the midline 1 study

Through this midline 1 study, the evaluation will measure the levels of proficiency in literacy and numeracy competencies amongst girls with and without disabilities after two years of the CSU GEC-T Programme. This will provide a comparison against the baseline and a point from which to further assess the impact of the planned interventions designed to (a) reduce the inequality gap in learning outcomes between girls with disabilities and those without, and (b) improve attendance and transition rates amongst GWD. At all points of the evaluation, GWDs will be considered as the treatment group while those without disabilities will be considered as the control group.

Additionally, by gathering qualitative data, the midline 1 study builds on the overarching situational analysis at the system, school and community levels to ensure the planned interventions are aligned to current gaps and challenges, whilst suggesting additional opportunities for improvement.

This midline 1 study, therefore, aims to answer the following research questions two years into the CSU GEC-T project:

1. What is the current situation for girls with disabilities in terms of literacy and numeracy proficiency? How does this compare to girls without disabilities?
2. Are there any factors that are positively or negatively influencing outcomes of disabled girls?

- What is the current **attendance and transition** rate for GWD?
- To what extent is **teaching** being carried out in a gender and disability responsive way?
- What level of **self- esteem** & career aspirations do GWDs have?
- How do **stakeholders view** GWDs and the importance of education?
- To what extent are families **economically equipped and empowered** to support their daughter's education?

Which of these factors seem to impact most on GWD and their learning outcomes?

Are there differences between girls with and without disabilities?

Are there differences between disability type?

Are there any additional barriers or factors?

3. How far do the planned strategic interventions align to the current needs of GWD? What are the barriers?
4. Are there any additional opportunities that could be leveraged by building on current strategies to improve pupil outcomes from this evaluation point forward?

In preparation for the midline 1 study, a full refresher training session for the enumerators and disability experts was completed in the week of the 30th of September 2019. Wherever possible, Montrose utilised

the same enumerators and disability experts that were trained for the pilot study this July 2019 and as a plan “B” enumerators that were trained in 2018 to conduct the baseline study.

Data collection tools used at midline 1 were similar to those used at baseline. Slight modifications were made to the questions within the classroom observations, pupil context interview, household caregiver survey, teacher headteacher interview and a school observation survey tools. The modifications included removing certain questions completely or rephrasing questions to ensure data collected could be used for data analysis more efficiently. This was also done to ensure that the new indicators added to the project logframe after the baseline study could be measured. On the other hand, revised learning assessment tools (EGRA, EGMA, SeGMA, SeGRA) were used between baseline and midline 1.

The study also gathered qualitative data to build on the overarching situational analysis at the system, school and community levels through focus group discussions and key informant interviews. Qualitative data collection tools were also reviewed and revised based on changes to the project logframe.

This report presents the findings from the Midline 1 data analysis. Qualitative data has been used to triangulate findings from the quantitative data analysis and quotes from various key informants included to add context.

1.3.2 Tracking and attrition in the CSU Midline 1 Evaluation

This section outlines the process employed during the collection of midline 1 data (both quantitative and qualitative).

At baseline, following the series of randomised sampling calculations aimed at determining the sample size of the learning cohort and transition cohort, it was decided that the same cohort of girls shall be followed for both learning and transition to link them together. The parameters proposed by the FM resulted in a sample size of 538 pupils for the study cohort. Every project girl that was sampled (treatment) was matched with a non-project (control) girl during the baseline survey who was in the same class and grade as a treatment child.

At midline 1, 416 pupils were found from the original sample, assessed and interviewed. Importantly, we found the following at midline 1 related to the sample:

1) Some students did not transition to the next grade. Therefore, we still have learners in P3, as they were held back in both the intervention and control groups. This is the same across all grade levels and both cohorts in each grade.

2) We did a top up sample at midline 1 from the children originally sampled at baseline who we did not find due to absenteeism (10 treatment top-ups and 5 control top-ups). These children were not assessed at baseline but are now part of the sample going forward (unless we lose them in later evaluation rounds due to attrition). We also sampled a new child for the control group in every class where we found a treatment child from the baseline cohort list. These children are also now part of the sampling going forward and were assessed using the same test as other children and analysed in the same way.

3) We did not carry out any other replacement steps for baseline cohort children who attrited from the sample at midline 1.

4) We had significant attrition across both groups, but a larger percentage in the control group. The attrition levels at midline 1 are detailed in the tables below. As shown, both overall and differential attrition are high, and render study findings biased and without statistical significance. This is explained further in the section below the tables.

Table 2: Midline 1 attrition calculations

Baseline sample (treatment)	Midline sample (treatment)	Re-contacted (treatment)	Attrition (treatment)	Baseline sample (control)	Midline sample (control)	Re-contacted (control)	Attrition (control)
268	237	220	31	270	179	171	91

Table 3: Midline 1 attrition calculations

Evaluation phase	Treatment	Control	Total
Baseline	268	270	538
Midline 1	237	179	416
Attrition at Midline 1			
Attrition Midline 1 (#)	31	91	122
Attrition Midline 1 (%)	11.6%	33.7%	-22.1%
Overall Attrition	22.7%*		
Differential Attrition	-22.1%*		

**Attrition thresholds: Optimistic boundary at 23% = 9.5; Cautious boundary at 23% = 5.1*

Table 4: Attrition by grade level and subgroup

Grade	Treatment				Control			
	Baseline	Midline 1	Attrition/ lost	% Attrition	Baseline	Midline 1	Attrition/ lost	% Attrition
Primary 3*	29	4	6	21%	30	3	9	30%
Primary 4	42	28	6	14%	37	19	5	14%
Primary 5	65	35	6	9%	67	37	19	28%
Primary 6	62	67	10	16%	51	44	13	25%
Primary 7	62	43	26	42%	56	40	30	54%
Senior 1	9	28	1	11%	10	22	2	20%
Senior 2	16	9	1	6%	13	10	5	38%
Senior 3	5	16	1	20%	1	6	0	0%
Senior 4	0	2	0	N/A**	0	1	0	N/A**
Vocational Level	0	1	0	N/A**	0	0	0	N/A**

**Primary 3 learners at midline 1 were found to have repeated a grade.*

***N/A represents grades that were not sampled at baseline so attrition will only be calculated at future evaluation points.*

Protocols for tracking children

1. Midline 1 data collection began with tracing the original cohort of treatment and control children to their baseline schools, finding them, identifying them and assessing them. If a child was not found, data collectors spoke to their teachers and head teachers to determine if they were: 1) simply absent, and if so for how long and why; 2) whether they had transferred schools, and if so to where; 3) whether they had transitioned, in the case of students who graduated from Primary 7 and transitioned to secondary school, or students in secondary who transitioned to vocational school; or 4) if they dropped out, and whether they could be tracked to their household, or if they were staying in another location that could not be traced. Notably, the information on children not found in round 1 of data collection from the was only collected anecdotally from schools and required further verification.
2. Following round 1 of data collection, we analysed child demographic data to confirm attrition levels and to determine the accuracy of reported information regarding where cohort students were located. This involved calling contacts in their households to corroborate the information reported by the schools.
3. Next, we matched school names for transferred and transitioned students to the most recently available 2017 EMIS database to track the location of their schools by district and sub-county. An initial review of the data indicated that many of the students in question were in schools within Kampala or within districts nearby to Kampala in a radius reachable within a day trip. Moreover, there were cases where multiple students who transferred were clustered at one school. Some of these schools were CSU-supported, most were not.
4. Where possible we contacted each school and made arrangements with the school leader for a visit to assess the child. If that was not possible, we mobilised the child back to their original school and conducted the learner assessments and surveys there.

Replacement of sampled students

Replacement of girls in the sample was not proposed as an option in this study given that the majority of other GWDs in CSU schools are spread over a large number of geographically distant schools with few girls in each one, meaning the costs of assessing 1-2 girls across numerous schools posed a budgetary challenge for the study.

We did re-include girls from the baseline who were originally sampled but either: 1) not tested due to absenteeism on the day of baseline data collection in their school; or 2) were tested at baseline but did not finish the tests, meaning their data was not included in the original baseline analysis.

Limitations to the tracking approach

Many of the girls who transferred or attrited in the study moved to schools not receiving direct support from CSU, meaning there were no specific inclusive education interventions happening in those schools.

We originally hoped to collect school and teacher data in the students' new schools alongside the learning outcome and survey data in order to explore whether their transfers caused a change in their academic outcomes, socioemotional learning or self-esteem (either positive or negative). However, this was not possible to do during data collection due to the difficulties the survey teams had accessing the schools and getting permission to assess the students. While schools were mostly cooperative with the survey team around student assessments, they were not able to accommodate additional data collection processes with teachers.

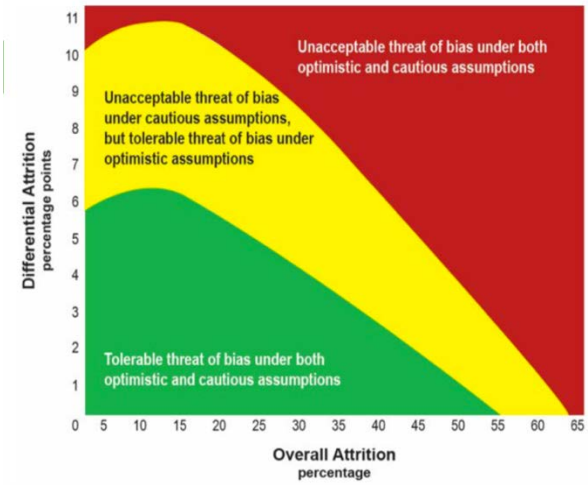
Going forward, we proposed having a conversation with CSU and the FM about this issue (e.g. girls no longer receiving an inclusive education intervention) regarding its potential effect on the data. According to the FM guidance, girls should be tracked to non-program schools regardless of their level of engagement with an inclusive education environment. It is possible to separate their data in the midline 2 report (assuming we can track them) to examine the effect of this transfer on their learning and attitudes/self-esteem.

Attrition bias and its impact on the study

Attrition can become a serious risk to the research if the following occur:

1. Differential Attrition: If the number of children that has been lost in treatment schools is significantly different than the number of children that has been lost in comparison schools
2. Loss of Statistical Power: If the overall attrition is high and the number of children lost exceeds the number that was required in order to be able to detect statistically significant differences between treatment and comparison children.

At midline 1, we explored the risks that attrition posed to the study and tried to mitigate them as much as possible at the second evaluation point (midline 1). If both overall attrition and differential attrition are high, it presents an unacceptable threat of bias in the study that means findings are considered null at this and other evaluation points (the red portion of the graph below, from the What Works Clearinghouse, a division of the US Institute of Education Sciences). The table below the graph indicates attrition levels that are considered acceptable and unacceptable in a study such as this.



Thresholds for attrition

Optimistic Attrition Threshold: When the intervention is unlikely to affect attrition. Expected bias due to attrition is lower, so more attrition is acceptable. Based on our overall attrition at midline 1 (22.7%), the optimistic threshold for differential attrition is 9.5 percentage points. Differential attrition in the study was 22.1%, which is far above the optimistic acceptable boundary.

Cautious Attrition Threshold: When the intervention is more likely to affect attrition. Expected bias due to attrition is higher, so less attrition is acceptable. Based on our overall attrition, the cautious threshold for differential attrition is 5.1 percentage points. Differential attrition in the study was 22.1%, which is far above the cautious acceptable boundary.

The extremely high attrition rates at midline 1 have now introduced an unacceptable level of bias to the study, which means that we have effectively lost statistical significance in the findings.

Table II.1. Highest Differential Attrition Rate for a Sample to Maintain Low Attrition, by Overall Attrition Rate, Under "Optimistic" and "Cautious" Assumptions

	Differential Attrition			Differential Attrition			Differential Attrition	
Overall Attrition	Cautious Boundary	Optimistic Boundary	Overall Attrition	Cautious Boundary	Optimistic Boundary	Overall Attrition	Cautious Boundary	Optimistic Boundary
0	5.7	10.0	22	5.2	9.7	44	2.0	5.1
1	5.8	10.1	23	5.1	9.5	45	1.8	4.9
2	5.9	10.2	24	4.9	9.4	46	1.6	4.6
3	5.9	10.3	25	4.8	9.2	47	1.5	4.4
4	6.0	10.4	26	4.7	9.0	48	1.3	4.2
5	6.1	10.5	27	4.5	8.8	49	1.2	3.9
6	6.2	10.7	28	4.4	8.6	50	1.0	3.7
7	6.3	10.8	29	4.3	8.4	51	0.9	3.5
8	6.3	10.9	30	4.1	8.2	52	0.7	3.2
9	6.3	10.9	31	4.0	8.0	53	0.6	3.0
10	6.3	10.9	32	3.8	7.8	54	0.4	2.8
11	6.2	10.9	33	3.6	7.6	55	0.3	2.6
12	6.2	10.9	34	3.5	7.4	56	0.2	2.3
13	6.1	10.8	35	3.3	7.2	57	0.0	2.1
14	6.0	10.8	36	3.2	7.0	58	-	1.9
15	5.9	10.7	37	3.1	6.7	59	-	1.6
16	5.9	10.6	38	2.9	6.5	60	-	1.4
17	5.8	10.5	39	2.8	6.3	61	-	1.1
18	5.7	10.3	40	2.6	6.0	62	-	0.9
19	5.5	10.2	41	2.5	5.8	63	-	0.7
20	5.4	10.0	42	2.3	5.6	64	-	0.5
21	5.3	9.9	43	2.1	5.3	65	-	0.3

Source: WWC Technical Paper on Assessing Attrition Bias.

Out of the original 14 Key informants, only 13 were available to participate in this evaluation point. There was a 4% increase in the number of FGD participants between baseline (15 girls and 9 boys attending 6 FGD) and midline 1 (18 girls and 8 boys attending 4 FGDs).

2 Context, Educational Marginalisation and Intersection between Barriers and Characteristics

2.1 Educational Marginalisation

This section analyses the various barriers that cause educational marginalisation of GWDs in comparison to girls without disabilities. It also presents an intersection of the characteristics of GWDs and the barriers to education with the aim of tracking changes to marginalisation and understanding the layers of complexity that intersect to cause the girls' marginalisation.

The evaluation findings reveal that most of the characteristics show no statistically significant differences between the intervention and the control groups both at baseline and midline 1. This is expected since the control group is 'matched' with the sample when being selected. That said, we observe the following changes between baseline and midline 1:

- There are significant differences in the proportion of single orphaned girls in the intervention (23.4%) and control (13.7%) at midline 1. The significant difference is attributed to the 1.4% increase in the proportion of single orphaned girls in the intervention and a 2.6% decrease in the control compared to what was observed at baseline. These marginal group changes may be attributed to the replacements and loss to follow up.
- No significant differences are observed at midline 1 between intervention and control groups in the proportion of care givers and HHs without PLE, in contrast to what was observed at baseline where a significantly higher proportion of intervention caregivers (42.7%) or Head of Household (HoHs) (42.8%) had no PLE certificate compared to the control care givers (35.4%) or HoHs (32.0%). This may also be explained by the loss to follow up and replacements at midline 1.
- A higher reduction in the poverty levels in the intervention group from 49.5% at baseline to 38.5% at midline 1 compared to a decimal decrease (0.9%) observed in the control group. Key indicators are the increase in the number of people living under an iron sheet house to 98.8% from 86.9% and the reduction of those who report to live in mud / thatch /wood / plastic / cardboard house to 1.2% from 2.8% at baseline.

Although this cannot be attributed to the CSU intervention entirely, it is important to note that CSU does provide loans and training on income generating activities to the parents of the children they support.

"They help our parents with money and lend them, to start businesses. They pay back after investing. Miriam mother sells second-hand clothes."
Miriam, S.1 FGD participant and CSU beneficiary

The high levels of poverty found in both the intervention (49.5%) and control (45.6%) groups at baseline highlight that the schools being targeted by the project are primarily found in the lower socio-economic areas of Kampala. **Table 5** gives an overview of the difference in baseline and midline 1 characteristics of the study participants.

Table 5: Baseline and Midline 1 characteristics

Characteristics	Intervention	Control	P value	Intervention	Control	P value
	Baseline			Midline 1		
Orphans (%)						
- Single orphans	*22.0*	*16.3*	*0.143*	*23.4*	*13.7*	*0.034**
- Double orphans	*4.7*	*1.9*	*0.115*	*2.6*	*1.4*	*0.484*
Living without both parents (%)	*28.5*	*30.8*	*0.610*	*19.7*	*22.3*	*0.591*
Living in female headed household (%)	*56.1*	*58.2*	*0.663*	*65.6*	*59.7*	*0.229*
Poor households (%)						

- HOH is in the lower/lowest wealth quintile	*49.5*	*45.6*	*0.625*	*38.3*	*43.9*	*0.608*
- Household doesn't own land for themselves	*57.9*	*61.5*	*0.565*	*55.8*	*56.1*	*0.989*
-Lives in a traditional house/hut (e.g. from thatch or mud)/tent/shuck	*9.8*	*5.7*	*0.468*	*9.7*	*10.8*	*0.767*
-Lives in iron sheet roofed house	*86.9*	*89.4*	*0.560*	*98.7*	*97.8*	*0.571*
-Lives in a mud / thatch /wood / plastic / cardboard house	*2.8*	*1.0*	*0.560*	*1.3*	*2.2*	*0.571*
- Household unable to meet basic needs	*20.2*	*22.7*	*0.530*	*22.9*	*23.0*	*0.976*
- Gone to sleep hungry for many days in past year	*11.0*	*10.7*	*0.915*	*11.1*	*10.9*	*0.948*
-Gone without income for many days	*46.1*	*48.0*	*0.701*	*48.7*	*48.9*	*0.970*
Language difficulties:						
- LoI different from mother tongue (%)	*96.3*	*97.1*	*0.624*	*96.1*	*97.1*	*0.632*
- Girl doesn't speak LoI (%)	*50.9*	*45.2*	*0.238*	*41.6*	*43.9*	*0.668*
Parental education						
- HoH has no PLE certificate (%)	*42.8*	*32.0*	*0.015***	*40.9*	*40.3*	*0.914*
- Primary caregiver has no PLE certificate (%)	*42.7*	*35.4*	*0.049***	*40.3*	*35.2*	*0.378*
Parental Occupation						
-HOH is unemployed	*46.7*	*46.1*	*0.356*	*12.3*	*12.9*	*0.806*
-Primary care giver is self-employed	*11.7*	*20.7*	*0.016***	*50.0*	*38.8*	*0.159*
*** Implies that the difference between the intervention and control group for that characteristic is significant at 95% confidence interval*						

Barriers

Table 6 lists potential barriers to learning and transition for girls with disabilities in the intervention group and girls without disabilities in the control group. The percentage of girls who reported these barriers during the learner context survey at midline 1 is provided for each category, broken down by grade; each grade grouping represents a transition category in the sample (e.g. P3-P4 will transition to upper primary and lower secondary during the 7-year programme; P5-P6 will transition to lower and upper secondary; and P7-S4 and vocational will transition to and through all of secondary school and/or vocational school). Potential barriers to education access, completion and transition are indicated in **Table 6** including safety on the way to school, parental and caregiver support to education, learner attendance, school facilities, and teacher presence and attitude.

Table 6: Potential barriers to learning and transition

			Intervention	Control	Source
	Sample breakdown (Girls)				
	Home – community				

		P3-P4	P5-P6	P7-S4 + Voc*	P3-P4	P5-P6	P7-S4 + Voc*	
Safety								
Fairly or very unsafe travel to schools in the area	Baseline	42.2%	36.1%	27.6%	32.3%	27.8%	26.0%	LCI_6C
	Midline 1	12.5%	15.3%	9.0%	5.3%	18.8%	19.5%	L_5d
Parental/caregiver support								
Insufficient time to study due to high chore burden	Baseline	73.4%	65.5%	54.0%	80%	75.4%	68.8%	LCI_8g
	Midline 1	50.0%	43.9%	32.0%	63.2%	48.8%	41.6%	L_6g
Doesn't get support to stay in school and do well	Baseline	10.9%	10.1%	17.2%	46.2%	52.4%	53.2%	LCI_14
	Midline 1	3.1%	10.2%	10.0%	21.1%	12.5%	10.4%	L_6a
School level								
Attendance								
Learner missed school in the last week	Baseline	43.8%	40.3%	28.7%	36.9%	41.3%	27.3%	LCI_11 a
	Midline 1	50.0%	26.5%	17.0%	42.1%	40.0%	23.4%	L_8a
School facilities								
Difficult to move around school	Baseline	7.8%	14.3%	23.0%	1.5%	9.5%	10.4%	LCI_17 e
	Midline 1	12.5%	6.1%	4.0%	0%	5.0%	5.2%	L_15g
Latrine dirty	Baseline	14.1%	23.5%	25.3%	16.9%	16.7%	26.0%	LCI_16 b
	Midline 1	12.5%	18.4%	19.0%	21.1%	26.3%	24.7%	L_14b
Difficulty using the latrine	Baseline	10.9%	7.6%	13.8%	4.6%	7.9%	10.4%	LCI_16 c
	Midline 1	9.4%	8.2%	13.0%	21.1%	10.0%	15.6%	L_14c
Doesn't play any sports at school	Baseline	56.3%	54.6%	47.1%	49.2%	44.4%	45.5%	LCI_19 a
	Midline 1	53.1%	50.0%	60.0%	15.8%	45.0%	45.5%	L_16a
Doesn't take part in any activities after/outside school	Baseline	70.3%	68.9%	56.3%	75.4%	71.4%	74.0%	LCI_19 c
	Midline 1	71.8%	71.4%	57.0%	52.6%	72.5%	49.4%	L_16c
Teachers								
Disagrees teachers make them feel welcome	Baseline	3.1%	4.2%	3.5%	6.2%	3.2%	1.3%	LCI_24 k
	Midline	6.3%	8.2%	4.0%	5.3%	3.8%	10.4%	L_21b
Agrees teachers often absent from class	Baseline	31.3%	21%	11.5%	24.6%	16.7%	7.8%	LCI_11 d
	Midline	28.1%	23.5%	19.0%	36.8%	25.0%	28.6%	L_8e

**P7-S3 students were measured in baseline. At Midline 1, S3 students were found to have transitioned to S4 or Vocational school therefore P7-S4 + vocational students were measured in midline 1*

From the table above, that would achieve low learning outcomes would be those that have insufficient time to study due to high chore burden, doesn't play any sports at school and don't take part in any activities after/outside school. For P3-P4 learners, missing school in the last week would also lead to poor learning outcomes as shown in the table above. This key barriers to learning are highlighted orange for ease of reference.

In the table above barriers to learning for both subgroups are divided into two categories — home/within the community (safety and parent/caregiver support) and at the school (attendance, school facilities and teachers). Key positive changes between baseline and midline 1 for intervention girls include decreases

in reports of unsafe travel to school, increased time to study and more support from parents/caregivers to stay in school. The qualitative analysis found that some of the girls in the intervention group either walked to school because they lived close enough to the school to walk or used a motorbike. Others opted to walk because there is always a lot of traffic in the morning that makes them arrive late at school. Additional respondents were in boarding school and therefore did not need to travel to and from school.

"My mother pays UGX 1000 for my boda boda to school in the morning and I walk back home in the evening." ***P.7 Female FGD participant***

"Some days I walk and at times I use a bus." ***P.7 Female FGD participant***

Control students across all grade clusters, on the other hand, reported receiving less support from their parents/caregivers to stay in school than their intervention counterparts. This could be due to CSU's sensitisation of parents/care givers or also due to intervention girls' families no longer having to worry about payment of school fees since this is paid by CSU. More than 90% of the caregivers for GWD reported that the financial support has had a positive impact on how often girls attend school stating that they attended more regularly due to the CSU sponsorship.

Fewer P5-P6, P7-S4 and vocational intervention girls missed school in the previous week at midline 1, however more P3-P4 intervention girls reported having missed school in the last week at midline 1 as compared to baseline.

Consistent attendance of GWD was confirmed through the focus group discussions where children were asked if they missed school last term. Majority said, "no", however, a few of them did report missing school due to health-related challenges like severe cough, malaria, diarrhoea, and headache. One P.6 student from a CSU supported Primary School said that she missed school for one week and half because her eyes and kidney were paining.

The most outstanding factor contributing to improved school attendance as per the children's responses in the FGD was attributed to the children's being in boarding schools. This gives them ample time to concentrate in school. Those that come from their respective homes are also facilitated to go to school through the CSU bus and provision of transport. When asked how they go to school, GWDs in the FGD mentioned using the CSU Bus, motorcycle which CSU pays for and walking to school.

However, those coming from home are faced with challenges like the bus using a long route to school due to the morning traffic, if the child is not near the school, they use a bus which is provided by CSU.

"I am talking on behalf of my daughter, who is in P.7. Although she does not use the bus because we stay near the school and also due to traffic. One day, I sat on that bus with her, the driver told me that the traffic is too much, so we use far routes. Students who stay near the schools will not be picked and dropped but can walk to school. There was a lady in the bus, who always knew all the stages and was hospitable. The bus was clean, and it has a place were wheelchairs are kept"
Mother to a P7 CSU beneficiary

The majority of intervention girls across all age clusters measured in midline 1 do not play sports or take part in any afterschool activities, similar to the findings from baseline. There has also not been much improvement between baseline and midline 1 among the intervention girls who reported difficulty using the latrine.

Contrary to the finding above, some GWDs in the FGD reported to be involved in running, netball, football and skipping. GWDs that did not participate in sports attributed this to the nature of their disability, or lack of interest in the particular game or not knowing how to play it as shown from the quote below from three primary school female FGD participants:

"I would have loved to join the Debating club, but I don't know how to debate".

"I don't want to join any activity at school, this due to the nature of my disability, because if I over strain my brain, I get more sick, this makes me feel bad".

"I am not involved in any games or sports activities at school because I don't want and I fear them, but what keeps me busy is reading my books".

Most schools, particularly secondary schools, are not built to accommodate CWDs. GWDs reported that the toilets have narrow entrance and doorways, which makes it difficult for wheelchair users to access them with ease.

"We have so many toilets at Old Kampala, but we don't have disability friendly toilets"
S.1 GWD from Old Kampala Senior Secondary School.

Table 7 shows the perceived barriers to learning that caregivers feel girls with disabilities face disaggregated by intervention and control groups. Comparable to what was observed at baseline, there are few observed statistical differences between caregivers of disabled girls and the non-disabled girls in most of the barriers at midline 1. Below are some key observations to note:

- In contrast to what was observed at baseline where more caregivers of disabled learners (69.6%) compared to the control (59.1%) felt that lack of assistive devices prevents girls with disabilities from going to school, there are significant changes at midline 1 where we observe a reduction from 69.6% to 52.6% among the intervention group and an increase from 59.1% to 63.3% in the control group. This is a positive perceived behaviour change in the intervention group with the potential to drive the sustainability of the programme. Although not statistically significant, an analysis within the intervention subgroup (**Table 8**) revealed that most caregivers of girls with hearing (68%), physical (67%), and visual (58%) impairments perceived this barrier to be more of a hinderance to the girls from going to school.

  Even with assistive devices students with physical disabilities find it difficult to access parts of their schools. One of the secondary school girls expressed her concern that because her school is being constructed as a flat, CWDs cannot climb the stairs every day. She cited an example of an S.3 student with disability who she sees struggling to climb the stairs which are steep. There are moments she sees him seated on stairs, gathering more energy to climb them again. Worse still, the passages are also so narrow where two people find it hard to pass each other, so when it comes to CWDs, they are pushed out of the way!

- More caregivers in the intervention group at midline 1 reported that they felt that it was not worthwhile for the child with a disability to learn (33.1%) compared to 27.6% reported at baseline. There is however a positive change observed in the control group (31.5% at midline vs. 38.9% at baseline). This suggests a rather negative effect contrary to the programme aim of continuous improvements in perceptions towards the girl with a disability.

- In the intervention group, a there is a reduction in the proportion of care givers at midline 1 (36.4%) that felt there was no means of transportation of the GWD to the school compared to 53.7% reported at baseline. This is significantly different in comparison to the control group care givers that reported that 49.6% of the girls at midline lacked means of transportation to school versus 53.4% reported at baseline.

Although there are few barriers with significant differences between intervention and control groups at midline 1, there are remarkable improvements in the perception in most of the barriers in the intervention group compared to the control group. For example,

- There was 21% reduction in the proportion of caregivers that felt schools were not physically accessible in the intervention group compared to 6% reduction in the control group.
- There was a 15% reduction in the proportion of caregivers that think toilets not physically being accessible is a barrier to the GWD in the intervention group compared to 2% reduction in the control group.
- There was also 14% reduction in the proportion of caregivers think that the lack of expertise of teachers to handle GWDs is a barrier compared to the 6% reduction in the control group.

Overall, the midline findings suggest an improvement in the perception and attitudes of caregivers in the intervention group towards the GWD. The increased perception may imply improvement in the appreciation of the value of the GWD in relation to the non-disabled girls.

When GWDs were asked how they were treated after committing a mistake, a GWD in S.2 at that participating in the FGD explained that teachers have changed the way they discipline them:

"Like 2 years back before CSU intervened, the school used to give punishments like caning. But CSU advised them to stop beating students and recommended punishments like sweeping the classroom, clean the toilets, which now the school uses".

Table 7: Household/caregiver perceived barriers to learning by subgroup group

Do the following represent barriers that prevent Girls with disabilities from going to school.	Baseline (%)		P value	Midline		P value
	Intervention	Control		Intervention	Control	
Schools are not physically accessible	51.9	46.6	0.276	30.5	40.3	0.166
Toilets in the school are not physically accessible	49.1	45.2	0.422	33.8	43.2	0.076
The lack of assistive devices	69.6	59.1	0.024**	52.6	63.3	0.001*
Schools are a long distance from home	59.3	62.2	0.542	48.7	57.5	0.304
There is no means of transportation to the school	53.7	53.4	0.951	36.4	49.6	0.029*
Parents think children with disabilities should not go to school	34.1	34.1	1.000	35.7	36.0	0.847
Parents generally think children with disabilities can't learn	28.0	35.1	0.116	33.8	36.0	0.723
Parents generally think it is not worthwhile for children with disabilities to learn	27.6	38.9	0.014**	33.1	31.6	0.962
Parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.)	63.5	69.7	0.177	70.8	77.7	0.402
Parents cannot afford direct costs for the school (e.g. uniform, books, fees)	79.4	71.5	0.059	76.0	76.3	0.786

Do the following represent barriers that prevent Girls with disabilities from going to school.	Baseline (%)		P value	Midline		P value
	Intervention	Control		Intervention	Control	
Parents cannot afford indirect costs for the school (e.g. meals, transportation)	75.7	69.2	0.135	74.7	75.5	0.496
lack of expertise of teachers	51.9	45.7	0.203	38.3	39.6	0.557
Natural environmental barriers (e.g. animals, rivers, floods, etc.)	57.9	573	0.556	51.9	54.0	0.899
*****Indicates a statistically significant finding with a Confidence Interval of 95%***						

Table 8 below shows the household or care giver perceived barriers to learning disaggregated by disability type and baseline/midline 1. To a larger extent, there were substantial differences between the perceived barriers to learning and the different forms of disability within the intervention sub-group. The results also reveal improvements in the perceptions of caregivers across the different disability groups from baseline to midline 1. However, most care givers of girls with intellectual (43%) and multiple (58%) disabilities still thought that girls with disabilities can't learn.

Overall, in comparison to the baseline, there are marginal improvements from baseline to midline 1 in most of the perceived barriers across the different disability types.

Table 8: Midline 1 Household/caregiver perceived barriers to learning for GWD by disability type

Do the following represent barriers that prevent Girls with disabilities from going to school.	Midline 1 (Baseline)					
	Hearing	Intellectual	Physical	Visual	Multiple	P value
Schools are not physically accessible	32.6(47.6)	27.8(56.8)	32.0(56.0)	28.6(50.0)	50.0(50.0)	32.6(47.6)
Toilets in the school are not physically accessible	40.0(53.7)	30.6(50)	37.5(41.7)	36.6(55.1)	40.0(41.7)	40.0(53.7)
The lack of assistive devices	67.7(82.0)	51.7(69.1)	66.7(63.0)	58.5(73.2)	41.7(75.0)	67.7(82.0)
Schools are a long distance from home	58.1(57.1)	35.1(56.8)	64.0(62.0)	45.2(60.6)	58.3(75.0)	58.1(57.1)
There is no means of transportation to the school	38.7(50.0)	29.7(59.1)	50.0(54.0)	38.1(57.7)	33.3(41.7)	38.7(50.0)
Parents think children with disabilities should not go to school	25.8(31.7)	44.4(25)	38.5(30.6)	35.7(39.7)	41.7(58.3)	25.8(31.7)
Parents generally think children with disabilities can't learn	22.6(15.0)	43.2(27.3)	38.5(26.0)	28.6(34.3)	58.3(41.7)	22.6(15.0)
Parents generally think it is not worthwhile for children with	25.8(20.0)	35.1(25.0)	40.0(28.0)	33.3(29.8)	50.0(41.7)	25.8(20.0)

Do the following represent barriers that prevent Girls with disabilities from going to school.	Midline 1 (Baseline)					
	Hearing	Intellectual	Physical	Visual	Multiple	P value
disabilities to learn						
Parents are worried their children with disabilities will be abused (bullied, teased, ill-treated, etc.)	74.2(53.7)	63.9(59.1)	80.0(68.0)	69.0(66.7)	83.3(91.7)	74.2(53.7)
Parents cannot afford direct costs for the school (e.g. uniform, books, fees)	66.7(81.0)	70.3(84.1)	81.3(82.0)	80.0(78.6)	92.3(75.0)	66.7(81.0)
Parents cannot afford indirect costs for the school (e.g. meals, transportation)	74.2(78.1)	70.3(77.3)	76.9(78.0)	78.6(71.8)	91.7(75.0)	74.2(78.1)
lack of expertise of teachers	32.3(57.1)	45.9(53.7)	48.0(53.2)	35.0(52.2)	40.0(45.4)	32.3(57.1)
Natural environmental barriers (e.g. animals, rivers, floods, etc.)	61.3(66.7)	40.0(62.8)	64.0(63.3)	48.8(57.7)	70.0(50.0)	61.3(66.7)

***Self-care (1) and communication (3) had very few observations.*

Table 9 shows the barriers to girl's education by different the household characteristics disaggregated by intervention group. There are many commonalities between the control and intervention groups. This is expected given that the intervention and control groups both attend the same schools and live in similarly low socio-economic situations.

In comparison to the baseline results, the midline 1 results from the caregivers suggest marginal improvements in most of the barriers. For example:

- Overall, there is a reduction in the proportion of girls missing school because of menstruation periods from an average of 13% to 5.2% in the intervention group. The proportion of girls with difficulty travelling to school reduced from 19.3% at baseline to 15.7% in the intervention group and from 18.5% to 17.3% in the control group. These are marginal changes that signal the positive progress for GWDs and can be leveraged on to drive programme objectives.
- On average, caregivers in the intervention and control group reported that 28% of the girls at midline1 spent more than 30 minutes to travel to school compared to 20% reported at baseline whereas in the control group caregivers reported 28% at midline1 vs. 36% at baseline suggesting improvements in the control group.
- Substantially, 33% of the girls from female headed households in the intervention group spend more than 30 minutes to travel to school compared to the male headed households (18.5%) in the same group. No substantial differences between male and female headed households were observed at baseline. This could be that schools close to their homes – or homes close to the schools - tend to be more expensive for the female headed households.
- Approximately every 8 in 10 disabled girls lack assistive devices, closely similar to what was observed at baseline. This cuts across the different vulnerability groups presented in **Table 9**.
- More than 1/3 of the girls in both the intervention and control groups reported facing challenges at school. Intentional discussions with the GWDs should be conducted to help the programme identity

the unobserved challenges girls are facing at school since about 30% of the girls reported facing challenges at school.

A female key informant from the Ministry of Gender, Labour and Social Development explained that GWD still experience challenges even with the current government intervention such as building ramps, training of teachers and providing adapted materials through funding from other donors. She further explains that:

"The challenge is that the gaps, the bottle necks are still there. Attitude is number one in all these things we are trying to do, there's that monster. You keep pushing, today you are there, people are compliant when you come out, the next day you find they have thrown the child out. You put a modification in place, you find either its misused by others or not being well maintained. And the biggest challenge are the teachers, we are happy that we are seeing work in the Kampala City Council Authority (KCCA) area because how CSU has done it, these teachers are not brought and it stops there, because there is always monitoring to see what they are doing. But if you compare with other schools where CSU is not working, you will see the challenges vividly, because the children are just there for formality, going because everyone is going and they sit there but no services." ***KII from the Ministry of Gender, labour and Social Development***

Table 9: Examples of barriers to education by characteristic

Barriers:	**Midline 1 (baseline) Characteristic**							
	Household head has no PLE certificate		*Girl is an orphan*		*Household is poor*		*Household is female headed*	
	Intervention	*Control*	*Intervention*	*Control*	*Intervention*	*Control*	*Intervention*	*Control*
Parental/caregiver support:								
Girl lacks sufficient time to study [High chore burden]	11.1% (12.8%)	12.5% (15.9%)	7.5% (5.3%)	14.3% (15.8%)	15.2% (9.9%)	14.7% (13.8%)	9.9% (9.2%)	13.2% (6.9%)
Lacks assistive devices (%)	88.5% (70.4%)	-	88.9% (75.9%)	-	78.6% (68.3%)	-	84.8% (68.5%)	-
Difficult for the girl to travel to school	19.1% (24.4%*)	17.9% (25.4%)	15.0% (19.3%)	16.0% (15.6%)	16.9% (16.0%)	19.7%* (18.9%)	18.0% (17.5%)	20.5% (14.1%)
Girl always/ sometimes misses school while menstruating	6.3% (11.4%)	5.4% (4.5%)	5.0% (13.0%)	4.8% (5.9%)	6.8% (13.9%)	3.3% (8.7%)	4.9% (10.4%)	3.6% (2.7%)
School Level								
Disagrees teachers make them feel welcome	9.7% (3.7%)	6.1% (0.0%)	10.8% (5.6%)	5.7% (2.7%)	8.8% (4.9%)	5.8% (0.0%)	6.4% (4.5%)	5.3% (0.0%)
Girl attends school less than half time (%)	4.8% (9.3%*)	12.5% (0.0%)	5.0% (5.3%)	9.5% (2.6%)	8.5% (3.8%)	13.1%* (1.0%)	4.7% (5.0%)	9.1% (1.6%)

Girl faces challenges daily at school (%)	31.7% (38.4%)	41.1% (19.1%)	32.5% (26.3%)	42.9% (31.6%)	39.0% (38.7%)	36.1% (26.3%)	35.6% (39.2%)	34.9% (20.7%)
Girl with disabilities doesn't interact with other children at school	3.2%* (20.0%)	-	0.0% (18.2%)	-	-3.4%* (33.3%)	-	3.0% (14.3%)**	-
Community level								
Unsafe to travel to school (%)	22.1% (25.3%)	32.6% (36.7%)	16.7% (19.6%)	21.0% (36.1%)	27.3% (24.4%)	31.4% (34.8%)	21.8% (24.1%)	30.1% (24.5%)
Takes more than 30 minutes to travel to school (%)	28.8% (23.5%)	32.6% (45.0%)	41.7% (25.5%)	42.1% (33.3%)	34.1% (24.2%)	33.3% (39.3%)	33.3% (24.1%)	30.1% (39.8%)

*** The sample size for the baseline was low this question seems small. The midline results give a true a picture.*

3 Key Outcome Findings

3.1 Learning Outcomes

This section presents the key findings on the learning outcomes. Section 3.1.1 presents information on the tests administered to calculate the learning outcomes. Section 3.1.2 presents the findings based on the standardised score approach. Section 3.1.3 presents the findings using the Fund Manager's original guidance from baseline to analyse using the standard approach. Similar to the sections above, the comparison/treatment group comprises GWDs and the control group is made up of Girls With No Disabilities (GWNDs).

3.1.1 Learning Assessment Overview

Following the baseline study methodology, a key component of the midline 1 study is the administration of Early Grade Reading Assessments (EGRA), Early Grade Maths Assessments (EGMA), Secondary Reading Assessments (SeGRA) and Secondary Maths Assessments (SeGMA). The details of what each test entails are described in the tables that follow, along with a list of which learners were assessed in each test and sub-task and how the subtask was scored. Further details on learning test design and piloting can be found in Annex 9.

Table 10: EGMA subtask descriptions and scoring criteria

Early Grade Math Assessment			
Subtask Name	**Subtask Description**	**Who Took This Subtask**	**Scoring**
Number Identification	Identify and name single, double- and triple-digit whole numbers	P3-P6	Correct number of numbers identified out of 20 possible numbers
Number Discrimination	Identify the larger number of two whole single-, double- or triple-digit numbers	P3-P6	Correct number of questions answered out of 7 possible questions
Missing Numbers	Identify the pattern and missing number in a series	P3-P6	Correct number of questions answered out of 8 possible questions
Addition	Add single-, double- and triple-digit numbers	P3-P6	Correct number of questions answered out of 10 possible questions
Subtraction	Subtract single-, double- and triple-digit numbers	P3-P6	Correct number of questions answered out of 10 possible questions
Number (Word) Problems	Solve number (word) problems using addition, subtraction, multiplication and division	P3-P6, P7, S1-S4 and vocational	Correct number of questions answered out of 4 possible questions

Table 11: EGRA subtask descriptions and scoring criteria

Early Grade Reading Assessment			
Subtask Name	**Subtask Description**	**Who Took This Subtask**	**Scoring**
Letter sounds	Identify the sound of letters in the English alphabet	P3-P6	Correct number of letters identified out of 26 possible letters
Invented word reading	Phonetically pronounce a series of 3-letter non-words	P3-P6	Correct number of words identified out of 20 possible words
Oral reading fluency	Read a short text aloud	P3-P6	Correct number of words read in a 103-word story*
Reading comprehension	Answer literal and inferential comprehension questions about the story	P3-P6, P7, S1-S4 and vocational	Correct number of questions answered out of 5
Listening comprehension	Listen to a short text read aloud and answer literal and inferential comprehension questions about it	P3-P6	Correct number of questions answered out of 5

**Analysis for this story was capped at 100 words to determine an aggregate score.*

Table 12: SeGMA subtask description and scoring criteria

Secondary Grade Math Assessment			
Subtask Name	**Subtask Description**	**Who Took This Subtask**	**Scoring**
Subtask 1	Complete a series of multiplication, division, percentage, fraction, measurement, perimeter, area and volume math problems	P5-P6, P7, S1-S4 and vocational	1 point for each correct answer out of 15 possible points
Subtask 2	Complete a series of simple algebraic equations	P7, S1-S4 and Vocational	1 point for each correct answer out of 8 possible points
Subtask 3	Answer questions about a pie chart and complete word problems using knowledge of algebra, multiplication and division	P7, S1-S4 and vocational	1 point for each correct answer out of 7 possible points

Table 13: SeGRA subtask description and scoring criteria

Secondary Grade Reading Assessment			
Subtask Name	**Subtask Description**	**Who Took This Subtask**	**Scoring**
Subtask 1	Read a fiction passage and answer a set of closed comprehension questions	P5-P6, P7, S1-S4 and vocational	1 point for each correct answer out of 10 possible points
Subtask 2	Read a non-fiction passage and answer a set of closed comprehension questions	P7, S1-S4 and vocational	1 point for each correct answer out of 13 possible points

Subtask 3	Write a story about a time you helped someone else	P7, S1-S4 and vocational	Scored on a rubric from 1-6 points (1 beginning, 6 exceptional) against 7 criteria (ideas, organisation, voice, word choice, fluency, conventions, presentation)

3.1.1.1 Standardised Score Approach

In the standardised score tables below, learner results are summarised for literacy (**Table 14** and **Table 15**) and numeracy (**Table 19** and **Table 20**) assessments by grade level and disaggregated by intervention and control group. Results are presented for both baseline and midline 1 and analysis includes mean and standard deviation calculations. Standardised scores were calculated following the Fund Manager's new recommended procedure. Regression tables per grade level for literacy (**Tables Table 16 to Table 18**) and numeracy (**Tables Table 21 to Table 23**) are also included so as to compare the statistical significance between treatment and control groups and between baseline and midline 1.

Depending on the assessments a child took, the following procedure was undertaken to calculate standardised scores:

1. Weight the scores for each subtask
    - The number of items a child answered correctly in each subtask was counted
    - This was then divided by the number of total items in each subtask
    - The scores were then weighted for each subtask. For example, a child in P3-P4 was assessed using the EGRA, which had a total of 5 subtasks. 100/5 = 20 points (or a 20% weight) per subtask
    - The number of items correct per subtask was computed against the weight (20%) for each subtask
2. Calculate the total weighted average
    - The weighted scores for each subtask were then added up to get the total weighted score for each assessment the child took
    - This process was repeated for each assessment and grade level category
3. Calculate the baseline mean for each grade level
4. Calculate the baseline standard deviation for each grade level
5. Calculate the baseline standardised scores for each grade level
    - Subtract the mean of the grade level's baseline score from a learner's total weighted baseline score.
    - Divide the result by the grade level's baseline standard deviation
6. Calculate the midline 1 standardised scores for each grade level
    - Subtract the mean of the grade level's baseline score from a learner's total weighted midline 1 score
    - Divide the result by the grade level's baseline standard deviation

Table 14 and **Table 15** below present the standardised scores for literacy by grade level at baseline and midline 1. **Table 16**, **Table 17: P5-P6 Standardised Score Regressions for Literacy**

and **Table 18** present the regressions from baseline to midline 1 for the treatment and control learners at each grade level. The standardised scores for literacy were compared to the regressions in order to see whether the gains or drops are statistically significant or not between the control and treatment groups and between baseline and midline 1. The tables are colour-coded to show which gains/drops are significant and which are not; P-values highlighted in orange show an insignificant change while those highlighted in green show a significant change.

Mean scores in literacy fell between baseline and midline 1 in both P3 and P4 grade levels amongst both treatment and control groups. This drop between evaluation points does not signify a significant change at this stage, but there was a significant change in the mean scores between intervention and control groups with the gap widening between control scores and intervention scores.
Mean scores in literacy rose between baseline and midline 1 for both P5 and P6 grade levels amongst both treatment and control groups. This represents a significant positive change in mean scores across evaluation points. However, there is also a significant change in mean scores between intervention and control groups indicating that while P5-P6 intervention children are improving, the gap between control and intervention children is also widening.

On the whole, mean scores in literacy rose between baseline and midline 1 for P7, S1, S2 and S3 grade levels. The only exception to this is that the S3 mean score fell for intervention group children in midline 1, likely due to the small sample size for S3 at baseline. This represents a significant change in mean scores across evaluation points for all grade levels. There was not a significant change in mean scores between intervention and control groups, indicating that the intervention group children are keeping pace with the control group children. However, it is important to note that the mean scores among the control group, which lagged behind the intervention group girls at baseline, have caught up and surpassed the intervention group girls at midline 1 in all grade levels from P7-S3.

Overall, these findings show that the achievement gap in literacy between treatment and control groups has widened between baseline and midline 1. These findings do not support the project's hypothesis that the intervention will support learning amongst GWDs and allow them to keep pace with the learning achievements of the GWNDs. Even in the P7-S3 grade cluster where there was not a significant change between treatment and control group mean scores, the control group has improved their scores significantly between baseline and midline 1 compared to the intervention group, indicating a possible trend that will continue until the next evaluation point.

Taking the assumption that more consistent attendance leads to better learning, the participants of the FGD reported transitioning to boarding school was the most outstanding factor that can be attributed to improved school attendance. This was because being in boarding school gave them ample time to concentrate in school and not worry about rushing back home at the end of the school day. This could explain the improvement in overall mean literacy scores for the P5 -S3 as older children tend to transition to boarding schools whereas younger children (P3-P4) tend to stay in day school in Uganda.

Table 14: Baseline Standardised Literacy Score Outcomes

Grade	Standardised Score approach values					
	Sample Size		Mean		SD	
	Intervention	Control	Intervention	Control	Intervention	Control
P3	27	27	0.547	1.048	1.00	0.66
P4	37	38	0.493	1.223	1.07	0.65
P5	67	69	-0.337	0.327	1.03	0.85
P6	58	56	-0.428	0.444	1.06	0.70
P7	55	53	-0.202	0.210	1.07	0.89
S1	9	7	0.094	-0.121	1.28	0.53
S2	21	16	0.048	-0.063	1.01	1.02
S3	2	1	0.576	-1.153	0.08	
Total	**543**					

Table 15: Midline 1 Standardised Literacy Score Outcomes

Grade	Standardised Score approach values					
	Sample Size		Mean		SD	
	Intervention	Control	Intervention	Control	Intervention	Control
P3	5	1	-0.670	0.457	0.22	
P4	27	18	-0.121	0.938	1.11	1.15
P5	49	47	-0.192	0.603	1.30	1.01
P6	67	49	0.122	0.771	0.97	0.75
P7	50	47	0.142	1.249	1.54	1.25
S1	28	18	0.876	1.079	1.33	1.09
S2	10	9	0.400	0.704	0.80	0.96
S3	19	8	-0.442	0.962	1.26	1.58
Total	**452**					

Table 16: P3-P4 Standardised Score Regressions for Literacy

Standardised Literacy Score	Standardised approach values	
	Beta Value	P-Value
Round (Baseline=0; Midline=1)	-0.237	0.327
Treatment (Control=0;Treatment=1)	-0.635	0.000*
Round##Treatment (Baseline=0; Midline=1* Control=0;Treatment=1)	-0.486	0.124
Constant	1.151	0.000
Number of observations	180	

*implies significance at 95% confidence where p<0.05

Table 17: P5-P6 Standardised Score Regressions for Literacy

Standardised Literacy Score	Standardised approach values	
	Beta Value	P-Value
Round (Baseline=0; Midline=1)	0.309	0.019*
Treatment (Control=0;Treatment=1)	-0.759	0.000*
Round##Treatment (Baseline=0; Midline=1* Control=0;Treatment=1)	0.059	0.744
Constant	0.379	0.000
Number of observations	462	

*implies significance at 95% confidence where p<0.05

Table 18: P7-S3 Standardised Score Regressions for Literacy

Standardised Literacy Score	Standardised approach values	
	Beta Value	P-Value
Round (Baseline=0; Midline=1)	1.019	0.000*
Treatment (Control=0;Treatment=1)	-0.198	0.289

Round##Treatment (Baseline=0; Midline=1* Control=0;Treatment=1)	-0.671	0.009*
Constant	0.105	0.440
Number of observations	353	

*implies significance at 95% confidence where p<0.05

Table 19 and **Table 20** below present the standardised scores for numeracy by grade level at baseline and midline 1. **Table 20**, **Table 21, Table 22** and **Table 23** present the regressions from baseline to midline 1 for the treatment and control learners at each grade level. The standardised scores for numeracy were compared to the regressions in order to see whether the gains or drops are statistically significant or not between the control and treatment groups and between baseline and midline 1. The tables are colour-coded to show which gains/drops are significant and which are not; P-values highlighted in orange show an insignificant change while those highlighted in green show a significant change.

Mean scores in numeracy fell between baseline and midline 1 in P3 and rose between baseline and midline 1 in P4 amongst both treatment and control groups. There was not a significant change in the scores between evaluation points, but there was a significant change in the mean scores between intervention and control groups with the gap widening between control scores and intervention scores.

Mean scores in numeracy fell between baseline and midline 1 in P5 intervention group and rose between baseline and midline 1 in P5 control group and in P6 for both treatment and control groups. There was a significant change in scores between baseline and midline 1 as well as between treatment and control groups and the gap is widening between control scores and intervention scores.

Mean scores in numeracy fell between baseline and midline 1 for all grade levels P7-S3 for the intervention group. Mean scores rose in the control group for P7 and S2 and fell for S1 and S3, likely due to the small sample sizes for S1 and S3 at baseline. There was a significant change in scores between baseline and midline 1, but there was not a significant change between treatment and control groups.

Overall, these findings show that the achievement gap in numeracy between treatment and control groups has widened between baseline and midline 1. These findings do not support the project's hypothesis that the intervention will support learning amongst GWDs and allow them to keep pace with the learning achievements of the GWNDs. Even in the P7-S3 grade cluster where there was not a significant change between treatment and control group mean scores, the P7 and S2 grade levels of the control group have improved their scores significantly between baseline and midline 1 compared to the intervention group which has declined, indicating a possible trend for control group achievement that will continue until the next evaluation point and could leave intervention group children further behind.

The overall performance in mean scores depicts a gap in learning for the students and teaching particularly teaching numeracy and English. One of the FGD participants reported that her Maths teacher was absent from school for the whole of term 3. Other teachers that were reported to have missed classes were SST, Entrepreneurship, Science, Literature and English teachers – disrupting the flow of learning. Teachers were reported to be absent for a number of reasons and at times set exams around topics students hadn't even learnt in the classroom. It is recommended that CSU extend their training efforts to headteachers to help come up with ways in which children can continue learning even with teacher being absent. Life skills could also include lessons on how learners can teach themselves using the class appropriate textbooks or through holding discussions.

The teacher for Math missed for the entire third term. No reason was given.
P5 female FGD participant in primary school

The English teacher has ever missed school. The teachers of ICT and Entrepreneurship often are changed, they will come and the next week they will not come, and they tell us to revise our books. ***Female FGD participant in primary school***

The SST teacher missed for a week and was away as the daughter was sick in Mulago. The math teacher is a photo shooter, he can give you an assignment today and can miss the whole week then sets work in exams we have never learnt. He can come Wednesday give you work and comes back next week like Thursday to mark the work. We did quizzes when the SST teacher was away treating the daughter, we would do corrections for the past papers. ***P7 female FGD participant***

My Science teacher missed for a week as he was also studying. ***Female FGD participant in primary school***

Literature teacher was pregnant and went to deliver and they brough a student's teacher. He is a teacher who works as a part time a teacher and a DJ. He spent like 2 weeks away and then he came back and gave us exams. ***P6 female FGD participant***

Table 19: Baseline Standardised Numeracy Score Outcomes

Grade	Standardised approach values					
	Sample Size		Mean		SD	
	Intervention	Control	Intervention	Control	Intervention	Control
P3	27	27	-0.285	0.285	1.14	0.75
P4	37	38	-0.389	0.379	1.13	0.69
P5	67	69	-0.192	0.186	1.09	0.87
P6	58	56	-0.105	0.108	1.07	0.92
P7	55	53	-0.034	0.035	1.12	0.87
S1	9	7	0.035	-0.045	1.23	0.69
S2	21	16	0.058	-0.076	0.88	1.17
S3	2	1	0.124	-0.247	1.38	
Total	**543**					

Table 20: Midline Standardised Numeracy Score Outcomes

Grade	Standardised approach values					
	Sample Size		Mean		SD	
	Intervention	Control	Intervention	Control	Intervention	Control
P3	5	1	-0.462	0.169	1.00	
P4	27	18	-0.247	0.734	1.02	0.71
P5	49	47	-0.369	0.231	1.33	1.06
P6	67	49	0.172	0.693	1.25	1.13
P7	50	47	-0.640	1.424	1.84	1.73
S1	28	18	-0.707	-0.288	1.18	1.05
S2	10	9	-0.567	0.543	1.18	1.11
S3	19	8	-0.970	-0.506	0.57	0.55
Total	**452**					

Table 21: P3-P4 Standardised Score Regressions for Numeracy

Standardised Numeracy Score	Standardised approach values	
	Beta Value	P-Value
Round (Baseline=0; Midline=1)	0.364	0.134
Treatment (Control=0;Treatment=1)	-0.685	0.000*
Round##Treatment (Baseline=0; Midline=1* Control=0;Treatment=1)	-0.299	0.343
Constant	0.340	0.004
Number of observations	180	

*implies significance at 95% confidence where p<0.05

Table 22: P5-P6 Standardised Score Regressions for Numeracy

Standardised Numeracy Score	Standardised approach values	
	Beta Value	P-Value
Round (Baseline=0; Midline=1)	0.316	0.036*
Treatment (Control=0;Treatment=1)	-0.303	0.031*
Round##Treatment (Baseline=0; Midline=1* Control=0;Treatment=1)	-0.221	0.285
Constant	0.151	0.126
Number of observations	462	

*implies significance at 95% confidence where p<0.05

Table 23: P7-S3 Standardised Score Regressions for Numeracy

Standardised Numeracy Score	Standardised approach values	
	Beta Value	P-Value
Round (Baseline=0; Midline=1)	0.762	0.000*
Treatment (Control=0;Treatment=1)	-0.003	0.990
Round##Treatment (Baseline=0; Midline=1* Control=0;Treatment=1)	-1.470	0.000*
Constant	0.001	0.993
Number of observations	353	

*implies significance at 95% confidence where p<0.05

3.1.1.2 Standard Approach

In **table 23** to **table 29** below, learner results are summarised for literacy and numeracy assessments and disaggregated by intervention and control group. Results are grouped by grade level cluster, assessment type and intervention category. Results are presented for both baseline and midline 1 and analysis includes mean and standard deviation calculations. Aggregate scores were calculated and weighted following the Fund Manager's original recommended procedure.

1. Weight the scores for each subtask
   - The number of items a child answered correctly in each subtask was counted
   - This was then divided by the number of total items in each subtask

- The scores were then weighted for each subtask. For example, a child in P3-P4 was assessed using the EGRA, which had a total of 5 subtasks. 100/5 = 20 points (or a 20% weight) per subtask
- The number of items correct per subtask was computed against the weight (20%) for each subtask

2. Calculate the total weighted average
   - The weighted scores for each subtask were then added up to get the total weighted score for each assessment the child took
   - This process was repeated for each assessment and grade level category

In the series of tables below, the weighted group mean scores are presented for each assessment for children who took the test in each grade level. These are broken down further by intervention and control group. Finally, the standard deviation in the intervention group is included in the far-right column.

Table 24, **Table 25** and **Table 26** below outline the EGMA and SeGMA results for baseline and midline 1 disaggregated by grade and sample group.

The tables are colour-coded to show improvements and declines in the mean scores within a group between baseline and midline 1. Orange is used to show where there was a drop/decline within a group from baseline to midline 1 and green is used to show where there was an improvement/gain within a group from baseline to midline 1.

Colour codes are also used to show increases and decreases in the standard deviation in the intervention group between baseline and midline 1. A green colour signifies a drop in the standard deviation which is positive as it implies that the gap between the best and worst performer in the grade level compared to the average reduced between baseline and midline 1. Meanwhile, an orange colour signifies a rise in the standard deviation which is negative as it implies that the gap between the best and worst performer in the grade level compared to the average increased between baseline and midline 1.

Table 24: P3-P4 Numeracy (EGMA only)

Grade	*Evaluation Point*	*Intervention Group Sample Size*	*Intervention Group Mean*	*Control Group Sample Size*	*Control Group Mean*	*Standard Deviation in the intervention group*
Primary 3*	Baseline	27	44.4	27	56.2	23.7
	Midline 1	5	40.7	1	53.8	20.8
Primary 4*	Baseline	37	49.9	38	66.9	25.0
	Midline 1	26	51.8	17	75.0	22.2

**This group was given the complete EGMA only.*

Table 25: P5-P6 Numeracy (EGMA and SeGMA subtask 1)

Grade	Evaluation Point	Intervention Group Sample Size	Intervention Group Mean	Control Group Sample Size	Control Group Mean	Standard Deviation in the intervention group
Primary 5*	Baseline	67	58.7	69	65.7	20.3

	Midline 1	39	54.5	41	65.9	23.9
Primary 6*	Baseline	58	61.2	56	64.7	17.8
	Midline 1	62	65.1	43	75.3	17.3

**This group was given the complete EGMA And SeGMA Subtask 1.*

Table 26: P7, S1-S4 and Vocational Numeracy EGMA word problems subtask and SeGMA complete)

Grade	Evaluation Point	Intervention Group Sample Size	Intervention Group Mean	Control Group Sample Size	Control Group Mean	Standard Deviation in the intervention group
Primary 7*	Baseline	55	36.7	53	37.4	11.7
	Midline 1	45	31.9	45	51.4	19.6
Senior 1*	Baseline	9	53.8	7	52.2	24.6
	Midline 1	27	38.1	16	46.2	23.5
Senior 2*	Baseline	21	50.3	16	48.3	13.1
	Midline 1	10	40.9	7	53.2	17.7
Senior 3*	Baseline	2	71.5	1	60.7	40.3
	Midline 1	19	39.6	8	53.1	16.7
Senior 4*	Baseline	0	N/A	0	N/A	N/A
	Midline 1	2	32.6	1	61.3	1.0
Vocational*	Baseline	0	N/A	0	N/A	N/A
	Midline 1	2	6.5	0	NA	9.1

**This group was given EGMA subtask 6 (word problems) and the complete SEGMA.*

In the EGMA and SeGMA assessments, intervention group children performed worse than the control group across all primary grade levels from Primary 3 to Primary 7 during both baseline and midline 1. Intervention group children also performed worse than the control group in all secondary grade levels from Senior 1 to Senior 4 in midline 1. In baseline, GWDs in Senior 1, Senior 2 and Senior 3 performed better than the control group girls, but by midline 1 the control groups' mean numeracy scores had caught up and even surpassed the GWDs. It is important, however, to note that the sample sizes for intervention and control group learners in Senior 1, 2 and 3 were extremely small in both baseline and midline 1. This, combined with high attrition of intervention group girls, has possibly led to the negative changes in S1, S2 and S3 intervention group mean scores results between baseline and midline 1.

The difference between the average mean numeracy scores of control group and intervention group girls also increased between baseline and midline 1 across all grade clusters, meaning that the gap in achievement has increased since baseline and GWDs are falling further behind their control group counterparts.

Table 27, **Table 28** and **Table 29** below outline the EGRA and SeGRA results for baseline and midline 1 disaggregated by grade and sample group.

The tables are colour-coded to show improvements and declines in the mean scores within a group between baseline and midline 1. Orange is used to show where there was a drop/decline within a group from baseline to midline 1 and green is used to show where there was an improvement/gain within a group from baseline to midline 1.

Colour codes are also used to show increases and decreases in the standard deviation in the intervention group between baseline and midline 1. A green colour signifies a drop in the standard deviation which is positive as it implies that the gap between the best and worst performer in the grade level compared to the average reduced between baseline and midline 1. Meanwhile, an orange colour signifies a rise in the standard deviation which is negative as it implies that the gap between the best and worst performer in the grade level compared to the average increased between baseline and midline 1.

Table 27: Literacy (EGRA only)

Grade	Evaluation Point	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Primary 3*	Baseline	26.2	36.6	24.2
	Midline 1	15.5	42.2	5.9
Primary 4*	Baseline	29.5	46.9	24.2
	Midline 1	34.6	60.0	26.0

**This group was given the complete EGRA.*

When analysed to consider the disability adaptation of 180 second cut off, the mean score of P3 and P4 learners rose to 21.7 and 41.13 respectively within the intervention group. This further proves that the adaptation has an effect on the learning of the GWDs. See **Table 141** found in **Annex 18**.

Table 28: P5-P6 literacy (EGRA and SeGRA subtask 1)

Grade	Evaluation Point	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Primary 5*	Baseline	36.2	49.2	20.3
	Midline 1	36.8	53.3	24.2
Primary 6*	Baseline	39.9	58.1	22.2
	Midline 1	51.2	66.2	20.6

**This group was given the complete EGRA and SeGRA subtask 1.*

When analysed to consider the disability adaptation of 180 second cut off, the mean score of P5 and P6 pupils rose to 41.2 and 54.9 respectively within the intervention group. This further proves that the adaptation has an effect on the learning of the GWDs. See **Table 142** found in **Annex 18**.

Table 29: P7, S1-S4 and Vocational literacy (EGRA orf + rc and SeGRA complete)

Grade	Evaluation Point	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Primary 7*	Baseline	37.7	43.1	13.9
	Midline 1	43.9	56.5	19.2
Senior 1*	Baseline	50.9	48.4	14.9

	Midline 1	59.7	62.2	15.7
Senior 2*	Baseline	59.3	57.8	13
	Midline 1	63.8	67.0	10.3
Senior 3*	Baseline	69.5	55.8	0.64
	Midline 1	61.5	72.6	10.0
Senior 4*	Baseline	N/A	N/A	N/A
	Midline 1	71.5	72.4	11.9
Vocational*	Baseline	N/A	N/A	N/A
	Midline 1	9.6	N/A	5.8

**These grades were given the EGRA oral reading fluency (orf) and reading comprehension (rc) subtasks and the complete SeGRA.*

When analysed to consider the disability adaptation of 180 second cut off, the mean score of P7, S2, S3 and S4 learners rose to 49, 66, 62.8 and 71.7 respectively within the intervention group. This further proves that the adaptation has an effect on the learning of the GWDs. However, even with the adaptation the mean scores for learners in S1 and vocational school didn't increase but rather declined slightly and remained the same (respectively). See **Table 143** found in **Annex 18**.

In the EGRA and SeGRA assessments, intervention group children performed worse than the control group across all primary grade levels from Primary 3 to Primary 7 and Secondary 1 to Secondary 3 during midline 1. In baseline, GWDs in Senior 1, Senior 2 and Senior 3 performed better than the control group girls, but by midline 1 the control groups' mean numeracy scores had caught up and even surpassed the GWDs. As with the numeracy scores, this is likely a result of the small sample sizes in Senior 1, 2 and 3 and high attrition rates in the intervention group.

Table 30 below shows the weighted group scores per grade level for literacy broken down by intervention and control groups and by evaluation point. **Table 31** below shows the weighted group scores per grade level for numeracy broken down by intervention and control groups and by evaluation point.

In the fourth and seventh columns of the table, colour coding is used to show how mean scores have risen or fallen between baseline and midline 1 for each grade level in intervention and control groups. Orange is used to show where there was a drop/decline within a grade level from baseline to midline 1 within a group and green is used to show where there was an improvement/gain within a grade level from baseline to midline 1 within a group.

In the last column of the table, colour codes are also used to show increases and decreases in the difference between intervention and control group mean scores from baseline to midline 1. A green colour signifies a drop in the difference between intervention and control group scores which is positive as it implies that the gap between the average intervention group child and the average control group child reduced between baseline and midline 1. Meanwhile, an orange colour signifies a rise in the difference between intervention and control group scores which is negative as it implies that the gap between the average intervention group child and the average control group child increased between baseline and midline 1.

Table 30 shows that the difference between the average mean literacy scores of control group and intervention group girls generally increased between baseline and midline 1 across all grades except P6, meaning that the gap in achievement has increased since baseline and GWDs are falling further behind their control group counterparts.

Table 30: Difference between average mean literacy scores of control group and intervention group

Grade	Baseline literacy intervention	Midline literacy intervention	Difference baseline to midline	Baseline literacy control	Midline literacy control	Difference baseline to midline	Difference in difference (intervention – control difference)
Primary 3	26.2	15.5	-10.7	36.6	42.2	5.6	-16.3
Primary 4	29.5	34.6	5.1	46.9	60.0	13.1	-8.0
Primary 5	36.2	36.8	0.6	49.2	53.3	4.1	-3.5
Primary 6	39.9	51.2	11.3	58.1	66.2	8.1	3.2
Primary 7	37.7	43.9	6.2	43.1	56.5	13.4	-7.2
Senior 1	50.9	59.7	8.8	48.4	62.2	13.8	-5.0
Senior 2	59.3	63.8	4.5	57.8	67.0	9.2	-4.7
Senior 3	69.5	61.5	-8.0	55.8	72.6	16.8	-24.8

**Senior 4 and vocational have been omitted from this table because there were no baseline values for these group from which to compare difference*

Table 31 shows that in the intervention group, the weighted group score for numeracy fell between baseline and midline 1 for all grade levels except Primary 4 and Primary 6. In the control group, the weighted group score for numeracy rose in Primary 4, 5, 6 and 7 and Secondary 2 and fell in the other grades between baseline and midline 1. Overall, the gap in achievement between intervention and control groups has increased since baseline in all grades and GWDs are falling further behind their control group counterparts.

Table 31: Numeracy scores from baseline to midline 1

Grade	Baseline numeracy intervention	Midline 1 numeracy intervention	Difference baseline to midline 1	Baseline numeracy control	Midline 1 numeracy control	Difference baseline to midline 1	Difference in difference (intervention – control difference)
Primary 3	44.4	40.7	-3.7	56.2	53.8	-2.4	-1.3
Primary 4	49.9	51.8	1.9	66.9	75.0	8.1	-6.2
Primary 5	58.7	54.5	-4.2	65.7	65.9	0.2	-4.4
Primary 6	61.2	65.1	3.9	64.7	75.3	10.6	-6.7
Primary 7	36.7	31.9	-4.8	37.4	51.4	14	-18.8
Senior 1	53.8	38.1	-15.7	52.2	46.2	-6	-9.7
Senior 2	50.3	40.9	-9.4	48.3	53.2	4.9	-14.3
Senior 3	71.5	39.6	-31.9	60.7	53.1	-7.6	-24.3

**Senior 4 and vocational have been omitted from this table because there were no baseline values for these group from which to compare difference*

In the **Table 32** and **Table 33** below, mean scores are presented for the numeracy and literacy assessments by grade cluster and disability type for learners in the intervention group. Disability categories are aligned to the Washington Group classification structure and were confirmed for each child

assessed during the baseline and midline 1. Colour codes are used to show improvement or decline between baseline and midline 1 mean scores within a grade cluster. Green shows where there was an improvement in mean scores within a grade cluster between baseline and midline 1 while orange shows where there was a decline in mean scores within a grade cluster between baseline and midline 1.

Table 32 shows that mean numeracy (EGMA/SeGMA) scores improved for most disability types in the P3-P4 cluster between baseline and midline 1. Meanwhile mean numeracy scores decreased for three of the seven disability types (difficulty hearing, intellectual difficulty and difficulty with self-care) in the P5-P6 cluster and for all but one of the seven disability types (difficulty communicating) amongst the P7-S4 and vocational cluster. In the P5-P6 cluster, the difficulty with self-care disability group registered a 38-point decrease in the mean numeracy score between baseline and midline 1. This is due to the extremely small sample size for this grade cluster and disability type. At baseline, only two girls in P5-P6 with difficulty in self-care were assessed. By midline 1, only one of these girls could be found and assessed, and her score alone brought the average down to only 6.4.

Table 33 shows that most disability types improved their mean literacy (EGRA/SeGRA) scores between baseline and midline 1 across all grade clusters. Those disability types that showed decreases in mean literacy scores included children with difficulty seeing and difficulty communicating in the P3-P4 cluster; those with difficulty in self-care in the P5-P6 cluster (likely a result of a small sample size and attrition as with the mean numeracy scores); and those with intellectual difficulty in the P7-S4 and vocational cluster.

It is important to note that some disability types in some grade clusters show a zero for baseline values. This means that there were no children sampled in those disability types and grade clusters at baseline.

Table 32: Numeracy scores by disability type

Grade	Mean Scores EGMA/SeGMA Intervention group mean scores by disability type					
	Baseline	Midline 1	Baseline	Midline 1	Baseline	Midline 1
	P3-P4	P3-P4	P5-P6	P5-P6	P7-S3*	P7-S4 + Voc*
Difficulty hearing	58.5	63.8	57.5	56.6	42.0	42.7
Difficulty seeing	61.3	57.4	64.9	67.2	42.3	37.3
Physical difficulty	39.7	41.7	52.9	62.7	47.5	39.2
Intellectual difficulty	40.4	44.9	57.8	52.1	39.6	22.6
Difficulty communicating	47.3	67.2	76.9	78.4	18.8	36.0
Difficulty with self-care	16.0	62.1	44.4	6.4	44.9	15.9
Multiple difficulties	0.0	37.6	43.2	75.1	47.1	32.0

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in midline 1*
A zero in the table indicates a category that had no sampled children.

Table 33: Literacy scores by disability type

Grade	Mean Scores EGRA/SeGRA Intervention group mean scores by disability type					
	Baseline	Midline 1	Baseline	Midline 1	Baseline	Midline 1
	P3-P4	P3-P4	P5-P6	P5-P6	P7-S3*	P7-S4 + Voc*
Difficulty hearing	33.8	55.9	47.2	47.8	50.3	54.9
Difficulty seeing	43.3	42.1	40.3	51.8	45.2	59.1
Physical difficulty	18.5	19.5	41.2	48.0	43.8	55.7
Intellectual difficulty	21.3	33.8	23.1	33.0	46.7	41.0
Difficulty communicating	26.2	11.7	47.1	54.3	0.0	46.1
Difficulty with self-care	11.6	52.3	33.4	4.0	20.0	46.3
Multiple difficulties	0.0	15.8	21.1	32.2	32.8	48.0

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in midline 1*
A zero in the table indicates a category that had no sampled children.

At baseline, it was not possible to tell whether a learner's disability affected their overall performance on the assessments administered. While we attempted to undertake analysis at that level at midline 1, the variations in performance across intervention learners – including declines in performance – must still be further explored and confirmed with ongoing monitoring data collected by CSU throughout the programme, as well as subsequent evaluation points.

In **Table 34** below, the mean literacy and numeracy scores for the literacy and numeracy assessments administered across each grade level cluster are presented. Colour codes are used to show improvement or decline between baseline and midline 1 mean scores within a grade cluster. Green shows where there was an improvement in mean scores within a grade cluster between baseline and midline 1 while orange shows where there was a decline in mean scores within a grade cluster between baseline and midline 1.

From P3 to P6, control group students clearly out-perform intervention group students by significant margins in both baseline and midline 1. Intervention group students slightly outperformed control group students in the P7-S3 grade cluster in baseline but had lost this margin by the time P7-S4 and vocational students were assessed in midline 1.

There is positive grade level progression in mean scores from P3-P4 to P5-P6 in both literacy and numeracy assessments, and for P7-S4 and vocational students in the intervention group for literacy assessments at both baseline and midline 1. P7-S4 and vocational student results for intervention and control group learners in the numeracy assessment show a drop in performance between baseline and midline 1.

Table 34: Mean literacy and numeracy scores by class subgroup

Grade	Evaluation Point	Mean scores Intervention group and Control group			
		EGRA/SeGRA		EGMA/SeGMA	
		Intervention	Control	Intervention	Control
P3-P4	Baseline	28.1	42.7	47.5	62.5
	Midline 1	31.5	59.0	50.0	73.8
P5-P6	Baseline	37.9	53.2	59.9	65.3
	Midline 1	45.7	59.9	61.0	70.7
P7-S4 + Voc	Baseline	45.0	46.8	42.6	41.3
	Midline 1	52.9	60.5	35.3	50.8

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*

In **Table 35** to **Table 37** below, numeracy results demonstrating gaps in key skills are shown by subtask for each grade level cluster (P3-P4, P5-P6, P7-S4 and vocational). The diagnosis of gaps in numeracy skills for each subtask were divided into bands of achievements as follows:

- Non-learner: 0% of items
- Emergent learner: 1%-40% of items
- Established learner: 41%-80% of items
- Proficient learner: 81%-100% of items

The tables are color-coded to show increases (represented by green) and decreases (represented by orange) between baseline and midline 1 for each grade level in each sub-task. This color-coding helps to show how the percentage of learners in each band of achievement is changing over time. Ideally, the

percentage of learners will decrease from the ‘non-learner’ and ‘emergent learners’ bands and increase in the ‘established learner’ and ‘proficient learner’ bands over time.

In **Table 35** below, the percentage of P3 learners in the intervention group who are classified as ‘non-learners’ has increased between baseline and midline 1 in three sub-tasks (number identification, addition and subtraction). This increase is represented by a green-coloured box, but in this achievement band it represents a negative outcome in learning progression because the percentage of ‘non-learners’ should actually be decreasing over time. However, there was a significant (positive) drop in the percentage of P3 intervention group learners classified as ‘non-learners’ in the missing number and word problems subtasks between baseline and midline 1. The control group in P3 performed much better and decreased the percentage of ‘non-learners’ or remained at 0.0% in all sub-tasks.

The percentage of P4 learners in the intervention group who are classified as ‘non-learners’ has increased between baseline and midline 1 in two sub-tasks (number identification and subtraction) and has slightly decreased in the rest of the subtasks. This demonstrates mixed performance results for this age group.

In terms of P3 learners in the intervention group achieving ‘proficiency’ in numeracy sub-tasks, the percentage of learners classified in this achievement band decreased or remained at 0.0% in 5 out of 6 subtasks. The same is true for half of the sub-tasks done by the P4 intervention group. The control group in P3 had mixed results with large decreases in the proficiency achievement band in number identification, addition, subtraction and word problems and slight increases in number discrimination and subtraction. The control group in P4 also had mixed results, with slight increases and decreases in the proficiency of various sub-tasks between baseline and midline 1.

Overall, results for this age and grade group demonstrate no significant increase in performance from baseline to midline 1 for either the intervention or control groups. Notably, some children in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across both intervention and control groups from baseline to midline 1, with a smaller number of notable gains.

Table 35: Foundational numeracy skills gaps for P3-P4

			P3-P4 EGMA											
Categories	**Grade**	**Evaluation Point**	**Subtask 1** Number Identification		**Subtask 2** Number Discrimination		**Subtask 3** Missing Numbers		**Subtask 4** Addition		**Subtask 5** Subtraction		**Subtask 6** Word problems	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Non-learner 0% (0-5 wpm)	P3	Baseline	3.70%	0.00%	0.00%	3.70%	44.40%	18.50%	11.10%	0.00%	25.90%	3.70%	37.00%	11.20%
		Midline 1	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	40.00%	0.00%	20.00%	0.00%
	P4	Baseline	2.70%	0.00%	2.70%	2.60%	21.60%	2.60%	16.20%	0.00%	13.50%	5.30%	24.30%	2.60%
		Midline 1	3.85%	0.00%	0.00%	5.88%	15.38%	0.00%	11.54%	0.00%	15.38%	0.00%	19.23%	0.00%
Emergent learner 1%-40% (6-44 wpm)	P3	Baseline	29.60%	14.81%	14.80%	0.00%	40.70%	55.60%	37.00%	25.90%	48.00%	33.30%	11.10%	25.90%
		Midline 1	0.00%	0.00%	0.00%	0.00%	80.00%	100.00%	60.00%	0.00%	60.00%	100.00%	60.00%	100.00%
	P4	Baseline	21.60%	2.63%	8.10%	0.00%	45.90%	44.70%	24.30%	10.50%	40.50%	18.40%	24.30%	7.90%
		Midline 1	15.38%	0.00%	7.69%	5.88%	38.46%	23.53%	15.38%	5.88%	50.00%	23.53%	34.62%	11.76%
Established learner 41%-80% (44-80 wpm)	P3	Baseline	18.50%	11.11%	29.60%	15.00%	11.10%	26.00%	51.90%	22.20%	26.00%	33.30%	33.30%	48.10%
		Midline 1	60.00%	100.00%	60.00%	0.00%	20.00%	0.00%	20.00%	100.00%	0.00%	0.00%	0.00%	0.00%
	P4	Baseline	24.30%	5.26%	46.00%	16.00%	24.30%	42.00%	46.00%	39.50%	43.20%	36.80%	29.70%	68.40%
		Midline 1	34.62%	17.65%	38.46%	5.88%	42.31%	41.18%	53.85%	47.06%	30.77%	52.94%	42.31%	70.59%
Proficient learner 81%-100% (81-100 wpm)	P3	Baseline	48.20%	74.07%	55.60%	81.00%	3.70%	0.00%	0.00%	51.90%	0.00%	29.60%	18.50%	14.80%
		Midline 1	20.00%	0.00%	40.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%
	P4	Baseline	51.40%	92.11%	43.20%	81.60%	8.10%	11.00%	13.50%	50.00%	2.70%	39.50%	21.60%	21.10%
		Midline 1	46.15%	82.35%	53.85%	82.35%	3.85%	35.29%	19.23%	47.06%	3.85%	23.53%	3.85%	17.65%
	P3 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	P4 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

In **Table 36** below, the percentage of P5 learners in the intervention group who are classified as 'non-learners' has decreased slightly between baseline and midline 1 in four sub-tasks (number identification, number discrimination, missing numbers and the SeGMA 1 subtask of advanced multiplication and division). There was a slight increase in the percentage of P5 intervention group 'non-learners' in three subtasks (addition, subtraction and word problems). This increase is represented by a green-coloured box, but in this achievement band it represents a negative outcome in learning progression because the percentage of 'non-learners' should actually be decreasing over time. More than one-quarter of P5 learners in the intervention group remain 'non-learners' in SeGMA Sub-task 1, which is not unexpected because it is a secondary-level assessment. The percentage of P5 learners in the control group who are considered 'non-learners' increased across all seven sub-tasks between baseline and midline 1; however, there are still less 'non-learners' in the P5 control group than in the P5 intervention group at midline 1.

There were less P6 students than P5 students in the intervention group who were considered 'non-learners' in almost all subtasks, meaning that intervention group learners are gaining numeracy skills over time as they progress through the grades. The same can be said of the control group.

In terms of P5 learners in the intervention group achieving 'proficiency' in numeracy sub-tasks, the percentage of learners classified in this achievement band decreased or remained at 0.0% in 5 out of 6 subtasks. The same is true for three of the sub-tasks done by the P6 intervention group. However, it must be noted that the majority of P6 learners have achieved 'proficiency' in the easier sub-tasks of number identification and number discrimination, although less learners have attained 'proficiency' in the harder subtasks of addition, subtraction and word problems.

As of midline 1, intervention learners in P5 lag behind their control group counterparts in 'proficiency' in all of the numeracy sub-tasks except the advanced multiplication and division of SeGMA subtask 1 (in which both intervention and control are at 0%). P6 intervention students lag behind control group students in terms of 'proficiency' in all of the numeracy sub-tasks.

Overall, results for this age and grade group demonstrate no significant increase in performance from baseline to midline 1 overall for either the intervention or control groups for more challenging subtasks, though there were slight increases in proficiency in simpler subtasks. Control group learners largely outperform intervention learners across all subtasks. Positively, there were some decreases in the number of non-learners in the intervention group in some subtasks, while the percentage of non-learners in the control group increased at midline 1.

Table 36: Foundational numeracy skills gap for P5-P6

			P5-P6 EGMA/SeGMA Subtask 1													
Categories	**Grade**	**Evaluation point**	**Subtask 1**		**Subtask 2**		**Subtask 3**		**Subtask 4**		**Subtask 5**		**Subtask 6**		**SEGMA Subtask 1**	
			Number Identification		Number Discrimination		Missing Numbers		Addition		Subtraction		Word problems		Advanced multiplication, division etc.	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Non-learner 0% (0-5 wpm)	P5	Baseline	5.97%	1.45%	5.97%	1.45%	13.43%	5.80%	5.97%	1.45%	10.45%	4.35%	8.96%	2.90%	32.84%	18.84%
		Midline 1	5.13%	4.88%	5.13%	4.88%	12.82%	9.76%	7.69%	4.88%	15.38%	7.32%	17.95%	7.32%	28.21%	26.83%
	P6	Baseline	1.72%	1.79%	1.72%	1.79%	8.62%	5.36%	5.17%	1.79%	6.90%	1.79%	6.90%	5.36%	15.52%	8.93%
		Midline 1	4.84%	2.33%	3.23%	2.33%	6.45%	2.33%	8.06%	2.33%	4.84%	2.33%	6.45%	2.33%	14.52%	6.98%
Emergent learner 1%-40% (6-44 wpm)	P5	Baseline	4.48%	2.90%	4.48%	1.45%	22.39%	27.54%	14.93%	7.25%	28.00%	14.50%	8.96%	8.70%	67.16%	76.81%
		Midline 1	12.82%	2.44%	2.56%	2.44%	25.64%	12.20%	15.38%	4.88%	28.21%	12.20%	20.51%	4.88%	71.79%	63.41%
	P6	Baseline	6.90%	0.00%	3.45%	3.57%	39.66%	35.71%	5.17%	5.36%	26.00%	26.80%	17.24%	12.50%	81.03%	78.57%
		Midline 1	3.23%	2.33%	1.61%	0.00%	22.58%	6.98%	3.23%	2.33%	16.13%	4.65%	12.90%	2.33%	64.52%	41.86%
Established learner 41%-80% (44-80 wpm)	P5	Baseline	17.91%	15.94%	5.97%	15.94%	44.78%	46.38%	43.28%	34.78%	51.00%	63.80%	59.70%	52.17%	0.00%	4.35%
		Midline 1	25.64%	7.32%	20.51%	4.88%	38.46%	41.46%	35.90%	26.83%	48.72%	58.54%	48.72%	68.29%	0.00%	9.76%
	P6	Baseline	6.90%	16.07%	14.00%	14.00%	43.10%	46.43%	34.00%	41.10%	52.00%	55.40%	50.00%	48.21%	3.45%	12.50%
		Midline 1	14.52%	4.65%	9.68%	4.65%	41.94%	44.19%	41.94%	25.58%	46.77%	55.81%	67.74%	72.09%	19.35%	44.19%
Proficient learner 81%-100% (81-100 wpm)	P5	Baseline	71.64%	79.71%	83.58%	81.16%	19.40%	20.29%	35.82%	56.52%	10.00%	17.40%	22.39%	36.23%	0.00%	0.00%
		Midline 1	56.41%	85.37%	71.79%	87.80%	23.08%	36.59%	41.03%	63.41%	7.69%	21.95%	12.82%	19.51%	0.00%	0.00%
	P6	Baseline	84.48%	82.14%	81.03%	80.36%	8.62%	12.50%	55.17%	51.79%	16.00%	16.10%	25.86%	33.93%	0.00%	0.00%
		Midline 1	77.42%	90.70%	85.48%	93.02%	29.03%	46.51%	46.77%	69.77%	32.26%	37.21%	12.90%	23.26%	1.61%	6.98%
	P5 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**99%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	P6 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**101%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

In **Table 37** below, the percentage of P7 'non-learners' in the intervention group increased in three out of four subtasks (word problems, advanced multiplication and division, and missing numbers). This increase is represented by a green-coloured box, but in this achievement band it represents a negative outcome in learning progression because the percentage of 'non-learners' should actually be decreasing over time. The percentage of 'non-learners' in the addition subtask decreased (a positive finding), but a majority of P7 intervention group learners are still considered 'non-learners' of this sub-task. Control group P7 students also continued to struggle with the addition sub-task but have relatively few 'non-learners' in other subtasks. More P7 students in the intervention group became 'emergent' learners between baseline and midline 1 in three subtasks (word problems, advanced multiplication and division and addition). However, percentages of P7 students in the intervention group considered as 'proficient' dropped in the word problem subtask and remained zero or close to zero in the other three sub-tasks, showing that more progress is needed among intervention group P7 students.

The percentage of S1 'non-learners' in the intervention group increased across all sub-tasks, representing a negative outcome in learning progression. Although more S1 intervention students were considered 'established' in the word problem subtask between baseline and midline 1, there was a significant drop in the percentage of 'established' S1 intervention group learners in the advanced multiplication and division subtask. Similarly, to the P7 intervention students, 'proficiency' in subtasks fell or remained at zero for S1 intervention group learners across all sub-tasks.

The percentage of S2 'non-learners' in the intervention group increased across all sub-tasks except word problems, where there are no 'non-learners'. 'Proficiency' among this group has also fallen or stayed at zero for all subtasks except addition, where it increased.

Proficiency amongst S3 intervention group students has fallen or remained at zero across all subtasks between baseline and midline 1, however the percentage of 'established' learners has increased in the word problems and addition subtasks.

No S4 students were measured at baseline. Midline 1 shows that no S4 intervention group students are considered 'non-learners'. S4 students fall mainly within the 'emergent' and 'established' achievement bands across the subtasks. The exception to this is that 100% of S4 students in the intervention group were considered 'proficient' in primary-level word problems.

No vocational students were measured at baseline. Vocational students in midline 1 belonged only to the intervention group. Midline 1 shows that between 50-100% of vocational students are considered 'non-learners' in all subtasks. No vocational students are considered 'proficient' or 'established' in any subtask. Overall, results for this age and grade group demonstrate no significant increase in performance from baseline to midline 1 overall for either the intervention or control groups. Notably, some children in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across both intervention and control groups from baseline to midline 1, with a smaller number of notable gains.

Table 37: Numeracy skills gap for P7, S1-S4 and Vocational

			P7-S4 and Vocational EGMA Subtask 6/SeGMA Complete							
Categories	Grade	Evaluation Point	EGMA		SeGMA		SeGMA		SeGMA	
			Subtask 6		Subtask 1		Subtask 2		Subtask 3	
			Word problems		Advanced multiplication, division etc.		Algebra		Data Interpretation	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Non-learner 0% (0-5 wpm)	P7	Baseline	0.00%	0.00%	3.64%	0.00%	25.45%	16.98%	85.45%	79.25%
		Midline 1	6.67%	0.00%	22.22%	2.22%	31.11%	0.00%	68.89%	42.22%
	S1	Baseline	0.00%	0.00%	11.11%	0.00%	22.22%	0.00%	55.56%	14.29%
		Midline 1	14.81%	6.25%	22.22%	6.25%	33.33%	12.50%	62.96%	50.00%
	S2	Baseline	0.00%	6.25%	4.76%	6.25%	14.29%	25.00%	52.38%	56.25%
		Midline 1	0.00%	0.00%	10.00%	0.00%	30.00%	0.00%	60.00%	42.86%
	S3	Baseline	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%
		Midline 1	5.26%	0.00%	5.26%	0.00%	21.05%	12.50%	57.89%	25.00%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	50.00%	N/A	50.00%	N/A	100.00%	N/A	100.00%	N/A
Emergent learner 1%-40% (6-44 wpm)	P7	Baseline	1.82%	3.77%	76.36%	71.70%	52.73%	60.38%	12.73%	20.75%
		Midline 1	13.33%	4.44%	77.78%	95.56%	51.11%	51.11%	24.44%	22.22%
	S1	Baseline	0.00%	0.00%	33.33%	28.57%	55.56%	57.14%	33.33%	57.14%
		Midline 1	0.00%	0.00%	77.78%	93.75%	37.04%	50.00%	14.81%	18.75%
	S2	Baseline	4.76%	0.00%	23.81%	18.75%	38.10%	31.25%	42.86%	37.50%

			P7-S4 and Vocational EGMA Subtask 6/SeGMA Complete							
Categories	Grade	Evaluation Point	EGMA		SeGMA		SeGMA		SeGMA	
			Subtask 6		Subtask 1		Subtask 2		Subtask 3	
			Word problems		Advanced multiplication, division etc.		Algebra		Data Interpretation	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
		Midline 1	0.00%	0.00%	90.00%	100.00%	40.00%	42.86%	30.00%	14.29%
	S3	Baseline	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%	100.00%
		Midline 1	10.53%	0.00%	94.74%	100.00%	57.89%	37.50%	26.32%	25.00%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%	50.00%	100.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	50.00%	N/A	50.00%	N/A	0.00%	N/A	0.00%	N/A
Established learner 41%-80% (44-80 wpm)	P7	Baseline	52.73%	47.17%	20.00%	28.30%	20.00%	22.64%	1.82%	0.00%
		Midline 1	55.56%	60.00%	0.00%	2.22%	13.33%	37.78%	6.67%	26.67%
	S1	Baseline	33.33%	57.14%	56.00%	71.00%	11.11%	28.57%	11.00%	29.00%
		Midline 1	62.96%	56.25%	0.00%	0.00%	22.22%	25.00%	22.22%	25.00%
	S2	Baseline	47.62%	37.50%	71.43%	68.75%	33.33%	37.50%	4.76%	6.25%
		Midline 1	70.00%	57.14%	0.00%	0.00%	30.00%	42.86%	0.00%	42.86%
	S3	Baseline	50.00%	0.00%	0.00%	100.00%	50.00%	100.00%	0.00%	0.00%
		Midline 1	63.16%	75.00%	0.00%	0.00%	15.79%	50.00%	15.79%	50.00%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A

			P7-S4 and Vocational EGMA Subtask 6/SeGMA Complete							
Categories	**Grade**	**Evaluation Point**	**EGMA**		**SeGMA**		**SeGMA**		**SeGMA**	
			Subtask 6		**Subtask 1**		**Subtask 2**		**Subtask 3**	
			Word problems		**Advanced multiplication, division etc.**		**Algebra**		**Data Interpretation**	
			Intervention	**Control**	**Intervention**	**Control**	**Intervention**	**Control**	**Intervention**	**Control**
Proficient learner 81%-100% (81-100 wpm)	P7	Baseline	45.45%	49.06%	0.00%	0.00%	1.82%	0.00%	0.00%	0.00%
		Midline 1	24.44%	35.56%	0.00%	0.00%	4.44%	11.11%	0.00%	8.89%
	S1	Baseline	66.67%	42.86%	0.00%	0.00%	11.11%	14.29%	0.00%	0.00%
		Midline 1	22.22%	37.50%	0.00%	0.00%	7.41%	12.50%	0.00%	6.25%
	S2	Baseline	47.62%	56.25%	0.00%	6.25%	14.29%	6.25%	0.00%	0.00%
		Midline 1	30.00%	42.86%	0.00%	0.00%	0.00%	14.29%	10.00%	0.00%
	S3	Baseline	50.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Midline 1	21.05%	25.00%	0.00%	0.00%	5.26%	0.00%	0.00%	0.00%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A
Total	P7 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S1 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S2 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S3 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

			P7-S4 and Vocational EGMA Subtask 6/SeGMA Complete							
Categories	Grade	Evaluation Point	EGMA		SeGMA		SeGMA		SeGMA	
			Subtask 6		Subtask 1		Subtask 2		Subtask 3	
			Word problems		Advanced multiplication, division etc.		Algebra		Data Interpretation	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S4 Total	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Vocational Total	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	**100%**	**N/A**	**100%**	**N/A**	**100%**	**N/A**	**100%**	**N/A**

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*

In **Table 38**, **Table 39** and **Table 40** below, literacy results demonstrating gaps in key skills are shown by subtask for each grade level cluster (P3-P4, P5-P6, P7-S4 and vocational). The diagnosis of gaps in literacy skills for each subtask were divided into bands of achievements in the same way as for numeracy (non-learners, emergent, established and proficient). The color-coding also remains the same as for numeracy with green-coloured boxes representing instances of increase between baseline and midline 1 and orange-coloured boxes representing instances of decrease between baseline and midline 1 for each grade level and subtask. As with numeracy, we would hope to see green-coloured boxes that represent increases in the percentage of learners within the 'emergent', 'established' and 'proficient' learning bands between baseline and midline 1. We would expect to see orange-coloured boxes in the 'non-learner' achievement band to show that less students are completely unable to perform in the literacy sub-tasks between baseline and midline 1.

In **Table 38** below, the percentage of P3 learners in the intervention group who are classified as 'non-learners' has increased between baseline and midline 1 in two sub-tasks (letter sound identification and oral reading fluency), decreased in two sub-tasks (invented word and comprehension) and stayed mostly the same in the listening comprehension sub-task. Between 20-60% of P3 learners in the intervention group are still considered 'non-learners' in all sub-tasks by midline 1. However, the P3 control group learners classified as 'non-learners' remained at or fell to zero in all subtasks between baseline and midline 1, demonstrating a wide gap in achievement between intervention and control group P3 learners.

The percentage of P4 learners in the intervention group who are classified as 'non-learners' has increased between baseline and midline 1 in three sub-tasks (letter sound identification, invented word, and listening comprehension) and has slightly decreased in oral reading fluency and comprehension. Nearly one-quarter or more of P4 learners in the intervention group are considered 'non-learners' across all sub-tasks. Meanwhile, less than 20% of their P4 control group counterparts are considered 'non-learners' across all subtasks.

More P3 intervention group and control group learners are considered 'emergent' learners at midline 1 as compared to baseline; however, less are considered 'established' in all subtasks, a negative finding. No P3 intervention group learners are considered 'proficient' in any subtask. P3 control group learners are only considered 'proficient' in the invented word subtask – but they have achieved 100% 'proficiency' in this sub-task. P4 intervention group learners showed increases in 'proficiency' between baseline and midline 1 in some subtasks, but they continue to lag behind their control group counterparts in all subtasks.

Overall, results for this age and grade group demonstrate mixed performance from baseline to midline 1 in both groups, while the control group demonstrated greater achievement across most subtasks and fewer non-learners. Notably, some children in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across the intervention group from baseline to midline 1, with a smaller number of notable gains.

Table 38: Foundational literacy skills gaps for P3-P4

		P3-P4 EGRA										
Categories	Grade	Evaluation Point	Subtask 1 Letter Sound Identification		Subtask 2 Invented Word		Subtask 3 Oral Reading Fluency		Subtask 4 Comprehension		Subtask 5 Listening comprehension	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Non-learner 0% (0-5 wpm)	P3	Baseline	11.10%	0.00%	40.70%	19.00%	51.90%	30.00%	74.10%	55.60%	40.70%	7.00%
		Midline 1	40.00%	0.00%	20.00%	0.00%	60.00%	0.00%	60.00%	0.00%	40.00%	0.00%
	P4	Baseline	8.10%	2.63%	29.70%	5.00%	35.10%	5.00%	62.20%	28.90%	37.80%	8.00%
		Midline 1	50.00%	0.00%	30.77%	5.88%	23.08%	17.65%	34.62%	17.65%	42.31%	11.76%
Emergent learner 1%-40% (6-44 wpm)	P3	Baseline	37.00%	37.00%	18.50%	25.90%	40.70%	48.10%	18.50%	25.90%	33.30%	51.90%
		Midline 1	60.00%	100.00%	80.00%	0.00%	40.00%	100.00%	40.00%	100.00%	60.00%	100.00%
	P4	Baseline	43.20%	31.60%	24.30%	26.30%	45.90%	52.60%	27.00%	39.50%	37.80%	50.00%
		Midline 1	23.08%	23.53%	26.92%	17.65%	53.85%	17.65%	46.15%	11.76%	34.62%	11.76%
Established learner 41%-80% (44-80 wpm)	P3	Baseline	29.60%	40.70%	22.20%	44.40%	3.70%	18.50%	7.40%	14.80%	22.20%	37.00%
		Midline 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	P4	Baseline	32.40%	34.21%	24.30%	47.00%	13.50%	32.00%	8.10%	26.30%	24.30%	39.00%
		Midline 1	19.23%	47.06%	19.23%	23.53%	15.38%	41.18%	15.38%	41.18%	23.08%	64.71%
Proficient learner 81%-100% (81-100 wpm)	P3	Baseline	22.20%	22.20%	18.50%	11.10%	3.70%	3.70%	0.00%	3.70%	3.70%	3.70%
		Midline 1	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	P4	Baseline	16.20%	31.60%	21.60%	21.60%	5.40%	10.50%	2.70%	5.30%	0.00%	2.60%
		Midline 1	7.69%	29.41%	23.08%	52.94%	7.69%	23.53%	3.85%	29.41%	0.00%	11.76%
	P3 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	P4 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 39 below, the percentage of P5 learners in the intervention group who are classified as 'non-learners' has increased between baseline and midline 1 in three sub-tasks (invented word, oral reading fluency and listening comprehension) and slightly decreased in three sub-tasks (letter sound identification, comprehension and the SeGRA 1 subtask). Just over one quarter of P5 learners in the control group are still considered 'non-learners' in only one sub-task (SeGRA 1 subtask). On the whole, a far lower percentage of children were considered 'non-learners' in the control group than the P5 intervention group across all sub-tasks. There were more emergent learners in P5 in the intervention versus control group, but more established and proficient learners in the control group than the intervention group.

The percentage of P6 learners in the intervention group who are classified as 'non-learners' has increased between baseline and midline 1 in two sub-tasks (letter sound identification and listening comprehension) and decreased in the rest of the subtasks. Less than 15% of P6 intervention learners are considered 'non-learners' across all subtasks, a positive finding. The percentage of P6 'non-learners' in the intervention group is not much more than the percentages of P6 learners in the control group across all sub-tasks.

More P6 learners in the intervention group and control group are categorized as 'established' compared to 'emergent' between baseline and midline 1, showing some progress. Some progress was also made among the P5 and P6 intervention group learners in terms of achieving 'proficiency' in the literacy subtasks, but a majority of intervention learners are still not considered 'proficient' in any subtask.

Overall, results for this age and grade group demonstrate mixed performance from baseline to midline 1 across all subtasks, while the control group demonstrated greater achievement across most subtasks and fewer non-learners. The percentage of intervention group learners that have transitioned to emergent status has largely grown since baseline, a positive finding. However, more control group learners performed at established and proficient status across nearly all subtasks in comparison to intervention learners.

Table 39: Foundational Literacy Skills Gaps for P5-P6

Categories	Grade	Evaluation Point	P5-P6 EGRA/SEGRA Subtask 1											
			EGRA Subtask 1 Letter Sound Identification		EGRA Subtask 2 Invented Word		EGRA Subtask 3 Oral Reading Fluency		EGRA Subtask 4 Comprehension		EGRA Subtask 5 Listening comprehension		SeGRA Subtask 1	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Non-learner 0% (0-5 wpm)	P5	Baseline	5.97%	1.45%	17.91%	2.90%	19.40%	1.45%	34.33%	15.94%	16.40%	2.90%	32.84%	24.64%
		Midline 1	5.13%	4.88%	23.08%	4.88%	23.08%	7.32%	30.77%	7.32%	33.33%	14.63%	30.77%	26.83%
	P6	Baseline	5.17%	0.00%	17.24%	1.79%	13.79%	0.00%	31.03%	1.79%	10.30%	0.00%	25.86%	17.86%
		Midline 1	6.45%	2.33%	9.68%	2.33%	11.29%	2.33%	12.90%	2.33%	14.52%	11.63%	12.90%	6.98%
Emergent learner 1%-40% (6-44 wpm)	P5	Baseline	49.25%	39.13%	23.88%	26.09%	41.79%	24.64%	37.31%	34.78%	46.30%	37.70%	64.18%	66.67%
		Midline 1	46.15%	24.39%	25.64%	19.51%	28.21%	26.83%	41.03%	17.07%	35.90%	34.15%	58.97%	63.41%
	P6	Baseline	43.10%	30.36%	27.59%	8.93%	34.48%	10.71%	24.14%	39.29%	43.10%	30.40%	67.24%	64.29%
		Midline 1	30.65%	18.60%	20.97%	2.33%	16.13%	4.65%	22.58%	20.93%	30.65%	13.95%	67.74%	41.86%
Established learner 41%-80% (44-80 wpm)	P5	Baseline	29.85%	36.23%	40.30%	23.19%	34.33%	57.97%	22.39%	43.48%	31.30%	53.60%	2.99%	8.70%
		Midline 1	35.90%	34.15%	30.77%	31.71%	33.33%	39.02%	25.64%	65.85%	30.77%	41.46%	10.26%	9.76%
	P6	Baseline	41.38%	44.64%	31.00%	39.30%	41.40%	58.90%	36.20%	37.50%	39.70%	60.70%	6.90%	16.07%
		Midline 1	46.77%	55.81%	51.61%	48.84%	37.10%	32.56%	56.45%	55.81%	40.32%	60.47%	17.74%	44.19%
Proficient learner 81%-100% (81-100 wpm)	P5	Baseline	14.93%	23.19%	17.91%	47.83%	4.48%	15.94%	5.97%	5.80%	6.00%	5.80%	0.00%	0.00%
		Midline 1	12.82%	36.59%	20.51%	43.90%	15.38%	26.83%	2.56%	9.76%	0.00%	9.76%	0.00%	0.00%
	P6	Baseline	10.34%	25.00%	24.14%	50.00%	10.34%	30.36%	8.62%	21.43%	6.90%	8.90%	0.00%	1.79%
		Midline 1	16.1%	23.3%	17.7%	46.5%	35.48%	60.47%	8.06%	20.9%	14.5%	14.0%	1.6%	7.0%
	P5 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	P6 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

In **Table 40** below, the percentage of P7 'non-learners' in the intervention group decreased in the three SeGRA subtasks but increased slightly in the two primary-level EGRA subtasks. The percentage of P7 control group students also decreased in the 'non-learner' category for the SeGRA subtasks. The percentage of 'non-learners' is relatively comparable between the P7 intervention group and control group, with slightly more non-learners in the intervention group. More P7 students in the intervention group became 'established' learners compared to 'emergent' learners between baseline and midline 1, a positive finding. Percentages of P7 students in the intervention group considered as 'proficient' increased slightly in three sub-tasks (comprehension, SeGRA subtask 1 and SeGRA subtask 3). The P7 control group students also increased their proficiency in these three subtasks as well as in oral reading fluency.

The percentage of S1 'non-learners' in the intervention group only increased dramatically in one subtask (oral reading fluency). Slight decreases were measured in the comprehension subtask and SeGRA subtasks 1 and 2. More S1 students in the intervention group became 'established' learners compared to 'emergent' learners between baseline and midline 1, an encouraging finding showing progression. More S1 students in both groups also became 'proficient' in three of the subtasks (comprehension, SeGRA subtask 1 and SeGRA subtask 3) between baseline and midline 1.

No S2 learners in the intervention or control groups were considered 'non-learners' in any of the subtasks in midline 1. More S2 students in both groups became 'established' learners compared to 'emergent' learners. More S2 students in the intervention group were considered proficient in the oral reading fluency sub-task by midline 1. However, decreases in proficiency were seen in the other subtasks.

No learners in the S3 intervention group were considered 'non-learners' in any subtask at midline 1. The dramatic decreases in the percentage of 'non-learners' in the three SeGRA subtasks was likely due to the small sample size in this age group.

No S4 students were measured at baseline. Midline 1 shows that no S4 intervention group students are considered 'non-learners'. S4 students fall mainly within the 'established' and 'proficient' achievement bands across the subtasks. The exception to this is that 50% of S4 students in the intervention group were considered 'emergent' in the EGRA comprehension subtask and SeGRA subtask 2.

No vocational students were measured at baseline. Vocational students in midline 1 belonged only to the intervention group. Midline 1 shows that between 50-100% of vocational students are considered 'non-learners' in both EGRA subtasks and SeGRA subtask 2 and 3. No vocational students are considered 'proficient' or 'established' in any subtask.

Results overall show positive progress across grades, with learners improving their performance from P7 in both intervention and control groups. There are a limited number of sampled children in both intervention and control groups in these grades. The high number of zero findings in the table are an indicator of this. Drops in performance between baseline and midline one, therefore, are partially attributed to the low number of respondents in each category and the transitions they have made – including dropouts – across grades.

Table 40: Literacy skills gap for P7-S4 and Vocational

		P7-S4 and Vocational EGRA Subtasks 3 and 4/ SeGRA Complete										
Categories	**Grade**	**Evaluation Point**	**EGRA Subtask 3**		**EGRA Subtask 4**		**SeGRA Subtask 1**		**SeGRA Subtask 2**		**SeGRA Subtask 3**	
			Oral Reading Fluency		Comprehension		Comprehension using simple inferences		Comprehension using complex inferences		Short essay construction	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
Non-learner 0% (0-5 wpm)	P7	Baseline	3.64%	0.00%	7.27%	0.00%	14.55%	15.09%	18.18%	22.64%	27.30%	18.90%
		Midline 1	6.67%	2.22%	8.89%	4.44%	13.33%	8.89%	17.78%	6.67%	6.67%	4.44%
	S1	Baseline	0.00%	0.00%	22.22%	0.00%	11.11%	0.00%	11.11%	0.00%	11.10%	0.00%
		Midline 1	14.81%	6.25%	14.81%	6.25%	7.41%	0.00%	7.41%	0.00%	11.11%	6.25%
	S2	Baseline	0.00%	0.00%	0.00%	6.25%	0.00%	6.25%	0.00%	6.25%	4.80%	6.30%
		Midline 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	S3	Baseline	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	50.00%	0.00%	50.00%	0.00%
		Midline 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	12.50%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	100.00%	N/A	100.00%	N/A	0.00%	N/A	50.00%	N/A	50.00%	N/A
Emergent learner 1%-40% (6-44 wpm)	P7	Baseline	14.55%	13.21%	34.55%	18.87%	63.64%	64.15%	80.00%	71.70%	56.40%	58.50%
		Midline 1	22.22%	6.67%	28.89%	11.11%	46.67%	22.22%	62.22%	51.11%	46.67%	28.89%
	S1	Baseline	0.00%	0.00%	33.33%	42.86%	44.44%	57.14%	66.67%	85.71%	44.40%	71.40%
		Midline 1	3.70%	0.00%	7.41%	12.50%	25.93%	31.25%	66.67%	31.25%	14.81%	12.50%
	S2	Baseline	0.00%	0.00%	14.29%	37.50%	28.57%	31.25%	66.67%	68.75%	42.90%	43.80%
		Midline 1	10.00%	0.00%	0.00%	0.00%	20.00%	14.29%	60.00%	42.86%	0.00%	14.29%

		P7-S4 and Vocational EGRA Subtasks 3 and 4/ SeGRA Complete											
Categories	**Grade**	**Evaluation Point**	**EGRA Subtask 3**		**EGRA Subtask 4**		**SeGRA Subtask 1**		**SeGRA Subtask 2**		**SeGRA Subtask 3**	
			Oral Reading Fluency		Comprehension		Comprehension using simple inferences		Comprehension using complex inferences		Short essay construction	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
	S3	Baseline	0.00%	0.00%	50.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
		Midline 1	0.00%	0.00%	21.05%	12.50%	36.84%	0.00%	52.63%	25.00%	0.00%	0.00%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	N/A	0.00%	N/A	100.00%	N/A	50.00%	N/A	50.00%	N/A
Established learner 41%-80% (44-80 wpm)	P7	Baseline	41.82%	26.42%	43.64%	54.72%	20.00%	20.75%	1.82%	5.66%	16.40%	20.80%
		Midline 1	33.33%	20.00%	44.44%	57.78%	35.56%	57.78%	20.00%	42.22%	44.44%	60.00%
	S1	Baseline	22.22%	42.86%	44.00%	42.90%	44.40%	42.90%	22.20%	14.30%	44.40%	28.60%
		Midline 1	18.52%	37.50%	51.85%	43.75%	55.56%	43.75%	25.93%	68.75%	70.37%	75.00%
	S2	Baseline	28.57%	25.00%	42.86%	37.50%	61.90%	50.00%	33.33%	25.00%	47.60%	50.00%
		Midline 1	10.00%	14.29%	90.00%	71.43%	80.00%	57.14%	40.00%	57.14%	100.00%	85.71%
	S3	Baseline	50.00%	0.00%	50.00%	0.00%	0.00%	100.00%	50.00%	100.00%	50.00%	0.00%
		Midline 1	15.79%	0.00%	73.68%	50.00%	52.63%	62.50%	47.37%	75.00%	89.47%	87.50%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	0.00%	0.00%	100.00%	50.00%	0.00%	50.00%	100.00%	100.00%	100.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A
Proficient	P7	Baseline	40.00%	60.38%	14.55%	26.42%	1.82%	0.00%	0.00%	0.00%	0.00%	1.90%

		P7-S4 and Vocational EGRA Subtasks 3 and 4/ SeGRA Complete											
Categories	**Grade**	**Evaluation Point**	**EGRA Subtask 3**		**EGRA Subtask 4**		**SeGRA Subtask 1**		**SeGRA Subtask 2**		**SeGRA Subtask 3**	
			Oral Reading Fluency		Comprehension		Comprehension using simple inferences		Comprehension using complex inferences		Short essay construction	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
learner 81%-100% (81-100 wpm)		Midline 1	37.78%	71.11%	17.78%	26.67%	4.44%	11.11%	0.00%	0.00%	2.22%	6.67%
	S1	Baseline	77.78%	57.14%	0.00%	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Midline 1	62.96%	56.25%	25.93%	37.50%	11.11%	25.00%	0.00%	0.00%	3.70%	6.25%
	S2	Baseline	71.43%	75.00%	42.86%	18.75%	9.52%	12.50%	0.00%	0.00%	4.80%	0.00%
		Midline 1	80.00%	85.71%	10.00%	28.57%	0.00%	28.57%	0.00%	0.00%	0.00%	0.00%
	S3	Baseline	50.00%	100.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%
		Midline 1	84.21%	100.00%	5.26%	37.50%	10.53%	37.50%	0.00%	0.00%	10.53%	0.00%
	S4	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	100.00%	100.00%	50.00%	0.00%	50.00%	100.00%	0.00%	0.00%	0.00%	0.00%
	Vocational	Baseline	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Midline 1	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A	0.00%	N/A
Total	P7 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S1 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S2 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S3 Total	Baseline	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	S4 Total	Baseline	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**

		P7-S4 and Vocational EGRA Subtasks 3 and 4/ SeGRA Complete										
Categories	**Grade**	**Evaluation Point**	**EGRA Subtask 3**		**EGRA Subtask 4**		**SeGRA Subtask 1**		**SeGRA Subtask 2**		**SeGRA Subtask 3**	
			Oral Reading Fluency		Comprehension		Comprehension using simple inferences		Comprehension using complex inferences		Short essay construction	
			Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control	Intervention	Control
		Midline 1	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
	Vocational Total	Baseline	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
		Midline 1	**100%**	**N/A**	**100%**	**N/A**	**100%**	**N/A**	**100%**	**N/A**	**100%**	**N/A**

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*

3.1.2 Grade Level Achieved Tables and Narrative

The following section presents the 'grade level achieved' by baseline/midline 1 grades and ages for intervention girls, mapped against the national curriculum and learning assessment subtasks. The grade level achieved tables are meant to present a comparison of the intervention girls' results against international learning benchmarks that complement the analysis presented above. These achievement benchmarks are outlined in table 27 and table 31 as a series of targets for relevant literacy and numeracy subtasks by grade. If a child is performing at grade level, they should be able to achieve these learning outcomes each year they are in school. These targets have not been changed since baseline. A comparison with some international standards found at *ACER-UNESCO Learning Progression Explorer* as proposed by the Fund Manager was attempted.

3.1.3 Grade Level Achieved – Literacy

Expected performance in each literacy subtask have been aligned to Uganda's national curriculum and the national literacy model for early grade reading. These expectations are detailed in **Table 41** below. It is important to note that the EGRA oral reading assessment and comprehension tasks were set to Primary 3 international standards. Subtasks 1, 2, and 3 on the SeGRA were set to a Primary 5 reading level and ability against international standards. The grade level achieved recommendations below in **Table 41** are fit to purpose in Uganda, with a slower progression of achievement for learners from grade 1 onward; progression is slower than the pace at which learners in other contexts are expected to perform. However, despite this slower pace in the early grades, it is expected that all children should be reading with some degree of fluency and comprehension at least by P3, with corresponding year on year gains thereafter. In the analysis presented after **Table 41**, grade level achievements are presented for girls in the intervention group that took the EGRA and SeGRA at both baseline and midline 1.

Table 41: Grade level achieved for EGRA and SeGRA

	Relevant subtasks	Literacy
Grade 1 achieved	Subtasks 1, 2 and 3 (EGRA)	Established in Letter Sound Identification and Invented Word
Grade 2 achieved	Subtasks 3 and 4 (EGRA)	Proficient in Letter Sound Identification and Invented Word
Grade 3 achieved	Subtasks 3 and 4 (EGRA)	Established in Oral Reading Fluency, Emergent in Reading Comprehension
Grade 4 achieved	Subtasks 3 and 4 (EGRA)	Proficient in Oral Reading Fluency, Established in Reading Comprehension
Grade 5 achieved	Subtasks 3 and 4 (EGRA)	Proficient in Oral Reading Fluency and Reading Comprehension
Grade 6 achieved	Subtask 1 (SeGRA)	Established in Comprehension using simple inferences
Grade 7 achieved	Subtask 1 (SeGRA)	Proficient in Comprehension using simple inferences
Senior 1 achieved	Subtask 2 (SeGRA)	Established in Comprehension using complex inferences
Senior 2 achieved	Subtasks 2 and 3 (SeGRA)	Proficient in Comprehension using complex inferences, established in Short Essay construction
Senior 3 achieved	Subtasks 2 and 3 (SeGRA)	Proficient in Comprehension using complex inferences and Short Essay construction
Senior 4 Achieved	Subtasks 2 and 3 (SeGRA)	Proficient in Comprehension using complex inferences and Short Essay construction
Vocational Achieved	Subtasks 2 and 3 (SeGRA)	Proficient in Comprehension using complex inferences and Short Essay construction

The tables below indicate the grade level achieved by intervention girls for subtasks in the EGRA and SeGRA at baseline and midline 1. The baseline value and midline 1 value for each subtask comparison have either a light blue or white background, for easier reading and interpretation.

P3 and P4 Grade Level Achieved

As shown in **Table 42** below, 0% of P3 intervention girls were at least established[22] in the letter sound identification subtask and 26.9% of the P4 intervention girls at midline 1 tested were at least established in the letter sound identification subtask – an achievement they should have reached by Grade 1. In addition, 0% of P3 girls at midline 1 were at least established in the invented word subtask – an achievement they should have also reached by Grade 1. Only 40.0% of P3 girls were at grade level in reading comprehension by testing as emergent in this subtask. Similarly, only 15.4% of P4 girls were at grade level in reading comprehension by testing as at least established in this subtask. A total of 3.7% of P3 girls at baseline exceeded their grade level target, scoring proficient on the oral reading fluency subtask, but no P3 girls at midline 1 were above grade level in oral reading fluency. At baseline, 2.7% of P4 girls were above grade level in reading comprehension. By midline 1, this number had risen to 3.9%.

Table 42: P3 and P4 grade level achieved in literacy

Grade	Evaluation Point	Subtask and Achievement Status	Grade Level Target Should Have Been Achieved By	Status
P3	Baseline	51.8% established in letter sound identification	P1	Below grade level
	Midline 1	0% established in letter sound identification	P1	Below grade level
	Baseline	40.7% established in invented words	P1	Below grade level
	Midline 1	0% established in invented words	P1	Below grade level
	Baseline	3.7% proficient in oral reading fluency**	P3	At grade level
	Midline 1	0% established in oral reading fluency	P3	Below grade level
	Baseline	25.9% emergent in reading comprehension*	P3	At grade level
	Midline 1	40.0% emergent in reading comprehension	P3	At grade level
P4	Baseline	48.6% established in letter sound identification	P1	Below grade level
	Midline 1	26.9% established in letter sound identification	P1	Below grade level
	Baseline	5.4% proficient in oral reading fluency	P4	At grade level
	Midline 1	7.7% proficient in oral reading fluency	P4	At grade level
	Baseline	8.1% established in reading comprehension	P4	At grade level
	Midline 1	15.4% established in reading comprehension	P4	At grade level

[22] 'Established' represents the minimum benchmark achievement for a learner in this subtask. That means that learners who are already proficient in this benchmark are part of the calculation for girls who meet the minimum requirement of achievement. This holds true for all benchmarks in this section.

	Baseline	2.7% proficient in reading comprehension	P5	Above grade level
	Midline 1	3.9% proficient in reading comprehension	P5	Above grade level

**The percentage reported at baseline for P3 reading comprehension (18.5%) included only the 'emergent' learners. We have revised so it includes the emergent, established and proficient learners.*
***Some P3 children at baseline were performing above grade level in oral reading fluency. No children at midline 1 were performing above grade level. Proficiency in this subtask is not expected at this grade level, so a decrease in proficiency between baseline and midline 1 does not represent a significant negative effect.*

P5 and P6 Grade Level Achieved

As shown in **Table 43** below, in P5 and P6, 23.0% and 11.3% of girls, respectively, were still non-learners in the oral reading fluency subtask at midline 1. According to their grade level targets, only 15.4% of P5 intervention girls were proficient in the oral reading fluency subtask, and only 2.6% were proficient in the comprehension subtask. By the time they reached P6, only 35.5% were proficient in this Grade 5 target for oral reading comprehension, and only 8.0% were proficient in reading comprehension at midline 1. According to their grade level targets, only 19.3% of P6 girls were established in their grade level target for SeGRA subtask 1 (comprehension using simple inferences) at midline 1.

Table 43: P5 and P6 grade level achieved in literacy

Grade	Evaluation Point	Subtask and Achievement Status	Grade Level Target Should Have Been Achieved By	Status
P5	Baseline	19.4% non-learners in oral reading fluency	P3	Below grade level
	Midline 1	23.0% non-learners in oral reading fluency	P3	Below grade level
	Baseline	4.4% proficient in oral reading fluency	P5	At grade level
	Midline 1	15.4% proficient in oral reading fluency	P5	At grade level
	Baseline	6% proficient in reading comprehension	P5	At grade level
	Midline 1	2.6% proficient in reading comprehension	P5	At grade level
P6	Baseline	13.8% non-learners in oral reading fluency	P4	Below grade level
	Midline 1	11.3% non-learners in oral reading fluency	P4	Below grade level
	Baseline	10.3% proficient in oral reading fluency	P5	At grade level*
	Midline 1	35.5% proficient in oral reading fluency	P5	At grade level
	Baseline	8.6% proficient in reading comprehension	P5	At grade level*
	Midline 1	8.0% proficient in reading comprehension	P5	At grade level
	Baseline	6.9% established in comprehension using simple inferences**	P6	At grade level
	Midline 1	19.3% established in comprehension using simple inferences**	P6	At grade level

** The baseline report mistakenly reported the P6 proficiency in oral reading fluency and reading comprehension as 'below grade level'. This has been corrected to 'at grade level' because these skills are P5 level and P6 students are also expected to be proficient in them.*
***This percentage represents P6 students who are either 'established' or 'proficient' in comprehension using simple inferences.*

P7, S1, S2, S3, S4 and Vocational Grade Level Achieved

As summarised in **Table 44** below, in P7, 22.2% of learners were still below Grade 3 achievement levels in the oral reading fluency subtask at midline 1, scoring at only an emergent level in this assessment. According to their grade level targets, only 4.4% of P7 learners scored at a proficient level in comprehension using simple inferences; 35.6% and 46.7% were at established and emergent levels, respectively, in this subtask.

In S1, 25.9% of learners met their grade level target for an established score in comprehension using complex inferences at midline 1. 7.4% of S1 learners were non-learners in this subtask and 66.7% of S1 learners scored at emergent level.

In S2, 0% of learners were proficient in comprehension using complex inferences, their grade level target, at midline 1. Instead, 60% were emergent and 40% were established. Positively, 100% of S2 learners scored at their grade level target of established in short essay construction.

In S3, 0% of learners scored at their grade level target of proficient in comprehension using complex inferences at midline 1. 10.5% scored as proficient in short essay construction, the appropriate score for their age level. 89.5% of S3 learners scored below expectation with only 'established' in short essay construction.

In S4, 0% of learners scored at their grade level target of proficient in comprehension using complex inferences and short essay construction at midline 1. Instead, 100% were below grade level with 'established' in short essay construction.

In vocational, 0% of learners scored at their grade level target of proficient in comprehension using complex inferences and short essay construction at midline 1. Instead, 50% were non-learners in using complex inferences.

Table 44: P7, S1, S2, S3, S4 and Vocational grade level achieved in literacy

Grade	Evaluation Point	Subtask and Achievement Status	Grade Level Target Should Have Been Achieved By	Status
P7	Baseline	14.5% emergent in oral reading fluency	P3*	Below grade level
	Midline 1	22.2% emergent in oral reading fluency	P3	Below grade level
	Baseline	81.8% established in oral reading fluency**	P3*	Below grade level
	Midline 1	71.11% established in oral reading fluency	P3	Below grade level
	Baseline	1.8% proficient in comprehension using simple inferences	P7	At grade level
	Midline 1	4.4% proficient in comprehension using simple	P7	At grade level

		inferences		
	Baseline	20% established in comprehension using simple inferences	P6	Below grade level
	Midline 1	35.6% established in comprehension using simple inferences	P6	Below grade level
	Baseline	63.6% emergent in comprehension using simple inferences	P5	Below grade level
	Midline 1	46.7% emergent in comprehension using simple inferences	P5	Below grade level
S1	Baseline	22.2% established in comprehension using complex inferences***	S1	At grade level
	Midline 1	25.9% established in comprehension using complex inferences	S1	At grade level
	Baseline	11% non-learners in comprehension using complex inferences	S1	Below grade level
	Midline 1	7.4% non-learners in comprehension using complex inferences	S1	Below grade level
	Baseline	66.7% emergent in comprehension using complex inferences****	S1	Below grade level
	Midline 1	66.7% emergent in comprehension using complex inferences	S1	Below grade level
S2	Baseline	0% proficient in comprehension using complex inferences	S2	Below grade level
	Midline 1	0% proficient in comprehension using complex inferences	S2	Below grade level
	Baseline	66.7% emergent in comprehension using complex inferences	S1	Below grade level
	Midline 1	60% emergent in comprehension using complex inferences	S1	Below grade level
	Baseline	33.3% established in comprehension using complex inferences	S1	Below grade level
	Midline 1	40.0% established in comprehension using complex inferences	S1	Below grade level
	Baseline	47.6% established in short essay construction	S2	At grade level
	Midline 1	100.0% established in short essay construction	S2	At grade level

	Baseline	4.8% proficient in short essay construction	S3	Above grade level
	Midline 1	0% proficient in short essay construction	S3	Above grade level
S3	Baseline	0% proficient in comprehension using complex inferences	S3	Below grade level
	Midline 1	0% proficient in comprehension using complex inferences	S3	Below grade level
	Baseline	0% proficient in short essay construction	S3	Below grade level
	Midline 1	10.5% proficient in short essay construction	S3	At grade level
	Baseline	50% non-learner in comprehension using complex inferences	S1	Below grade level
	Midline 1	0% non-learner in comprehension using complex inferences	S1	Below grade level
	Baseline	50% established in short essay construction	S2	Below grade level
	Midline 1	89.5% established in short essay construction	S2	Below grade level
S4	Baseline	N/A	N/A	N/A
	Midline 1	0% proficient in comprehension using complex inferences	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	0% proficient in short essay construction	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	0% non-learner in comprehension using complex inferences	S1	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	100% established in short essay construction	S2	Below grade level
Vocational	Baseline	N/A	N/A	N/A
	Midline 1	0% proficient in comprehension using complex inferences	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	0% proficient in short essay construction	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	50% non-learner in comprehension using complex inferences	S1	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	0% established in short essay construction	S2	Below grade level

**This skill was mistakenly reported in the baseline report as a P5 skill, but it is a P3 skill*
***The percentage reported at baseline for P7 oral reading fluency (41.8%) included only the 'established' learners. We have revised so it includes the established and proficient learners.*
****The baseline report mistakenly reported the S1 baseline subtask 2 'established' percentage as 0%. This has been corrected to 22.2% in this report and changed to be 'at grade level'.*
*****The baseline report mistakenly reported the S1 baseline subtask 2 'emergent' percentage as 44%. This has been corrected to 66.7% in this report.*

3.1.4 Grade Level Achieved - Numeracy

Expected performance in each numeracy subtask have been aligned to Uganda's national curriculum. These expectations are detailed in **Table 45** below. It is important to note that the EGMA subtasks were set to Primary 3 international standards. Subtasks 1, 2, and 3 on the SeGMA were set to a Primary 5 numeracy level and ability against international standards. The grade level achieved recommendations below in **Table 45** are fit to purpose in Uganda, with a slower progression of achievement for learners from grade 1 onward; progression is slower than the pace at which learners in other contexts are expected to perform. However, despite this slower pace in the early grades, it is expected that all children should have some degree of basic numeracy skills by at least by P3, with corresponding year on year gains thereafter. In the analysis presented after **Table 45**, grade level achievements are presented for girls in the intervention group that took the EGMA and SeGMA.

Table 45: Grade level achieved for EGMA and SeGMA

	Relevant subtasks	Numeracy
Grade 1 achieved	Subtasks 1 and 2 (EGMA)	Proficient in Number Identification and in Quantity Discrimination
Grade 2 achieved	Subtasks 3 and 4 (EGMA)	Proficient in Missing Numbers and Additions
Grade 3 achieved	Subtasks 5 and 6 (EGMA)	Established in Subtraction and Word Problems
Grade 4 achieved	Subtasks 5 and 6 (EGMA)	Proficient in Subtraction and Word Problems
Grade 5 achieved	Subtask 1 (SeGMA)	Established in Advanced Multiplication and Division
Grade 6 achieved	Subtask 1 (SeGMA)	Proficient in Advanced Multiplication and Division
Grade 7 achieved	Subtask 2 (SeGMA)	Established in Algebra
Senior 1 achieved	Subtask 2 (SeGMA)	Proficient in Algebra
Senior 2 achieved	Subtask 3 (SeGMA)	Established in Data Interpretation
Senior 3 achieved	Subtask 3 (SeGMA)	Proficient in Data Interpretation
Senior 4 Achieved	Subtask 3 (SeGMA)	Proficient in Data Interpretation
Vocational Achieved	Subtask 3 (SeGMA)	Proficient in Data Interpretation

Table 46 below indicate the grade level achieved by intervention girls for subtasks in the EGMA and SeGMA at baseline and midline 1. The baseline value and midline 1 value for each subtask comparison have either a light blue or white background, for easier reading and interpretation.

P3 and P4 Grade Level Achieved
Only 20% of P3 intervention girls were proficient in number identification at midline 1 – an achievement they should have reached by Grade 1% of P3 learners and 3.9% of P4 learners were proficient in the missing numbers subtask – an achievement they should have reached by Grade 2. By P4, only 19.2% of

learners were proficient in addition and no P3 learners were proficient in this subtask, despite it being a Grade 2 achievement.

By P3, 0% of learners met the grade level target of established in subtraction at midline 1. The majority were at emergent status (60%) or non-learner status (40%) in this subtask. 0% of P3 learners met the grade level target of established in word problems, while 20% scored above the target and reached proficient in this subtask, which was a Grade 4 target. By P4, only 3.9% of learners met the grade level target of proficient in subtraction; 30.8% were below target at established level in this subtask and 50% were still at emergent level. Only 3.9% of P4 learners scored proficient in word problems, their grade level target and 42.3% were at established levels in this subtask, below grade level. In P4, 19.2% of learners were still non-learners in this subtask. This is summarised in **Table 46** below.

Table 46: P3 and P4 grade level achieved in numeracy

Grade	Evaluation Point	Subtask and Achievement Status	Grade Level Target Should Have Been Achieved By	Status
P3	Baseline	48.2% were proficient in number identification	P1	Below grade level
	Midline 1	20.0% were proficient in number identification	P1	Below grade level
	Baseline	3.7% proficient in missing numbers	P2	Below grade level
	Midline 1	0% proficient in missing numbers	P2	Below grade level
	Baseline	0% proficient in addition	P2	Below grade level
	Midline 1	0% proficient in addition	P2	Below grade level
	Baseline	26% established in subtraction	P3	At grade level
	Midline 1	0% established in subtraction	P3	Below grade level
	Baseline	33.3% established in word problems	P3	At grade level
	Midline 1	0% established in word problems	P3	Below grade level
	Baseline	18.5% proficient in word problems	P4	Above grade level
	Midline 1	20% proficient in word problems	P4	Above grade level
P4	Baseline	8.1% proficient in missing numbers	P2	Below grade level
	Midline 1	3.9% proficient in missing numbers	P2	Below grade level
	Baseline	13.5% proficient in addition	P2	Below grade level
	Midline 1	19.2% proficient in addition	P2	Below grade level
	Baseline	3.0% proficient in subtraction	P4	At grade level
	Midline 1	3.9% proficient in subtraction	P4	At grade

				level
	Baseline	43.0% established in subtraction	P3	Below grade level
	Midline 1	30.8% established in subtraction	P3	Below grade level
	Baseline	41% emergent in subtraction	P2*	Below grade level
	Midline 1	50% emergent in subtraction	P3	Below grade level
	Baseline	21.6% proficient in word problems	P4	At grade level
	Midline 1	3.9% proficient in word problems	P4	At grade level
	Baseline	29.7% established in word problems	P3**	Below grade level
	Midline 1	42.3% established in word problems	P4	Below grade level

**This skill was mistakenly reported in the baseline report as a P3 skill, but it is a P2 skill*
***This skill was mistakenly reported in the baseline report as a P4 skill, but it is a P3 skill*

P5 and P6 Grade Level Achieved

As shown in **Table 47** below, in P5 and P6, only 7.7% and 32.3% of learners, respectively, met the Grade 4 achievement target for the subtraction subtask; the majority still scored established and emergent in this Grade 4 subtask at midline 1.

In P5, 0% of learners achieved the grade level target of established in advanced multiplication and division; 28.2% of learners were still considered non-learners in this subtask. In P6, 1.6% of learners reached proficient status on the advanced multiplication and division subtask, which was their grade level target; instead, 64.5% of P6 learners were still at emergent performance levels on this subtask at midline 1.

Table 47: P5 and P6 grade level achieved in numeracy

Grade	Evaluation Point	Subtask and Achievement Status	Grade Level Target Should Have Been Achieved By	Status
P5	Baseline	10% proficient in subtraction	P4	At grade level
	Midline 1	7.7% proficient in subtraction	P4	At grade level
	Baseline	0% established in multiplication and division	P5	Below grade level
	Midline 1	0% established in multiplication and division	P5	Below grade level
P6	Baseline	16% proficient in subtraction	P4	At grade level
	Midline 1	32.3% proficient in subtraction	P4	At grade level
	Baseline	0% proficient in multiplication and division	P6	Below grade level
	Midline 1	1.6% proficient in multiplication and division	P6	At grade level

P7, S1, S2, S3, S4 and Vocational Grade Level Achieved

In P7, only 24.4% of learners at midline 1 reached proficient status on the word problems subtask – a Grade 4 skill. A total of 13.3% of learners met their grade level target of established in the algebra subtask. A total of 51.1% of P7 learners were still considered emergent in this subtask.

In S1, 7.1% of learners met their grade level target for a proficient score in algebra; 22.2% earned an established status with another 37.0% still at emergent status in this subtask. In S2, the majority of learners were still at non-learner (60.0%) or emergent learner (30.0%) status, not meeting their grade level target for data interpretation. 0% of S2 learners met their grade level target of established in the data interpretation subtask at midline 1.

In S3, 0% of learners met their grade level target of proficient in data interpretation at midline 1. Instead, 57.9% of S3 learners scored as non-learners on this subtask, while 26.3% scored at emergent level. In S4, 0% of learners met their grade level target of proficient in data interpretation at midline 1. Instead, 50% of S4 learners scored as non-learners on this subtask, while the other 50% scored at emergent level. In vocational, 0% of learners met their grade level target of proficient in data interpretation at midline 1. 100% of vocational learners scored as non-learners on this subtask. This is summarised in **Table 48** below.

Table 48: P7, S1, S2, S3, S4 and Vocational grade level achieved in numeracy

Grade	Evaluation Point	Subtask and Achievement Status	Grade Level Target Should Have Been Achieved By	Status
P7	Baseline	45.5% proficient in word problems	P4	Below grade level
	Midline 1	24.4% proficient in word problems	P4	Below grade level
	Baseline	20% established in algebra	P7	At grade level
	Midline 1	13.3% established in algebra	P7	At grade level
	Baseline	52.7% emergent in algebra*	P7	Below grade level
	Midline 1	51.1% emergent in algebra	P7	Below grade level
S1	Baseline	11.1% proficient in algebra**	S1	At grade level
	Midline 1	7.1% proficient in algebra	S1	At grade level
	Baseline	11.1% established in algebra***	S1	Below grade level
	Midline 1	22.2% established in algebra	S1	Below grade level
	Baseline	55.6% emergent in algebra****	S1	Below grade level
	Midline 1	37.0% emergent in algebra	S1	Below grade level
S2	Baseline	52.4% non-learner in data interpretation*****	S1	Below grade level

	Midline 1	60.0% non-learner in data interpretation	S1	Below grade level
	Baseline	42.9% emergent in data interpretation	S1	Below grade level
	Midline 1	30.0% emergent in data interpretation	S1	Below grade level
	Baseline	4.8% established in data interpretation	S2	At grade level
	Midline 1	0% established in data interpretation	S2	Below grade level
S3	Baseline	0% proficient in data interpretation	S3	Below grade level
	Midline 1	0% proficient in data interpretation	S3	Below grade level
	Baseline	50% non-learner in data interpretation	S1	Below grade level
	Midline 1	57.9% non-learner in data interpretation	S1	Below grade level
	Baseline	50% emergent in data interpretation	S1	Below grade level
	Midline 1	26.3% emergent in data interpretation	S1	Below grade level
S4	Baseline	N/A	N/A	N/A
	Midline 1	0% proficient in data interpretation	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	50% non-learner in data interpretation	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	50% emergent in data interpretation	S1	Below grade level
Vocational	Baseline	N/A	N/A	N/A
	Midline 1	0% proficient in data interpretation	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	100% non-learner in data interpretation	S3	Below grade level
	Baseline	N/A	N/A	N/A
	Midline 1	0% emergent in data interpretation	S1	Below grade level

**The baseline report mistakenly reported the P7 baseline subtask 2 'emergent' percentage as 76.4%. This has been corrected to 52.7% in this report.*

***The baseline report mistakenly reported the S1 baseline subtask 2 'proficient' percentage as 0%. This has been corrected to 11.1% in this report and changed to 'at grade level'.*

****The baseline report mistakenly reported the S1 baseline subtask 2 'established' percentage as 56%. This has been corrected to 11.1% in this report.*

*****The baseline report mistakenly reported the S1 baseline subtask 2 'emergent' percentage as 33.3%. This has been corrected to 55.6% in this report.*

******The baseline report mistakenly reported the S2 baseline subtask 3 'non-learner' percentage as 55.6%. This has been corrected to 52.4% in this report.*

Grade Level Achieved Findings

Overall, learners did not perform up to expectation in most of the designed subtasks or benchmarked performance standards for their grade levels in either literacy or numeracy at either baseline or midline 1. This is not due to unrealistic expectations or content that is too difficult for learners to comprehend and complete. Rather, it is due to the overall poor teaching quality and limited learning resources in most schools which is required to achieve good outcomes.

It is important to note that these findings are not surprising in Uganda, given that the majority of learners around the country perform poorly on similar assessments at all levels of the primary and secondary education system, as found by Uwezo assessments conducted in 2015[23] and a study conducted by Brunette, T., et al. on data found by the USAID project, School Health and Development Program (SHRP), implemented by RTI between 2013 and 2019[24]. Notably, there is a major crisis in learning in schools and classrooms across Uganda affecting all children – not just those with disabilities.

Improving literacy and numeracy outcomes for children in the GEC-T programme is a critical task, and one that will not be achieved easily. Developing core foundational skills and leveraging that knowledge to develop higher level skills is critical for every learner; clearly the CSU programme must focus on first building these foundational skills in learners and attempting to 'move the middle', meaning a sharp focus on reducing the number of non-learners across all literacy and numeracy subtasks and gradually improving performance for all learners from one outcome level to the next so that all learners meet expected standards of established and proficient levels in their grade level skills.

By the end of the programme, the majority of learners should be able to perform 'in the middle' of expected outcomes for their grade, meaning achieving an established or proficient status in all subtasks for their literacy and numeracy assessments.

To achieve this, disability adapted Teaching and Learning Materials (TLMs) must be made available to schools, and then used appropriately and consistently by teachers in the classroom. This, however, is in itself a challenge as the MoES has agreed to only provide TLMs to specialised schools and as a result, mainstream schools that include CWDs have to find their own adapted materials.

A key informant from Ministry of Gender Labour and Social Development confirmed that money from the Special Needs Education development project or programme was used to renovate specialised schools in Mbale and Wakiso.

"We had money which was under the SNE project, it's called Special Needs Education Development project or programme, where we upgraded Mbale and Wakiso schools for the deaf in terms of construction of classrooms, dormitories, latrines, and even provision of electricity. Now work has just started in Wakiso because we have at least started. Mbale was upgraded in having a complex of skills, People with hearing impairments are training to get skills." ***Key Informant from Ministry of Gender Labour and Social Development.***

"As a Directorate we have budget from MoEs for the programmes they run, here there are special schools like Mbale School of the Deaf that get direct funding support and we were promoting Vocational studies." ***Key informant from KCCA, Directorate of Education.***

[23] Uwezo. 2016. *Are Our Children Learning? Uwezo Uganda 6th Learning Assessment Report*. Kampala: Twaweza East Africa. Available at: http://www.uwezo.net/wp-content/uploads/2016/12/UwezoUganda2015ALAReport-FINAL-EN-web.pdf

[24] Brunette, T., et al. 2019. *The Impact of Mother Tongue Reading Instruction in Twelve Ugandan Languages and the Role of Language Complexity, Socioeconomic Factors, and Program Implementation*. Comparative Education Review, 63 (4), 591-612.

3.1.5 Difference in learning outcomes at grade level

To look at the differences between intervention and control group learning outcomes at grade level the following tables focused on those EGRA and EGMA tools which were consistent across all grades, with the caveat that the tests were administered at P3 level and so there were ceiling effects in secondary grade learners. To measure the differences between the intervention and control learners who are 'at grade level' or 'above grade level' the scores of those learners found to be at the level of 'established' and 'proficient' learners have been aggregated to compare the percentage of learners able to achieve at least a grade appropriate standard. For this reason, the scores of those learners who were rated as 'non-learners' or 'emergent' were excluded in the following tables.

Table 49: Differences in numeracy learning outcomes by grade

NUMERACY SCORES			
Subtask 6_Word Problems			
Grade	Established learner and above 41%-100%		
	Midline 1		
	Treatment	Control	Difference
P3	20.0%	0%	-20.0%
P4	46.2%	88.2%	42.1%
P5	61.5%	87.8%	26.3%
P6	80.6%	95.4%	14.7%
P7	80.0%	95.6%	15.6%
S1	85.2%	93.8%	8.6%
S2	100.0%	100.0%	0.0%
S3	84.2%	100.0%	15.8%
S4	100.0%	100.0%	0.0%
Vocational*	0.0%	N/A	N/A
Weighted average across grades	**82.2%**	**95%**	**13.0%**

**Vocational scores were omitted from the weighted average across grades because their scores could not be compared against vocational scores in the control group.*

Table 49 above indicates that GWDs in P4 had the widest margin of difference in average numeracy scores from the P4 control group at midline 1. The wide margin between P4 intervention girls and control students is consistent with what was found at baseline, although this margin of difference has slightly decreased between baseline and midline 1. However, the average numeracy score for GWDs in P3 is actually 20.0% higher than the control group score. Overall, the difference in the weighted average across grades between intervention and control is 13.0%.

Table 50: Difference in literacy learning outcomes by grade

LITERACY SCORES		
	Subtask 3 _ Oral Reading Fluency	Subtask 4_Reading Comprehension

	Established learner and above 41%-100% (44 - 100 wpm)			Established learner and above 41%-100% (44 - 100 wpm)		
	Treatment	Control	Difference	Treatment	Control	Difference
P3	0%	0%	0%	0%	0%	0%
P4	23.1%	64.7%	41.6%	19.2%	70.6%	51.4%
P5	48.7%	65.9%	17.1%	28.2%	75.6%	47.4%
P6	72.6%	93.0%	20.5%	64.5%	76.7%	12.2%
P7	71.1%	91.1%	20.0%	62.2%	84.5%	22.2%
S1	81.5%	93.8%	12.3%	77.8%	81.3%	3.5%
S2	90.0%	100.0%	10.0%	100.0%	100.0%	0.0%
S3	100.0%	100.0%	0.0%	78.9%	87.5%	8.6%
S4	100.0%	100.0%	0.0%	50.0%	100.0%	50.0%
Vocational*	0%	N/A	N/A	0%	N/A	N/A
Weighted average across grades	**73.5%**	**89.0%**	**14.0%**	**60.1%**	**85.0%**	**24.0%**

**Vocational scores were omitted from the weighted average across grades because their scores could not be compared against vocational scores in the control group.*

Table 50 above indicates that GWDs in P3 and P4 show larger differences between learning outcomes between intervention and control subgroups than those in the higher grades at midline 1. It should be noted that these large differences are likely due to small sample sizes in these grade levels. As such, children in these grade levels who perform really well or really poorly can cause a significant upward or downward impact on the average performance of the entire grade level. However, S4 students also have a wide difference between the control and intervention groups for subtask 4. Overall, the difference in the weighted average across grades between intervention and control for subtask 3 is 14.0% and for subtask 4 is 24.0%.

Table *51* below shows the weighted group scores per grade level for literacy broken down by intervention and control groups and by evaluation point. In the intervention group, the weighted group score for numeracy rose between baseline and midline 1 for all grade levels except Primary 3 and Senior 3. In the control group, the weighted group score for literacy rose in all grades between baseline and midline 1.

Table 51: Literacy scores from Baseline to Midline 1

Grade*	Baseline literacy intervention	Midline literacy intervention	Difference baseline to midline	Baseline literacy control	Midline literacy control	Difference baseline to midline	Difference in difference (intervention – control difference)
Primary 3	26.2	15.5	-10.7	36.6	42.2	5.6	-16.3
Primary 4	29.5	34.6	5.1	46.9	60.0	13.1	-8.0
Primary 5	36.2	36.8	0.6	49.2	53.3	4.1	-3.5
Primary 6	39.9	51.2	11.3	58.1	66.2	8.1	3.2
Primary 7	37.7	43.9	6.2	43.1	56.5	13.4	-7.2

Senior 1	50.9	59.7	8.8	48.4	62.2	13.8	-5.0
Senior 2	59.3	63.8	4.5	57.8	67.0	9.2	-4.7
Senior 3	69.5	61.5	-8.0	55.8	72.6	16.8	-24.8

**Senior 4 and vocational have been omitted from this table because there were no baseline values for these group from which to compare difference*

Table 52 below shows the weighted group scores per grade level for numeracy broken down by intervention and control groups and by evaluation point. In the intervention group, the weighted group score for numeracy fell between baseline and midline 1 for all grade levels except Primary 4. In the control group, the weighted group score for numeracy rose in Primary 4, 5, 6 and 7 and fell in the other grades between baseline and midline 1.

Table 52: Numeracy scores from baseline to midline 1

Grade*	Baseline numeracy intervention	Midline 1 numeracy intervention	Difference baseline to midline 1	Baseline numeracy control	Midline 1 numeracy control	Difference baseline to midline 1	Difference in difference (intervention – control difference)
Primary 3	44.4	40.7	-3.7	56.2	53.8	-2.4	-1.3
Primary 4	49.9	51.8	1.9	66.9	75	8.1	-6.2
Primary 5	58.7	54.5	-4.2	65.7	65.9	0.2	-4.4
Primary 6	61.2	65.1	3.9	64.7	75.3	10.6	-6.7
Primary 7	36.7	31.9	-4.8	37.4	51.4	14	-18.8
Senior 1	53.8	38.1	-15.7	52.2	46.2	-6	-9.7
Senior 2	50.3	40.9	-9.4	48.3	53.2	4.9	-14.3
Senior 3	71.5	39.6	-31.9	60.7	53.1	-7.6	-24.3

**Senior 4 and vocational have been omitted from this table because there were no baseline values for these group from which to compare difference*

3.1.6 Subgroup analysis of the Learning Outcome

This section focuses on trends in learning for key subgroups in order to understand the characteristics and barriers associated with the lowest levels of learning. Additionally, the analysis seeks to identify individuals with the lowest learning levels and understand the key characteristics and barriers faced by these individuals.

Table 53 below highlights the outlier subgroups which are struggling or excelling in terms of learning. This data helps the project determine what adaptations to design might be needed to ensure inclusion of girls with particular characteristics. In midline 1, all subgroups improved their aggregate literacy scores compared to baseline. Learners with multiple disabilities continue to struggle the most with literacy. The aggregate numeracy scores fell between baseline and midline 1 for those with difficulty seeing, physical difficulty, intellectual difficulty and difficulty with self-care.

Table 53: Learning scores by disability type

	Average literacy score (aggregate)		Average numeracy score (aggregate)	
	Baseline	Midline 1	Baseline	Midline 1
Characteristics:				
Difficulty hearing	43.8	52.9	52.7	54.4
Difficulty seeing	42.9	51.0	56.2	54.0

Physical difficulty	34.5	41.1	46.7	47.9
Intellectual difficulty	30.4	35.9	45.9	39.9
Difficulty communicating	24.4	37.4	47.7	60.5
Difficulty with self-care	21.7	34.2	35.1	28.1
Multiple difficulties	18.0	32.0	30.1	48.2

Table 54: Learning scores of key subgroups

	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Characteristics:				
Living without both parents	50.0	13.4	47.4	-6.0
Living in female headed household	53.1	16.6	42.0	-12.4
Living with husband/ parents in law	44.0	6.3	45.3	-7.6
Mother tongue different to LOI	45.7	8.4	45.7	-7.1
Difficulty seeing	52.9	9.1	47.9	-4.8
Difficulty hearing	54.1	11.2	53.0	-3.2
Difficulty walking or climbing stairs	42.7	8.2	47.9	1.2
Difficulty remembering or concentrating	36.7	6.3	36.4	-9.5
Difficulty with self-care	44.4	20.0	60.7	13.0
Difficulty with communication	37.2	15.5	24.2	-10.9
Multiple disability	31.0	13.0	37.1	7.0
Head of Household no education	44.4	9.3	47.3	-3.3
Carer no education	41.9	6.9	46.9	-6.4
Poverty	47.7	11.4	44.9	-6.3
Ethnic group	51.7	13.1	51.4	1.2
Married	50.0	13.4	47.4	-6.0
Mother (under 18, under 16)	53.1	16.6	42.0	-12.4

Table 55 below presents the changes in the average aggregate literacy and numeracy scores for the treatment group for each grade cluster according to key barriers. A change of 5 percentage points or more between baseline and midline 1 indicates a significant change. Across all girls with disability, there was a significant positive change since baseline in literacy among P5-P6 and P7-S4 students and a significant negative change since baseline in numeracy among P7-S4 students.

Table 55: Learning scores of key barriers

Barriers	Evaluation Point	Average literacy score (aggregate)			Average numeracy score (aggregate)		
		P3- P4	*P5–P6*	*P7-S3*	*P3- P4*	*P5- P6*	*P7- S3*
All girls with disability	**Baseline**	**28.1**	**37.9**	**45.0**	**47.5**	**59.9**	**42.6**
	Midline 1	**31.5**	**45.7**	**52.9**	**50.0**	**61.0**	**35.3**
	Change in average score since baseline	**3.4**	**7.8**	**7.9**	**2.5**	**1.1**	**-7.3**

Difficult to move around school	Baseline	15.2	48.5	46.9	40.5	64.3	35.7
	Midline 1	16.1	38.5	48.6	27.7	46.7	44.0
	Change in average score since baseline	**0.9**	**-10.0**	**1.7**	**-12.9**	**-17.6**	**8.3**
Can't easily see at school in order to read	Baseline	33.1	49.5	44.2	50.2	61.5	34.6
	Midline 1	15.7	43.0	57.0	27.4	59.2	37.7
	Change in average score since baseline	**-17.4**	**-6.5**	**12.8**	**-22.9**	**-2.3**	**3.1**
Latrine at school is dirty	Baseline	32.7	41.9	44.8	42.3	61.3	36.8
	Midline 1	48.9	39.9	47.9	60.8	59.0	39.0
	Change in average score since baseline	**16.2**	**-2.0**	**3.1**	**18.5**	**-2.3**	**2.2**
Spends more than an hour travelling to/from school	Baseline	0.0	37.8	39.2	7.7	62.3	37.8
	Midline 1	4.1	43.4	60.5	19.1	70.4	25.0
	Change in average score since baseline	**4.1**	**5.6**	**21.3**	**11.4**	**8.1**	**-12.8**
Faces challenges when travelling to/from school	Baseline	30.3	45.1	46.7	50.2	62.3	36.4
	Midline 1	31.9	38.6	56.7	52.2	50.7	33.9
	Change in average score since baseline	**1.6**	**-6.5**	**10.0**	**2.0**	**-11.6**	**-2.5**
Disagrees teachers make them feel welcome	Baseline	19.8	35.6	52.8	31.5	58.4	46.2
	Midline 1	14.9	54.4	46.5	34.9	65.6	35.4
	Change in average score since baseline	**-4.9**	**18.8**	**-6.3**	**3.4**	**7.2**	**-10.8**
Was caned at school this year	Baseline	29.5	48.5	47.5	51.1	66.2	39.5
	Midline 1	36.9	45.0	52.3	52.3	61.1	35.7
	Change in average score since baseline	**7.4**	**-3.6**	**4.8**	**1.2**	**-5.2**	**-3.9**
Agrees teachers missed school within the last week	Baseline	30.3	46.0	43.0	44.4	65.8	35.6
	Midline 1	26.1	42.0	50.5	46.4	61.6	30.9
	Change in average score since baseline	**-4.2**	**-4.0**	**7.5**	**2.0**	**-4.2**	**-4.7**
Taught in local language	Baseline	19.4	45.0	N/A*	36.0	65.3	N/A*
	Midline 1	17.9	44.6	32.8	33.9	62.5	14.2
	Change in average score since baseline	**-1.6**	**-0.5**	**N/A**	**-2.1**	**-2.8**	**N/A**
Doesn't play sports at	Baseline	30.8	41.2	46.7	48.4	64.0	36.2
	Midline 1	29.9	42.6	49.9	48.0	55.4	34.5

school	**Change in average score since baseline**	**-0.9**	**1.4**	**3.2**	**-0.4**	**-8.6**	**-1.7**
Learner missed school within the last week	Baseline	23.2	47.0	43.1	39.3	64.1	32.7
	Midline 1	28.3	37.7	47.9	44.2	60.4	27.7
	Change in average score since baseline	**5.1**	**-9.3**	**4.8**	**4.9**	**-3.7**	**-5.0**
Sent home for school fees	Baseline	6.7	47.8	49.7	14.1	67.5	38.8
	Midline 1	65.8	40.8	50.5	56.4	55.4	39.4
	Change in average score since baseline	**59.1**	**-7.0**	**0.8**	**42.3**	**-12.1**	**0.6**
Does paid work outside home	Baseline	4.4	36.7	51.5	24.7	64.2	28.9
	Midline 1	0.8	42.0	48.2	8.8	59.1	41.5
	Change in average score since baseline	**-3.6**	**5.3**	**-3.3**	**-15.9**	**-5.1**	**12.6**
Parent doesn't talk to child about things that matter to the child	Baseline	29.7	45.1	45.1	50.3	64.7	33.5
	Midline 1	38.0	51.9	55.4	56.8	65.6	36.4
	Change in average score since baseline	**8.3**	**6.8**	**10.3**	**6.5**	**0.8**	**2.9**
Child can't stay focused when things get in the way	Baseline	33.5	32.0	43.2	42.0	57.6	35.6
	Midline 1	37.0	38.3	46.2	48.9	55.5	22.9
	Change in average score since baseline	**3.5**	**6.3**	**3.0**	**6.9**	**-2.1**	**-12.7**
Not treated with kindness	Baseline	25.3	41.6	48.0	41.3	63.8	32.3
	Midline 1	32.4	51.0	49.5	56.6	61.5	37.2
	Change in average score since baseline	**7.1**	**9.4**	**1.5**	**15.3**	**-2.3**	**4.9**

**N/A: No student in P5-P6 or P7-S3 reported being taught in local language during baseline*

From the table above, the key barriers to learning for GWDs of various grades have been summarised below. These are highlighted orange in the average literacy score column in **table 55** above for easy reference.

- **P3-P4**
  Learning outcomes were lowest for learners in P3-P4 who find it difficult to move around the school, spends more than an hour traveling to school, cannot easily see at school in order to read, disagrees that the teacher makes them feel welcome, are taught in local language and does paid work at home.

- **P5-P6**
  Learning outcomes were lowest for learners in P5-P6 who find it difficult to move around the school, face challenges when travelling to/from school, missed school within the last week and those that lose focus when things get in the way.

- **P7-S4**
  For more mature learners, the key barriers to learning were identified as difficulty in moving around the school, cleanliness of school latrines, the teachers treatment towards the pupil (disagree that the

teacher makes them feel welcome), LoI used in the classroom (taught in the local language), the leaner missing school within the last week, the learner doing paid work outside home and not being able to stay focused when things got in the way.

4 Transition Outcome

This section will present the key findings on the potential transition outcomes, both successful and unsuccessful, of the intervention and control groups. As this is a 7-year programme, it is expected that many of the learners – particularly those in P7 and above - will transition out of school during the project lifetime. We will continue to administer all of the same assessments in subsequent evaluations so that results are comparable across evaluation points according to the Fund Manager's new outcomes analysis.

As the intervention is targeting only those with disabilities, there can be additional barriers to transition such as appropriately adapted secondary and TVET schools into which CWD can transition. This, along with many other factors already mentioned in this report, can lead to unsuccessful transition through the education system when compared to those children without disabilities. **Table 56** below outlines the potential transition pathways of the cohort of CWDs being supported through the CSU GEC-T project.

Table 56: Transition pathways

	Baseline point	Successful Transition	Unsuccessful Transition
Lower primary school	Enrolled in Grade 1, 2 ,3, 4	In-school progression Drops out but is enrolled into alternative learning programme	Drops out of school Remains in same grade Moves into work, but is below legal age
Upper primary	Enrolled in Grade 5, 6, 7	In-school progression Moves into secondary school Enrols into technical & vocational education & training (TVET)	Drops out of school Remains in same grade Moves into work, but is either paid below minimum wage or is below legal age
Secondary school	Enrolled in Grade 1, 2, 3, 4 (O'Level) 5, 6 (A'Level)	In-school progression Enrols into technical & vocational education & training (TVET) Enrols in to tertiary or further education Gainful employment	Drops out of school Moves into employment, but is paid below minimum wage
Out of school	Dropped out	Re-enrol in appropriate grade level in basic education	Remains out of school

Table 57 presents intervention and control subgroup transition pathways at baseline and midline 1. These figures were calculated by finding the number of children who repeated the same grade at midline 1 compared to the grade they were enrolled in at baseline, along with children who

- dropped out or transferred to an unknown school or
- were absent from school at midline 1 despite several attempts to contact them.

Attempts to contact sampled children followed a four-phase procedure. First, schools were alerted about the data collection exercise in the days before it happened with requests to ensure the sampled children would be aware of the study and present at school on the appropriate day. Secondly, attempts were made on the data collection days to reach all sampled students. Thirdly, immediately after data collection,

attempts were made to find where the absent children were (absent, dropped out or moved to a new school). Finally, attempts were made to visit the new locations of those students who had been found.

Dropout and transfer information was provided anecdotally from schools, as we did not have access to school enrolment records or official school records which documented which students had transferred or dropped out between baseline and midline 1. Instead, we learned about supposed dropouts and transfers from the teachers, who also may have heard about the reasons for transfers and dropouts from other students. This information is not entirely reliable, and we were unable to completely verify it. Those children who could not be found (due to drop out or transfer) are now counted as attritted from the sample and therefore not transitioning.

Moving forward, a new procedure will need to be developed for tracking sampled students, as the four-phase procedure used in midline 1 was ineffective. CSU has agreed to keep in contact with all children involved in the study from this point forward (both treatment and control) which will assist with tracking children with more ease in the future and will hopefully reduce attrition rates for midline 2 and endline evaluation points.

Additionally, information on top-up sample numbers have been included in the last two columns of **Table 57**. These children were not included in the midline 1 transition pathways calculations but will be part of the sample going forward and calculated in the transition outcome at the next evaluation point. **Table 57** below shows that fewer intervention girls successfully transitioned between baseline and midline 1 in P3, P4 and P6, while an equal number transitioned in S3. None of the transition rate targets were met in any grade except control S3 girls. Transition rates for S4, S5 and S6 children are not provided in the table because no sampled children were enrolled in S4, S5 or S6 at baseline. Their transition rates will be possible at future evaluation points.

Table 57: Transition pathways at baseline and midline 1

Grade	Intervention Number (Baseline)	Control Number (Baseline)	Intervention (Repeaters by Midline 1)	Control (Repeaters by Midline 1)	Intervention Dropped Out/Transferred to Unknown School*	Control Dropped Out/Transferred to Unknown School	Intervention Absent (Midline 1)	Control Absent (Midline 1)	Intervention Transition Rate (# at Midline 1)**	Control Transition Rate** (# at Midline1)	Intervention Transition Rate (% at Midline 1)	Control Transition Rate (% at Midline 1)	Target	Was Transition Successful in Intervention Group?	Was Transition Successful in Control Group?	Intervention Top-up Sample***	Control Top-up sample***
P3	27	27	5	1	3	8	3	1	16	17	59.3 %	63.0%	7%	No	No	0	0
P4	37	38	6	2	4	4	1	1	26	31	70.3 %	81.6%	7%	No	No	2	2
P5	63	69	9	9	5	16	1	3	48	41	76.2 %	59.4%	7%	No	No	3	1
P6	56	57	8	1	8	10	3	3	37	43	66.1 %	75.4%	7%	No	No	1	1
P7	55	53	1	3	19	14	2	3	33	33	60.0 %	62.3%	7%	No	No	0	0
S1	10	6	0	0	2	2	0	0	8	4	80.0 %	66.7%	7%	No	No	1	0

S2	20	19	1	0	1	5	0	0	18	14	90.0 %	73.7%	7%	No	No	0	0
S3	2	1	1	0	0	0	0	0	1	1	50.0 %	100.0%	7%	No	Yes	2	1
S4	0	0	0	0	0	0	0	0	0	0	NA	NA	7%	NA	NA	0	0
S5	0	0	0	0	0	0	0	0	0	0	NA	NA	7%	NA	NA	0	0
S6	0	0	0	0	0	0	0	0	0	0	NA	NA	7%	NA	NA	0	0
Vocational	0	0	0	0	0	0	0	0	0	0	NA	NA	7%	NA	NA	1	0

**These students were not found at midline 1 despite multiple school visits and tracking phases. Self-reported data from schools on whether the child dropped out or transferred is unreliable and cannot be independently validated. They are therefore grouped together in this column. We assume they are lost in the sample.*
***Calculated based on Intervention/Control Number at Baseline minus children who repeated or dropped out/transferred at midline 1.*
****These students were sampled at baseline but not evaluated. They were found and evaluated at midline 1 and will be added to the sample in subsequent evaluations*

4.1 Sub-group analysis of the transition outcome

Table 58 below presents the comparisons of girls' transition outcome across the different characteristics and barriers among the intervention and control groups. The results show both baseline and midline findings. The results indicate that there are largely no significant differences amongst the different barriers and characteristics in the intervention and control groups. This is observed at both baseline and midline 1. At midline 1, the girls with-out disability whose caregivers were unemployed had a lower transition rate (78%) compared to those whose caregivers were employed (96%) or self-employed (88%). Although not significant, we observe that transition was lower among the GWDs with a heavy chore burden (69%) compared to those with low chore burden (90%).

Through the FGD, GWDs reported that they do work after school – some of which generates income that supports the household. Some of the work done after school includes basic chores like washing dishes, washing clothes, cleaning the house, cooking food, fetching water while others care for their siblings, wash clothes for money, make pastries for sale, sell vegetables, read novels, watch TV and do their homework among other things. Below are some of the responses given by the GWDs regarding what chores they do after school.

"I fetch water, washing dishes and sell tomatoes and onions."
Female FGD participant

"She washes the dishes before going to school, and helps me with my market work and does homework." ***Mother of one of the female FGD participants***

"I wash clothes for about UGX 3000 to UGX 5000 and buy sugar and cook kalo for home."
Female FGD participant

From the table below, it can also be observed that girls with assistive devices transitioned more successfully compared to girls that lacked assistive devices. GWDs that participated in the FGD confirmed that they received assistive devices from CSU such as glasses, hearing aids, crutches and medicine that they have to take periodically.

"Glasses – these have been changed once and I see the doctor and they change them."
Female FGD participant

Table 58: Girls' transition by characteristics and barriers to learning

Characteristics/Barriers	Successful transition			
	Baseline		Midline	
	Intervention	Control	Intervention	Control
HOH education level	P=0.609	P=0.954	P=0.978	P=0.744
No PLE certificate	84.8	88.9	86.2	90.2
O level incomplete	89.7	90.4	86.0	87.9
Above	89.5	90.2	84.9	92.7
Caregiver's education level	P=0.461	P=0.269	P=0.772	P=0.514
No PLE certificate	83.5	91.7	87.1	87.8
O level incomplete	89.4	94.3	87.0	89.5
Above	89.3	86.3	82.6	94.2
HOH Occupation	P=0.628	P=0.542	P= 0.759	P= 0.043*
Unemployed	87.0	89.5	89.5	77.8
Employed	85.6	88.5	86.7	95.8
Self-employed	94.1	96.0	83.3	87.7
Care giver Occupation	P=0.387	P=0.645	P=0.708	P=0.084
Unemployed	83.5	90.6	92.7	80.0
Employed	90.2	91.2	85.7	95.7
Self-employed	88.0	86.1	84.4	87.0
Poverty level	P=0.050	P=0.023*	P=0.447	P=0.618
Poor/Poorer	87.6	94.2	84.7	88.5
Middle	97.5	86.4	91.9	89.7
Rich/Richer	81.7	86.8	82.8	93.9
Basic needs	P=0.861	P=0.664	P=0.986	P=0.996
Affords basic needs	87.1	89.3	85.6	90.6
Doesn't afford basic needs	86.1	91.5	85.7	90.6
Language of Instruction (LOI)	P=0.359	P=0.841	P=0.317	P=0.679
Child doesn't speak LOI	89.0	90.3	89.1	91.8
Child speaks LOI	84.5	89.5	83.3	89.7
Sex of household head	P=0.775	P=0.551	P=0.446	P=0.888
Male	86.2	88.4	88.7	91.1
Female	87.5	90.9	84.2	90.4
Girl living with parents	P=0.659	P=0.192	P=0.437	P=0.944
Girl doesn't live with both parents	86.3	91.6	90.0	90.3
Girl lives with both parents	88.5	85.7	84.4	90.7
Orphan	P=0.106	P=0.002	P=0.866	P=1.000
Not orphan	86.0	92.9	86.0	90.7
Child is single orphan	93.6	79.4	83.3	89.5
Child is double orphan	70.0	50.0	100.0	100.0
Nature of transport to school	P=0.995	P=0.077	P=0.615	P=0.147
Walking	87.0	90.1	83.9	91.1
Bus/Taxi	86.8	88.2	93.7	66.7
Others (car, bicycle etc)	85.7	60.0	90.0	100.0
Time taken to travel to school	P=0.223	P=0.917	P=0.166	P=0.508
Less or equal to 30 minutes	85.2	90.3	83.5	91.5
Above 30 minutes	92.5	89.9	93.9	87.8
Safety of disabled child to get to school	P=0.321	P=0.599	P=1.000	P=0.505

Characteristics/Barriers	Successful transition			
	Baseline		Midline	
	Intervention	Control	Intervention	Control
Safe	88.3	91.4	84.6	91.6
Unsafe	82.6	89.1	85.2	87.8
Household chore burden (HCB)	P=0.605	P=0.492	P=0.124	P=0.637
Girl has low HCB	86.7	85.4	89.8	88.9
Girl has moderate HCB	85.9	90.9	84.7	92.3
Girl has heavy HCB	94.4	92.6	69.2	87.5
Assistive devices	P=0.739		P=0.684	
Girl has assistive devices	86.1		90.3	
Girl lacks assistive devices	88.1		84.3	
Disability type	P=0.764		P=0.779	
Communication* **	90.0		100.0	
Hearing	92.5		87.1	
Intellectual	81.4		89.2	
Multiple	83.3		75.0	
Physical	83.3		80.8	
Self-care**	83.3		100.0	
Visual	89.5		88.4	
Pupil faces challenges daily at school (HH/CG)	P=0.946	P=0.160	P=0.450	P=0.514
Yes	85.9	83.7	83.0	89.8
No	87.5	92.7	87.5	93.3

***** means significant at 5% level of significance | NA means not available***
******There were very few observations used to calculate this indicator***

Among CSU's interventions, life skills training and economic empowerment of parents/caregivers were the interventions selected to contribute to a successful transition. From the table above, it appears that regardless of whether a girl has disabilities or not, the poverty level of the household has the same effect on the child's successful transition with a few slight variations. At both baseline and midline 1, higher successful transition rates are observed among those learners with disabilities from families with mid-level poverty levels compared to the very poor families. This could indicate the economic empowerment interventions in these types of families might produce better results for the project.

From the table above, a girl with disabilities that transitions successfully would typically be one that:

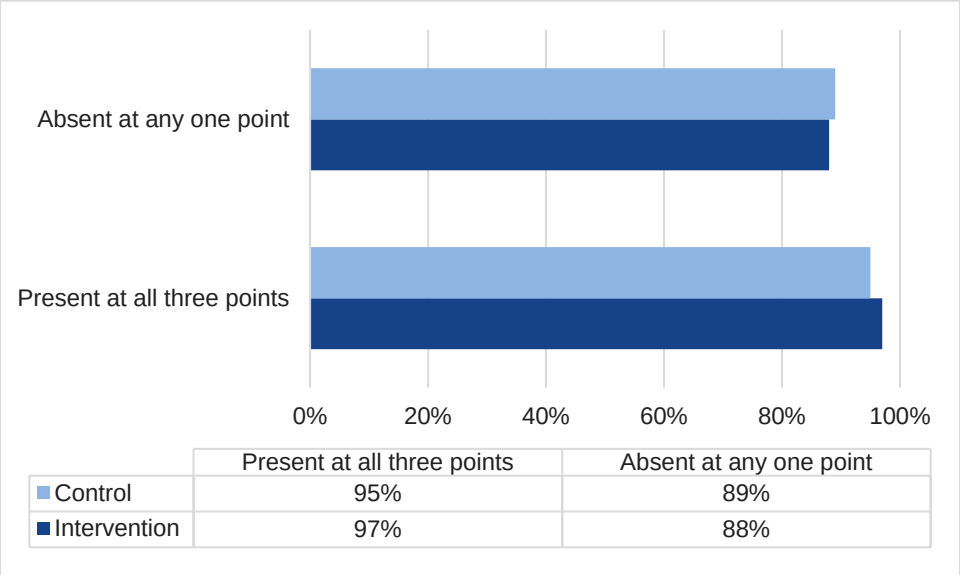
- does not speak the language of instruction (89.1%). This is probably because she has to have a good command of English to communicate as her local language is not spoken in the region/classroom/by the teacher.
- is from a male headed household (88.7%),
- does not live with both parents (90% at midline 1 compared to 86.3% at baseline
- is a double orphan (100% at midline 1 compared to 70% at baseline)
- takes the bus/a taxi to school (93.7% at midline 1 compared to 86.8% at baseline)
- lives more than 30 minutes from the school (93.9%) (and probably takes the bus)
- has a low chore burden at home (89.8% at midline 1 compared to 86.7% at baseline)
- has assistive devices (90.3%) and
- does not face challenges at school (87.5%)
- does not have multiple disabilities.

This combination of barriers/characteristics that are common for GWD is highlighted in green in the table above.

On the contrary, GWD that are less likely to transition would typically be the ones that speaks the language of instruction, comes from a female headed household, is a single orphan, walks to school, has a high chore burden at home, lacks assistive devices, faces challenges while at school and has multiple disabilities. In the table above, these characteristics/barriers to transition for a GWD are highlighted in orange.

Effect of attendance on transition outcome

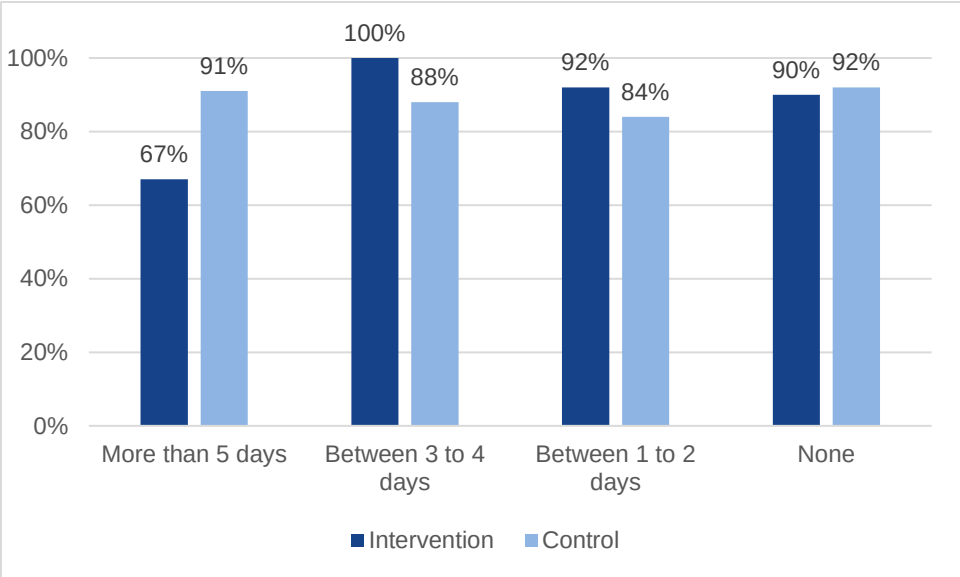
In the graph below, attendance was determined by using data from the baseline, spot-check conducted in November 2018 and the midline 1. A pupil that had not missed school in the past 1 week for these assessments was considered to present and absent on any day otherwise. The midline 1 transition data suggested that 97% of the pupils in the sample group that were present for at all three points had successful transition compared to 88% successful transition among those that had missed any day (absent any). The results are similar to the pupils in the control group were pupils that had not missed school had 95% successful transition compared to 89% for those that missed any class in any of the assessments.



	Present at all three points	Absent at any one point
Control	95%	89%
Intervention	97%	88%

Graph 1: Successful transition by attendance

Additionally, the results from the two-sample proportion test revealed that pupils that had not missed class in at baseline, spot-check and Midline 1 were significantly (P=0.046) less likely to repeat a class. The findings on positive impact of attendance on successful transition are further backed by findings from the regression analysis conducted that shown that pupils that had not missed school were more likely to score higher in numeracy and literacy compared to those that had missed school in the past week.



Graph 2: School days missed in the past 2 weeks at spot check verses transition at Midline 1

5 Sustainability Outcome

Based on the FM's guidance, sustainability will continue to be measured at 3 levels - community, school and system level. For this project, it is hoped that sustainability will be achieved through continuous project interventions aimed at maintaining the inclusive environment (school, household, policy, system) to support the needs of girls with disabilities (Governance, environment (attitudes & perception)). A key output of these interventions will be the sensitisation of schools, communities, and education actors on gender and inclusive education to promote the education of GWDs. Montrose will measure gains towards achieving sustainability using the score card provided by the Fund Manager and amended by Montrose to specifically assess the project sustainability based upon outcome indicators in the project log frame and ToC. This score card grades achievement towards sustainability as negligible, latent, emerging, becoming established and established. Montrose will, at subsequent evaluation points, collect data to measure the level of sustainability achieved through project interventions.

Table 59: Sustainability score card measures

Achievement towards sustainability	Measure
0 - Negligible	Null or negative change
1 - Latent	Changes in attitude
2 - Emerging	Changes in behaviour (Have and Use)
3-Becoming established	Critical mass of stakeholders change behaviour (Have and Use)
4-Established	Changes are institutionalised (Have and Use)

Community

Sustainability at the community level shall be measured by the number of parents who are able to contribute towards payment of school fess over time as a result of the portfolio of income-generation

support activities CSU will be implementing. Expenditure on education shall centre on payment of school fees, transport to school, school means and scholastic materials. In addition, a second indicator will focus on community participation in self-help initiatives which will promote the rights of GWDs including their rights to education. It is hoped that through sustainable community engagement, attitudes will change and GWDs in these communities will experience equal opportunities including equal opportunities to education.

School

At the school level, sustainability will be measured through the policies and practises that the school authorities put in place to create an inclusive and conducive environment for GWDs. Scoring will be based upon evidence that schools have the necessary infrastructure in place to accommodate GWDs, that they have adapted Teaching and Learning Materials (TLMs) for each disability-type, special needs teachers/teaching assistants are available to support GWDs in the classroom and financial plans are developed, which include an allocation of funding for supporting these activities to ensure sustainability of the interventions in the longer-term.

System

At the system level, sustainability will be measured through the actions of government agencies responsible for education within Kampala and nationally in Uganda. These authorities include KCCA, MoES and MGLSD. Sustainability will be assessed through the funding allocated to SNE and progress made towards the development of policies such as the Draft National Policy on Disability. More inclusive education systems at national and Kampala regional level should contribute towards a more sustainable impact of the CSU project and better learning and transition outcomes for GWDs.

Table 60: Sustainability indicators

Rating	Community	School	System
Indicator 1	The extent to which the financial and other resources mobilised by the parents are benefiting the education of girls and boys with disabilities.	Extent to which schools demonstrate inclusiveness to attract and retain children with different education needs (e.g. infrastructures, teaching and learning materials, Special Needs Education human resource, financial plans).	Level of disability mainstreaming among stakeholders (KCCA, MGLSD, and MoES).
Indicator 2	Extent of community self-help initiatives geared towards rights of children including right to education.		
Baseline Findings			
Baseline Sustainability Score (0-4)	**1 – Latent**	**0/1 – Negligible/Latent**	**0 - Negligible**
Overall Sustainability Score (0-4, average of the three level scores) at baseline	**1 – Latent** **Community** - Although 25.3% of intervention caregivers reported to pay more than half the amount of school fees for the disabled child they support and 44.4% of the same group reported to be part of a CSU-led savings and loans group, none had been involved in community sensitisation campaigns **School** - Less than 20% of the school had infrastructure such as Water and Sanitation Hygiene (WASH) facilities which were adequately adapted for disabilities. The capacity of schools to improve their infrastructure to meet the needs of CWDs is minimal without external assistance. None of the schools had a dedicated SNE person nor financial plans within their school budget specifically for the benefit of CWDs		

Rating	Community	School	System
	System - As it was the baseline and no data was collected against which a percentage increase of funding allocation for disabilities in education will be monitored going forward over the next 7-year project. There is currently no SNE inspector appointed and the National Policy on Disability is still in draft form.		
Midline sustainability Target (0-4)	**2-Emerging**	**3-Becoming established**	**2-Emerging**
Midline 1 findings			
Midline 1 score (0-4)	**1 - Latent**	**1/2 – Latent/ Emerging**	**1/2 – Latent/ Emerging**
Overall sustainability Score (0-4, average of the three level scores) at Midline 1	**1/2 – Latent/Emerging** **Overall, there is some progress towards sustainability in all focal areas. Unfortunately, for sustainability to be successful and impactful, all indicators must be fully achieved.** **Community** – Less parents/caregivers of the intervention group (34.3% at midline 1 vs 44.4% at baseline) reported to be part of a CSU-led savings and loans group, none had contributed (through community sensitisation[25]) towards advocating for their children's right to education. Nonetheless, more parents/caregivers of GWDs (41.6% at midline 1 vs 25.3% at baseline) reported to pay more than half the amount of fees for any 1 of the 4 following items: Girls' school fees, transport, school meals and scholastic materials. Furthermore, 15.1% reported to pay more than half the amount of fees for any 2 of the 4 items listed above. **This places the sustainability score for community interventions at 1-Latent.** Initial signs of the project's sustainability were observed when some parents that joined the saving and loans groups reported to have succeeded in increasing their household income. Even parents believe in the ability of the saving/loans group to create a more sustainable future for their families by increasing their household income. *"I can now be able to provide 3 meals for the family out of the money I earn from the small business i made from CSU money".* ***Parent/caregiver of GWD supported by CSU.*** *"To a small extent because I have not yet joined the Cheshire savings and loan group, which I would want so much so that I can start my own business and increase on my income."* ***Caregiver/parent GWD supported by CSU*** **School** – Throughout the course of the GEC-T programme, CSU plans to build infrastructure such as Water and Sanitation Hygiene (WaSH) facilities which are adequately adapted for CWDs in 10 schools across the programme, 7 of which are found in the sample of 59 schools. By baseline, only 20% of the schools had adapted WASH facilities in contrast to midline 1, where construction of these adapted facilities had been done in all 10 targeted schools (100%) under the GEC-T programme. In addition, schools had been provided with adapted teaching and learning materials to support CWD in the classrooms. This was verified during the midline 1 school observation. At midline 1, more teachers were observed using adapted TLMs in the classroom (3% at baseline vs 11% at midline 1). Generally, the capacity of schools to improve their infrastructure to meet the needs of CWDs is minimal without external assistance which greatly reduces the sustainability of the intervention at school level. Through the KIIs, 2 schools were found to have a Special Needs Education (SNE) teacher as part of their faculties. However, SNE teachers are posted to all schools by UNEB to support LWD during their certification exams. With the exception of one headteacher that report having a small proportion of his budget gazetted for SNE, all other headteachers that were interviewed said that government did not allocate money to SNE but rather sent a lumpsum for the learners. Only 1 school		

[25] This sensitisation will be limited to parents' groups sensitising fellow parents at community meetings on the benefits of education for GWDs.

Rating	Community	School	System
	identified during the KIIs has its School Management Committees (SMC) creating financial plans within school budgets specifically for the benefit of CWDs. **This places the sustainability score for the school-level interventions at 1/2 – Latent/ Emerging.** *"The current FY 2018/2019, the school budget was given 3% of the 13 million Shillings annual budget. The SNE budget is about 400,000/=/ The costs are low because its inclusive education. There is government grant -Capitation grant and there is from parents' contribution. The money is used for organising and reporting desks."* ***Headteacher, CSU supported primary school.*** *"No, with KCCA, they don't say we have allocated you this much because its U. P. E, they just send U. P. E in general, they have not got that bit that now this one is strictly for inclusive education, they give us a general budget, like now we get 5.2,5.3, that's for a full term and when you divide each child is getting about 2000shs for a term. And now for this other little money that we get from the children where there is lunch, from which we pay some if the teachers who are not on government pay roll, then a top up for the teachers because they move long distances, here we don't have accommodation, like now that staff of forty we only accommodate like 13, the rest are coming from far, Mukono, so such kind of things."* ***Headteacher, CSU supported primary school.*** *"…. there is an Inspector in charge of SNE in the divisions, and CWDs are registered and they assisted by UNEB to do their exams. An interpreter and time is provided for CWDs. Teachers knowledgeable in SNE are posted in CSU supported schools. All the schools , there is a fair distribution of SNE teachers in non-CSU schools too."* ***Headteacher, CSU supported primary school.*** *"This school has mostly female and 3 of the teachers have Diploma in SNE. All the 9 teachers are trained in basic SNE."* ***Headteacher, CSU supported primary school*** *"The biggest gap is in regard to deployment of teachers, because you find that although we talk about education or inclusion for all. Not all the schools have teachers who are trained in SNE."* ***Key Informant, KCCA official.*** **System[26] -** According to the Persons with Disabilities Act (2006), 10% of national education budget should be allocated to SNE. Within the Ministry of Education and Sports (MoES), there a slight decrease of 1.51% between both financial years (UGX 3.396bn in FY 2018/19 to UGX 3.3446bn in FY2019/20). Additionally, within the Ministry of Gender, Labour and Social Development (MGLSD), there was also a slight decrease of 1.04% between both financial years (UGX 35.51bn in FY 2018/19 to UGX 35.14bn in FY 2019/2020). A review of Uganda's Budget Framework revealed that government SNE expenditure is targeted to specialised schools. This was also confirmed by a key informant from the MGLSD. The FY 2018/29 budget allocation was set aside for refurbishing the 1 special needs school (Mbale school for the deaf), cater for SNE and career guidance to support procurement of specialised equipment[27]. The 2019/2020 budget was set aside to refurbish Wakiso school of the deaf. *"At first there was a proposal for Special Needs Education department to be given at least 10% of the total GDP and of the total ministry's account. It has never been realized. You know this proposal was made in the disability act. It was even accepted and kind of debated by cabinet and they said yes, but every time Ministry of Finance Planning and Economic Development says there's no money and you know they look at SNE as a smaller thing."* ***KII from the MGLSD*** *"As a Directorate we have budget from MOES for the Programmes they run, here there are special schools like Mbale School of the Deaf they get direct funding support*		

[26] Development and Improvement of Special Needs Education (SNE)
[27] CSO Education Sector Position Paper on the Uganda National Budget Framework Paper FY 2019/20, Civil Society Budget Advocacy Group.

Rating	Community	School	System
	and we were promoting Vocational studies." ***KCCA official*** Mainstream school visits by SNE inspectors were confirmed by a number of KIIs including an SNE teacher and a headteacher who confirm that inspectors are at the division level and they come to the schools to inquire about special needs learners. One headteacher also reported that his division is frequently visited by a CSU funded KCCA SNE focal person who monitors SNE policy implementation and liaises with the Uganda Examinations Board (UNEB) when preparing children for national exams. *"…… there is an Inspector in charge of SNE in the divisions, and CWDs are registered and they assisted by UNEB to do their exams. An interpreter and time is provided for CWDs. Teachers knowledgeable in SNE are posted in CSU supported schools. All the schools, there is a fair distribution of SNE teachers in non-CSU schools too."* ***Headteacher, CSU Supported primary school*** *"For us in our system we always have inspectors, in fact we have three in the Nakawa division. They are always here to check on the general performance of the school, the cleanliness, hygiene and all that. So that one is the order of the day. We have got those people in place and they are supposed to do that work. When they come, they also ask, 'how many special needs children do you have, what classes are they in?"* ***Headteacher, CSU supported primary school*** A key informant from the Kampala City Council Authority (KCCA) confirmed that officers and supervisors at the division level are inspectors who ensure that the policies are implemented and adhered to. *"They have to find out beyond attendance if SNE learners are achieving. In the inclusive schools we have learnt the SNE learners are not achieving. We had transfers of teachers not teaching." Another informant from one of the CSU supported schools confirmed that* **KCCA Divisions had at least one Special Needs inspector, headed by a newly recruited Special Needs Officer**, who has gone a long way in pushing the implementation of Inclusive education in KCCA. Every term, the inspectors visit the schools to provide technical assistance to teachers on how to teach CWDs. Similarly, an official from the MGLSD mentioned that *"earlier on there was an arrangement for at least a number of inspectors to be recruited per local government. This was affected by the change in leadership and the programme got disorganised.* ***Although, the Ministry now is working with public service, to slowly but progressively revive the system though other local governments are still adamant and don't want to recruit.*** *KCCA recruited someone and there's at least an opening for local government to recruit at least one Education Officer in-charge of special needs and inclusive education."* He also explained that MGLSD have a number of people responsible for inclusive education including Principals and Education Officers. While at Local Government, KCCA, has a person in charge of inclusive education although this may not be attributable to the project. Since baseline, the most recent policy and one that is still under discussion is the Special Needs Education Policy. This was confirmed by a Key informant from one of the Universities that train teachers in SNE. This official hoped that the policy will be approved sometime next year. The study will follow the progress on this closely. Updates on the progress made could be provided through minutes from the SNE technical working group (TWG) meetings in the MoES – if attended by CSU. The TWG is attended by academician, key education sector players, MoES and the Associations of Parents of Children with Disabilities among others. *"One of the most recent policy changes which is not finalised in Uganda, is the new* ***Special Needs Education policy****. I had a meeting with the commissioner, and he told me that that policy now is going to top management level. I know it is very slow but if it is approved and finalised by parliament. I think that would be a very good policy, it will override all the other policies that we had before 2017. Because we have been using or basing our inclusion on the UPE policy, those old ones. But this one is more to specialists and inclusion. So, I think that is a very important development and I hope by next year, things will be finalised. In terms of practice, I would say that even without implementation of policy, institutions for instance our University, have gone ahead to implement training of teachers through the training of tutors, we recently concluded the certificate in special needs and inclusive education. The idea is to empower tutors who should in turn be able to support teacher trainees because inclusion can never be successful if the teachers are not equipped with knowledge and skills. We know that it's difficult to support all the teachers country wide, that is why we thought it easier to deal with the training at the source, that is PTCs.* ***Key Informant, University official***		

Rating	Community	School	System
	This places the sustainability score for the school-level interventions at 1/2 – Latent/ Emerging.		

Based on the findings in the table above, the changing political will that comes with changes in government officials, the competing priorities of parents and the general economic factors like inflation that affect the success of small scale businesses are some of the factors that are likely to hinder the progress on sustainability. On the other hand, the existence of other disability-focussed advocacy organisations could support the sustainability of project interventions by carrying on advocacy for SNE and CWDs long after the project expires. Therefore, it is key for CSU to identify and partner with such organisations to further CSU's work both within the schools and with government authorities.

Table 61 below provides a key showing how the sustainability score card was interpreted to determine project scores for the two indicators at all evaluation points.

Table 61: Indicator definitions

0 – Negligible (Null or negative change)	Less than 20% of household heads/caregivers report to have paid more than half of the fees for any 1 of the 4 of the following: Girls' school fees, transport, school meals and scholastic materials 0-1 community self-help initiatives in the form of parents' groups and saving groups that contribute (through community sensitisation[28]) towards children's right to education	Less than 20% of targeted project schools possess any 1 of the following: adapted infrastructure, adapted TLMs, SNE human resource, financial plans containing budget benefiting CWDs in their schools.	0% increase in funding for inclusivity related programmes run by KCCA, MGLSD, and MOES[29] No SNE inspector appointed for Kampala No change to the draft Special Needs Education Policy
1 – Latent (Changes in attitude)	20% - 39% of household heads/caregivers report to have paid more than half of the fees for any 2 of the following: Girls' school fees, transport, school meals and scholastic materials 2-5 community self-help initiatives in the form of parents' groups and saving groups that contribute (through community sensitisation[30]) towards children's right to education	20% - 39% of targeted project schools should possess any 2 of the following: adapted infrastructure, adapted TLMs, SNE human resource, financial plans containing budget benefiting CWDs in their schools.	0.5% increase in funding for disability related programmes run by KCCA, MGLSD, and MOES Plans in place for a SNE inspector appointed in CSU target district Resuming of discussions on the Special Needs

[28] This sensitisation will be limited to parents' groups sensitising fellow parents at community meetings on the benefits of education for GWDs.
[29] The Disability Act (2006) provides that 10% of the MoES budget shall be allocated to support Special Needs Education. Financing Special Needs Education in Uganda. DGF 2014. Page 25
[30] In addition to sensitising fellow parents at community meetings on the benefits of education for GWDs, parents' groups will provide psychosocial support to GWDs in their communities through counselling. This counselling will be aimed at raising their self-esteem and helping them coup with the stigma that comes with being disabled.

			Education Policy
2 – Emerging (Changes in behaviour) Have and use	40% - 59% of household heads/caregivers report to have paid more than half of the fees for any 3 of the following: Girls' school fees, transport, school meals and scholastic materials 5-10 community self-help initiatives inform of parents' groups and saving groups that contribute (financially or through community sensitisation[31]) towards children's right to education	40% - 59% of targeted Project schools possess any 3 of the following: adapted infrastructure, adapted TLMs, SNE human resource, financial plans containing budget benefiting CWDs in their schools.	1% increase in funding for disability related programmes run by KCCA, MGLSD, and MoES Budget for SNE inspector to be appointed in CSU target district Draft Special Needs Education Policy in process and key players in support
3 – Becoming established (Critical mass of stakeholders change behaviour) Have and use	60% - 89% of household heads/caregivers report to have paid more than half of the fees for any 3 of the following: Girls' school fees, transport, school meals and scholastic materials 11-15 community self-help initiatives inform of parents' groups and saving groups that contribute (financially or through community sensitisation[32]) towards children's right to education	60% - 89% of targeted project schools possess any 3 of the following: adapted infrastructure, adapted TLMs, SNE human resource, financial plans containing budget benefiting CWDs in their schools.	2% increase in funding for disability related programmes run by KCCA, MGLSD, and MoES Budget for SNE inspector to be appointed in CSU target district and the job advert published Draft Special Needs Education Policy in final phases of review and key players in support
4 - Established (Changes are institutionalised) Have and use	More than 90% of household heads/caregivers report to have paid more than half of the fees for all 4 of the following: Girls' school fees, transport, school meals and scholastic materials 16 or more community self-help initiatives inform of parents' groups and savings groups that contribute (financially and through community sensitisation) towards children's right to education	More than 90% of targeted project schools possess all 4 of the following: adapted infrastructure, adapted TLMs, SNE human resource, financial plans containing budget benefiting CWDs in their schools.	5% increase in funding for disability related programmes run by KCCA, MGLSD, and MoES SNE inspector appointed in CSU target district Draft Special Needs Education Policy approved and key players in support

At the moment, due to the slow progress against improving the sustainability scores of the CSU programme, no additional changes have been made to the recommendations between the baseline and midline 1 as the previous recommendations still stand. Therefore, this table of proposed changes that

[31] A combination of activities at stage 1 and 2, the parents' groups might also mobilise funds to contribute the education of GWDs
[32] A combination of activities at stages 1 to 3, parents' groups might also engage on a personal basis with families with GWD to reduce on the stigma attached to having a CWD.

need to be made to achieve sustainability of the project has been maintained between baseline and midline 1.

Table 62: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period	1. 60% - 89% of household heads/caregivers report to have paid more than half of the fees for any 3 of the following: Girls' school fees, transport, school meals and scholastic materials 2. 11-15 community self-help initiatives inform of parents' groups and saving groups that contribute (financially or through community sensitisation[33]) towards children's right to education	More than 90% of targeted project schools possess all 4 of the following: adapted infrastructure, adapted TLMs, SNE human resource, financial plans containing budget benefiting CWDs in their schools	1. 2% increase in funding for disability related programmes run by KCCA, MGLSD, and MoES 2. Budget for SNE inspector to be appointed in CSU target district and the job advert published **3.** Draft National Policy on Inclusive education in final phases of review and key players in support
Activities: What activities are aimed at this change?	1. IGAs training for parents/caregivers for economic empowerment, and sensitisation of community members/ leaders on disability, gender, inclusive education and child protection 2. Basic Advocacy skills training to the parents 3. Dissemination of monitoring and evaluation findings	Model accessibility improvements, Continuous capacity building of teachers, engagement of School Management Committees and Parents Teachers Association, disability awareness to the non-disabled pupils/students, Disability awareness to non-disabled pupils and non-teaching staff, and Dissemination of monitoring and evaluation findings.	Engagement of education stakeholders and inclusive budgeting with KCCA, MGLSD, and MoES and Dissemination of monitoring and evaluation findings
Stakeholders: Who are the relevant stakeholders?	Parents/caregivers, community leaders/members, DPOs/NGOs/CSO, Village Health Teams	Teachers, School Management, Parents Teachers, and pupils/students, non-teaching staff.	Kampala Capital City Authority Officials, Ministry of Gender, Labour and Social Development Officials, Ministry of Education and Sports and development partners.
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Cultural connotations of gender and disability within communities.	Limited funding for schools, change in national policies, change in attitude may take time, and implementation of disability related policies.	Level of prioritisation for disability inclusion among system stakeholders.

[33] A combination of activities at stages 1 to 3, parents' groups might also engage on a personal basis with families with GWD to reduce on the stigma attached to having a CWD.

6 Key Intermediate Outcome Findings

This section presents the key findings against each of the project's Intermediate Outcomes (IO). For each of the IOs, key findings, interpretations and reflections as derived from analysis of the midline 1 data, have been identified and explored.

The data on IOs was collected using a mixed method approach at different levels of the school governance system. Quantitative (closed question) and Qualitative (open-ended question) KIIs were held with learners, teachers and head teachers at school level and with government authorities at regional/national level. Representatives from Ministry of Education and Sports (MoES), Kyambogo University, National Curriculum Development Centre (NCDC), Kampala City Council Authority (KCCA), and members of School Management Committees (SMCs) were all interviewed and contributed with their insights into school governance and management systems, teacher quality, human resources and financing. In addition, classroom observations were carried out to triangulate findings with regards to teacher quality. Some of the results in this section cannot be disaggregated by intervention or control because the same teacher/head teacher is in charge of all learners and both intervention and control learn in the same classrooms being observed.

6.1 Attendance

The table below provides a summary of the progress against the Logframe indicators for this intermediate outcome and a summary of findings.

Table 63: Intermediate outcome indicators as per the logframe

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Logframe indicator 1.1 – % improvement in disabled girls' attendance in schools (disaggregated by impairment type) throughout the life of the project.	Difficulty hearing – 78.0% Difficulty seeing – 60.2% Difficulty walking – 52.3% Difficulty remembering – 55.6% Difficulty communicating – 90.0% Difficulty – self-care – 50.0% Multiple Difficulties – 87.5%	92%	Difficulty hearing – 77.6% Difficulty seeing – 75.9% Difficulty walking – 70.6% Difficulty remembering – 60.0% Difficulty communicating – 83.3% Difficulty – self-care – 66.7% Multiple Difficulties – 66.7%	N	94% Proposed target: 80%	Y
Logframe indicator 1.2 - Stakeholders` views on the	*Caregivers 94%*	2 – small extent	3 – Great extent *Teachers - 84.2%*	Y	3 – Great extent	Y

extent to which project interventions have contributed to school attendance of disabled girls on a scale of 1-3 (1-Not at all, 2-Small extent, 3-Great extent)	*Teachers and GWDs views were not measured at baseline*		*GWDs - 83.8%* *Caregivers - 92.1%*			

Main qualitative findings

- **IO indicator 1.1:** On average, there was a 71.5% attendance rate among disabled girls' across all impairment types at the time of the midline 1 study. Learners with difficulty remembering, difficulty in self-care and those with multiple difficulties had the lowest improvements in attendance. The list below provides learners' reasons for missing school as found through the FGD:
    - *"I had Cough and diarrhoea"*
    - *"I missed a week because my ears were paining"*
    - *"I missed school because of my stomach, left ear, headache and rain"*
    - *"I had malaria, cough and headache"*
    - *"I missed school because my eyes and kidney were paining"*
    - *"I had a headache"*
    - *"I had malaria"*
    - *"I was sick."*

  Another reason that would affect the improvement in learners' attendance would be poor transport especially during the rainy season as was explained by one of the key informants.

  "The distance they travel from their homes with no transport. Last time Cheshire was trying to get boda-bodas but it is hard, during rainy season these children with special needs absent themselves a lot." ***SNE Teacher, CSU supported school.***

- **IO indicator 1.2** – During midline 1, all stakeholders (GWD – 83.8%, teachers - 84.2% and caregivers – 92.1%) felt that project interventions had contributed to school attendance of disabled girls to a great extent. Key to note here is that caregivers/parents of GWDs supported by CSU are biased since the full school fees is paid for their daughters. Teachers identified CSU's paying fees and providing other scholastic materials, guidance and counselling received by the GWDs, changes in the teaching techniques of teachers and children being in boarding section as the project interventions that greatly contribute to school attendance. Like the teachers, parents/caregivers attribute CSU financial support (paying of school fees and provision of scholastic materials) to improving girls' attendance.

  Teacher responses:
    - *"The students being in boarding school"*
    - *"Fees are paid and because they are provided with some scholastic materials"*
    - *"Availability of decent school uniforms"*
    - *"They are not chased for fees"*
    - *"Guidance and counselling"*
    - *"The resource center with attractive resources help them lure them. The lessons on the television also attracts them. the friendly environment with no discrimination also plays a big part"*
    - *"Learners loves coming to school and love their teachers"*
    - *"Allowing their participation in all school activities"*
    - *"Toilets are clean and there is drinking water provided and sanitary pads are provided"*
    - *"With those refresher courses, it helped us to utilise them in our classes and it made these children not remain the same"*
    - *"I relate well with them. I changed the teaching methods to accommodate them"*

  GWDs attribute their increased attendance to the provision of school fees and scholastic materials and medical treatment they have received from CSU. Some of their responses are below:

- *"I am able to read better now because they took care of my hospital bills"*
- *"I am not chased for school fees"*
- *"They pay my school fees, so I have no reason to miss school"*
- *"If CSU did not come in to support my studies, I would not have got any education"*
- *"Because my fees is paid in time"*
- *"Because I don't miss school anymore"*
- *"Providing scholastic materials"*
- *"Because I love coming to school"*
- *"CSU treated her and introduced her to school. Before joining she was not learning"*

Factors likely to hinder/support progress of the IO:

- Increasing attendance is complex and multi-faceted. One supportive mechanism to increase attendance is CSU's paying for school fees and school supplies and a key assumption for this indicator is that providing direct financial support will lead to improved attendance and this will in turn lead to improved learning. However, this is not a sustainable intervention. As this support is stopped or phased out - and parents supported through income-generating activities are expected to increase their contribution – attendance may well be hindered.
- The current cohort is young and as children progress through the school system there are less and less CWD present in mainstream schools and in higher grades.
  Government support for Special Needs Education is primarily targeted towards specialised schools meaning other mainstream school are likely to not be able to finance the necessary modifications for their school to accommodate CWDs. This affects the assumption for this indicator that conditions in school will remain supportive to girls' education. Additionally, with government support targeted at specialised schools not mainstream schools, the assumption that the presence of adequate sanitary facilities and accessibility features in mainstream schools will lead to improved attendance of CWDs will only apply to a few schools where external support (like CSU) can provide this infrastructure.
- FGDs revealed that GWDs' assurance of school fees, scholastic materials like books, pens, shoes, sanitary pads and medical care from Mengo Hospital and CoRSU as well as disability-assistive devices based on their needs like Crutches, hearing aid and eye glasses from CSU has given the children high hopes that they will keep attending school without any major hindrances.

The Theory of Change which under-pins this programme postulates that to achieve the intermediate outcome *'improved attendance rates of girls with disabilities in project schools'* there are two key outputs that will feed into this: (i) GWDs receive direct support to contribute to retention in schools and; (ii) schools are supported to improve accessibility and sanitary facilities. Therefore, the following section will focus both on reported attendance rates as well as school infrastructure. All project beneficiaries are receiving some financial support to stay in school, so this is a consistent factor and a statistically significant difference between the intervention and control groups and subsequent evaluation points will explore this relationship with attendance rates further by reflecting on the baseline statistics presented below.

6.1.1 Learner attendance

Children in the intervention and control groups were asked questions about whether they missed school at least once during the previous week. Their responses are summarised in **Table 64** below. On the whole, children in the P3-P4 grade grouping were much more likely to miss school than the other grade clusters in both the intervention and control groups. Missing school has increased between baseline and midline 1 for the P3-P4 grade cluster but has decreased for the other two grade clusters across both intervention and control groups between baseline and midline 1. When asked why they missed school, many pupils did not respond with a reason. Those who did give a reason for their absence often cited illness or family responsibilities.

To help with the enrolment of CWDs, a male School Management Committee (SMC) member of the one of CSU supported schools that was interviewed as a key informant asked for additional meetings to be

held between PTA and CSU. A key challenge will be to encourage parents to attend this meeting as key informant cited low attendance of parents at such meetings.

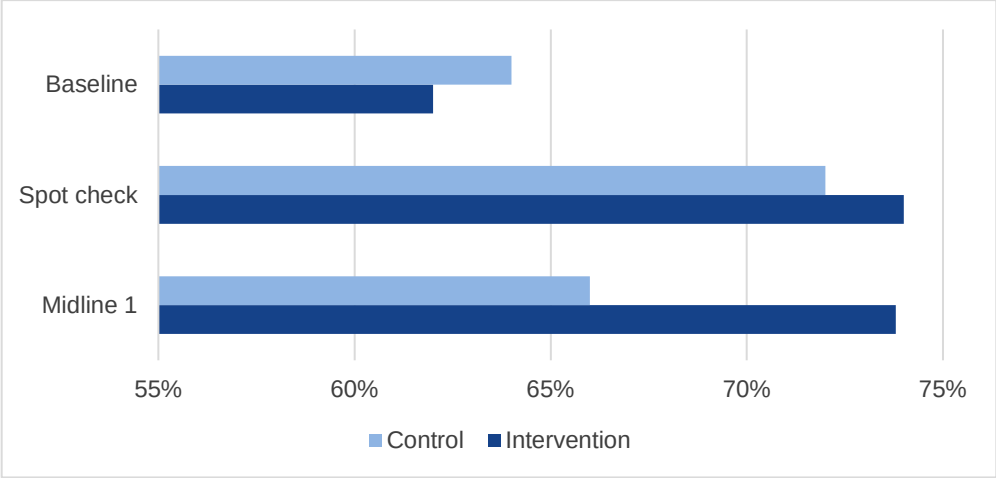
"A general meeting should be done between PTA and CSU. The problem may be low attendance by parents. Some of the information on disability issues affecting CWDs is not known by parents." ***Male SCM member, CSU supported primary school***

Table 64: Learner attendance

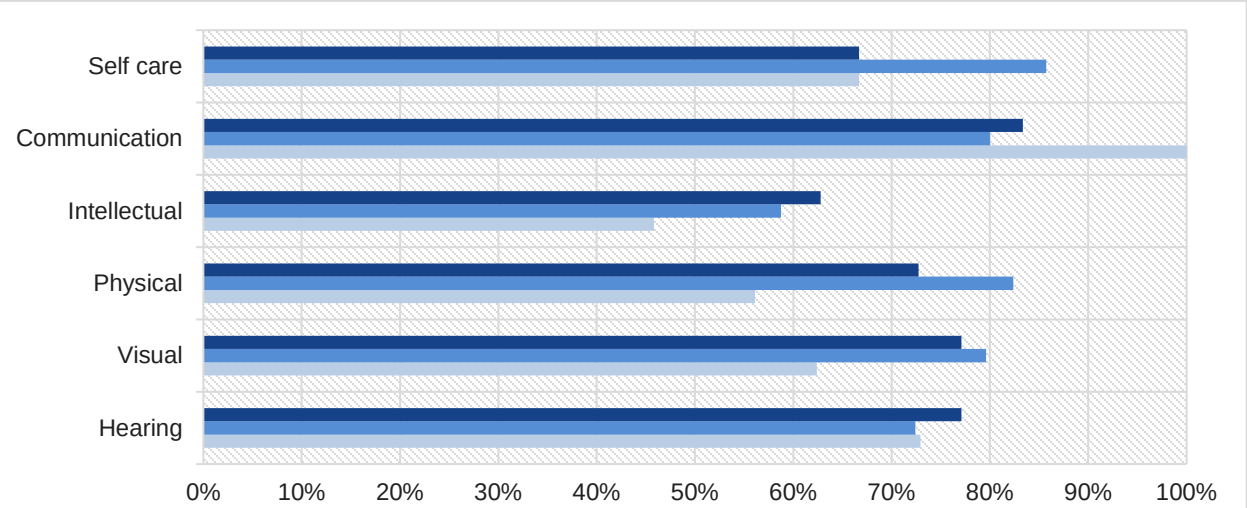
		Intervention				Control			
Attendance	***Evaluation Point***	*P3 - P4*	*P5 - P6*	*P7 - S4 + Voc**	*Average*	*P3 - P4*	*P5 - P6*	*P7 - S4 + Voc**	*Average*
Learner missed school within the last week	Baseline	23.2%	47.0%	43.1%	37.8%	39.3%	64.1%	32.7%	45.4%
	Midline 1	51.6%	27%	17.1%	31.9%	44.4%	38.5%	24.3%	35.7%

This table represents data taken from the pupil context interview
**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*

In November 2018, a spot check was conducted after the baseline to assess learner attendance within sample schools on the day of the evaluation or spot check. From this exercise, it was found that the average on-the-day attendance of GWDs grow from 64% at baseline to 74% during the spot check and at midline 1. Average on-the-day attendance for the control group also grew from 64% at baseline to 72% during the spot check but declined to 66% at midline 1. Across both subgroups, learners in the treatment subgroup had a better attendance rates across all three points compared to control children except in the baseline. Therefore, it could be concluded that CSU interventions aimed at improving learner attendance among the intervention group have been effective in not only increasing attendance but also maintaining attendance. The graph below shows the percentage learner attendance on the day of the baseline, midline 1 and spot check.



Graph 3: Percentage learner attendance on the day of the baseline, spot check and midline 1



	Hearing	Visual	Physical	Intellectual	Communication	Self care
Midline 1	77%	77%	73%	63%	83%	67%
Spot check	72%	80%	82%	59%	80%	86%
Baseline	73%	62%	56%	46%	100%	67%

Graph 4: Pupil attendance on the day of the baseline, spot check and midline 1 by disability

When analysed by disability subgroup across all three assessment points (baseline, spot check and midline 1), it was found that learners with communication impairments had the highest percentage attendance while those with self-care impairments had the least percentage attendance. Even though both the spot check and midline 1 were conducted during the 3rd term of school when learners were preparing for end of year examinations, the percentage attendance of learners with visual, physical and self-care impairments declined between the two assessment points.

As shown in **Table 65** below, the vast majority of head teachers reported tracking learners' attendance every day through class attendance registers at both baseline and midline 1. Slightly more head teachers reported using weekly attendance sheets at midline 1 than at baseline. A few head teachers also reported using monthly attendance sheets and course attendance sheets at midline 1. Tracking attendance is the first step in ensuring learners attend school, the next step is acting on that attendance. For learner attendance to improve, head teachers will need to use the data they collect to identify mechanisms for encouraging parents to send their children regularly to school.

Table 65: Head teacher response to tracking learner attendance

Question: How do you track learners' attendance?	Evaluation Point	Responses
Daily class attendance registers	Baseline	90.9%
	Midline 1	82.4%
Weekly attendance sheets	Baseline	9.1%
	Midline 1	13.2%
Monthly attendance sheets	Baseline	0.0%
	Midline 1	1.5%
Course attendance sheets	Baseline	0.0%
	Midline 1	1.5%

There was a marked change between baseline and midline 1 in the way head teachers reported handling learners who miss school regularly as shown in **Table 66** below. There was a significant increase in the percentage of head teachers who say they talk to the child to find out the reason for their absenteeism, but a simultaneous decrease in the percentage of head teachers who say they discuss the child's absenteeism with the child's parents. It also appears that the severity of the consequences for missing school regularly is improving with less punishments (both corporal and otherwise) being given between baseline and midline. Noticeable is the low percentage of respondents who ask the teacher to give them additional support which could cause them to lag behind the rest of their peers.

Table 66: Consequences for learners who miss school regularly

Question: What do you normally do to learners who miss regularly?	Evaluation Point	Responses
Discipline/punish them	Baseline	5.5%
	Midline 1	2.0%
Talk to the child and find out reasons for their absenteeism	Baseline	12.7%
	Midline 1	42.2%
Invite parent to school and find out reasons for absenteeism	Baseline	78.2%
	Midline 1	49.0%
Suspend/expel the child from the school	Baseline	0.0%
	Midline 1	2.9%
Force them to repeat	Baseline	0.0%
	Midline 1	0.0%
Request teacher to give them additional support	Baseline	1.8%
	Midline 1	2.9%

Attendance of GWDs can also be attributed to the manner in which the teachers or other students handle them while at school especially those who make any mistake at school. During his interview, a SMC member confirmed that mistreatment, being treated unfairly and discrimination were some of the other reasons that made GWDs miss school. He also recommended that teachers be on high alert to address such issues that negatively affect CWDs in realising their rights. Further still, when GWDs were asked how they were treated after committing a mistake (such as missing school), one of the S.2 students interviewed through the FGD stated:

"…like 2 years back before CSU intervened, the school used to give punishments like caning. But CSU advised them to stop beating students and recommended punishments like sweeping the classroom, clean the toilets, which now the school uses".
Female FGD participant with disability

6.1.2 Teacher Attendance

Children in the intervention and control groups were asked questions about whether they or their teacher missed school at least once during the previous week. Their responses are detailed in **table 67** below. On average, children in the intervention group were less likely than children in the control group to report that they or their teacher had missed school in the last week at both baseline and midline 1. Reports of student and teacher absenteeism reduced between baseline and midline 1 in both intervention and control groups, but between one quarter and one third of teachers and students missed at least one day of school in the past week at midline 1.

Table 67: Pupil and teacher attendance

		Intervention				Control			
Attendance	*Evaluation point*	*P3 - P4*	*P5 - P6*	*P7- S4 + Voc**	***Average***	*P3 - P4*	*P5 - P6*	*P7 - S4 + Voc**	***Average***
Agrees teacher missed school in the last week	Baseline	30.3%	46.0%	43.0 %	**39.8%**	44.4%	65.8%	35.6%	**48.6%**
	Midline 1	31.0%	25.0%	21.9%	**25.9%**	38.9%	27.3%	28%	**31.4%**
Learner missed school within the last week	Baseline	23.2%	47.0%	43.1%	**37.8%**	39.3%	64.1%	32.7%	**45.4%**
	Midline 1	51.6%	27%	17.1%	**31.9%**	44.4%	38.5%	24.3%	**35.7%**

This table represents data taken from the learner context survey.
**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*

During the teacher interview, teachers were also asked about their absenteeism. A total of 12.3% of teachers reported at midline 1 that they missed school at least once in the last week. These results cannot be disaggregated by intervention or control because the same teacher teaches both categories of learners in a school. What is striking about this finding, however, is that teachers are significantly under-reporting their absenteeism in comparison to reports from learners. Although this is slightly higher than the 5.3% of teachers who reported the same at baseline, it still appears to be significantly underreported when compared to students' answers about their teachers' absenteeism. Teacher attendance and time on task in the classroom should be monitored by CSU during the programme to see if this improves. Additionally, learner attendance should also be carefully monitored, and strategies taken to improve the average attendance rate, as poor attendance has a direct, negative effect on overall learning.

When asked about how they track teachers' attendance, the majority of Head Teachers at baseline and midline 1 reported that they take daily attendance using a sign-in sheet as shown in **Table 68** below. This practice for taking attendance increased at midline 1 compared to baseline. Most of the remaining head teachers said they either review lesson plans and learners' classwork to determine if a teacher taught or visit teachers around the school to confirm their presence. Tracking teacher attendance is critical for achieving improvements in the learning environment, as, if teachers are not in class and teaching, it is difficult for children to gain the maximum benefit from their learning environment and time in school.

Table 68: Head teacher response to tracking teacher attendance

Question: How do you track teachers' attendance?	Evaluation Point	Responses
Daily teacher attendance sign-in sheet	Baseline	56.4%
	Midline 1	63.3%
Use lesson plans and learners' classwork	Baseline	14.6%
	Midline 1	16.7%
Visit staffrooms/classrooms to observe presence of teacher	Baseline	21.8%
	Midline 1	15.6%

Ask learners	Baseline	3.6%
	Midline 1	3.3%
Others	Baseline	3.6%
	Midline 1	1.1%

As shown in **Table 69** below, at baseline, the most common method for head teachers to handle teachers who miss school regularly was to ask another teacher to talk to them and find out the reasons for their absenteeism. At midline 1, head teachers reported taking a more active role and the majority said they, themselves, talk to the teacher to find out why they are missing school. This is a positive change because in order for teacher absenteeism to improve, head teachers have to be involved and directly address teacher presence at school and in the classroom.

Table 69: Teacher's consequences for missing school regularly

Question: What do you normally do to teachers who miss school regularly?	Evaluation Point	Responses
Discipline them	Baseline	14.5%
	Midline 1	7.5%
Talk to the teacher and find out reasons for their absenteeism	Baseline	10.9%
	Midline 1	53.2%
Request fellow teachers to talk to the teacher and advise him/her accordingly	Baseline	41.8%
	Midline 1	9.6%
Report them to the DEO/DIS/CCT	Baseline	10.9%
	Midline 1	3.2%
Make them write an apology letter	Baseline	5.5%
	Midline 1	7.5%
Issue them with a warning letter	Baseline	12.7%
	Midline 1	13.8%
Invite the SMC to have discussions with the teacher	Baseline	1.8%
	Midline 1	1.1%
Other	Baseline	1.9%
	Midline 1	4.3%
Total	**Baseline**	**100%**
	Midline 1	**100%**

As explained in section 3.1.1 from responses of the learners' FGDs, teachers miss school for a number of reasons including pursuing further studies, taking care of sick relatives and having a side job in addition to their teaching role.

6.1.3 School infrastructure

One of the barriers to attendance at school level as outlined in the CSU ToC is the adaptation of school infrastructure for different disability types.

"My school is storeyed and CWDs is hard to climb the stairs.
Those with wheelchairs it's hard to find their way up." ***Physically disabled FGD participant***

"My school is storied and those with wheelchairs it's hard to access.

The compound is fine." ***Female FGD participant***

"Also, my school it's a storied school with four flours, the compound is good. Its will be difficult to climb with a wheelchair and using clutches its difficult too." ***Female FGD participant***

To contribute to retention of GWDs in schools, the project supports 10 schools with the construction of accessible flush toilets and water harvesting system in addition to constructing accessible walkways and ramps. Only 7out the 10 schools receiving wash facilities construction support are part of the sample of schools for this study. To gain more insight into the state of school infrastructure, key informant interviews were held with five school management committee members and headteachers form three CSU supported schools.

In promoting a conducive learning environment for CWDs, infrastructure plays a vital role in terms of accessing classrooms, library, wash facilities, playgrounds and walkways. Although, KCCA/MoES has an infrastructure standard policy in place, key informants had never accessed it. During the interview, it was revealed that the Head Teachers play a role of ensuring that during the construction of a classroom or a toilet, a ramp, wide doors and windows are emphasised to the constructors.

During the key informant interviews, participants were also asked if modifications had been made in public schools to ensure learners with disabilities can access the facilities. The response was positive as some modifications have been made, for example KCCA is changing from pit latrines to VIP toilets, which are easy to clean, unlike before, now KCCA provides desks that are disability friendly. Also, in most KCCA schools, electricity has been installed to ensure that computers and internet function efficiently to promote E-reading. It was also reported that nowadays KCCA schools have been fenced to ensure the safety of all children. However, it seemed that infrastructural modifications only applied to the new buildings being constructed. In KCCA schools with old buildings, no provisions have been made such as an addition of a ramp to ease accessibility for CWDs in classes. Nonetheless, some schools appear to be committed to ensure CWDs access learning. One headteacher demonstrated this willingness to make changes to the schools classroom allocation to accommodate CWDs as captured in the quote below.

*"……we have a pupil who is using crutches, she was promoted to Primary Five class, what we decided was to reallocate the entire P.5 to come down and P.4 goes up. But this didn't impress other pupils because they knew that they were to be studying upstairs…."****Headteacher from CSU supported school, KII respondent***

Despite these modifications, there are still existing challenges hindering access of CWDs in school, as observed by the interviewer who himself is a PWD, such as poor access roads up to the resource room which aren't accessible and need to be paved for easy movement especially during the rainy season. KCCA also does not provide a budget specially to address accessibility challenges in schools. When asked about mitigation measures that schools put in place to address this challenge, one of the respondents said that;

"….at our Primary School, we use the remaining balance at the end of the annual budget to build on a bit by bit of the walkways". ***PTA member, KII respondent***

The interviewer confirmed CSU's continuous support in terms of infrastructure, as he saw that CSU had constructed the resource rooms and equipped them, walkways and sanitation facilities. Key to note is that two of the schools with these resources centres, whose Head Teacher's participated in the KIIs are now being used as resource training centres for teachers from different locations to attain refresher trainings in inclusive education.

6.2 Quality of teaching

The table below provides a summary of the progress against the Logframe indicators for this intermediate outcome and a summary of findings.

It is important to note that teachers assessed at midline 1 were not necessarily the same teachers who were assessed at baseline. The study assesses children in the classrooms where they are found at the current evaluation point, meaning that the teachers assessed will likely change at each evaluation point as CWDs change teachers. Therefore, teachers who had CWDs in their classrooms in both baseline and midline 1 were assessed both times while teachers who only had CWDs at either baseline or at midline 1 were only assessed once. Part of the decision to follow students rather than teachers was taken because teachers who have CWDs in their classes during any given year receive the same programme inputs from the CSU intervention and measuring the changes among students was the priority.

Table 70: Intermediate outcome indicators as per the logframe

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
***Logframe IO indicator 2.1* – Percentage of teachers that are observed to use adaptive materials, equitably engage girls and boys, and both CWD and Children without disabilities**	*Use adaptive materials – 3%* *Engages both girls and boys – 79%* *Engages both CWDs and children without disabilities - 60%*	35%	*Use adaptive materials – 10.9%* *Engages both girls and boys – 72%* *Engages both CWDs and children without disabilities – 71.9%*	Y	40% Proposed target: 75%	N New target proposed
***Logframe IO Indicator 2.2* - The extent to which teaching process in the project schools meets the learning needs of pupils on a scale of 1-3 (1-Not at all, 2-Small extent, 3-Great extent).**	*Female teachers – 2* *Male teachers - 1*	2 – small extent	*3 – Great extent* *Female teachers – 87.2%* *Male teachers – 84%*	Y	3 – Great extent	Y
Main qualitative findings						
• **IO indicator 2.1 –** When compared to baseline, more teachers were observed to use adaptive materials (3% at baseline to 10.9% at midline 1) and engage both CWD and Children without disabilities (60%at baseline to 71.9% at midline 1) within the classroom. However, the teacher observations found that the equitability with which teachers engaged girls and boys declined from 79% at baseline to 71.9% at midline 1. Hinderances to access of adaptive materials or even their use were identified						

through the KIIs. From the interviews, it was discovered that at times, the items for remedial classes are not enough which might affect the teachers using adaptive materials. Another KII also explained that the adaptive materials needed for learning are dependent on the type of disability.

"No, because they are supposed to have remedial lessons with the teachers one on one in most cases but those materials are not enough. The teachers need to illustrate, and they have to have markers, manilla, all these other things that facilitate then to learn." ***School teacher, CSU supported primary school***

"It depends on the type of disability, because a child who is just lame, will need like those others, when they are in class, but not in the field, they will be using the same as others. But where the challenge comes in, a child who has visual problem, that means the teaching material has to be unique, when a child who has a problem and cannot see properly, it has to be bold so that he can see better those who cannot hear but can see, maybe they need those devices that can help them. Basically, our children are not to the extreme of needing those very unique teaching and learning materials. They are more or less like the ones we use for these other children, except a wheelchair." ***Headteacher, CSU supported primary school***

- **IO Indicator 2.2:** Overall, both male and female teachers (more than 80%) felt that the teaching process in the project schools meets the learning needs of pupils to a great extent. This is a change from baseline where teachers felt that the teaching process only met learners needs to a small extent. 80.8% of teachers at midline 1 reported designing their lesson plans so that they cater for CWDs while only 67.4% reported catering for all CWDs in the design of their assessments or examinations – the latter, potentially having an effect on the pupils' successful transition from one grade to another. On the contrary, more teachers at midline 1 (5.6%) compared to 4.8% of teachers at baseline were not in support of having children with disabilities in mainstream classrooms citing the reason for this being that the schools and classrooms are not prepared to properly teach and to provide a supportive and appropriate environment where children with disabilities can learn. It is important to note that teachers that participated in the midline 1 study also requested for capacity building on Special Needs Education (27.6%) and how to teach children with disabilities (24.9%).

Summary of other key findings

- There is a generally positive attitude amongst key informant policy makers and school administrators regarding the need to promote inclusive education, rather than special schools for children with disabilities
- The number of headteachers that reported having an inclusive education policy or a PTA which has parents of CWDs sitting on it declined by 10.9% and 8.2% respectively between baseline and midline 1.
- Despite more head teachers reporting to having an inclusive education manual for training and implementation for staff at midline 1 (51.7%) compared to baseline (41.8%) about half of them still reported lacking one.
- Similar to baseline, the teachers' description of the features of inclusive education are correct, they are disability focused which is contrary to the MoES definition that considers Inclusive Education to cater for all marginalised children including those with disabilities.
- As of midline 1, 92.2% of girls in the intervention group agreed that their teacher makes them feel welcome compared to 64.4% at baseline. This indicates that teachers have made progress towards demonstrating the positive attitudes towards CWDs which will facilitate their learning.
- 93.1% of head teachers report to have attended the CSU inclusive education seminar at midline 1 compared to 89.1% at baseline

Factors that either hinder/support the progress of this IO are as follows:

- Transfer of teachers which leads to loss of institutional memory and could result in teachers teaching CWDs who lack the inclusive education training.
- Using the learners' feelings as a yardstick to measure whether the teacher is welcoming can be subjective especially if the learners have a natural bias towards or against the teacher.
- Generally, schools in the Kampala area welcome additional training including inclusive education training. However, it is a mistake to assume that all teachers will put in practice the acquired knowledge on inclusive education.
- In some instances, pupils learning needs are specific to the learners and a one-size-fits-all approach might not work.
- It is assumed that the provision of adapted TLMs in schools to facilitate the teaching and learning process will translate in the use of these materials in the classroom and will be motivated to support the learning process.
- Mainstream schools, to a less extent, ae only equipped to handle learners with low/moderate disabilities and automatically exclude this with more severe disabilities. The sizes of the classrooms in most, if not all, schools in Uganda might

negatively affect a teacher's ability to apply inclusive education practices and therefore, under this IO, it is assumed that teacher training will enable trained teachers to support girls with disabilities specifically, despite large class sizes making this a very difficult task.

Based on the assumptions and hypotheses behind the project ToC, increasing teaching quality through improved teacher knowledge and capacity to deliver lessons using inclusive practises will lead to successful achievement of the Intermediate Outcome of *'increased number of teachers demonstrating inclusive teaching practises whilst teaching literacy and numeracy in class'.* This in turn will contribute towards the achievement of better learning at Outcome level. Therefore, in this section, Montrose presents responses to questions which were asked about inclusive education, teacher practises and human resources, as well as findings in relation to teaching quality and instruction for CWDs as a result of lesson observations.

6.1.4 Inclusive education

Whilst the policy makers are working towards creating a more enabling environment for inclusive education at national and regional level, in practise the schools participating in this study still have some way to go to implement such policies. Slightly fewer head teachers at midline 1 reported having an inclusive education policy or a PTA which has parents of CWDs sitting on it. However, more head teachers reported having an inclusive education manual at midline 1 compared to baseline, but about half of head teachers still reported lacking one. Positively, more head teachers had reported attending a CSU inclusive education seminar and attending a CSU orientation around inclusive education management. Although the percentage of head teachers reporting having had teacher exchange visits stayed the same, as shown in **Table 71** below.

Table 71: School performance on inclusivity

Questions	Evaluation Point	Responses		
		Yes	No	Don't know
Do you have an inclusive education policy?	Baseline	70.9%	29.1%	0.0%
	Midline 1	69.0%	27.6%	3.5%
Do you have an inclusive education manual?	Baseline	41.8%	58.2%	0.0%
	Midline 1	51.7%	48.3%	0%
Do you have a PTA?	Baseline	78.2%	21.8%	0.0%
	Midline 1	75.9%	24.1%	N/A
Do any parents of children/girls with disability sit on it?	Baseline	60.5%	34.9%	4.7%
	Midline 1	52.3%	36.4%	11.4%
Have you attended a Cheshire Services Uganda inclusive education seminar?	Baseline	89.1%	10.9%	0.0%
	Midline 1	93.1%	6.9%	N/A
Have you attended a Cheshire Services Uganda orientation around inclusive education management?	Baseline	67.3%	32.7%	0.0%
	Midline 1	82.8%	17.2%	N/A
Have you had any teacher exchange visits?	Baseline	36.4%	63.6%	0.0%
	Midline 1	36.2%	63.8%	0%

**N/A indicates the response was not available in Midline 1*

A key informant interview with a SMC/PTA member revealed that the PTA in his school does not often discuss disability and only meet once a term.

"To be frank we sit once in a term and we discuss standard and performance and discuss poor with children and the teachers. Prominence may not be given to a discussion on policies and disabilities depending on the agenda items set before the SMC." ***Male SMC member, CSU supported primary school.***

He also mentioned that the role of parents in the school management and by extension the CSU programme is minimal as they tend not so attend PTA meetings when called upon and that usually PTAs are attended by mothers and very few fathers. His responses are show in the list below. CSU should develop ideas on how to encourage fathers to be more interested in the education of their children.

"The parents in Kampala don't think of their children, "me here I had nine children and all these passed through this school and I had to work hard I made them to complete Makerere University and others are abroad through education". Once parents are called out of 100,only 20 parents will turn up. And mostly its mothers that turn up. Out of the 100 invited parents also 15 will be fathers and the rest Mothers in case they all turned up. The head teacher has the same concern of low participation of fathers in supporting education. The trend is that fathers don't care and majority its mothers." ***Male SMC member, CSU supported primary school.***

Table 72 shows that at midline 1, as with baseline, most teachers have heard of inclusive education and believe that all children with disabilities should be allowed to attend a mainstream school. They also report in midline 1 that they believe their school provides an inclusive environment for children with disabilities.

Table 72: Teacher knowledge on inclusive education

Questions about Inclusive Education Knowledge	Evaluation Point	Responses	
		Yes	No
Have you ever heard of inclusive education?	Baseline	94.2%	5.8%
	Midline 1	92.7%	7.3%
Do you agree that children with disabilities should be included in mainstream classrooms?	Baseline	95.2%	4.8%
	Midline 1	94.4%	5.6%
Do you believe that inclusion happens in your school?	Baseline	97.9%	2.1%
	Midline 1	98.9%	0.0%

**Some of the percentages don't add up to 100% because some teachers answered "don't know" to the questions*

When asked during interviews to describe key features of inclusive education, teachers replied with the following[34]:

"All children with or without a disability attend the same classroom and are treated the same way"
"Equally teaching children with disabilities and those without disabilities"
"All types of disabilities must be catered for in a school"
"All learners in the same classroom do the same assessments"
"Ensuring the school environment is friendly for children with disabilities"
"Drawing schemes of work which cater for both groups - those with and without disabilities"
"Supporting each child to achieve academically without considering the ability"

[34] These qualitative statements have been paraphrased from individual teacher interviews and presented here in summary form.

Similar to baseline, the teachers' description of the features of inclusive education are correct, they are disability focused which is contrary to the MoES definition explained above that considers Inclusive Education to cater for all marginalised children including those with disabilities. This could probably be because most trainings on inclusion received by teachers are from CSU which is a disability focused organisation. However, since these are mainstream schools, teachers must be equipped to handle children with all forms of marginalisation and therefore CSU and the MoES need to work closer together to achieve this.

Similar to baseline, comments from teachers about mainstreaming children with disabilities in classrooms do not mention their right to education or government policy; rather, they focus on the social and educational benefits their inclusion can bring. When asked why children with disabilities should be included in mainstream classrooms, teachers said the following[35]:

"Children with disabilities add to the diversity in the classroom"
"It encourages peer to peer learning and children with disabilities are able do things they were not able to when isolated"
"It takes away the sense of self-pity in children with disabilities"
"It encourages confidence and self-esteem within children with disabilities"
"Students with disabilities do better when they are in a setting where more is expected of them and by being in a classroom with learners without disabilities, they don't have many behavioural issues and are able to develop better social skills"

These findings support the quantitative findings outlined in the **Table 72** above where we see a slight decrease from baseline of 94.4% of teachers (as opposed to 95.2% at baseline) agreed that '*children with disabilities should be included in mainstream classrooms'*. According to the an official MoES, even though the inclusive education policy is still in draft form, the capacity of schools must be built to accommodate SNE learners against policies like the Universal Primary Education (UPE).

When the 5.6% of teachers who did not agree with having children with disabilities in mainstream classrooms were asked why they thought so, they said the following[36]:

"The degree of disability matters. Some children are so disabled that they need their own schools"
"They learn better when they are with children like them"
"If you do not have the proper skill as a teacher, you may be too fast for the learners with disabilities"
"These children need special attention"

It is important to note that 5.6% of teachers with this viewpoint is not a significant percentage and does not detract from the overall support from the majority of teachers to include CWDs in mainstream schools. These teachers may also have a valid point that some children with very severe disabilities may not be accommodated properly in a mainstream school and may be better suited to a specialised school for their unique needs.

Notably, the reasons teachers gave for not mainstreaming children with disabilities had to do with lack of resources, classroom adaptations and teacher preparation. Their responses are aligned with an expressed concern that their schools and classrooms are ill prepared to properly teach and to provide a supportive and appropriate environment where children with disabilities can learn.

To gain a more in-depth understanding of inclusion practises currently occurring in schools, teachers were then asked to describe the ways they have seen inclusion happening in their school. Some of their responses are provided below.[37]

'They hold leadership positions within the school'

[35] These qualitative statements have been paraphrased from individual teacher interviews and presented here in summary form.
[36] These qualitative statements have been paraphrased from individual teacher interviews and presented here in summary form
[37] These qualitative statements have been paraphrased from individual teacher interviews and presented here in summary form

'The school does not discriminate against learners with disabilities when admitting students'
'They are given equal opportunities in all matters in the school'
'The school environment has been modified'

Notably, the statements are all representative of inclusive practices in a school environment; however, they largely do not relate to inclusive education practices in the classroom or academic environment. The omission of statements depicting inclusion in the classroom or concerning the pupils' learning shows that teachers' need training in SNE.

In contrast to the answers above, teachers were also asked to explain how they have seen exclusion happening in their school. Some of their responses are provided below[38]:

"Classes are not built with consideration for children with disabilities"
"Children are denied equal opportunity to participate in the day-to-day school activities"
"Children with disabilities are isolated and discriminated against"
"There are no ramps for the children with physical disabilities"
"Some teachers do not pay attention to the CWDs and even send them out of class"
"They are not catered for during exams and therefore are not assessed properly"

These statements reflect a range of reasons for exclusion, from the school environment and facilities to denial of right to participation. These are clear issues that the CSU programme should further explore and address to improve inclusive practices in targeted schools.

Teachers were asked several questions to gauge their attitudes and beliefs about inclusive education. In each question, the majority of teachers chose the appropriate response, showing fairly progressive self-reported attitudes and beliefs about the benefits of including children with disabilities at school and confirming their right to education and protection. Most teachers believe that children with disabilities can learn as long as the curriculum is adapted to their needs and that they should be included in mainstream classrooms as long as the instruction is adapted to their needs. There were no major attitude changes between baseline and midline 1. The results for each specific question are presented in the tables below.

Table 73: Teacher attitudes and beliefs towards inclusive education

Questions about Attitudes and Beliefs Towards Inclusive Education	Evaluation Point	Responses	
		Agree	Disagree
I believe that an inclusive school is one that encourages academic progression of all students regardless of their activity.	Baseline	96.8%	3.2%
	Midline 1	94.9%	5.1%
I believe that students with a disability should be taught in special education schools.	Baseline	15.3%	84.7%
	Midline 1	10.7%	89.3%
I believe that inclusion facilitates socially appropriate behaviour amongst all students.	Baseline	97.4%	2.6%
	Midline 1	97.2%	2.8%
I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	Baseline	98.9%	1.1%
	Midline 1	99.4%	0.6%
I believe that students with a disability should be segregated because it is too expensive to modify the physical environment of the school.	Baseline	3.2%	96.8%
	Midline 1	5.1%	94.9%
I believe that students with a disability should be in special education schools so that they do not experience rejection in a mainstream school.	Baseline	11.1%	88.9%
	Midline 1	8.4%	91.6%
I get frustrated when I have difficulty communicating with students with	Baseline	23.3%	76.2%

[38] These qualitative statements have been paraphrased from individual teacher interviews and presented here in summary form

a disability.	Midline 1	23.6%	76.4%
I get upset when students with a disability cannot keep up with the day-to-day curriculum in my classroom.	Baseline	22.2%	77.8%
	Midline 1	20.8%	79.2%
I get frustrated when I am unable to understand students with a disability.	Baseline	38.6%	61.4%
	Midline 1	38.8%	61.2%
I am uncomfortable including students with a disability in a regular classroom with other non-disabled students.	Baseline	6.9%	93.1%
	Midline 1	7.3%	92.7%
I am willing to modify the physical environment to include students with a disability in the regular classroom.	Baseline	95.8%	4.2%
	Midline 1	97.8%	2.3%
I am willing to adapt my communication techniques to ensure that all students with an emotional and behavioural disorder can be successfully included in the regular classroom.	Baseline	98.9%	1.1%
	Midline 1	99.4%	0.6%
I am willing to adapt the assessment of individual students in order for inclusive education to take place.	Baseline	99.5%	0.5%
	Midline 1	97.8%	2.3%

It is important to note that an average of only 64.6% of girls in the intervention group agreed at baseline that their teacher made them feel welcome at school (see **Table 113**), raising the question of whether teachers' self-reported attitudes about CWDs presented in **Table 73** above was truly how they felt about CWDs. However, as of midline 1, 92.2% of girls in the intervention group agreed that their teacher makes them feel welcome, indicating that teachers have made progress towards demonstrating the positive attitudes they report having towards CWDs.

Table 74 below shows that at both baseline and midline 1 most head teachers reported that they feel their performance as a head teacher is better than their peers in similar positions in other schools. This is an important potential quality in motivating head teachers to ensure their performance, and that of their school and teachers, and in getting their commitment to align their school with standards and interventions to make the school an effective, equitable and inclusive place for children to learn. However, this percentage has decreased slightly since baseline with more head teachers now saying they 'don't know' how they would rate their performance, indicating that head teachers' confidence in their performance may be changing as they become more aware of the many responsibilities they have to ensure their school is inclusive.

Table 74: Head teacher self-assessment on managing GWDs compared to other schools

Question: How would you rate your own performance as a head teacher relative to other head teachers from this area in managing children with disabilities in your school?	Evaluation Point	Responses
Better than most other head teachers	Baseline	72.7%
	Midline 1	67.2%
The same as most other head teachers	Baseline	20.0%
	Midline 1	19.0%
Don't know	Baseline	7.3%
	Midline 1	13.8%

In **Table 75** below, teachers were asked about their preparation of schemes of work, lesson plans and assessments for children with disabilities, as well as their classroom management techniques to support children with disabilities in class. Between baseline and midline 1 there was an increase in the percentage of teachers who reported doing all of the positive practices in **Table 75** below. At midline 1, nearly three quarters of teachers said they make schemes of work with provisions for CWDs and about 81% said their lesson plans provide for CWDs, showing that there is still some room for improvement to

ensure all children are involved in classroom activities. Although an improvement since baseline, only about two thirds of teachers at midline 1 said they cater for CWDs during assessments, showing that more improvement is necessary to ensure all children can participate in assessments to the best of their ability.

Table 75: Teacher practices in favour of GWDs

Questions about Teacher Practices	Evaluation Point	Responses	
		Yes	No
Do you make schemes of work with provisions for children with disabilities?	Baseline	54.5%	45.5%
	Midline 1	73.6%	26.4%
Do your lesson plans provide for children with disabilities?	Baseline	71.4%	28.6%
	Midline 1	80.9%	19.1%
Do you pick girls and boys equally during lessons to answer questions in class?	Baseline	97.4%	2.6%
	Midline 1	100%	0%
Do you communicate orally, in writing and visually to ensure that all disabled children can understand?	Baseline	97.9%	2.1%
	Midline 1	98.9%	1.1%
Do you change the seating plan or design in your class to ensure that all children with disabilities are able to participate and engage in the lesson?	Baseline	95.8%	4.2%
	Midline 1	96.6%	3.4%
When you are giving an assessment or examination, do you cater for all children with disabilities in the design of the assessment?	Baseline	52.9%	47.1%
	Midline 1	67.4%	32.6%

Of the 80.9% of teachers who reported that they adapt their lesson plans for children with disabilities, most reported adequate, if non-specific, methods of inclusion. Clearly these teachers have had some exposure to lesson preparation for children with disabilities, though they do not always identify specific strategies for varying types of disabilities[39], as demonstrated when teachers were asked for examples of how they had adapted their lesson plans to accommodate CWD:

'Give different exercises to different children according to their ability'
'Provide for more time to help CWDs during the lesson'
'Use teaching aids to help CWDs understand better'
'Rearrange the classroom during the lesson to make the classroom safer for CWDs'
'Adjust tasks to levels CWDs can manage'
'Include practical work and a variety of examples to help CWDs understand better'
'Provide a special column for how CWDs will follow through the lesson in the lesson plan'
'Adjust the difficulty of tasks by asking questions that everyone in the class can answer'.
'Use different methods of communication like songs, pictures, videos or objects that help to demonstrate the idea of the lesson and difficult concepts'
'Simplify classroom materials so they focus on a few key words or phrases instead of a longer text'

Table 75 and qualitative data above indicate that the training provided by CSU is making an impact on the quality of teaching received by CWDs given that SNE is not part of the in-service training received by teachers.

[39] These qualitative statements have been translated and paraphrased from individual teacher interviews and presented here in summary form.

In **Table 76** below, teachers were asked about their beliefs about the academic potential and progress of children with disabilities in their classrooms. There were significant positive attitude changes towards teaching CWDs between baseline and midline 1. While at baseline nearly all (96.8%) of teachers felt students with disabilities can never perform well, only 8.4% believed this at midline 1. Similarly, much fewer teachers felt CWDs perform worse than their peers without disabilities, CWDs should be put in special schools and that CWDs in their classroom interfere with their teaching.

Table 76: Teacher's beliefs about teaching CWDs and their academic performance

Questions about Teacher Beliefs Towards Teaching CWDs and their Academic Performance	Evaluation Point	Responses		
		Agree	Disagree	Don't Know
If I try really hard, I can get through to even the most difficult and unmotivated students with disabilities.	Baseline	95.2%	3.2%	1.6%
	Midline 1	89.9%	9.6%	0.6%
I feel as though some of my students with disabilities are not making any academic progress compared to children in my class without disabilities.	Baseline	73.5%	25.4%	1.1%
	Midline 1	25.8%	72.5%	1.7%
I feel as though students with disabilities can never perform well academically regardless of the support provided to them.	Baseline	96.8%	2.6%	0.5%
	Midline 1	8.4%	91.6%	0%
Students with disabilities perform worse than other students.	Baseline	80.4%	19.0%	0.5%
	Midline 1	16.3%	83.2%	0.6%
Students with disabilities should be put in a special school that has the resources to educate them.	Baseline	85.2%	14.3%	0.5%
	Midline 1	12.9%	86.5%	0.6%
The misbehaviour of students with disabilities in my classroom interferes with my teaching	Baseline	85.7%	13.8%	0.5%
	Midline 1	14.6%	84.8%	0.6%

6.1.5 Teacher Educational Background

Teachers were asked about the highest level of education they had attained. Results at midline 1 were similar to baseline, showing that the majority of teachers have a diploma or bachelor's degree. Fewer teachers at midline 1 said they had earned a PTC certification than at baseline. Only a small proportion of the teachers have only a Senior 5, O-Level or A-Level qualification.

Table 77: Teachers' highest level of education

What is your highest level of education?							
Evaluation Point	Senior 5	O' Level	A' Level	PTC	Diploma/ bachelor's degree	Master's degree	Others
Baseline	0.5%	1.1%	2.7%	34.9%	55.6%	5.3%	N/A
Midline 1	0%	5.1%	1.1%	20.8%	66.3%	3.9%	2.8%

**N/A indicates the response was not available in baseline*

Teachers were then asked which language they use to teach. Slightly more teachers at midline 1 said that they teach in both English and Luganda. The majority still said that they teach only in English. A statistically insignificant number of teachers reported instructing in languages other than English or Luganda which are languages not sanctioned for use in classroom instruction in Central Uganda.

Table 78: Language of instruction used in the classroom

Language of Instruction			
Evaluation Point	English	Both English and Luganda	Other
Baseline	91.5%	7.9%	0.5%
Midline 1	87.6%	11.2%	1.1%

Teachers were asked if they offer extra help to children who were falling behind or who have a disability. The overwhelming majority of teachers said they offer extra help to both, but the percentage of teachers reporting providing this extra help actually decreased slightly at midline 1.

Table 79: Percentage of teachers that offer extra help to children that are falling behind

Extra Help	Evaluation Point	Responses	
		Yes	No
Offer extra help for children falling behind	Baseline	98.4%	1.6%
	Midline 1	93.3%	6.7%
Offer extra help for children with disabilities	Baseline	94.7%	5.3%
	Midline 1	86.0%	14.0%

6.1.6 Professional Development

Teachers were asked what types of training they had attended. Slightly fewer teachers at midline 1 had attended training on teaching children with disabilities than at baseline. However, slightly more teachers had attended an 'inclusive seminar' run by CSU and received capacity building from CSU.

Table 80: Types of trainings received by teachers

Teacher Training	Evaluation Point	Responses	
		Yes	No**
Attended training on teaching children with disabilities	Baseline	88.3%	11.2%
	Midline 1	79.8%	20.2%
Attended an "inclusive seminar" run by CSU	Baseline	79.4%	19.6%
	Midline 1	82.0%	18.0%
Received capacity building from CSU	Baseline	54.0%	45.0%
	Midline 1	57.9%	41.0%

** The average number of trainings attended by the teachers is 3 trainings*
***'No' means that a teacher was either a new teacher that was late starting school and missed the training day or a teacher simply missed the training day*

When asked who provided them with training, fewer respondents said CSU in midline 1 compared to baseline, More respondents said the training was provided by either the government, another NGO or a private company. These findings imply that CSU conducted fewer trainings between baseline and midline 1 or that CSU need to ensure that teachers can identify or distinguish between CSU trainings (branding) and those provided by other entities.

The key informants all confirmed receiving training on special needs management from CSU. This human rights-based approach to training ensures that every staff at school who may interact with CWDs understands the child well for a better intervention. Therefore, teachers and support staff like librarians, chefs, cleaners, secretaries, gatemen have been trained by CSU to understand disability, how to handle and support CWDs.

Interestingly, teachers receive a more practical type of training. They are trained in making educational material, sign language, literacy, skills on how CWDs can learn at their own pace, hands-on modern and disability friendly teaching methods like "think pair model", "gallery walk", "mountain nine" and "diamond nines" among others.

"They learn how to help these children who are disabled especially the methods if teaching them, inclusive education, how they should handle them with these others who are not disabled. Literacy, how they should teach them, how to read and at their pace, you have to be patient with them, have some remedial lessons and that's how they can catch up. So, all that is included in the packages of the workshop." ***School authority, KII informant.***

Table 81: Organisations providing trainings to teachers

	Who provided these trainings?				
Evaluation Point	**Government**	**NGO**	**Private Company**	**CSU**	**Other**
Baseline	7.7%	7.7%	0.6%	89.3%	6.6%
Midline 1	11.5%	13.8%	6.9%	61.5%	6.4%

One suggestion at baseline was for other institutions and organisations to pick interest in training teachers to ensure sustainability. These results show a trend in that direction, with less of the responsibility on CSU and more responsibility on other key partners.

6.1.7 Training Content and Capacity Building

Teachers were then asked to detail the specific training content they received during teacher training. The responses given at baseline and midline 1 are outlined in **Table 82** below. Responses that have a 0% mean that response was not given by any teacher at either baseline or midline 1.

Table 82: Content of teacher trainings

Teachers Trained on Specific Content	**Responses**	
	Baseline	Midline 1
Handling and supporting children with disabilities	83.2%	66.9%
Basics of communicating with those who have communication difficulties	28.2%	0%
Identification of children with disabilities	33.6%	0%
Interacting with learners and handling learners in class	21.4%	0%
Lesson balancing	20.6%	0%
Better methods of teaching mathematics or literacy	9.2%	28.2%
Best teaching practices	0%	4.9%

Teachers were then asked to explain how often they receive capacity building overall. The majority of teachers at both baseline and midline 1 said they receive quarterly capacity building. More teachers at midline 1 said they receive capacity building on a monthly basis.

During the key informant interview with an SNE teacher from one of the CSU supported primary schools, some challenges pertaining to insufficient training of teachers to handle CWDs in addition to a lack of SNE specialised manpower at the school to follow up GWDs within the school were raised.

"Sometimes the problem is training for teachers, sometimes the training is not enough because I am the only one and so I have to move, identifying them, seeing how they are to be helped, so those with severe hearing impairment are getting problems because we have one who can't hear completely and that one we use gestures and lip reading." ***SNE Teacher, CSU supported primary school***

Table 83: Frequency of capacity building received by teachers

Frequency of Teacher Capacity Building	Evaluation Point	Percentage
Quarterly	Baseline	73.5%
	Midline 1	66.0%
Annually	Baseline	14.7%
	Midline 1	12.6%
Six months	Baseline	8.8%
	Midline 1	7.8%
Monthly	Baseline	2.9%
	Midline 1	13.6%

Next, teachers were asked to explain the type of capacity building they received. Fewer teachers reported receiving each type of capacity building training at midline 1 than at baseline. Their answers are detailed below.

Table 84: Type of capacity building

Type of Capacity Building Training	Evaluation Point	Percentage
How to teach literacy and interpret curriculum	Baseline	45.5%
	Midline 1	30.8%
How to make learning aids using local materials	Baseline	37.6%
	Midline 1	31.5%
Using sign language when teaching children with disability	Baseline	28.7%
	Midline 1	21.4%
Other	Baseline	24.8%
	Midline 1	16.4%

Teachers were also asked which types of training they would benefit from in the future. **Table 85** shows that about one quarter of teachers at midline 1 said they would benefit from more training on special

needs education and how to teach children with disabilities and interpret the curriculum. Other ideas for training included computer skills, craft making, making learning aids and learning physical activities to do with CWDs. Full details are provided in the **Table 85** below.

Table 85: Teacher recommendations on preferred professional development

Which professional development training would you benefit from?	Evaluation Point	Percentage
Special needs education	Baseline	54.2%
	Midline 1	27.6%
Refresher courses on how to handle children with disabilities	Baseline	37.4%
	Midline 1	20.4%
Guidance and counselling for children with disabilities	Baseline	29.0%
	Midline 1	17.7%
How to teach children with disabilities and interpret the curriculum	Baseline	22.1%
	Midline 1	24.9%
Other	Baseline	22.1%
	Midline 1	9.3%

Teachers were asked if they face specific challenges while teaching CWDs. Fewer teachers at midline 1 expressed facing challenges in all aspects listed in **Table 86** below, a significant improvement since baseline. These results indicate that teachers have adopted a more positive, accommodating and patient attitude towards CWDs since baseline.

Aside from the most common answers shown in the table below, teachers also noted that their other challenges while teaching CWDs include: poor communication with CWDs, that CWDs forget easily, sometimes the teacher forgets to adjust the teaching to the CWDs' level, school facilities and teaching materials do not cater for CWDs, CWDs are often rude or moody and CWDs are often absent from school and have uncooperative parents.

Table 86: Challenges teachers face while teaching CWDs

Do you face the following challenges while teaching children with disabilities?	Evaluation Point	Response
		Yes
They are slow learners	Baseline	60.3%
	Midline 1	30.0%
Teaching them is time consuming	Baseline	49.6%
	Midline 1	26.7%
They are difficult to manage because they require extra attention	Baseline	22.9%
	Midline 1	10.2%
They have poor handwriting and poor pronunciation of words	Baseline	7.6%
	Midline 1	2.3%
They are difficult to identify unless they speak out	Baseline	13.7%
	Midline 1	7.9%
They perform poorly in class	Baseline	3.1%
	Midline 1	2.6%
Others	Baseline	N/A
	Midline 1	20.1%

Sensitisation to change teacher's perceptions towards CWDs is helping to change their attitudes. Sensitisation should continue and aim to further reduce the percentage of teachers who think teaching CWDs is time consuming and that they are difficult to manage. Additionally, sensitisations should also aim at attaining zero percentage of teachers whose challenge is that CWDs perform poorly.

6.1.8 Classroom observations of lessons and student interactions

In this section, findings from the classroom observations conducted during the baseline and midline 1 are summarised. Results are divided into sub-sections related to the general classroom environment and girls' participation, participation of girls with disabilities, teaching strategies and use of instructional time, inclusive education and child protection, and an overall evaluation of the lesson observations.

6.1.8.1 Classroom environment and girl participation

In this sub-section, we provide information about the total number of classroom observations conducted, the average number of learners in a lesson, the physical environment in the classroom and the way the teacher conducts the lesson and engages learners. Girls' participation is also examined to create a picture of how female students act in the classroom.

below details the number of lessons observed in each class during the baseline and midline 1 evaluation. There were 11 less classroom observations conducted in midline 1 than in baseline. Reasons for not conducting a classroom observation for a teacher include the teacher not being present at school on the day of the evaluation or leaving early before being observed; an external event was happening at the school on the day of the evaluation which prevented teachers from being in their classrooms teaching; exams were taking place on the day of the evaluation.

Table 87: Lessons observed per class

Class Observed	Number of Lessons Observed	
	Baseline	Midline 1
P3	14	2
P4	21	17
P5	25	29
P6	25	34
P7	25	16
S1	3	0
S2	5	3
S3	1	6
S4	0	1
Total	**119**	**108**

The average number of learners and the average number of children with disabilities in the observed lessons are shown in below. Results are disaggregated by class groupings and separated by evaluation point. There were more CWDs per lesson observed, on average, in midline 1 than in baseline for all class groupings.

Table 88: Distribution of CWDs in the lessons observed by class group

Class	Average Number of Learners per Lesson	Average Number of CWDs per Lesson

	Observed		Observed	
	Baseline	Midline 1	Baseline	Midline 1
P3-P4	67.9	73.2	2.7	3.4
P5-P6	64.2	62.3	3.2	4.3
P7-S4	65.5	56.7	3.2	3.6

and present findings about girls' participation during P3-S4 classroom observations. shows the total percentage of classroom observations where a specific action was observed. Significant improvements between baseline and midline 1 were seen in the support girls give to their peers during assignments and girls' ability to ask their peers and teachers for help. Little change was seen in girls' contributions to small group discussions and girls' leading of small groups. Girls remain highly attentive, engaged and are contributors to class discussions.

Table 89: Girls' participation in the classroom

Girls' Participation in Class	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
Do girls contribute to class discussions?	97%	98.2%	3%	1.8%
Do girls contribute to small group discussions?	30%	33%	70%	67%
Do girls lead small groups?	19%	20.8%	81%	79.2%
Are these small groups mixed?	21%	29.5%	79%	70.5%
Do girls support their peers during assignments?	22%	48.2%	78%	51.8%
Are girls able to ask their peers for help?	29%	52.7%	71%	47.3%
Are girls able to ask the teacher for help?	28%	42.7%	72%	57.3%
Do girls seem generally engaged in activities?	94%	96.4%	6%	3.6%
Are girls listening attentively?	98%	96.3%	2%	3.7%

further breaks down girls' participation during classroom observations. The first two columns show the average number of girls who participate in several different ways during the lesson at baseline and midline 1. The next two columns show what percentage of the total number of girls in the class this number represents at baseline and midline 1. Between baseline and midline 1 there was an increase in the percentage of girls contributing to class discussions. However, there was a decrease in the percentage of girls contributing to small group discussions and leading small groups. There was also a decreased percentage of girls supporting their peers and asking their peers and teachers for help.

These findings show that although more classrooms were observed to have girls giving assistance to their peers and asking others for help (as shown in) the actual percentage of girls behaving this way decreased within the average classroom.

Table 90: Average percentage of girls participating in class

Girls' Participation in Class	Average number of girls participating		Average percentage of girls participating	
	Baseline	Midline 1	Baseline	Midline 1
Do they contribute to class discussions?	13.1	14.3	36.2%	43.5%
Do they contribute to small group discussions?	11.2	7.4	31%	19.9%
Do they lead small groups?	6.8	2.5	18.7%	7.9%
Are these small groups mixed?	9.9	4.1	27.3%	18.6%

Do they support their peers during assignments?	14.8	8.9	41%	24.5%
Are they able to ask their peers for help?	12.8	8.6	35.4%	23.3%
Are they able to ask the teacher for help?	10.5	3.9	29.2%	11.1%
Do girls seem generally engaged in activities?	26	24.8	72%	73.2%
Are girls listening attentively?	29.7	27.9	82.3%	84.4%

6.1.8.2 Participation of children with disabilities

The following sub-section details findings about the participation of CWDs during the observations in P1-S4 classrooms. Similar to the findings about the changes in girls' participation between baseline and midline 1, CWDs increased the support they give to peers during assignments as well as their ability to ask for help from their peers and teachers. They are still less likely to participate in small group discussions than class discussions, but their participation in small group discussions is on an upward trend. There was also an increase in the likelihood that small groups contain both children with disabilities and children without disabilities between baseline and midline. Results can be seen in below.

Table 91: Participation of GWDs in small or large groups within the classroom

CWDs' Participation in Class	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
Do they contribute to class discussions?	84%	86%	16%	14%
Do they contribute to small group discussions?	27%	30.7%	73%	69.3%
Do they lead small groups?	9%	9.9%	91%	90.1%
Are these small groups mixed between children with disabilities and those without?	15%	24%	85%	76%
Do they support their peers during assignments?	18%	33.6%	82%	66.4%
Are they able to ask their peers for help?	25%	41.1%	75%	58.9%
Are they able to ask the teacher for help?	22%	31.8%	78%	68.2%
Do CWDs seem generally engaged in activities?	86%	85%	14%	15%
Are CWDs listening attentively?	94%	91.6%	6%	8.4%

The further breaks down CWDs' participation during classroom observations. The first two columns show the average number of CWDs who participated in several different ways during the lesson at baseline and midline 1. The next two columns show what percentage of the total number of CWDs in the class this number represents at baseline and midline 1. There was a decrease in every aspect of CWDs' participation in class between baseline and midline 1. The most significant decrease was in the percentage of CWDs in an average class that lead small groups.

Table 92: Participation compared to the percentage of CWDs in the classroom

CWDs' Participation in Class	Average number of CWDs participating		Average percentage of CWDs participating	
	Baseline	Midline 1	Baseline	Midline 1
Do they contribute to class discussions?	1.7	2.5	73.7%	64.0%
Do they contribute to small group discussions?	1.6	0.9	66%	26.1%
Do they lead small groups?	1.4	0.1	61.1%	5.4%
Are these small groups mixed?	1.8	0.8	76.2%	18.3%

CWDs' Participation in Class	Average number of CWDs participating		Average percentage of CWDs participating	
Do they support their peers during assignments?	1.2	0.7	51.4%	24.6%
Are they able to ask their peers for help?	1.4	0.8	59.7%	28.4%
Are they able to ask the teacher for help?	1.7	0.5	72.9%	22.4%
Do CWDs seem generally engaged in activities?	2.2	2.6	91.9%	72.7%
Are CWDs listening attentively?	2.3	3	95.4%	80.1%

6.1.9 Teaching strategies and use of instructional time

The following sub-section details findings about the interactions between teachers and learners, disaggregated by gender and ability, during the observations in P1-S4 classrooms at baseline and midline 1. The specific use of instructional time is also provided as a measure for how teachers are spending their time inside the classroom and the types of interactions and activities, they engage learners in throughout the lesson.

6.1.9.1 Teacher-learner interactions

The shows the interactions teachers have with learners broken down by gender at baseline and midline 1. Results show that there was a slight decrease between baseline and midline 1 in the percentage of teachers who call on boys and girls equally and provide praise to both sexes equally.

Table 93: Teacher-learner interaction - gender

Teacher-Learner Interaction – Gender	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
Teacher calls on boys and girls equally	79%	72.1%	21%	27.9%
Teacher calls mainly on girls	17%	19.2%	83%	80.8%
Teacher calls mainly on boys	4%	14.7%	96%	85.3%
Teacher provides praise to girls and boys equally	77%	68%	23%	32%
Teacher provides praise mainly to girls	12%	19%	88%	81%
Teacher provides praise mainly to boys	0%	4%	100%	96%

According to below, the majority of teachers involve all children equally, call on all children equally and praise all children equally, regardless of ability, in both baseline and midline 1. There was a decrease between baseline and midline 1 in the percentage of teachers who call mainly on children without disabilities, a positive trend.

Table 94: Teacher learner interaction - CWD

Teacher-Learner Interaction – CWD	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
Teacher involves all children in lesson activities	85%	82.4%	15%	17.6%
Teacher calls on all children in the class equally	60%	61.4%	40%	38.6%
Teacher calls mainly on CWDs	2%	13.1%	98%	86.9%
Teacher calls mainly on children without disabilities	25%	16.8%	75%	83.2%
Teacher provides praise to all children equally	68%	65.3%	32%	34.7%

Teacher-Learner Interaction – CWD	Yes		No	
Teacher provides praise mainly to CWDs	6%	13%	94%	87%
Teacher provides praise mainly to children without disabilities	11%	14.1%	89%	85.9%

The classroom observations also sought to determine how teachers were spending their time in the classroom. The details the average number of minutes teachers spent doing different activities throughout the lesson. These numbers were also converted into percentages of the total instructional time. Between baseline and midline 1 there was a decrease in the percentage of lesson time spent on learners working as a whole class, learners working in pairs or small groups and learners working alone. A decreased amount of time was also spent on learners reading, writing and sharing their work with others. There was an increase in the percentage of time teachers spent instructing learners, teachers providing feedback to learners and teachers assessing learners. These results show that at midline 1, more time was spent in teacher-led activities rather than learner-centred activities compared to baseline.

Table 95: Teachers' use of instructional time

Teachers' Use of Instructional Time	Average number of minutes spent on instructional time		Average percentage of total Instructional time	
	Baseline	Midline 1	Baseline	Midline 1
How many minutes of the total class time are spent on instruction/learning of the subject on the timetable?	7.5	10.1	16.6%	24%
How many minutes of total class time are spent on learners working together as a whole class, led by the teacher?	12.5	7.5	30%	19.2%
How many minutes of total class time are spent on learners working in pairs or small groups?	1.9	1.7	12.8%	6.3%
How many minutes of total class time are spent on learners working alone?	4.4	3.2	16.8%	8.6%
How many minutes of total class time are spent on learners doing reading activities?	3.6	3.1	18.7%	9.9%
How many minutes of total class time are spent on learners doing writing activities?	6.7	5.5	18.5%	13.7%
How many minutes of total class time are spent on learners sharing their work, either to the class or in pairs or small groups?	2.3	2.1	13.6%	8.3%
How many minutes of total class time are spent on providing feedback to learners?	2.4	4.6	11.5%	14%
How many minutes of total class time are spent on learners being assessed by the teacher?	5.6	8.3	16.6%	21.2%

6.1.9.2 Inclusive education and child protection

Classroom observations also gathered information about the inclusivity of lessons and whether the teacher was able to differentiate their teaching techniques to accommodate different learning styles. Additionally, enumerators paid attention to the ways in which the teacher disciplined students and if their methods violated child protection policies. The presents the inclusive practices that occurred during observations in P3-S4 classrooms at baseline and midline 1. There was an increase in the enjoyment/emotional connection between teachers and learners between baseline and midline 1. There was also an increase in the attention teachers paid to learners' points of view and motivation. There was

also a big increase in the percentage of CWDs engaged in classroom activities; as of midline 1 nearly all teachers (97.3%) engaged CWDs in their classroom activities. However, not much progress was seen between baseline and midline 1 in terms of the percentage of learners with different needs being paired together, indicating that more can be done to integrate learners with disabilities with other, more able, learners in the classroom. Full results are presented in below.

Table 96: Teacher learner interaction - inclusive education

Teacher-Learner Interaction – Inclusive Education		Yes		No
	Baseline	Midline 1	Baseline	Midline 1
No praise observed for learners	11%	7.5%	89%	92.5%
Teacher praises the learners	81%	90%	19%	10%
Visual rewards are given to learners (i.e. noted on board/chart)	10%	12%	90%	88%
Enjoyment /emotional connection between teacher and learners	75%	89%	25%	11%
Attentiveness of point of views, motivation and interest by the teacher to the learners	79%	90%	21%	10%
Learners with different needs are paired together	35%	36.4%	65%	63.6%
Learners with disabilities are engaged in classroom activities	81%	97.3%	19%	2.7%
Learners with disabilities follow rules and directions	90%	94.5%	10%	5.5%
Key points of the lesson are summarised by the teacher at the end of the lesson	50%	64%	50%	36%

In many cases, appropriate disciplinary measures such as gestures, body language and verbal warnings were used to correct misbehaving learners. Between baseline and midline 1 there was a significant increase in the percentage of lessons which required no discipline at all, indicating that children were better behaved, at least during the observed lessons. There was an increase in the percentage of teachers using tactical ignoring. There was a decrease in the percentage of teachers showing hostility or anger towards children, but 2.7% of teachers were still observed doing this. The percentage of teachers using corporal punishment also remained constant at about 3%. Common corporal punishment practices observed included physical punishment such as hitting, caning, slapping, pushing heads, forced squatting, forced walking on knees, holding weights with suspended arms and doing physical labour like slashing, digging and clearing a trench. If 3% of the teachers were inflicting corporal punishment on children whilst being observed by an enumerator, it is possible that rates when teachers are not observed are even higher. **These practices are against child protection, abuse and safeguarding policies and must be addressed by CSU during the programme.**

Table 97: Teacher - learner interaction - child protection

Teacher-Learner Interaction – Child Protection	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
No discipline required	23%	45.8%	77%	54.2%
Proportionate verbal/gestural prompting to discipline learners	42%	40.7%	58%	59.3%
Use of tone (voice)/body language/eye contact to discipline learners	47%	43.8%	53%	56.3%
Quietly reminds the misbehaving learner of the rules	32%	32.7%	68%	67.3%

Praise for positive responses/choices	77%	79.1%	23%	20.9%
Tactical ignoring	10%	23.2%	90%	76.8%
Separates the misbehaving child from other children	11%	5.4%	89%	94.6%
Exhibited anger or hostility	10%	2.7%	90%	97.3%
Corporal punishment used in the lesson	3%	2.7%	97%	97.3%

During classroom observations, it was especially important to note the efforts teachers made to accommodate learners with special needs or different learning styles. The below shows how frequently teachers differentiated their lesson delivery and planning to cater for different types of learners. Between baseline and midline 1, no change was seen in the percentage of lessons which catered for less-abled learners or lessons which catered to learners with different learning styles. There were slight increases in the percentage of lessons which catered to learners with different disabilities, but the majority of lessons still did not accommodate these learners during midline 1 observations, indicating that more efforts can be made by teachers to ensure all learners are accommodated in their lessons.

Table 98: Differentiation of lessons to cater for various types of learners

Differentiation: Lesson catered for…	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
Less abled learners	69%	69.1%	31%	30.9%
More able/quicker learners	72%	68.2%	28%	31.8%
Different learning styles (Visual/Audio/Kinaesthetic, Independent, Social and Emotional/Psychosocial)	44%	43.2%	56%	56.8%
Accommodations/modifications for learners with disabilities	48%	54.1%	41%	45.9%
Learners with hearing impairments	34%	53.8%	66%	46.2%
Learners with physical disabilities	19%	21.9%	81%	78.1%
Learners with visual impairments	43%	45.6%	57%	54.4%
Learners with signs of hyperactivity	6%	6.7%	94%	93.3%
Learners with special needs or requests throughout the lesson	26%	30.2%	74%	69.8%
Learners with difficulties taking notes or following activities on the board	11%	27.1%	89%	72.9%

Examples of what the teacher did to accommodate learners are detailed in these qualitative findings below. Findings of specific teacher actions and accommodations for CWDs during midline 1 were similar to those observed in baseline.

For the less abled learners, teachers were observed to teach audibly and at a slow pace, moving around the classroom so everyone could see and hear them; repeating themselves to make sure everyone understood, making sure to show the work on the blackboard, and randomly selected learners to work at the board, which ensured broad participation.

Though moderate, examples of the disability-specific accommodations noted through the classroom observations included learners with physical or visual or hearing impairments being seated at the front of the class; the teachers speaking loudly; the teacher asking the CWD questions orally because the child could not write; the teacher using visual and audio aids; the teacher administering specific assessments to the CWD; the teacher involving the CWD in the teaching of the lesson; and the teacher writing in big, bold, clear letters during the lesson.

6.3 Inclusive Environment

The table below provides a summary of the progress against the intermediate outcome logframe indicator and a summary of findings. This intermediate outcome indicator is achieved when the inclusive environment (Community (school, household), governance (policy, system) and attitudes and perceptions) is maintained to support the needs of girls with disabilities. A key output indicator is when schools, community, education actors are sensitised on gender and inclusive education to promote the education of GWDs.

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Inclusive Environment	**IO Indicator 5.1** % of girls with disabilities, teachers and caregivers who agree that they feel empowered to report cases of abuse	GWDs - * Teachers - * Caregivers - 23.4% **There was no baseline data for GWDs and teachers*	40%	GWDs – 60.7% Teachers – 50.9% Caregivers – 44.8%	Y	55%	Y
	IO Indicator 5.2 % of parents/ caregivers that link their current level of knowledge of child protection to project interventions.	No baseline figures are available for this indicator. This is because this indicator was included after the baseline study was conducted.	30%	13.2%	N	45% Proposed new target: 15%	N New target proposed.
	IO Indicator 5.3 % Girls with disabilities, caregivers, teachers and education authorities agree that project interventions have changed attitudes so that girls have increased access to education, have improved retention, and improved learning	No baseline figures are available for this indicator. This is because this indicator was included after the baseline study was conducted.	60%	Girls – 61.5% Caregivers – 87.5% Teachers – 92.5%	Y	65%	Y

	outcomes						

Main qualitative findings

The list is a mix of quantitative and qualitative findings drawn from the data collected during the midline 1 study.

- **IO Indicator 5.1:** Among all stakeholders, GWDs felt more empowered to report cases of child abuse at midline 1.
  - From baseline (23.4%) to midline 1 (44.8%), more caregivers were found to feel more empowered to report cases of abuse. However, only 26% of these had actually ever reported a case of child abuse. If found, caregiver of GWDs are more likely to report cases of child abuse to the police (45%) or there area chief (22.5%) however, majority of them felt that sensitization of parents and community was the best way to minimise child abuse.
  - 60.7% of GWDs felt empowered to report cases of abuse. At school, learners that participated in the FGD expressed confidence in reporting to the school authority when their property was taken. Most of them cited that they would tell the school disciplinary committee, their teacher or even confront the culprit directly.
  - 50.9% of teachers felt empowered to report cases of child abuse. The SNE teacher who participated in the KIIs also stated that she would report to the police in cases of child neglect, sexual abuse and physical abuse. She also confirmed and was aware that corporal punishment (caning with a stick) was against government policy and was not to be done in school although she confirmed that she disciplined her children that was and doesn't think its harmful if done properly.

"…the government says no child should be beaten. But should be allowed. I bit my child two or three cains don't do it again. This is not torture." ***SNE Teacher, CSU supported school***

- **IO Indicator 5.2:** At midline 1, only 13.2% of parents/ caregivers were able to link their current level of knowledge of child protection to project interventions. In disability management which includes how to make the house more accessible or syringe a girls' ears, only 26.1% of caregivers for GWDs were able to identify CSU as the provider of the training to manage girls' disability. This calls for CSU to be intentional with it branding, even when delivering trainings through health professionals, to ensure parents can identify.
- **IO Indicator 5.3:** At this evaluation point, teachers (92.5%), care givers (87.5%) and then GWDs (61.5%) agreed that project interventions have changed attitudes so that girls have increased access to education, have improved retention, and improved learning outcomes**.**
  - Although, fewer caregivers believe that GWDs will go on to pursue further studies between baseline (44.4%) and midline 1 (24.4%), more caregivers believed that their GWDs will go on to get jobs (38.9% vs 61.7%), take care of themselves (5.6% to 7.1%) and even get married (0% vs. 6%).
  - Caregivers attribute the increased access to education to CSU caters for the fees and scholastic materials for GWDs who otherwise would not have gone to school, sensitisation which taught parents that CWDs can perform like any other child. Some quotes from caregivers are below:
    - *Parents who had financial difficulties have been helped to send the children with disabilities to school.*
    - *because they provide school fees and scholastic materials*
    - *We didn't think that a person with disability could go to school but when CSU was introduced to us we learnt that they can also achieve much in life*
    - *Parents are not hiding their children with disabilities any more cases have reduced. Even my daughter is now admired by relatives who thought that she would never amount to anything*

It is not always easy to get learners to link a change in themselves to a particular intervention, however, all learners that participated in the FGD reiterated CSU's role in supporting CWD's access to education by providing fees and scholastic materials:

- *"It's a project that helps CWDs to go to school"*
- *"Helps Children with Special Needs are helped to go to school, provide books, pens, take them to hospital and even transport to school"*
- *"They help pay school fees"*
- *"They help our parents with money and lend them, to start businesses. They pay back after investing."*

During the KIIs, one SNE teacher attached to one of the CSU supported schools was interviewed. She confirmed that great progress had been made in her school with regards to inclusive education since the GEC programme started.

"The programme has helped us to sensitize teachers and our teachers are now positive toward these children. They have developed positive attitude, those with severe disabilities are added extra time during exams and are not rushed to finish at the same time with these other groups, so there is great change and some of them are catching up. Even the children have positive attitude because we have one in P4 whose mobility is not good but you find the friends helping

her to cross the road, move to the toilet and other things." ***SNE Teacher, CSU supported school***

- Fewer teachers felt that:
  - "Some of my students with disabilities are not making any academic progress compared to children in my class without disabilities (25.8% at midline 1 compared to 73.5% at baseline)"
  - "Students with disabilities can never perform well academically regardless of the support provided to them (8.4% at midline 1 compared to 8.4% at baseline)"
  - "Students with disabilities perform worse than other students (16.3% at midline 1 compared to 80.4% at baseline)."
- Fewer signs of bullying were observed in the classroom at midline 1 (6.4%) compared to baseline (9%). Only 3% more learners between Baseline and Midline 1 were observed to having conversations with all their peers.
- Most respondents are not aware of the most existing policies that promote inclusive education.
- More children between baseline (4%) and midline 1 (11.1%) were observed using readers, but 89% of students still do not use them as of midline 1.
- Teachers that were observed using resources specifically adapted for teaching children with disabilities increased from 3% at baseline to 11% at midline 1.
- Overall, caregivers believe that a child with disability can equally achieve a meaningful life given that there is an increase in the number of caregivers in the intervention group that expected their GWDs to grow up to attain further education at midline 1 (61%) compared to endline (36%). Fewer parents for GWDs expected them to attain further education at midline 1 (24%) compared to baseline (44%)
- Teachers receive a more practical training. They are trained in educational material development, sign language, literacy, skills on how CWDs can learn at their own pace, hands-on modern and disability friendly training methods like "think pair model", "gallery walk", "mountain nine" and "diamond nines" among others.

Key factors that may support/hinder the progress on this IO:

- Perceptions or factors that encourage behavioural change are at times outside the control of the project and therefore project interventions such as training of stakeholders in disability and inclusive education might not always lead to them understanding the need to protect and educate all girls especially those more vulnerable such as GWD (as assumed for this indicator).
- Delays in government implementation of policy that promotes inclusive education due to budget constraint and minimal political will to further the disability agenda.
- The existence of other organisations advocating for the rights of persons and children with disability help to further lobby government to implement the necessary changes.
- Donor funding geared toward inclusive education supports the implementation disability policies e.g. through projects at Kyambogo University and increases the chances of CWDs such as the GEC-T funded by DFID.
- Willingness of stakeholders to participate in inclusive training helps to continue changing their perception towards the education of GWDs and creates a platform for them to exercise their agency.

*** No data collected from these beneficiaries at baseline*

6.3.1 Political environment: governance

Similar to what was found during the 2018 baseline study, there is evidence of an institutional framework and willingness by key leaders to reduce barriers to education for CWDs. In 2019, the government of Uganda amended the 2006 Persons with Disability Act that, among other things, provides for the respect and promotion of the fundamental and other human rights and freedoms of persons with disabilities. Under this act, CWDs shall enjoy all the rights enshrined in the Children Act on an equal basis as a child without a disability including the right to education and guidance.

At baseline, the most mentioned challenge was that inclusive education competes with other priorities for limited public resources and that MoES provides grants to special schools (e.g. Mulago School for the deaf), while there was no special grant to mainstream schools meant for promoting inclusive education. This has not changed as public funding is still allocated to specialised schools only. Although MoES budget has an allocation for Special Needs Education, a review of the 2018/2019 and 2019/2020 Annual Budget confirmed that grants were provided for SNE schools only – Mbale School of the deaf in FY 2018/19 and Wakiso school of the deaf in FY 2019/20.

"We had money which was under the SNE project, it's called Special Needs education development project or programme, where we upgraded Mbale and Wakiso schools for the deaf in terms of construction of classrooms, dormitories, latrines, and even provision of electricity. Now work has just started in Wakiso because we have at least started. Mbale was upgraded in having a complex of skills, People with hearing impairments are training to get skills." ***Key informant from the Ministry of Gender and Social inclusion***

The key informant, from the Ministry of Gender and Social Development also mentioned that, *"the Ministry has increased the budgets through lobbing the Ministers, other colleagues and media. The disability movement has attracted many partners who are coming on board to work with the Ministry and make sure inclusive education is promoted."*

Headteachers from the three CSU supported schools interviewed through the KIIs were not aware of a number of existing policies that promote inclusive education. However, a few policies such as the transfer policy and accessibility policy were mentioned as being implemented in their schools, simply because this affect them directly. The transfer policy was identified as one that needed urgent review as it affects the sustained access to trained teachers for CWDs while they attend mainstream schools.

*"……after a certain period of time, every teacher is supposed to be transferred to another school, however you find that a teacher, CSU has trained and mentored is being transferred to another school with no inclusive education program, so the teacher turns out to be a wasted resource****….." Headteacher KII, CSU supported Primary School***

Headteachers that participated in the KIIs mentioned that it was easier to disclose policy related challenges to CSU than to KCCA directly. In practice, when a policy related challenge is raised to CSU, CSU then passes it on to KCCA and which then feedbacks to the schools. Research into factors that create a barrier between KCCA and school authorities would need to be conducted and recommendations on how this partnership can be improved brought forward.

KII respondents reported that all KCCA Divisions have at least a Special Needs inspector, headed by a newly recruited Special Needs Officer, who has been referred to as being very instrumental in changing the perception and implementation of Inclusive education in KCCA. Every term, the inspectors visit the schools to provide technical assistance to teachers on how to teach CWDs. This time is also used to establish the number of CWDs in schools, evaluate the learning materials being used, classroom accessibility, cleanliness of the toilets and CWDs' involvement in sports activities among others. School Management Committees (SCM) do not receive any form of training on inclusive education, however with the transfer policy in place, these might be an alternative and sustainable means of monitoring inclusive education practices at within schools.

It was also discovered that apart from the teacher training programme "E-READING for Early Grades", respondents were not aware of any efforts by KCCA/MOES to support the continuous career development of teachers to promote inclusive education for CWDs. However, in the past when the MoES had money, teachers used to benefit from different programmes like CPDs (Professional Development Courses) and the support of CCTs (Centre Coordinating Tutors).

Despite this, respondents credited KCCA/ MoES for supplying schools with manuals on inclusive education. Also, with CSU's support, teachers have been trained on how to use these manuals in addition to designing pictorial materials that are useful when teaching CWDs.

"……the MoES has given us books like "A modern teacher A Modern method", which was supported by the whites of JAVE JAMS INTERNATIONAL who also trained all teachers in Nakawa Division on how to use them as well as training ToTs in every school…" ***KII, CSU supported Primary School.***

6.3.2 Physical environment: school-level resources

The next set of tables detail teacher actions during the lessons observed and responses teachers had to various questions in relation to the resources available in their classrooms for teaching children with disabilities.

Table 99 below summarises the various teacher and learner actions observed during P3-S4 lessons in baseline and midline 1. Between baseline and midline 1 there was a slight increase in the percentage of teachers who used games, instructional charts or posters during lessons, although still only about one quarter of teachers were observed using these types of learning strategies. More children were also observed using readers, but 89% of students still do not use them as of midline 1. Additionally, there was an improvement in the percentage of teachers using resources specifically adapted for teaching children with disabilities between baseline and midline 1, but 89% of teachers still did not. There was also a decrease in the free mobility of learners and teachers in the classroom between baseline and midline 1.

Table 99: Summary of teacher and learner actions during the lessons observed

Teacher and Learner Actions	Yes		No	
	Baseline	**Midline 1**	**Baseline**	**Midline 1**
Does the teacher use the chalkboard during the lesson?	100%	100%	0%	0%
Do the students use chalk during the lesson?	51%	60.4%	49%	39.4%
Do the students use desks during the lesson?	97%	98.2%	3%	1.8%
Does the teacher use a desk during the lesson?	46%	50%	54%	50%
Does the teacher use games during the lesson?	13%	28.2%	87%	71.8%
Does the teacher use instructional charts or posters?	11%	28.6%	89%	71.4%
Is there a wall clock in the classroom?	23%	20.7%	77%	79.3%
Do students use readers?	4%	11.1%	96%	88.9%
Do students use primers?	12%	13.9%	88%	86.1%
Do students use exercise books?	93%	90%	7%	10%
Do students use pencils?	70%	77.4%	30%	22.6%
Do teachers use any other resources during the lessons?	10%	43.8%	90%	56.2%
Do teachers use resources specifically adapted for teaching children with disabilities?	3%	11.0%	97%	89.0%
Do teachers use resources sufficiently across all the disability types?	12%	12.9%	88%	87.1%
Can the learners move freely around the classroom?	88%	71.6%	12%	28.4%
Can the teacher move freely around the classroom?	91%	73.6%	9%	26.4%
Does the classroom have windows?	99%	97.2%	1%	2.8%
Does the classroom have another source of light? (specify)	65%	68.2%	36%	31.8%
Is the lighting in the classroom good enough so that the chalkboard and books are easy to see?	97%	89.3%	3%	10.7%
Does the teacher use the teacher's guide or curriculum during the lesson?	44%	51.9%	56%	48.1%
Is there a co-teacher present at any time during the lesson?	15%	23%	85%	77%

Although there was a decline in the visibility in most classrooms observed at baseline (97%) in comparison to midline 1 (89.3%), a key informant from one of the CSU supported schools reiterated that a number of changes had occurred in her school since the baseline. She explained that teachers had

been taught sign language and infrastructure modifications were being done to create more brighter classrooms.

"……when you look at those with visual impairment, we used to have classes which are dark and not mind because the light which is there is enough but now they are saying that if the children are in class, there should be enough light. Those schools which used to have those windows with wooden shutters, they are now improving and putting their glasses so that the classes can have enough light and if there are children who have got that visual impairment, they can be helped" ***Female KII from a CSU supported Primary school.***

Table 100 further breaks down findings about co-teachers. There was an improvement in the percentage of active co-teachers between baseline and midline 1, but nearly three quarters of co-teachers were still considered only 'somewhat active' or 'not active' as of midline 1.

Table 100: Level of activity of the co-teachers present in the lessons observed

Co-Teaching	Active		Somewhat Active		Not Active	
	Baseline	**Midline 1**	**Baseline**	**Midline 1**	**Baseline**	**Midline 1**
Level of activity of the 15% of co-teachers that were found to be present in the lessons observed.	7.7%	28%	38.5%	36%	53.9%	36%

Although progress has been seen in the activeness of co-teachers between baseline and midline 1, additional effort could be taken to encourage co-teachers to provide assistance to CWDs during lessons.

Although only 11% of teachers in midline 1 used resources that were specifically adapted for teaching CWDs, **Table 101** shows that a much greater variety of resources were adapted for CWDs during class observations in midline 1 compared to baseline.

Table 101: Resources that were adapted for CWDs during the classes observed

Question	Types of resources adapted for teaching CWD	
	Baseline	**Midline 1**
Did teachers use resources specifically adapted for teaching children with disabilities? If so, describe them.	• Cards with bold writing for the visually impaired • Counters (straw) for addition and subtraction • Counters and pictures on cards	• Flip cards • Posters • Assessments • Wrote on blackboard in big letters • Used charts • Reference book • Games • Big cards • Boxes to show what a cuboid looks like • Textbooks • Chalk • Blackboard • Flashcards • Calendar • Task cards for a child with multiple disabilities • Loud voice

		• Gestures and bold letters

Teachers were asked to describe the modifications that have been made by their school to accommodate children with disabilities. Some of their responses are provided below.

Physical modifications

- *"Removing large stones from the compound"*
- *"Constructed a sickbay to help cater for CWDs, especially intellectual disability"*
- *"Built walk-ways for children with disabilities"*
- *"Built latrines with adaptations for children with disabilities"*
- *"Construction of ramps to aid children with physical disabilities"*

Teaching methodology and classroom management modifications

- *"Providing bigger and brighter blackboards to cater for the visually impaired"*
- *"Providing extra lessons for CWDs"*
- *"Use of coloured chalk that is easy for learners with visual impairment to see"*
- *"Adjusting seating arrangements and placing learners in places they are most comfortable in"*
- *"Buying books that can help them read better"*
- *"Using geometric shapes for maths especially for the visually impaired"*
- *"New teaching materials were made for CWD"*
- *"Provision of manila paper so that teachers can draw attractive illustration for children with visual disabilities"*
- *"Mixing the children up in class so that those who are performing better can help the weaker ones"*

To ensure that CWDs learn effectively, the respondents in the KIIs said the following teaching and learning materials are required:

a) Manilas
b) Markers
c) Pictorial posters
d) Play cards
e) Sign language dictionary and sign language posters
f) Playing toys, dolls with sounds
g) Braille papers and machines
h) Learning videos

6.3.3 Attitudes and Perceptions

Awareness-raising to encourage more positive attitudes and perceptions towards GWDs in the communities and at household level is a key component of the CSU programme. The following sections show progress achieved since baseline and insights are drawn from which CSU will build upon through their community-based and household-level education activities.

This section evaluates the knowledge, attitudes and practices (KAP) of care givers towards GWD. **Table 102** below shows results of the attitudes of the caregivers towards their girl child by sample group and evaluation point. The results seek to establish effects realized since the baseline assessment. Similar, to what was observed at baseline, the care givers of non-disabled girls significantly want majority of their girls to attend a college/university (96%) compared to the disabled girls (81%). In the intervention group, this is a reduction from 88% that was reported at baseline. The results also indicate that most of the parents/care givers of GWDs wish the GWD to grow up to attain further education (25%) or get jobs

(61%) at midline 1. There are no statistical differences between baseline and midline 1 responses (P>0.05). The results generally indicate a positive attitude caregiver's have towards a GWD. It confirms the notion of "disability is not inability".

Table 102:Attitudes of caregivers towards the Girl child career progress by subgroup

Statement	Baseline		P value	Midline 1		P value
	Intervention	Control		Intervention	Control	
What level of schooling would you like your girl to achieve?						
None	2.3	0.0	0.020**	0.0	0.0	0.003*
Primary	0.0	0.0		1.3	0.0	
Lower secondary	1.9	0.5		6.5	1.4	
Upper Secondary	6.5	2.4		7.1	2.2	
College/University	88.3	96.6		80.5	95.7	
Don't know	0.9	0.5		4.5	0.7	
What do you expect your child with disability will grow up to do compared to the non-disabled children?						
Further education	44.4			24.0		
Get Married	0.0			0.6		
Have children	0.0			0.6		
Have a job	38.9			61.7		
Take care of herself	5.6			7.1		
Don't know	11.1			5.8		

*** Indicates statistical significance with a Confidence Interval of 95%*

An individual analysis of the intervention group presented in **Table 103** reveals that the distribution by disability type among the 80.5% caregivers that desire for their children to attain a University education is more less even. It's disproportionately lower for the visually impaired (69.8%) and higher for the those with hearing impairment (90.3%). Additionally, all caregivers with girls with selfcare impairment believe their children will progress to University. Comparable to what was observed at baseline, the midline results also indicate that there was no significant relationship between caregiver's desired level of schooling and the disability type.

Table 103: Level of schooling caregivers expect the GWD to achieve by disability type

Statement	Distribution (%) – Midline 1 (Baseline)							P value
	Communication	Hearing	Intellectual	Multiple	Physical	Self-care	Visual	
What level of schooling would you like your girl to achieve								
None	0.0(10.0)	0.0 (2.5)	0.0 (4.6)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (1.5)	0.0 (10.0)
Primary	0.0 (0.0)	0.0 (0.0)	2.7 (0.0)	0.0 (0.0)	0.0 (0.0)	0.0 (0.0)	2.3 (0.0)	0.0 (0.0)
Lower secondary	0.0 (0.0)	0.0 (2.5)	5.4 (2.3)	8.3 (8.3)	3.1 (2.8)	100 (8.3)	11.6 (0)	0.0 (0.0)
Upper Secondary	0.0 (20)	3.2 (10.0)	0.0 (9.3)	8.3 (8.3)	3.8 (0.0)	0.0 (8.3)	11.6 (4.5)	0.0 (20)
College/University	100.0 (70.0)	90.3 (85.0)	86.5 (81.4)	83.8 (83.3)	80.8 (97.2)	0.0 (100)	69.8 (92.5)	100.0 (70.0)
Don't know	0.0	6.4	5.4	0.0	3.8	0.0	4.6	0.0

	(0.0)	(0.0)	(2.3)	(0.0)	(0.0)	(0.0)	(1.5)	(0.0)

The shaded area indicates columns where observations are too few and hence introduces bias towards the results.

Table 104 presents the attitudes of caregivers towards the safety of the school environment with respect to child protection and rights.

- The results suggest that overall there are no significant differences between the responses of the caregivers in the intervention and control sample groups for statements that were posed to the respondents apart from whether the child is sick. Seventy nine percent of caregivers in the control group think it's not acceptable for a sick child to go school compared to 69% in the intervention group.
- On a positive note, other than a child being sick, only a small proportion of the caregivers think that a girl child should miss school. This was observed at both baseline and midline.

Overall, the midline 1 findings portray improved change in mind set towards the enabling environment amongst the intervention and control caregivers. For-example:

- in the intervention group 30.8% of the caregivers at baseline thought that a child may not go school if they have physical or learning needs that the school can't meet in comparison to the 12.1% reported at midline resulting in 14% net gain.
- In both the intervention and control, there was at least 9% reduction in the proportion of caregivers that think a child may not go school because they need to work.
- In the intervention group, there is 23% reduction in the proportion of caregivers that think a child may not go to school because of marriage compared to 16% reduction in the control group.

Table 104: Attitudes of caregivers towards the enabling environment for the girl child

Under which of the following conditions do you think it's acceptable for a child not to attend school	Baseline (%)		P value	Midline 1 (%)		P value
	Intervention	Control		Intervention	Control	
Physically harmed or teased at school or on the way	32.7	28.5	0.390	11.0	12.2	0.751
Child may physically harm or tease others at school	25.7	20.7	0.221	5.2	6.5	0.640
Child needs to work	10.3	12.0	0.570	1.3	2.2	0.671
Child needs to help at home	5.1	7.7	0.284	2.6	4.3	0.526
Child is married/getting married	24.8	19.7	0.283	1.3	3.6	0.262
Child is too old	17.8	17.3	0.903	3.2	0.7	0.218
Child has physical or learning needs that the school can't meet	30.8	27.4	0.437	13.0	7.9	0.159
The child is unable to learn	25.2	31.2	0.170	14.3	15.8	0.712
The child is a mother	15.4	17.3	0.600	1.3	4.3	0.156
The weather is bad/rainy	0.5	0.5	0.984	13.6	13.7	0.994
The child is sick	0.9	2.9	0.142	69.5	79.1	0.060
In case of a burial	0.0	1.0	0.238	14.3	18.7	0.307

Table 105 below shows the attitudes of caregivers towards creating an enabling environment for the specific disability types. Comparable to what was reported at baseline, the midline results also indicate that the caregiver's attitudes are not significantly different by disability type.

Important to note from **Table 104** above is that 13% of the care givers believed that it was acceptable for the GWD not to go to school if the school had no learning aids necessary for the disabled child. The

disability specific analysis in **Table 105** below shows that this perception was higher among the care givers of physically impaired girls (23%) compared to hearing (10%), intellectual (11%),and visual (14%).

Table 105:Attitudes of caregivers towards the enabling environment for the GWD

	Agreed (%)							P value
	Communi-cation	Hearing	Intellectual	Physical	Visual	Multiple	Self-care	
Under which of the following conditions do you think it's acceptable for a child not to attend school?								
Physically harmed or teased at school or on the way	0.0	16.1	8.1	7.7	9.3	25.0	0.0	0.588
Child may physically harm or tease others at school	0.0	6.4	5.4	7.7	4.6	0.0	0.0	0.984
Child needs to work	0.0	0.0	2.7	3.8	0.0	0.0	0.0	0.554
Child needs to help at home	0.0	3.2	2.7	0.0	4.6	0.0	0.0	0.942
Child is married/getting married	0.0	0.0	5.4	0.0	0.0	0.0	0.0	0.324
Child is too old	0.0	3.2	5.4	3.8	0.0	0.0	0.0	0.659
Child has physical or learning needs that the school can't meet	33.3	9.7	10.8	23.1	14.0	0.0	0.0	0.384
The child is unable to learn	0.0	16.1	13.5	19.2	13.9	8.3	0.0	0.973
The child is a mother	0.0	0.0	2.7	3.8	0.0	0.0	0.0	0.554
The weather is bad/rainy	33.3	9.7	24.3	11.5	9.3	0.0	0.0	0.223
The child is sick	66.7	74.2	81.1	61.5	58.1	75.0	100.0	0.313
In case of a burial	0.0	9.7	21.6	15.4	14.0	8.3	0.0	0.835

The shaded area indicates columns where observations are too few and hence introduces bias towards the results.

Table 106 assesses the extent of caregivers' understanding of the importance of the GWDs and the readiness of the school environment to provide quality education adapted to cater for the needs of the GWDs.

At the school level:

- The midline results revealed that a smaller proportion of care givers (29%) in the intervention group agreed that there should be special schools for GWDs compared to 45% in the control group (P= 0.012). Comparing midline to baseline, this resulting in to 19% and 5% net gains in the intervention and control groups respectively.
- The midline results also show that a small percent of caregivers in the intervention group agreed that the schools do not have enough support staff for girls with disabilities (33%) compared to 42% in the control group (P = 0.006). In comparison to the baseline results, the findings reveal a 19% and 13% net gain in the intervention and control groups respectively.

At the community level:

- The midline results revealed that more caregivers in the control group (81%) agreed that that sexual abuse is not acceptable in their area compared to 65% in the intervention group (P=0.002). In comparison to the baseline, this results in to a 10% and 5% net gain in the intervention and control groups respectively.
- There is also 6% reduction in the proportion of caregivers that think child beating is allowed at home in the intervention group compared to a 1% reduction in the control group.

Overall, the midline 1 findings on all the statements confirm a positive gain in the perception of the caregivers towards the readiness of the school and community to provide quality education to GWDs with large gains in the intervention caregiver compared to the control. These findings are fundamental for the programme to achieve more gains on sustainability. This confirms that the programme is currently on the latent stage of sustainability and this can be leveraged to reach the emerging stage as the next level towards full sustainability.

Nine out of 14 key informants from various education authorities in Uganda felt that CWDs should attend mainstream schools. However, 33% of these felt that there was also a merit in having CWDs in specialised schools citing the lack of preparation or adaptation of many mainstream schools to accommodate CWDs and the degree of disability of the child.

"Yes, we support the inclusion of children in mainstream classes because there are so many opportunities when they interact with the abled learner's, social interaction and the other learner's. We also give guidance somehow somewhere because we want the disabled to live with others. Then I would also say no depending on the degree of impairment because you find that those with severe disability may not benefit in the mainstream setting because the way these schools are set doesn't favour severely disabled children because of the environment both in class and out also because the teachers on ground aren't trained to handle these cases. So, I prefer special schools to special classes in the mainstream schools." ***Key informant from NCDC.***

Only one key informant felt that CWDs should attend specialised schools.
"*May be if finances permit, they should build both the boys' and girls' schools, they should learn together and will benefit better grades."* ***School Management Committee member.***

Table 106:Caregivers attitudes on the importance of the girl child and the readiness of the school and community to provide quality education to girls with disabilities

Statement	Baseline (%)		P value	Midline (%)		P value
	Intervention	Control		Intervention	Control	
School level						
Agree that girls with disabilities should not go to school	5.6	3.4	0.267	3.9	6.5	0.317
Agree that girls with disabilities cannot learn the same as non-disabled children	22.4	19.8	0.512	14.3	15.1	0.843
Agree that it is not worthwhile for girls with disabilities to learn	4.2	5.4	0.585	2.0	1.4	0.599
Agree that girls with disabilities can be abused (bullied, teased, ill-treated etc.) at school	76.5	73.3	0.457	66.2	76.3	0.149
Agree that non-disabled	46.8	40.5	0.206	39.6	30.2	0.242

Statement	Baseline (%)		P value	Midline (%)		P value
	Intervention	Control		Intervention	Control	
children do not want to be in the same class as girls with disabilities						
Agree that there should be special schools for girls with disabilities	48.3	50.0	0.735	29.2	44.6	0.012**
Agree that teachers at school are not able to teach girls with disabilities	1.4	2.0	0.656	11.7	12.2	0.297
Agree that schools do not have enough support staff (e.g. classroom assistants) for girls with disabilities	52.3	54.3	0.708	33.2	41.7	0.006**
Agree that girls with disabilities should be in the same class as nondisabled children	84.6	79.0	0.134	81.2	79.9	0.464
Community level						
Agree that child neglect/ abandonment is accepted/acceptable in this area	2.8	2.9	0.960	2.0	2.2	0.905
Agree that sexual abuse is not acceptable in this area	75.1	86.1	0.005**	65.4	81.3	0.002**
Agree that it is allowed to abuse a child verbally in our community	6.5	1.9	0.019**	5.2	3.6	0.508
Agree that corporal punishment is allowed in our schools	16.8	17.8	0.795	11.8	12.3	0.901
Agree that child beating is allowed at home	50.5	48.6	0.695	43.8	49.3	0.349

*** Indicates statistical significance with a Confidence Interval of 95%*

Table 107 below indicates the extent of self-reported child abuse, exploitation and violence in the community by sample group. It also assesses the caregiver's awareness of the different forms of child abuse and the plausible actions that can be taken to minimise the child abuse.

The midline 1 results suggest that most of the caregivers in both the intervention (93%) and control (91%) groups have heard about child abuse representing 5% and 2% gains in awareness in the intervention and control groups in comparison to the baseline results. Additionally, the results also suggest that only 26% and 19% in the intervention and control groups respectively have ever reported a case of child abuse to the different authorities.

Similar to baseline results, the midline figures indicate that there are no significant differences among the different types of self-reported child abuse across the two sample groups. Physical abuse (52% intervention, 56% control) and child neglect (36% intervention, 42% control) are the most the prevalent forms of child abuse at midline respectively.

Like the caregivers, key informants stated that child neglect from the parents was one of the most reported cases of child abuse in the areas where the schools are located. Additionally, they mentioned

sexual abuse (defilement) of the girls – child and child labour (picking scraps) as other rampant forms of child abuse in their area. Usually these cases are heard on monthly basis. For example:

> *"……these cases are common here because our school is located in the middle of the so called "K-Zone" comprising the slums of Katanga, Kalerwe and Kivulu which exposes girls to high child abuse".* ***Key informant from a CSU supported Primary School.***

> *"……I do hear about these cases. In this area we have "rough" and "jobless" youth especially boys around the market area and Kinawataka who wait for young girls from school and harass them!"* ***Key informant from a CSU supported Primary School.***

The respondents emphasised that the abuses are not happening in their respective schools because there are policies that are ensuring that children are safe and enjoy their stay at school.

The midline results also show that the majority of the caregivers suggested that sensitisation of parents, communities and children on the rights of children would be the best course of action to reduce instances of child abuse within their communities (66% intervention, 51% control) and that reporting to police is the best course of action should abuse occur in their communities. The reported proportions between intervention and control groups are statistically different (P=0.012).

At baseline, 44% of the caregivers of girls with disability had need of information on how to manage GWDs in their teenage years, this has drastically reduced to 14% at midline 1 resulting into 20% gain in creating awareness and meeting needs of GWDs.

Table 107: Extent of self-reported child abuse, exploitation and violence prevalent in the community by subgroup

Statements / Questions	Baseline (%)		P value	Midline		P value
	Intervention	Control		Intervention	Control	
Have you heard of child abuse						
Yes	88.3	89.4	0.421	92.7	90.6	0.491
No	11.7	10.6		7.1	9.3	
Types of child abuse prevalent in the community						
Sexual abuse (defilement, incest, sodomy)	27.6	25.0	0.549	31.8	29.5	0.667
Child neglect	46.7	46.1	0.906	36.4	41.7	0.347
Physical abuse	57.5	59.6	0.656	51.9	56.0	0.226
Verbal abuse	34.1	27.9	0.167	24.7	25.9	0.810
Emotional abuse	19.2	16.4	0.450	16.2	110.8	0.175
Child labour	1.4	0.0	0.087	26.6	26.6	0.999
Denying a child education	0.5	2.9	0.052	22.7	15.1	0.098
Kidnapping	0.5	0.0	0.324	15.6	9.3	0.109
Frequency of occurrence of child abuse in this area						
Daily	21.3	23.2	0.099	24.1	18.0	0.423
Weekly	10.1	15.5		17.0	17.2	
Monthly	27.4	27.6		20.6	28.1	
Yearly	21.8	22.1		24.8	22.7	
Never	19.3	10.5		12.1	14.1	
Others	0.0	1.0		1.4	0.0	
Actions that should be taken to minimise child abuse, exploitation and violence						
Sensitization of parents, communities and children on the rights of children	64.5	63.5	0.827	65.6	51.1	0.012**
Encourage people to report to the police	36.4	34.1	0.619	32.5	30.2	0.678

Statements / Questions	Baseline (%)		P value	Midline		P value
	Intervention	Control		Intervention	Control	
Strict laws should be put in place by government	25.2	32.7	0.091	24.0	28.8	0.356
Penalize those who abuse children	21.0	21.6	0.879	22.7	24.5	0.727
Provide parents with counselling	22.4	21.5	0.751	22.1	18.7	0.475
Tighten security in the area	0.5	1.0	0.546	9.1	7.9	0.719
Preach religious morals	0.5	0.0	0.324	4.5	7.9	0.231
Improve people's standard of living	0.5	1.4	0.301	2.6	3.6	0.620
Use boarding schools	0.9	1.4	0.630	4.5	2.9	0.453
Children should stay with their parents	2.3	1.0	0.269	5.8	6.5	0.822
Actions you would take in case a child is abused						
Report to the police	77.7	80.3	0.922	81.2	79.1	0.266
Take no action	0.5	0.5		1.9	0.0	
Talk and agree with the perpetrator	10.7	10.6		5.8	8.6	
Confront the perpetrator	10.3	8.2		7.1	6.5	
Don't know	0.9	0.5		1.9	0.7	
Ever reported a case of child abuse to the authorities						
Yes	23.4	17.4	0.129	26.0	18.8	0.146
No	76.6	82.6		74.0	81.2	
To whom did you report to?						
Village elder	19.1	22.2	0.807	17.5	11.5	0.872
Area chief	17.0	11.1		22.5	26.9	
District children Officer	2.1	0.0		7.5	3.8	
Police	57.4	63.9		45.0	46.1	
Head/Class teacher	4.2	2.8		5.0	3.8	
What kind of information on child protection do you feel that you don't have?						
Polices and material/books on child protection and child rights	40.0	63.1	0.013**	20.3	26.2	0.278
Information on how to discipline GWDs	40.0	26.1	0.070	9.8	17.1	0.086
Information on child abuse (how to prevent it, how to handle kidnapping cases)	39.0	50.8	0.139	18.1	30.1	0.024**
How to manage Girls/GWD who are in their teenage years	44.2	16.9	0.000**	14.3	11.4	0.48

6.4 Economic empowerment and resilience

The table below provides a summary of the progress against the Logframe indicators for this intermediate outcome and a summary of findings.

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO indicator 4.1 Proportion of parents	Difficulty hearing – 37.5%	35%	Difficulty hearing – 50% Difficulty seeing –	Y	40%	Y

of disabled girls (disaggregated by impairment) with improved income that contribute to child's school fees, scholastic materials and uniform	Difficulty seeing – 50% Difficulty walking – 33.3% Difficulty remembering Difficulty communicating* Difficulty self-care* **No baseline data was available for these disability types.*		67.9% Difficulty walking – 61.7% Difficulty remembering – 38.3% Difficulty communicating – 50% Difficulty self-care – 75%			
IO indicator 4.2 "% of GWDs who report that they get fewer things (clothes, money, food etc) compared to their siblings without disability from their caregivers.	*This indicator was measured at the evaluation point going forward. Therefore, no baseline data was available for the disability types.*	35%	Difficulty hearing – 32.7% Difficulty seeing – 37.4% Difficulty walking – 32.4% Difficulty remembering – 28.9% Difficulty communicating* - 16.7% Difficulty self-care* - 0%	Yes, except for those with visual disability	40% Proposed new target: 25%	Y
IO Indicator 4.3 Parents link their increase in ability to support the education of their disabled daughters to the project interventions	*This indicator was measured at the evaluation point going forward. Therefore, no baseline data was available for the disability types.*	No target was set	88%	N/A No target was set at baseline. This indicator was first measured from this evaluation point.	60% New proposed target: 80%	Y

Main qualitative findings

- **IO indicator 4.1**: On average, there were more parents of disabled girls with improved income that contributed to child's school fees, scholastic materials and uniform at midline 1 (28.3%) compared to those at baseline (23.8%). This showed parents' improved willingness to support the education of GWDs. The reasons below were given by parents or caregivers of GWDs when asked why the monthly income of their household had increased over the past year included receiving
    - *CSU has helped me make my business more profitable*
    - *I got a loan*
    - *Sold more*
    - *Worked harder and sold more. I see some changes in the house for example the money my husband leaves behind for food has increased compared to the one he used to give me last year.*

- *Increased my capital*
- *The monthly income has increased but also what I use daily decreases the monthly income*
- *Sometimes it increases and sometimes it reduces because the capital is too little and yet needs are too many*
- *It is seasonal so if it's the season I earn more money accordingly.*

- However, the overall percentage of parents with improved income declined from 24.5% at baseline to 17.1% at midline 1. Majority of the parents reported a consistent income between the two evaluation points (30.5% at baseline to 41.8% at midline 1). From the FGD, learners confirmed that their parents also get CSU support to earn income to support their education in form of financial literacy training, training on income generating activities and loans as start-up capital for their businesses. Only 17% of parents or caregivers of GWDs confirm to have set up a new business as a result of the CSU training session.

  - *They help our parents with money and lend them, to start businesses. They pay back after investing.*
  - *Our parents have access to loans and set up group saving organisations. They have taught our parents how to care for us.*
  - *Organise workshops or making social, cake making, and these are helping them to work and how to save.*

- **IO Indicator 4.2:** On average 29.6% of GWDs reported that they get fewer things (clothes, money, food etc) from their caregivers compared to their siblings without disability. Although relatively small, 7% of caregivers agreed that if they could only afford to send some of their children to school, they would not choose GWD. This affirms the segregation faced within the home.

- **IO Indicator 4.3:** At midline 1, 88% of parents were able to link their increase in ability to support the education of their disabled daughters to the project interventions. Of these, 75% of the parents felt that they were, to a great extent, better able to support the education of their daughter as a result of CSU's engagement. Parents explained that through CSU's support some of them have been able to start businesses that supplement their household income, save money, provide their daughters with break and transport money and other non-financial support to encourage them in school. Some of their direct quotes are shown below:

  - *"I manage to save some money in my safe box at home"*
  - *"The burden of school fees has been reduced, so I try to support her by encouraging her to work hard"*
  - *"I have 3 children, without the support Cheshire is giving I don't think i would have been able to do it on my own"*
  - *"CSU has provided school fees and scholastic materials"*
  - *"I can now be able to provide 3 meals for the family out of the money I earn from the small business i made from CSU money"*
  - *"Because they provide fees, uniform, pads, scholastic materials. My child is never sent home"*
  - *"We can give her money for break"*
  - *"I am able to encourage her to read hard and also to pay her transport daily. I give her UGX 1000 every day and because she doesn't like the food at school, I have to make fruit juice for her every day"*
  - *"The money that I would have used for fees is now spent on feeding and rent otherwise I would be struggling to feed my family"*
  - *"She now performs better and longer repeats classes.*
  - *"I didn't go to school because my parents had no money but contrary to daughter, CSU came in handy and I am so grateful that I got this".*
  - *"My child can settle in class and read on her own. she has learnt how to write and pronounce some letters. she has learnt how to use sanitary pads"*

  13% of parents/caregivers felt that CSU intervention has only helped them to a small extent to be able to support the education of their daughter:

  - *"They give a bigger percentage and i have to top up 50,000/- which wasn't the case before"*
  - *"Jajja pays 50,000/- which she sometimes doesn't have"*
  - *"I can't support her education fully because I have other children who are in school. money is still not enough"*
  - *"I still earn money from my business but cannot fully support my daughter"*
  - *"To a small extent because I have not yet joined the Cheshire savings and loan group, which I would want so much so that I can start my own business and increase on my income"*

  The 11% of parents who feel that CSU engagement has not helped them at all attribute it to not being able to access the CSU loans even with having attended multiple trainings.

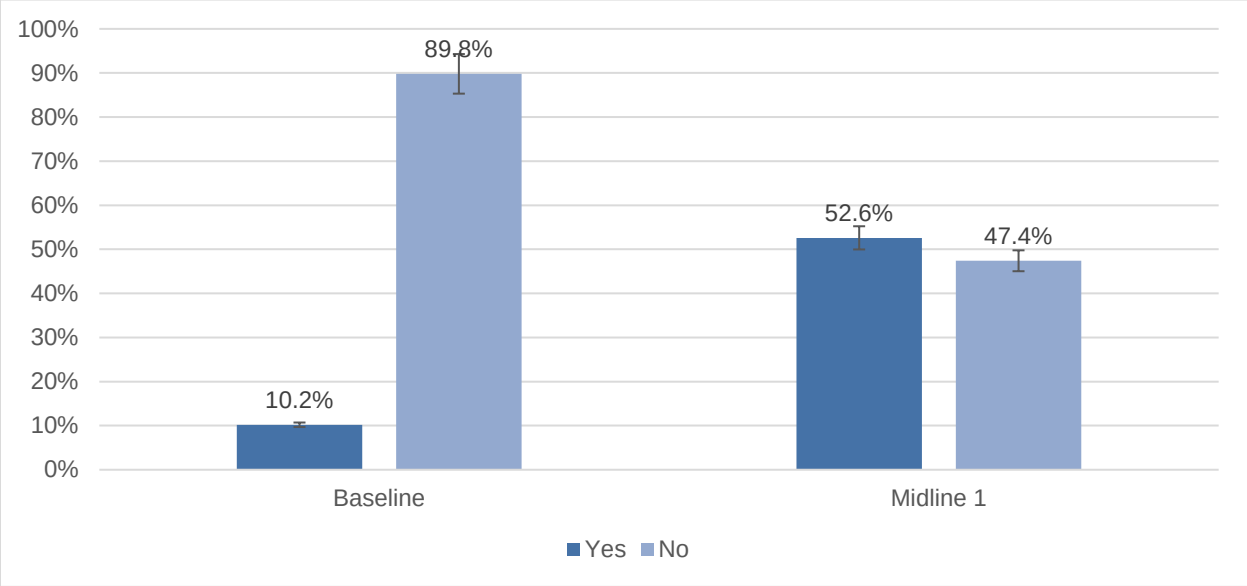
Factors likely to hinder/support progress of the IO:

- CSU are working with children from some of the poorest areas within Kampala and as a result many families do not have access to sustainable forms of income. Whilst CSU are working to support families with income-generating activities, the current market is already flooded with small-scale entrepreneurs struggling to make a living and so the potential for this activity to have a lasting impact is limited. Research into the types of income-generating activities that perform better in the Ugandan market would need to

be conducted by CSU to help inform their training. This could be done through inquiries from organisations that specialise in livelihoods or SMEs and are already well vast this the formal and informal entrepreneurship landscape of Uganda. Similarly, levels of education of parents/caregivers as well as their interest/abilities in setting up their own enterprise will impact this IO.

The economic empowerment is, for the purposes of this report, defined as the capacity of women and men to participate in, contribute to and benefit from growth processes in ways that recognise the value of their contributions, respect their dignity and make it possible to negotiate a fairer distribution of the benefits of growth. The index was constructed using principal component analysis based on the three domains: employment, education, income (which includes the ability to resist shocks, availability of enough disposable income to cover recurrent expenses without the need for additional input from loans or family members).

Graph 5: Attended a training run by CSU on income generation activities in the last year



Results from **Graph 5** show increased participation in the CSU income generation training. The proportion of caregivers of GWDs attending a CSU led training in the past 1 year increased from 10.2% at baseline to 52.6%.

GWDs that participated in the FGD confirmed that in addition to providing them with school fees and scholastic materials, their parents have been trained in income generating activities such as cake making, bags and sponges making coupled with providing them with loans. Participants explain what income generation activities their parents received and how their parents put the financial support to use.

- *"My mother used the money to add it to her tomato business"*
- *"….they gave loans to our parents and I don't know how much and I don't know what they used it for?"*
- *"Our parents have access to loans and set up group saving organisations. They have taught our parents on how to care for us."*
- *"Organise workshops for cake making and these are helping them to work and how to save."*

On the contrary, there seem to be a few parents that have not been able to access loans. The project requires that parents be part of a saving group in order to apply for a loan through a pre-selected micro-finance agency. Additional research into the reasons why parents fail or why they have not been able to access this vital financial support from CSU will need to be conducted at subsequent evaluation points.

"They taught our parents how to make cakes, bags, shoes, sponges, and books but promised they would give them start-up capital but never came back. We don't why?" ***FGD participant***

"……. But some of our parents are waiting for the loans since 2017 up to now. They had hopes in the money." ***FGD participant***

Table 108 below provides an overview of the household economic practices disaggregated by sample group. Overall, there are no significant differences in economic practices between the intervention and control groups at both baseline and midline 1. The midline 1 results indicate that most of the households regularly spend more money than they earn in both the intervention (53.9%) and control (52.1%) groups. The findings also indicate that only a small proportion of the surveyed households always have an emergency fund to buffer them against sudden financial emergencies in both the intervention (13.6%) and control (12.2%) sample groups, and these findings are not so different from the baseline figures. As with the baseline, the results further suggest that only about 24% of the households have the ability to regularly pay bills on time in the two groups. The midline 1 findings still confirm the high levels of financial vulnerability amongst both the intervention and control household participants. Even though this is expected since program participants are most likely from the poorest areas, these findings have implications for sustainability of the programme. There were no observed differences in the sources of income at baseline and midline 1 in the intervention and control groups. About 63% of the households derive their income from self-employment/person's own activities.

Table 108: Distribution of household economic practices by subgroup group

	Baseline (%)			Midline (%)		
Characteristic	**Intervention**	**Control**	**P value**	**Intervention**	**Control**	**P value**
Do you save with any of the CSU savings groups?						
Yes	**44.4			35.1		
No	**50.0			64.3		
I spend less money than I make each month						
Always or most of the time	18.7	21.1	0.776	23.4	29.7	0.344
Sometimes	25.2	20.7		22.7	18.1	
Rarely	16.4	18.7		21.4	15.9	
Never	37.8	37.0		32.5	36.2	
I have an emergency fund to cover for unplanned expenses						
Always or most of the time	18.2	10.1	0.190	13.6	12.2	0.545
Sometimes	22.0	22.2		26.6	20.1	
Rarely	8.4	10.6		12.3	13.7	
Never	49.5	54.8		47.4	54.4	
I pay my bills on time						
Always or most of the time	22.9	16.3	0.295	24.2	24.5	0.087
Sometimes	30.8	34.6		26.8	39.6	
Rarely	18.7	17.8		23.5	18.0	
Never	25.2	30.3		25.5	18.0	

Characteristic	Baseline (%)			Midline (%)		
	Intervention	Control	P value	Intervention	Control	P value
What are the different sources of income in this household?						
Paid job	37.8	40.9	0.526	41.6	37.4	0.468
Person's own business/self-employed	65.9	60.6	0.258	62.3	64.0	0.764
Letting land or real estate for rent	1.9	1.4	0.731	2.0	5.0	0.146
Pension	0.5	0.5	0.984	0.6	0.0	0.341
Disability benefit	1.4	0.0	0.087	0.6	0.7	0.942
Unemployment benefit	0.5	0.5	0.984	0.0	0.0	
Family benefit	1.4	0.5	0.329	0.0	1.4	0.135
Money or aid from relatives or friends	9.4	7.2	0.427	2.6	7.2	0.065
Cheshire Uganda	1.9			2.6		
Agriculture	0.5	1.4	0.301	3.2	2.9	0.855

*** The number of respondents to this question was quite low at baseline which could explain the inconsistency in results when compared to the Midline 1.*

Table 109 suggests that the proportion of households or caregivers whose household monthly income increased changed from 25.4% at baseline to 17.1% at midline 1 in the intervention group and from 20.2% at baseline to 19.1% at midline 1 in the control group. There are no significant differences between the intervention and control groups at baseline and midline 1 observed.

Table 109: Change in monthly household income over the past year

Change	Baseline (%)			Midline 1 (%)		
	Intervention	Control	P value	Intervention	Control	P value
Increased	25.4	20.2	0.462	17.1	19.1	0.685
Decreased	44.2	45.5		41.1	44.1	
Stayed the same	30.5	34.3		41.8	36.8	

The findings from **Table 110** show a positive correlation between those who are found to be more highly economically empowered, where the poverty level is calculated as 'richer' amongst the sampled populations. This is similar for both baseline and midline 1 results.

The findings suggest that caregivers that are able to afford basic needs in both the intervention (43%) and the control (46%) groups are more likely to be highly empowered compared to those who are unable to afford basic needs among the intervention (14%) and control (16%) groups. There were no statistical differences among the intervention and control groups at both baseline and midline 1 were identified among the male vs. female headed households, orphanage, household core burden, time to travel to school, safety of the girl and whether the girl child faces challenges at school.

Looking at the single differences within the intervention and control groups at baseline and midline 1, the results suggest a non-directional change for the different characteristics. For-example looking at the household occupation in the intervention group, the proportion highly empowered among the unemployed decreased from 52% at baseline to 16% at midline while among the employed it increased from 38% to 48%. This is for several other characteristics in the control and intervention groups. This suggests that the

program has not generated strong evidence to achieve an improvement in each or most characteristic under the programme.

Overall, the participants targeted with this survey are found in the lower socio-economic areas of Kampala. Therefore, the results of any comparative economic empowerment survey should be interpreted carefully. *"This is like looking for the most empowered group among the un-empowered population."* The similarity between the control and intervention groups in this instance is expected as caregivers send their children to the same schools which are located in poorer areas and as a result, families of both the control and intervention groups are in similar economic circumstances.

Table 110: Distribution of economic empowerment by characteristics and study sample

Characteristics	Proportion highly economically empowered			
	Baseline		Midline	
	Intervention (%)	Control (%)	Intervention (%)	Control (%)
HOH education level	P=0.119	P=0.004**	P=0.000**	P=0.000**
No PLE certificate	41.9	19.1	17.2	15.7
O level incomplete	46.5	50.0	41.8	45.4
Above	40.4	41.5	52.8	56.4
Caregiver's education level	P=0.086	P=0.031**	P=0.000**	P=0.000**
No PLE certificate	45.1	20.6	19.3	12.2
O level incomplete	39.4	43.4	43.4	44.7
Above	42.9	46.3	52.2	59.6
HOH Occupation	P=0.000**	P=0.002**	P=0.001**	P=0.000**
Unemployed	52.0	44.8	15.8	10.7
Employed	38.1	34.5	48.0	44.4
Self-employed	11.8	12.0	28.3	44.9
Care giver Occupation	P=0.001**	P=0.465	P=0.100	P=0.015**
Unemployed	53.6	41.2	28.6	6.7
Employed	34.8	36.8	44.4	44.3
Self-employed	28.0	25.6	31.2	40.7
Poverty level	P=0.000**	P=0.000**	P=0.000**	P=0.000**
Poor/Poorer	22.7	13.4	15.2	14.7
Middle	51.2	30.9	35.1	27.6
Rich/Richer	59.0	61.9	58.6	75.5
Basic needs	P=0.000*	P=0.000*	P=0.000**	P=0.004**
Doesn't afford basic needs	18.6	6.4	14.3	15.6
Affords basic needs	48.8	45.6	43.2	45.8
Sex of household head	P=0.913	P=0.503	P=0.243	P=0.687
Female	43.3	33.8	31.7	36.1
Male	41.5	40.2	45.3	42.9
Girl living with parents	P=0.761	P=0.025**	P=0.865	P=0.009**
Girl doesn't live with both parents	41.2	30.6	40.0	61.3
Girl lives with both parents	45.9	50.0	36.1	32.4
Orphanage	P=0.671	P=0.915	P=0.275	P=0.004**
Not orphan	41.4	35.9	36.4	39.0
Child is Orphan	45.6	39.5	25.0	16.8

Nature of transport to school	P=0.351	P=0.623	45.0	50.0
Walking	45.3	36.6	P=0.401	P=0.391
Bus/Taxi	34.2	41.2	39.8	43.4
Others	38.5	31.6	27.3	30.3
Time taken to travel to school	P=0.059	P=0.646	P=0.504	P=0.594
Less or equal to 30 minutes	48.4	40.0	37.1	42.3
More than 30 minutes	27.5	33.3	33.1	33.3
Safety of the girl travel to school	P=0.188	P=0.373	P=0.176	P=0.950
Safe	41.5	38.0	33.3	35.6
Unsafe	47.8	33.8	36.1	39.7
Household chore burden (HCB)	P=0.279	P=0.706	53.8	43.7
Girl has low HCB	38.2	33.3	P=0.193	
Girl has moderate HCB	43.7	37.6	48.4	
Girl has heavy HCB	50.0	37.0	33.9	
Assistive devices	P=0.488		P=0.509	P=0.788
Girl has assistive devices	35.7		40.6	40.8
Girl lacks assistive devices	66.7		34.1	38.7
Learner faces challenges daily at school (HH/CG)	P=0.557		P=0.000**	P=0.000**
Yes	34.7		17.2	15.7
No	36.2		41.8	45.4

***Indicates a statistically significant finding with a Confidence Interval of 95%*

6.5 Self esteem

The table below provides a summary of the progress against the Logframe indicators for this intermediate outcome and a summary of findings.

Table 111: Intermediate outcome indicators as per the logframe

IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
IO indicator 3.1 % of girls with disabilities who report to have high self-esteem and life skills as measured by the combined self-esteem and life skills index	Difficulty hearing – 33.3% Difficulty seeing – 76.9% Difficulty walking – 45% Difficulty remembering – 75% Difficulty	50%	Difficulty hearing – 50% Difficulty seeing – 65.2% Difficulty walking – 63.6% Difficulty remembering – 30.6%	N	60%	Y

	communicating – 80% Difficulty self-care – 50% On Average – 60%		Difficulty communicating – 60% Difficulty self-care – 0% On Average – 44.9%			
IO indicator 3.2 GWDs can identify life skills they are learnt through CSU classes which will be useful to their future lives.	This will be assessed at subsequent evaluation points.					
IO indicator 3.3 Percentage of girls, parents, and teachers who link the change in the self-esteem, confidence and life skills to the project`s life skills and mentoring support interventions	*This indicator was not measured at baseline*	Evidence of GWDs, parents and teachers linking the self-esteem, life skills and confidence to the project`s efforts.	GWDs – 23.1% Parents – 86.9% Teachers – 92.5%	Y	Increasing evidence of GWDs, parents and teachers linking the self-esteem, life skills and confidence to the project`s efforts.	Y

Main qualitative findings

- **Indicator 3.1:** On average 44.9% of GWDs report to have high self-esteem and life skills as measured by the combined self-esteem and life skills index – those with difficulty walking and difficulty seeing had the highest level of self-esteem among learners with disabilities. From the FGD, learners reported that it was not difficult for them to make friends as shown below. Although some did confirm that they did not have any friends because they have bad manners:
  - *"It's easy for me to make friends. I am a class monstress and a sanitary prefect. I am respected"*
  - *"I have many friends who study in the same class"*
  - *"I have no friends because they like rumourmongering"*
  - *"I have no friends they have bad manners"*
  - *"We join groups"*
  - *"Through school discussions"*
  - *"It was through a mutual understanding"*
  - *"On my first day at school and I got friends"*

- **Indicator 3.3:** All stakeholders are able to link project interventions to self-esteem changes in GWDs. Among all stakeholders, GWDs (only 23.1%) were the least able to link the change in their self-esteem, confidence and life skills to the project`s life skills and mentoring support interventions. One learner reported that the learning camps she attends helps them have hope and be able to cope in society. However, she recommended that they should be informed early as communication about camps often comes at short notice which doesn't allow them to plan appropriately. Another learner was able to mention topics covered during the learning camps which is evidence of their being able to identify CSU intervention and recall what is shared. This learner also asked that the camps end early to allow them to return home early.

  "They stay there for go 1 and ½ days for secondary school students. They attended last week 13th and 14th December 2019.They counselled and gave us guidance us, the things that happen in community schools and homes. The camp gives

us hope, they teach us how be to be strong, courageous and how to treat Disabled person in society and respect leaders. They give us information abruptly and, on the phones, and some of our parents don't have phones. We shifted from our previous homes to new homes. We are not informed about transport and not given transport when we reach late, they complain. The transport is refunded. When we are called to come, we don't have transport like today." ***Secondary school GWD supported by CSU.***

"For those that attended the camps they teach us about self –awareness how one needs not to walk at night alone. They are taught about sanitation. The camp took place at old Kampala in December 2019. The teachers were teaching well, the food, and they gave us transport, shoes, gave us carrier bags and handbooks and pens. The time they tell us come early at 7.00 am and they start at 9.00am they begin late. We come from home early. Day one started at 9.00 Am and finished at 5.00 Pm and day 2 we started at 9.00am finished at 2.00 Pm and had entertainment." ***Primary school GWD supported by CSU.***

- When asked what new life skills have helped you survive in life today, learners said keeping clean, being ambitious, being assertive (to say yes or no), and believing in themselves are the most helpful. The list of responses can be found below:
  - *"At school we have been taught to be assertive to say yes and no"*
  - *"The teachers have taught us to believe in ourselves"*
  - *"Communication and public speaking skills"*
  - *"Credibility"*
  - *"Have confidence skills can now speak in the public"*
  - *"I was taught to be a leader like guiding a group discussion"*
  - *"Good social interactive schools meet different people"*
  - *"Good public speaking skills I can speak at any stage"*
  - *"At school we have been taught to be assertive to say yes and no"*
  - *"The teachers have taught us to believe in ourselves"*

- On average, control group students were slightly more likely to think they would pass their candidate exams, feel they can do things as well as their friends and will be rewarded with a good job if they work hard. However, intervention girls increased their feelings of self-efficacy in all three areas between baseline and midline 1, closing the gap between them and the control group students.
- Students in the intervention group were more likely to think they were merely 'lucky' when they did well in a test, similar to findings at baseline. Intervention girls are also more likely to get nervous when reading or doing maths in front of others compared to the control group, a negative change since baseline.
- A significant change can be seen between baseline and midline 1 in terms of the percentage of CWDs who say other children in class treat them with kindness and their teacher makes them feel welcome at school; a majority of CWDs now report feeling this way.
- Fewer CWDs also reported feeling lonely at school and feeling like having a disability has spoiled their life at midline 1 as compared to baseline.
- CWDs also report receiving better care at home at midline 1 as compared to baseline. However, more CWDs at midline 1 reported that others think they can't achieve much in life.
- Surprisingly, and positively, girls with disabilities are more likely to be included in decisions with their family than girls without disabilities, similar to findings at baseline. Nonetheless, across both the intervention and control group and all class groupings, families hold the most decision-making power, the same finding as at baseline.
- Regarding self-reported life skills, girls with and without disabilities express their abilities and capacities in the same way.

Factors likely to hinder/support progress of the IO:

- Ugandan culture does not encourage agency with any children including CWD which has an impact on self-esteem and decision-making potential about the future

6.5.1 Girls' Self-Esteem

Girl students also answered questions related to their self-esteem and the stigma, shame or alienation they felt. **Table 112** and **Table 113** below are disaggregated by class groupings and intervention or control groups for both baseline and midline 1.

In **Table 112**, students were asked several questions related to their self-efficacy. On average, control group students were still slightly more likely to think they would pass their candidate exams, feel they can do things as well as their friends and will be rewarded with a good job if they work hard. However, intervention girls increased their feelings of self-efficacy in all three areas between baseline and midline 1, closing the gap between them and the control group students. However, intervention girls are now more likely than control group students to get nervous when reading or doing maths in front of others, a negative change since baseline. Students in the intervention group were also still more likely to think they were merely 'lucky' when they did well in a test. They believed this slightly more on average at midline 1 than at baseline.

Table 112: Girls' self-efficacy by subgroup

Self-efficacy	Evaluation Point	Intervention				Control			
		P3 - P4	*P5 - P6*	*P7 – S4 + Voc**	*Average*	*P3 - P4*	*P5 - P6*	*P7 – S4 + Voc**	*Average*
I think I will pass PLE/UCE/UACE at the end of P7/S4/S6	Baseline	76.6%	89.1%	96.6%	87.4%	92.3%	96.0%	98.7%	95.7%
	Midline 1	84.4%	90.8%	99.0%	93.5%	94.7%	97.5%	97.4%	97.2%
I am able to do things as well as my friends	Baseline	84.4%	94.1%	95.4	91.3%	96.9%	97.6%	90.9%	95.1%
	Midline 1	87.5%	89.8%	95.0%	91.7%	100%	95.0%	93.5%	94.9%
If I study hard at school, I will be rewarded by a better job	Baseline	84.4%	89.1%	96.6%	90.0%	98.5%	96.0%	98.7%	97.7%
	Midline 1	93.8%	94.9%	99.0%	96.5%	94.7%	98.8%	97.4%	97.7%
I get nervous when I have to read or do maths in front of others	Baseline	34.4%	42.0%	47.1%	41.2%	46.2%	43.7%	48.1%	46.0%
	Midline 1	50.0%	46.9%	63.0%	54.4%	57.9%	45.0%	49.4%	48.3%
If I do well in a test, it is because I am lucky	Baseline	60.9%	52.9%	54.0%	55.9%	53.8%	54.0%	53.2%	53.7%
	Midline 1	59.4%	57.1%	58.0%	57.8%	63.2%	51.3%	50.7%	52.3%

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*
N/A represents questions that were not asked in midline 1 due to revisions and rephrasing of some questions to improve clarity and shorten the learner survey at midline 1, where possible.*

Table 113 examines the feelings of stigma, shame and alienation that girl students in both intervention and control groups feel. Students were asked several questions about the issues they face at home and school, including how others treat them and the resources they are given relative to the other children in their family. Full results are shown below disaggregated by class grouping and intervention and control group at baseline and midline 1. The questions marked with N/A for the control group were not asked of the control group children because they were questions only relevant to children with disabilities.

Table 113: Girls' feelings of stigma/shame/alienation by subgroup

Stigma/Shame/Alienation	Evaluation Point	Responses (Yes)							
		Intervention				Control			
		P3 - P4	*P5 - P6*	*P7-S4 + Voc**	*Average*	*P3 - P4*	*P5 - P6*	*P7-S4 + Voc**	*Average*
Is there someone you could talk to if you were having a problem with your studies at school?	Baseline	46.0%	51.0%	61.0%	52.6%	50.0%	50.4%	72.3%	57.6%
	Midline 1	84.4%	86.7%	95.0%	90.0%	89.5%	91.3%	93.5%	92.1%
Is there someone you could talk to if you were worried about something at home?	Baseline	48.0%	41.0%	52.0%	47.0%	56.1%	50.5%	67.7%	58.1%
	Midline 1	84.4%	89.8%	89.0%	88.7%	94.7%	92.5%	84.4%	89.2%
Is there someone you could talk to if you were being teased or bullied by another child?	Baseline	56.0%	49.0%	62.0%	55.6%	63.2%	50.4%	70.8%	61.5%
	Midline 1	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*	N/A*
Do the other children in your class treat you with kindness?	Baseline	73.0%	17.0%	88.0%	59.3%	69.0%	50.2%	92.1%	70.4%
	Midline 1	84.4%	77.6%	92.0%	84.8%	89.5%	76.3%	77.9%	78.4%
Does your teacher make you feel welcome at school?	Baseline	93.0%	95.8%	97.0%	64.6%	94.0%	50.2%	98.7%	81.0%
	Midline 1	87.5%	89.8%	96.0%	92.2%	94.7%	96.3%	89.6%	93.2%
Compared to my siblings, fewer things (clothes, money, food etc.) are provided for me	Baseline	23.0%	74.0%	44.0%	47.0%	20.0%	50.0%	42.9%	37.6%
	Midline 1	31.3%	28.6%	36.0%	32.2%	21.1%	41.3%	46.8%	41.5%
Others think that I can't achieve much in life because I have a disability.	Baseline	36.0%	58.0%	41.0%	45.0%	N/A	N/A	N/A	N/A
	Midline 1	46.9%	60.2%	44.0%	51.3%	N/A	N/A	N/A	N/A
I often feel lonely at school.	Baseline	19.0%	65.0%	18.0%	34.0%	17.0%	50.0%	16.7%	27.9%
	Midline 1	37.5%	30.6%	19.0%	26.5%	21.1%	18.8%	19.5%	19.3%
Having a disability has spoiled my life.	Baseline	25.0%	77.0%	14.0%	38.6%	N/A	N/A	N/A	N/A
	Midline 1	28.1%	20.4%	13.0%	18.3%	N/A	N/A	N/A	N/A
I am often embarrassed because I do not have the right books, pencils and other materials for school.	Baseline	20.0%	69.0%	27.0%	38.6%	25.0%	51.0%	35.9%	37.3%
	Midline 1	28.1%	19.4%	18.0%	20.0%	52.6%	50.0%	46.8%	48.9%

The data reflected on this table is from learners who answered "Yes" to these questions.
**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*
N/A represents questions that were asked to only students with disabilities
N/A represents questions that were not asked in midline 1 due to revisions and rephrasing of some questions to improve clarity and shorten the learner survey at midline 1, where possible.*

A significant change can be seen between baseline and midline 1 in terms of the percentage of CWDs who say other children in class treat them with kindness and their teacher makes them feel welcome at

school; a majority of CWDs now report feeling this way. Interestingly, more CWDs report being treated with kindness by their peers than control group children. Fewer CWDs reported feeling lonely at school and feeling like having a disability has spoiled their life at midline 1 as compared to baseline.

CWDs also report receiving better care at home at midline 1 as compared to baseline. Fewer CWDs said they receive fewer things like clothes and food than their siblings, although one third of CWDs still report this mistreatment and more than 40% of control group children reported the same. Fewer CWDs at midline 1 also reported being embarrassed because they don't have the right school materials, although 20% still report feeling this way and nearly 50% of control group children feel this way.

Despite these improvements in intervention of CWDs at home and by their families, more CWDs report that others think they can't achieve much in life. This indicates that while CWDs may be receiving better intervention from their teachers, peers and family members, those people may still not realize the great potential that CWDs have within them.

6.5.2 Girls' Life skills

Girl students were asked questions about life skills such as their decision-making power, their focus, communication skills and ability to ask for help as well as who they can talk to about their problems. **Table 114** shows girls' responses to questions about their decision-making power disaggregated by class groupings and intervention or control groups in both baseline and midline 1.

In general, across both the intervention and control groups and all class groupings at baseline and midline 1, families hold the most decision-making power. Overall, decision-making power for GWDs and GWNDs has increased slightly between baseline and midline 1. However, the frequency of GWDs making decisions in conjunction with their family has decreased since baseline. At midline 1, girls were not asked the last question in the **Table 114** about who would decide the work they did in the future. At midline 1, some questions were either rephrased or removed completely in order to shorten the questionnaire and provide clarity in data.

Table 114: Life skills - agency by subgroup

Life Skills Agency Questions	Evaluation Point	Responses						
			Intervention			Control		
		Grade/ Class	GWD	Family	GWD and family	GWND	Family	GWND and family
Who decides whether or not you will continue in school past this year?	Baseline	P3-P4	6%	73%	21%	6.2%	92.3%	1.5%
		P5-P6	12%	71%	17%	6.4%	82.4%	11.2%
		P7-S3	16.1%	72.4%	11.5%	9.1%	85.7%	5.2%
	Midline 1	P3-P4	9.4%	75.0%	6.3%	5.3%	84.2%	10.5%
		P5-P6	17.4%	73.5%	3.1%	12.5%	78.8%	7.5%
		P7-S4 + Voc	21.0%	62.0%	12.0%	15.6%	76.6%	6.5%
Who decides if you will work after you finish your studies?	Baseline	P3-P4	16%	63%	21%	13.8%	84.6%	1.5%
		P5-P6	29%	57%	14%	17.6%	72.8%	9.6%
		P7-S3	33.3%	56.3%	10.3%	31.2%	66.2%	2.6%
	Midline 1	P3-P4	28.1%	62.5%	9.4%	15.8%	68.4%	15.8%

Life Skills Agency Questions	Evaluation Point	Responses						
			Intervention			Control		
		Grade/ Class	GWD	Family	GWD and family	GWND	Family	GWND and family
		P5-P6	23.5%	68.4%	1.0%	30.0%	65.0%	3.8%
		P7-S4 + Voc	44.0%	46.0%	5.0%	28.6%	64.9%	6.5%
Who decides what type of work you will do after you finish your studies?	Baseline	P3-P4	22%	59%	19%	24.6%	73.8%	1.5%
		P5-P6	49%	35%	16%	39.2%	52.8%	8%
		P7-S3	56.3%	33.3%	10.3%	49.4%	48%	2.6%
	Midline 1	P3-P4	N/A	N/A	N/A	N/A	N/A	N/A
		P5-P6	N/A	N/A	N/A	N/A	N/A	N/A
		P7-S4 + Voc	N/A	N/A	N/A	N/A	N/A	N/A

Some of the percentages don't add up to 100% because some children answered "don't know" to the questions
**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in midline 1*
N/A represents questions that were not asked in midline 1 due to revisions and rephrasing of some questions to improve clarity and shorten the learner survey at midline 1, where possible.

Table 115 shows the percentage of girls who say they have the ability to achieve goals despite difficulties, can express themselves to others and will ask for help from a teacher. It also shows the percentage of girls who have someone to talk to about problems at school and home. The responses are disaggregated by class groupings and intervention or control groups at baseline and midline 1.

The averages across the age groupings per question are fairly equal across intervention and control groups. The control group averages are slightly higher in the ability to ask the teacher when they don't understand and in having someone to talk to about problems at home and school. Meanwhile, the intervention group averages are higher in the ability to stay focused and the ability to find ways of expressing themselves when someone doesn't understand them. This means that, in terms of self-reported life skills, girls with and without disabilities both express their abilities and capacities to a high degree.

Generally, there are no stark differences between the control and intervention groups regarding how they self-report about their self-esteem or respond to life skills questions. Between baseline and midline 1, both the intervention and control group girls reported much higher levels of having someone to talk to about problems at school and at home.

Table 115: Life skills – confidence and child protection by subgroup

Life Skills	Evaluation Point	Intervention				Control			
		P3-P4	*P5 - P6*	*P7-S4 + Voc**	*Average*	*P3-P4*	*P5-P6*	*P7-S4 + Voc**	*Average*
Can stay focused on a goal despite things getting in the way	Baseline	70.3%	92.4%	89.7%	84.1%	76.9%	88.9%	87.0%	84.3%
	Midline 1	71.9%	82.7%	92.0%	85.2%	68.4%	78.8%	88.3%	81.8%
If someone doesn't understand me, I	Baseline	65.6%	89.1%	94.3%	83.0%	84.6%	88.9%	93.5%	89.0%
	Midline 1	75.0%	88.8%	92.0%	88.3%	89.5%	87.5%	88.3%	88.1%

Life Skills	Evaluation Point	Intervention				Control			
		P3-P4	*P5 - P6*	*P7-S4 + Voc**	*Average*	*P3-P4*	*P5-P6*	*P7-S4 + Voc**	*Average*
try to find a different way of expressing what is on my mind									
I ask the teacher if I don't understand something	Baseline	70.3%	86.6%	88.5%	81.8%	80.0%	91.3%	94.8%	88.7%
	Midline 1	87.5%	85.7%	96.0%	90.4%	100%	93.8%	96.1%	95.5%
Life Skills and Child Protection									
I have someone I can talk to if I was having problems with my studies at school	Baseline	42.2%	51.3%	60.9%	51.5%	43.1%	50.0%	61.0%	51.4%
	Midline 1	84.4%	86.7%	95.0%	90.0%	89.5%	91.3%	93.5%	92.1%
I have someone I can talk to if I was worried about something at home	Baseline	40.6%	39.5%	48.3%	42.8%	49.2%	41.3%	57.1%	49.2%
	Midline 1	84.4%	89.8%	89.0%	88.7%	94.7%	92.5%	84.4%	89.2%

**P7-S3 students were measured in baseline; P7-S4 + vocational students were measured in Midline 1*

6.6 Other Analyses

6.6.1 Regression Analysis

Multilevel multiple linear regression analysis was applied to assess the effect of the intermediate outcomes on the girl's literacy and numeracy competencies based on their performance in EGRA/SeGRA and EGMA/SeGMA sub-tasks. In the regression model, the baseline data was combined with the midline 1 data to allow us to include an interaction term between evaluation time (baseline/midline 1) and sample group (intervention/control) as a measure of program impact[40]. The adjusted interaction term estimate of the provides a potential unbiased estimate of the average treatment effect (ATE). **Graph 2** below shows that the overall aggregate score data followed a normal distribution and therefore the use of linear regression is justified.

Graph 6: Distribution of the aggregated scores

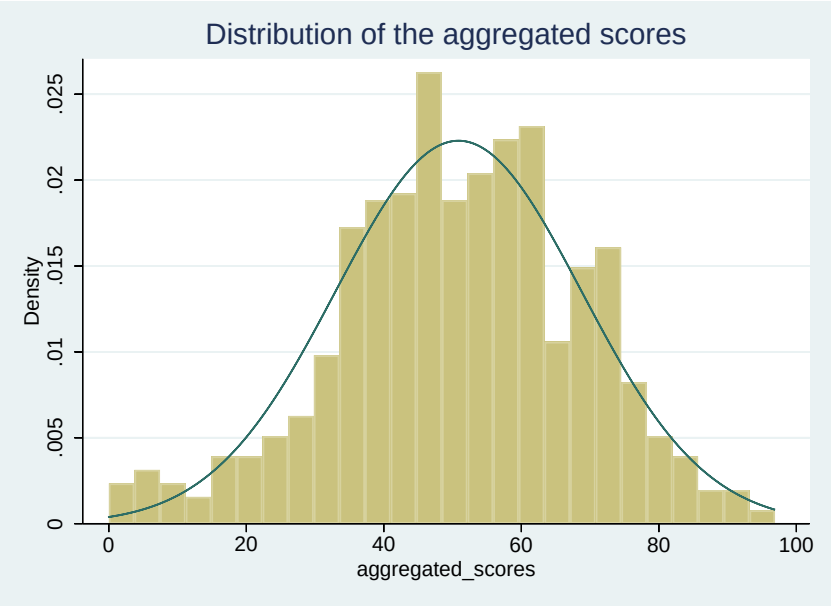


Table 116 below shows the results from the regression model using weighted literacy scores as the response variable. The results show that after adjusting for other intermediate outcomes, literacy scores amongst the different grades were not significantly related to household economic empowerment and teacher quality. School attendance was positively associated with higher literacy scores for grade categories P3-P4, P.6 and P7. The combined girl's self-esteem and life skills was significantly positively associated with high literacy scores for grades P.5, P.6 and P.7.

No intermediate outcome showed a significant relationship with secondary level grades. Albeit, the literacy performance for secondary level increased by 8.3 percentage points at midline 1 after adjusting for other factors in the model. In addition, girls in the control group for primary level significantly scored higher than the intervention girls.

[40] In the regression model, the binary variables were attendance, sample group, and evaluation time point whilst the continuous variables were self-esteem, life skills, governance and environment and economic empowerment. Separate regression models were carried out for each grade clusters defined as P3-P4, P5, P6, P7 and S1-S3 to ensure there was enough sample for the regression model. The regression model included the interaction term to estimate the difference in difference estimate between time (baseline/midline) and study sample (intervention/control) as a measure program impact.

Overall, using literacy scores for all grades combined, school attendance (Beta=5.6, SE=1.5) and high girls' girl's self-esteem and life skills (Beta= 2.1, SE=0.4) remained significantly associated with higher literacy scores. At midline 1 girls scored 9.5 literacy percentage points less than what was scored at baseline (Beta=-9.5, SE=5.4) after adjusting for other intermediate outcomes in the model. The adjusted difference in difference regression estimate was only significant for Grade 5 (Beta=-14.1, SE=5.8) implying that at midline 1 the intervention girls in Grade 5 scored 14.1 literacy percentage points less than the control girls adjusting for baseline estimates.

Table 116: Multilevel multiple linear regression analysis with literacy weighted scores as the outcome variable

Grade	Intermediate outcomes [Estimate (SE)]							
	Attendance (Not missed a school)	Teacher Quality [Good]	Girl's self-esteem and life skills score	Governance, and environment score	Economic empowerment score	Treatment group [GWD]	Evaluation time [Midline 1]	Interaction term
P3-P4	8.1(4.2) **	-8.9(4.8)	0.6(1.0)	1.0(1.6)	-0.6(1.6)	-13.0(4.7) **	24.6(7.6) **	-14.6(9.5)
P.5	3.3(3.1)	-0.9(4.1)	2.6(0.8) **	0.5(1.1)	-0.7(1.2)	-7.3(3.7) **	12.1(4.5) **	-14.1(5.8) **
P.6	6.2(2.9) **	-1.7(3.5)	2.4(0.7) **	2.4(1.0) **	-0.9(1.2)	-15.3(4.0) **	9.6(4.3) **	1.2(5.6)
P.7	5.7(2.5) **	4.8(2.8)	2.3(0.7) **	1.4(0.7) **	-0.5(0.8)	-5.2(2.8) **	10.1(3.2) **	-1.4(4.2)
S1-S3	1.3(3.5)	-6.4(4.7)	-0.5(0.9)	-0.5(1.0)	1.3(1.6)	0.6(4.4)	8.3.0(5.1) **	-5.4(5.7)
Overall	5.6(1.5) **	-2.2(1.8)	2.1(0.4) **	0.8(0.5)	-0.2(0.6)	-9.5(1.8) **	12.5(2.2) **	-4.5(2.8)

*** Implies significant at 5% level of significance*

Table 117 below shows the results from the regression analysis using weighted numeracy scores as the response variable. Results show that school attendance, and high girl's self-esteem and life skills were significantly associated with high numeracy scores for grade P3-P4. Girl's self-esteem and life skills was also significantly associated with high numeracy scores for grade P7. On the contrary, P6 girls in schools with high governance and environment scores were more likely to score 2.4 percent points less in numeracy.

In line with the results from the regression model on literacy scores, no intermediate outcome showed a significant association with secondary level grades using numeracy scores as well. Additionally, no intermediate outcomes were associated with numeracy scores in grade P.5. The adjusted regression shows that the disabled girls significantly scored 15 points less than the non-disabled girls.

Overall, attendance, increasing girl's self-esteem and life-skills significantly increased girl's performance in numeracy. For example, girls who attended all days at school scored 4.6 percentage points higher than those who missed at least a day. The difference in difference regression estimate was significant for the overall numeracy scores model and for girls in grade P.5, P.7, S1-S3 and for the overall model. Overall, at midline 1 controlling for baseline, the intervention girls scored 7.5 percentage points less than the control girls.

Table 117: Multilevel multiple linear regression analysis with weighted numeracy scores as the outcome variable

Weighted	Intermediate outcomes [Estimate (SE)]

numeracy scores by grade cluster	Attendance (Not missed a school)	Teacher Quality [Good]	Girl's self-esteem and life skills score	Governance, and environment score	Economic empowerment score	Treatment group [GWD]	Evaluation time [Midline 1]	Interaction term
P3-P4	13.0(3.4) **	-5.9(3.4)	3.1(0.8) **	-0.3(1.3)	-0.1(1.4)	-9.1(3.1) **	17.6(6.3) **	-10.3(7.9)
P.5	-1.8(2.6)	-2.9(3.0)	-0.1(0.7)	-0.8(1.0)	-0.9(1.0)	-4.4(3.3)	3.8(3.8)	-10.7(5.2) **
P.6	4.6(2.7)	-1.1(3.7)	0.8(0.7)	-2.4(1.0) **	0.1(1.1)	-7.2(3.5) **	9.2(4.2) **	-2.4(5.2)
P.7	4.1(2.4)	-1.8(2.7)	2.2(0.7) **	0.5(0.7)	1.0(0.8)	-0.2(2.6)	6.1(3.1)	-10.2(4.0) **
S1-S3	1.7(4.7)	-5.4(5.8)	0.6(1.3)	-1.7(1.3)	-0.8(2.0)	4.3(6.1)	0.4(6.5)	-15.4(7.7) **
Overall	4.6(1.4) **	-2.6(1.6)	1.6(0.3) **	-0.8(0.5)	-0.8(0.5)	-4.4(1.6) **	7.2(2.0) **	-7.5(2.5) **

*** Implies significant at 5% level of significance*

Table 118 below shows the results from the regression analysis using the aggregated numeracy and literacy scores (overall mean performance) as the response variable. This was meant to determine the overall potential ATE for the learning scores.

In line with what was observed in the individual literacy and numeracy scores models;

- Girl's attendance was significantly associated with overall scores for grades P3-P4, P6, and P7.
- High girl's self-esteem and life skills was significantly associated with high overall scores for all the primary level grades.
- the overall performance suggested that teacher quality, economic empowerment and, governance/environment at the school had no significant relationship with performance.
- None of the intermediate outcome showed a significant association with secondary level grades.
- The overall adjusted regression shows that the disabled girls scored on average 6.9 points less than the non-disabled girls.

The difference in difference regression estimate (potential average treatment effect) was significant for grade 5 and for the overall data (all grades combined). At midline 1 controlling for baseline, the intervention girls scored 6.1 overall percentage points less than the control girls. Overall, attendance, increasing girl's self-esteem and life skills significantly increased girl's performance in the overall mean scores.

Table 118: Multilevel multiple linear regression analysis with overall mean weighted scores (numeracy and literacy combined) as the outcome variable

Weighted aggregate scores by grade cluster	Intermediate outcomes [Estimate (SE)]							
	Attendance (Not missed a school)	Teacher Quality [Good]	Girl's self-esteem and life skills score	Governance, and environment score	Economic empowerment score	Treatment group [GWD]	Evaluation time [Midline 1]	Interaction term
P3-P4	10.6(3.5) **	-7.5 (3.5)	1.8(0.8) **	-0.7(1.3)	-0.4(1.4)	-11.1(3.1) **	21.3(6.4) **	-12.7(8.0)
P.5	0.5(2.2)	-2.0 (2.6)	1.3(0.6) **	-0.1(0.8)	-0.9(0.9)	-5.3(2.8)	9.2(3.3) **	-12.8(4.4) **
P.6	5.2(2.2) **	-1.3	1.6(0.6) **	-0.1(0.8)	-0.5(0.9)	-11.1(2.9)	9.0(3.4) **	-0.4(4.3)

		(2.9)				**		
P.7	5.0(2.0) **	1.6 (2.2)	2.3(0.6) **	1.0(0.7)	-0.7(0.6)	-3.0(2.3)	8.0(2.6)	-5.7(3.4)
S1-S3	1.2(3.4)	-7.1 (4.4)	-0.1(0.9)	-1.3(0.9)	0.5(1.5)	2.8(4.2)	3.5(4.8)	-10.6(5.3)
Overall	5.1(1.2) **	-2.3 (1.4)	1.8(0.3) **	0.1(0.4)	-0.5(0.4)	-6.9(1.4) **	9.8(1.8) **	-6.1 (2.2) **

*** Implies significant at 5% level of significance*

6.6.2 Evaluation of lesson observations

Table 119 provides information about overall findings from the classroom observations conducted during baseline and midline 1. **Table 119** gives an overview of the interactions witnessed during the observations. Positive trends were seen in all aspects of interaction between teachers and learners between baseline and midline 1. There were still signs at midline 1 that some CWDs are bullied, but there was a notable decline in bullying of CWDs since baseline. Examples of bullying signs observed at midline 1 included: CWDs being laughed at in the classroom, being pushed out of the way by other learners, being teased and being threatened by other learners. Continued effort by CSU is necessary to eliminate any bullying of CWDs.

Table 119: Overall interactions between teachers and learners

Overall Interactions	Yes		No	
	Baseline	Midline 1	Baseline	Midline 1
General interaction – do learners appear to be interested in the class?	92%	96.2%	8%	3.8%
Was the interaction between the teacher and learners effective?	83%	90.8%	17%	9.2%
Was the interaction between learners effective?	55%	66.1%	45%	33.9%
Were the learners having conversations with all their peers?	45%	48.1%	55%	51.9%
Were there any signs of bullying towards children with disabilities?	9%	6.4%	91%	93.6%

7 Conclusion & Recommendations

7.1 Conclusions

The following section aligns conclusions to the Theory of Change focussing on Outcomes and Intermediate Outcomes.

7.1.1 Outcome 1: Learning – Standardised Score Approach

On the whole, results using the standardised score showed that the achievement gap between treatment and control groups has widened between baseline and midline 1. These findings do not support the project's hypothesis that the intervention will support learning amongst GWDs and allow them to keep pace with the learning achievements of the GWNDs. The assumption underpinning this hypothesis was

that improving inclusivity of CWDs in the classrooms would reduce the inequalities in learning outcomes between GWD and GWND. In reality there could be many more factors affecting learning outcomes in addition to inclusivity which could be what is widening the gap in learning outcomes between treatment and control groups. This evaluation focuses on learning, transition and sustainability and not on changes in inclusivity in the classroom, therefore it could be argued that applying the 'one-size-fits-all' approach to evaluating GEC-T programmes could be giving a falsely negative impact of the CSU programme.

Standardised Score Approach - Literacy Findings

In the EGRA and SeGRA assessments, mean scores fell between baseline and midline 1 for P3 and P4 grade levels amongst both treatment and control groups and rose for all grade levels between P5-S3 amongst both treatment and control groups with the exception of the S3 intervention group, likely due to its small sample size at baseline. However, there was a significant change between the treatment and control groups for the P3-P4 and P5-P6 grade clusters, indicating that although there has been some progress made in the mean literacy scores among the P5-P6 intervention group grade levels, on the whole the gap in achievement widening between them and the control group.

There was not a significant change in mean scores between intervention and control groups in P7-S3, indicating that the intervention group children are keeping pace with the control group children. However, it is important to note that the mean scores among the control group, which lagged behind the intervention group girls at baseline, have caught up and surpassed the intervention group girls at midline 1 in all grade levels from P7-S3. This indicates a potential trend of improvements among control group children in the P7-S3 grade cluster that may eventually far outpace their intervention counterparts.

Standardised Score Approach - Numeracy Findings

In the EGMA and SeGMA assessments, mean scores fell between baseline and midline 1 for P3 and all grade levels between P7-S3 for the intervention group. The only intervention group grade levels which increased mean scores in numeracy were the P4 and P6 grade levels. Meanwhile, the control group managed to raise mean numeracy scores in the P4, P5, P6, P7 and S2. However, there was a significant change between the treatment and control groups for the P3-P4 and P5-P6 grade clusters, indicating that although there has been some progress made in the mean numeracy scores among the P4 and P6 intervention group grade levels, on the whole the gap in achievement widening between them and the control group. In P3 and P5 grade levels, not only are intervention mean numeracy scores falling, but the gap is also widening between them and the control group.

Even in the P7-S3 grade cluster where there was not a significant change between treatment and control group mean scores, the P7 and S2 grade levels of the control group have improved their scores significantly between baseline and midline 1 compared to the intervention group which has declined, indicating a possible trend for control group achievement that will continue until the next evaluation point and could leave intervention group children further behind.

7.1.2 Outcome 1: Learning – Standard Approach

On the whole, results using the standard approach calculations in literacy and numeracy for learners in both the intervention and control groups were poor and did not show significant gains from baseline to midline 1, demonstrating below grade level achievements in both literacy and numeracy. Gains seem to have reduced for all learners and the difference in scores between intervention and control groups has grown larger. Learners did not perform up to expectation in most of the subtasks or performance standards for their grade level in either literacy or numeracy.

Standard Approach Literacy Findings

In the EGRA and SeGRA assessments, intervention group children performed worse than the control group across all primary grade levels from Primary 3 to Primary 7 and Secondary 1 to Secondary 3 during midline 1. In baseline, GWDs in Senior 1, Senior 2 and Senior 3 performed better than the control group girls, but by midline 1 the control groups' mean numeracy scores had caught up and even surpassed the GWDs. As with the numeracy scores, this is likely to be a result of the small sample sizes in Senior 1, 2 and 3 and high attrition rates in the intervention group.

The difference between the average mean numeracy scores of control group and intervention group girls also generally increased between baseline and midline 1 across all grades except P6, meaning that the gap in achievement has increased since baseline and GWDs are falling further behind their control group counterparts. This achievement gap could also be due to more children in midline 1 being in schools where there is no inclusive education, as they transitioned out of CSU-supported schools. This hypothesis will be further explored in midline 2.

Results for P3-P4 children demonstrate mixed performance from baseline to midline 1 in both the intervention and control groups, while the control group demonstrated greater achievement across most subtasks and fewer 'non-learners'. Notably, some children in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across the intervention group from baseline to midline 1, with a smaller number of notable gains.

Results for P5-P6 children demonstrate mixed performance from baseline to midline 1 across all subtasks, while the control group demonstrated greater achievement across most subtasks and fewer non-learners. The percentage of intervention group learners that have transitioned to emergent status has largely grown since baseline, a positive finding. However, more control group learners performed at established and proficient status across nearly all subtasks in comparison to intervention learners.

No learners in the S3 intervention group were considered 'non-learners' in any subtask at midline 1. The dramatic decreases in the percentage of 'non-learners' in the three SeGRA subtasks was likely due to the small sample size in this age group. No S4 students were measured at baseline. Midline 1 shows that no S4 intervention group students are considered 'non-learners'. S4 students fall mainly within the 'emergent' and 'established' achievement bands across the subtasks. The exception to this is that 100% of S4 students in the intervention group were considered 'proficient' in primary-level word problems. No vocational students were measured at baseline. Vocational students in midline 1 belonged only to the intervention group.

Midline 1 shows that between 50-100% of vocational students are considered 'non-learners' in all subtasks. No vocational students are considered 'proficient' or 'established' in any subtask. Overall, results for this age and grade group demonstrate no significant increase in performance from baseline to midline 1 overall for the intervention. Notably, some children in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across both intervention and control groups from baseline to midline 1, with a smaller number of notable gains.

Standard Approach Numeracy Findings

In the EGMA and SeGMA assessments, intervention group children performed worse than the control group across all primary grade levels from Primary 3 to Primary 7 during both baseline and midline 1. Intervention group children also performed worse than the control group in all secondary grade levels

from Senior 1 to Senior 4 in midline 1. In baseline, GWDs in Senior 1, Senior 2 and Senior 3 performed better than the control group girls, but by midline 1 the control groups' mean numeracy scores had caught up and even surpassed the GWDs. It is important, however, to note that the sample sizes for intervention and control group learners in Senior 1, 2 and 3 were extremely small in both baseline and midline 1. This, combined with high attrition of intervention group girls, has possibly led to the negative changes in S1, S2 and S3 intervention group mean scores results between baseline and midline 1.

The difference between the average mean numeracy scores of control group and intervention group girls also increased between baseline and midline 1 across all grade clusters, meaning that the gap in achievement has increased since baseline and GWDs are falling further behind their control group counterparts. This achievement gap could also be due to more children in midline 1 being in schools where there is no inclusive education, as they transitioned out of CSU-supported schools. This hypothesis will be further explored in midline 2.

Overall, results for P3-P4 children demonstrate no significant increase in performance from baseline to midline 1 for either the intervention or control groups. Notably, some children (59.3% for P3 and 70.3% for P4) in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across both intervention and control groups from baseline to midline 1, with a smaller number of notable gains.

Results for P5-P6 children also demonstrate no significant increase in performance from baseline to midline 1 for either the intervention or control groups for more challenging subtasks, though there were slight increases in proficiency in simpler subtasks. Control group learners largely outperform intervention learners across all subtasks. Positively, there were some decreases in the number of non-learners in the intervention group in some subtasks, while the percentage of non-learners in the control group increased at midline 1.

Results for P7-vocational children demonstrate no significant increase in performance from baseline to midline 1 overall for either the intervention or control groups. Notably, some children (60% for P7, 80% for S1, 90% for S2 and 50% for S3) in the sample transitioned to higher grades (leaving a smaller sample in certain grade level clusters), and other children repeated a grade (signifying no grade level transitions for some children in the sample). However, these mixed results and identified drops in performance cannot be attributed to this alone. Rather, it appears as though there is a decline in performance in numerous subtasks across both intervention and control groups from baseline to midline 1, with a smaller number of notable gains.

Literacy and Numeracy Results by Disability Type

Mean numeracy (EGMA/SeGMA) scores improved for most disability types in the P3-P4 cluster between baseline and midline 1. Meanwhile mean numeracy scores decreased for three of the seven disability types (difficulty hearing, intellectual difficulty and difficulty with self-care) in the P5-P6 cluster and for all but one of the seven disability types (difficulty communicating) amongst the P7-S4 and vocational cluster. In the P5-P6 cluster, the difficulty with self-care disability group registered a 38-point decrease in the mean numeracy score between baseline and midline 1. This is due to the extremely small sample size for this grade cluster and disability type. At baseline, only two girls in P5-P6 with difficulty in self-care were assessed. By midline 1, only one of these girls could be found and assessed, and her score alone brought the average down to only 6.4.

Most disability types improved their mean literacy (EGRA/SeGRA) scores between baseline and midline 1 across all grade clusters. Those disability types that showed decreases in mean literacy scores included children with difficulty seeing and difficulty communicating in the P3-P4 cluster; those with difficulty in self-

care in the P5-P6 cluster (likely a result of a small sample size and attrition as with the mean numeracy scores); and those with intellectual difficulty in the P7-S4 and vocational cluster.

At baseline, it was not possible to tell whether a learner's disability affected their overall performance on the assessments administered. While we attempted to undertake analysis at that level at midline 1, the variations in performance across intervention learners – including declines in performance – must still be further explored and confirmed with ongoing monitoring data collected by CSU throughout the programme, as well as subsequent evaluation points.

Attrition and Study Bias

By the end of data collection, overall attrition in the study population between baseline and midline 1 was 22.7%, which is very high – especially in a multi-year longitudinal study such as this. Differential attrition between the control and intervention groups was also very high at 22.1%. While the original sample did take into account a potential 30% attrition rate over the course of the study, to almost exceed this rate at the second evaluation point is unfortunate. The lower attrition rates of the treatment group in comparison with the control rates may seem advantageous to the study and project, but when considering differential attrition, it means that at this rate of losing children, there could be almost no children to study by the close of the project. Moreover, the attrition is so high that it introduces bias into the study that can render the findings no longer statistically significant therefore ungeneralizable to the population as a whole. Additionally, high differential attrition could mean that there may be no control children to compare the findings of the treatment children against by the end of the study.

Montrose attempted to mitigate these levels of attrition with additional time and resources channelled into tracking as many children from the baseline study as possible, but these attempts did not result in a significant number of children being tracked. Montrose and CSU will review the approach to tracking and work together to design a new tracking strategy to follow before the next study round which includes better tracking mechanisms for both intervention and control children.

Another factor to consider is whether the lower attrition rates among treatment group girls indicates that the project can be considered successful at keeping GWDs in school. One of the contributing factors to the lower attrition in the treatment group is because they are getting direct benefits from CSU; however, as these inputs are reduced into a project sustainability model whereby parents become more responsible for paying fees and providing materials for their children, the chances of tracking these learners dwindles even further. Lower treatment group attrition would be considered as contributing to project success if and when CSU reduces their direct interventions, but still maintains contact with the parents and children. However, based on the attrition numbers recorded up to this point, the project is not yet considered to be successful at keeping GWDs in school.

7.1.3 Outcome 2: Transition

Fewer intervention girls successfully transitioned between baseline and midline 1 in P3, P4 and P6, while an equal number transitioned in S3 compared to the control group. An analysis of barriers to transition showed no significant differences amongst the barriers and characteristics limiting transition in either the intervention or control groups. Importantly, dropout and transfer information was provided anecdotally from schools at midline 1 for all sampled students, as we did not have access to school enrolment records or official school records which documented which students had transferred or dropped out between baseline and midline 1. Instead, we learned about supposed dropouts and transfers from the teachers, who also may have heard about the reasons for transfers and dropouts from other students. This information is not entirely reliable, and we were unable to completely verify it. Those children who could not be found (due to drop out or transfer) are now counted as attrited from the sample and therefore

not transitioning. We will follow this procedure for all subsequent transition tracking of the sample in future evaluation points.

7.1.4 Outcome 3: Sustainability

A sustainability score matrix was developed by the FM against which Montrose can assess the progress of CSU interventions over the 7-years. The scoring matrix was segregated by Community, School and System each with clear indicators identified along with benchmark measurements for categories 0-4. At the baseline stage, the project score for sustainability was 1-Latent at Community-level, 0/1-Negligible/Latent at School-level and 0-Negligible at System-level. At midline 1, the following scores were achieved:

- **Community** scored '**1- Latent'**. Although more parents/caregivers of GWDs reported to pay more than half the amount of fees for any 1 of the 4 following items: Girls' school fees, transport, school meals and scholastic materials, less parents/caregivers reported to be part of a CSU-led savings and loans group, and none had contributed (through community sensitisation) towards children's right to education. The KIIs revealed that some parents had been successful in using their savings/loans to start a business that has improved their household income.
- **School** is scoring '**1/2 – Latent/ Emerging**'. At midline 1, it was found that adapted WASH facilities had been constructed in the 10 planned project schools, 100% of the schools 10 schools had received the infrastructure in addition to adapted TLMs. Additionally, 2 schools were confirmed to have dedicated SNE people. It was found that different schools applied different budget planning techniques and therefore, only 1 school was found to have financial plans aimed at benefiting CWDs, Headteachers interviewed through the key informant interviews.
- **System** is scoring '**1/2 – Latent/ Emerging**'. Within the Ministry of Education and Sports (MoES), there a slight decrease in the SNE budget allocation of 1.51% between both financial years (UGX 3.396bn in FY 2018/19 to UGX 3.3446bn in FY2019/20). Additionally, within the Ministry of Gender, Labour and Social Development (MGLSD), there was also a slight decrease in SNE expenditure of 1.04% between both financial years (UGX 35.51bn in FY 2018/19 to UGX 35.14bn in FY 2019/2020). A review of Uganda's Budget Framework revealed that government SNE expenditure is targeted to specialised schools. School visits by SNE inspectors were confirmed by a number of KIIs including an SNE teacher and a headteacher who reported that inspectors are at the division level and that they come to the schools to inquire about special needs learners. Since baseline, the most recent policy and one that is still under discussion is the Special Needs Education Policy. An key informant from the from one of the Universities in Kampala expressed his hoped that the policy will be approved sometime next year. The study will follow the progress on this closely. Updates on the progress made could be provided through minutes from the SNE technical working group (TWG) meetings in the MoES – if attended by CSU.

These collective scores led to an **overall score for sustainability of '1/2 – Latent/Emerging'**.

Overall, there is progress towards sustainability in all focal areas. Although the score achieved on some of the matrix focus areas did not change between the midline 1 and the baseline, there has been some improvement in the steps towards sustainability within particular score card measures. On average, the project interventions have led to changes in attitude of their target populations (average score of 0.8 ~ 1-Latent score across all three focus areas). It is hoped that subsequent evaluations (midline 2 and the endline) will report changes in behaviour as a result continued involvement in CSU activities. External factors such as political will and rising inflation that affects the success of small-scale businesses were named as possible hinderances to sustainability efforts. On the other hand, the existence of like-minded provide an opportunity for CSU to ensure the sustainability of some of the aspects of the project beyond the project's life span.

Intermediate Outcome 1: Attendance

On average, there was a 63.1% improvement in disabled girls' attendance in schools across all impairment types at the time of the midline 1 study. Learners with difficulty remembering (60%), difficulty in self-care (66.7%) and with multiple difficulties (66.7%) had the lowest attendance. Learners with difficulties communicating (83.3), hearing (77.6%), seeing (75.9%) and walking (70.6%) had the highest attendance rates. The main reason for learner absenteeism were identified as sickness from like malaria and cough, paining eyes and ears, and difficulties moving to school during the rainy season which caused GWDs to excuse themselves from school.

All stakeholders (GWDs – 83.8%, teachers - 84.2% and their caregivers – 92.1%) felt that project interventions had contributed to school attendance of disabled girls to a great extent. Teachers and caregivers both agreed that that main project interventions that contributed to learner attendance were the payment of school fees and the provision of scholastic materials. Teachers also reported that the cleanliness of the school toilets, friendliness of the teachers, guidance and counselling received by the GWDs, and children being in the boarding school greatly contributed to learner attendance. Like their teachers and caregivers/parents, GWDs felt that, in addition to the medical treatment they have received from CSU, the provision of school fees and scholastic materials greatly contributed to their attendance.

Increasing attendance is complex and multi-faceted. One supportive mechanism to increase attendance is CSU's paying for school fees and school supplies and a key assumption for this indicator is that providing direct financial support will lead to improved attendance and this will in turn lead to improved learning. However, this is not a sustainable intervention. As this support is stopped or phased out - and parents supported through income-generating activities are expected to increase their contribution – attendance may well be hindered.

Intermediate Outcome 2: Teaching Quality

More teachers at midline 1 (5.6%) compared to 4.8% of teachers at baseline were not in support of having children with disabilities in mainstream classrooms, citing the schools and classrooms not being prepared to properly teach and to provide a supportive and appropriate environment where children with disabilities can learn. Similar to the baseline, teachers' descriptions of the features of inclusive education are correct, which is a positive finding.

As of midline 1, 92.2% of girls in the intervention group agreed that their teacher makes them feel welcome. This indicates that teachers have made progress towards demonstrating positive attitudes towards CWDs. 80.8% of teachers reported designing lesson plans that cater for CWDs, while only 67.4% of reported catering for all CWDs in the design of the assessments or examinations. 7.9% more teachers were observed using adaptive materials within the classroom at midline 1 compared to baseline

Fewer teachers felt that: 1) their students with disabilities were not making any academic progress compared to children in the class without disabilities (25.8% at midline 1 compared to 73.5% at baseline); 2) students with disabilities could never perform well academically regardless of the support provided to them (8.4% at midline 1 compared to 8.4% at baseline); and 3) students with disabilities performed worse than other students (16.3% at midline 1 compared to 80.4% at baseline).

Fewer signs of bullying were observed in the classroom at midline 1 (6.4%) compared to baseline (9%). Only 3% more learners between baseline and midline 1 were observed having conversations with all of their peers.

Compared to baseline, 7.9% more teachers were observed using adapted materials, while 7% fewer teachers were observed engaging girls and boys equally during the lesson. 71.9% of teachers were observed engaging both CWD and children without disabilities. Teacher performance on all aspects of engagement of learners with disabilities in lessons exceeded the set target by 16.6%. Most teachers

(87.2% females and 84% males) think that the teaching process in project schools has to a great extent met pupils' learning needs at midline 1, which is equivalent to the annual target for this indicator. This is contrary to the baseline findings, were female teachers felt that pupils' learning needs were not being met to a small extent, while male teachers believed that pupils' learning needs were not at all being met by the learning process implemented in project schools.

Intermediate Outcome 3: Self-Esteem

On average, control group students were still slightly more likely to think they would pass their candidate exams, felt they can do things as well as their friends and that they would be rewarded with a good job if they work hard. However, intervention girls increased their feelings of self-efficacy in all three areas between baseline and midline 1, closing the gap between them and the control group students. Furthermore, intervention girls are now more likely than control group students to get nervous when reading or doing maths in front of others, a negative change since baseline. Students in the intervention group were also still more likely to think they were merely 'lucky' when they did well in a test. They believed this slightly more on average at midline 1 than at baseline.

A significant change can be seen between baseline and midline 1 in terms of the percentage of CWDs who say other children in class treat them with kindness and their teacher makes them feel welcome at school; a majority of CWDs now report feeling this way. Interestingly, more CWDs report being treated with kindness by their peers than control group children. Fewer CWDs reported feeling lonely at school and feeling like having a disability has spoiled their life at midline 1 as compared to baseline.

CWDs also report receiving better care at home at midline 1 as compared to baseline. Fewer CWDs said they receive less things like clothes and food than their siblings, although one third of CWDs still report this mistreatment and more than 40% of control group children reported the same. Fewer CWDs at midline 1 also reported being embarrassed because they don't have the right school materials, although 20% still report feeling this way and nearly 50% of control group children feel this way.

Despite these improvements in treatment of CWDs at home and by their families, more CWDs report that others think they can't achieve much in life. This indicates that while CWDs may be receiving better treatment from their teachers, peers and family members, those people may still not realise the great potential that CWDs have within them.

In general, across both the intervention and control groups and all class groupings at baseline and midline 1, families hold the most decision-making power. Overall, decision-making power for GWDs and GWNDs has increased slightly between baseline and midline 1. However, the frequency of GWDs making decisions in conjunction with their family has decreased since baseline.

Girls were asked about their ability to achieve goals despite difficulties, express themselves to others and ask for help from a teacher. The averages across the age groupings per question are fairly equal across intervention and control groups. The control group averages are slightly higher in the ability to ask the teacher when they don't understand and in having someone to talk to about problems at home and school. Meanwhile, the intervention group averages are higher in the ability to stay focused and the ability to find ways of expressing themselves when someone doesn't understand them. This means that, in terms of self-reported life skills, girls with and without disabilities both express their abilities and capacities to a high degree. Generally, there are no stark differences between the control and intervention groups regarding how they self-report about their self-esteem or respond to life skills questions. Between baseline and midline 1, both the intervention and control group girls reported much higher levels of having someone to talk to about problems at school and at home.

Intermediate Outcome 4: Economic Empowerment

Economic empowerment is, for the purposes of this report, defined as the capacity of women and men to participate in, contribute to and benefit from growth processes in ways that recognise the value of their contributions, respect their dignity and make it possible to negotiate a fairer distribution of the benefits of growth

The results revealed increased participation of the caregivers of girls with disabilities in CSU income generation training sessions from 10.2% at baseline to 52.6% at midline 1. On a low note however, the proportion of caregivers saving with any of the CSU savings groups is at 35%. This implies that majority of the caregivers may be lacking access to financial resources to start or boosts their income generating activities. This is an area that needs to be fast tracked to ensure all the barriers to participation in savings groups are removed if, any to enable participants have cash flows avenues.

The results revealed that the study participants income generation activities have not substantially translated into the household's increase in income for the past one year at the time of the survey. The proportion of households or caregivers whose household monthly income increased in the past year decreased from 25.4% at baseline to 17.1% at midline 1 in the intervention group and from 20.2% at baseline to 19.1% at midline 1 in the control group. There is an opportunity for CSU to boost income of the caregivers since more than 60% of the caregivers mentioned self-employment through income generating activities as the main source of income for their households. There will require CSU and Montrose to intentionally track each participant to understand how best they can further increase improve their business.

Even with the low participation in saving groups and income generation activities, the findings revealed that three quarters (75%) of the caregivers linked their increase in the ability to support the education of their disabled daughters to the CSU project interventions. Additionally, more caregivers of disabled girls (by different impairments) with improved income were able to contribute to child's school fees, scholastic materials and uniform. This a positive practice that shows potential for sustainability of CSU interventions. Logically if the interventions can be able to drive long-term financial security to most households, they will be able to handle the girl's school needs. In support to this, the evaluation results revealed that there is a correlation between economic empowerment and affording basic needs. The findings suggested that caregivers that were able to afford basic needs in both the intervention and the control groups were more likely to be highly empowered.

Economic empowerment is a somewhat relative term and comparing our intervention and control groups, both of whom reside in lower socio-economic areas, has shown that there are similarities between the two groups. Compared to the baseline, overall findings suggest that more households regularly spend more money than they earn in both the intervention (67.5%%) and control (62.8%) groups and only 24% of households of both subgroups have the ability to regularly pay bills on time. This highlights that at school level, the schools selected to benefit from this project – and the children learning within them – are amongst the most vulnerable and marginalised in Kampala.

Intermediate Outcome 5: Inclusive Environment

There is evidence of an institutional framework and willingness by key leaders to reduce barriers to education for CWDs. In 2019, the government of Uganda ratified the Persons with Disability Act 2019 which among other things provides for CWDs to enjoy all the rights enshrined in the Children Act on an equal basis as a child without a disability including the right to education and guidance. Similar to the baseline, at midline 1 key respondents reiterated that a major challenge was that inclusive education competes with other priorities for limited public resources and that MoES provides grants to special schools. Therefore, a review of the 2019/2020 Annual Budget confirmed that grants were provided for SNE schools only. The KCCA Divisions now have at least a Special Needs inspector, headed by a newly recruited Special Needs Officer that is responsible for performing school visits.

The inclusive environment around GWDs was found to be more concerned with safeguarding as more stakeholders (parents of GWD and teachers) reported having more agency to act on child abuse and exhibit self-esteem. During this evaluation point, it was found that all stakeholders (caregivers – 44.8%, GWDs – 60.7% and teachers – 50.9%) felt more empowered to report cases of child abuse. However, only 26% of caregivers had actually ever reported a case of child abuse and majority of them felt that sensitisation of parents and communities rather reporting was the best way to minimise it. At school, learners that participated in the FGD expressed confidence in reporting to the school authority, school disciplinary committee, their teacher or even confront the culprit directly. Interestingly, not all teachers have the same view of corporal punishment. Teachers (92.5%), care givers (87.5%) and GWDs (61.5%) all agreed that project interventions have changed attitudes so that girls have increased access to education, improved retention, and improved learning outcomes.

Key factors that could hinder progress on inclusive environment are the project's minimal control over individual's behavioural change and government budget constraints to implement inclusion policy such as financing SNE.

Marginalisation and Gender

The CSU programme is more strongly focussed on addressing inequalities between children with disabilities and children without disabilities than in addressing gender inequalities. Gender inequalities relates to both boys and girls being treated differently on account of their sex. The majority of the CSU beneficiaries are girls, and, due to this being seen as unfair towards boys with disabilities, the project design has factored in a proportion of boys to be supported to reduce this inequality and ensure the project design is more gender sensitive.

As outlined above, with respect to economic empowerment, both control and intervention groups are amongst the lowest socio-economic groups in Kampala and thus amongst the most marginalised. With the addition of disability, the project beneficiaries are without doubt some of the most marginalised within Kampala and arguably, within Uganda.

The project was found to be gender accommodating by addressing girls' practical needs. It moves a step further in being gender transformative as it challenges gender stereo types – focusing not only just girls but those with various types of disabilities.

Gender Integration Continuum	Description
Gender blind	The issue of gender is **not addressed**. The project focus is girls with disabilities with a small percentage of boys with disabilities due to community pressure. Therefore, disaggregation by sex is not possible.
Gender aware	Sex disaggregation data is not used as the main beneficiaries for project interventions is girls and caters only to their needs.
Gender accommodating	**Accommodations are biased towards girls' practical needs** such as provision of sanitary towels as part of the scholastic materials provided by the project every school term. Also, that financial support that includes school fees and rehabilitation is only provided to girls with various disabilities.
Gender transformative	Gender stereotypes and norms are challenged and the project seeks to transform unequal power relations between girls with and girls without through changes in mindset, empowering parents of GWDs with the hope that they will be willing and able to educate their daughters, and through building the self-esteem of GWDs. The response is more likely to focus on **girls**' **strategic education and social needs**.

To track changes to marginalisation and understanding the layers of complexity that intersect to cause the marginalisation of GWDs, characteristics of GWDs and the barriers to education were analysed. The evaluation findings reveal that most of the characteristics show no statistically significant differences between the intervention and the control groups both at baseline and midline 1. This is expected since the control group is 'matched' with the sample when being selected. Attrition and loss of learners led to changes in the compositions of the sub-groups where there were significant differences in the proportion of single orphaned girls in the intervention (23.4%) and control (13.7%) at midline 1, a higher reduction in the poverty levels in the intervention group from 49.5% at baseline to 38.5% at midline 1. Nonetheless, high levels of poverty that were found in both the intervention (49.5%) and control (45.6%) groups at baseline highlight that the schools being targeted by the project are primarily found in the lower socio-economic areas of Kampala.

Value for Money

For VfM purposes costs were expressed as the marginal annual cost (cost for one additional girl for a year) for a given type of support. An annualised spending was estimated for each GWD in the evaluation sample. Cost estimates were limited to GWDs in the evaluation sample as outcomes (the "Value" in VfM) are only available for those girls. As a result, only school level and household level support for girls in the evaluation sample will be included in the estimation of annualised spending. For the next midline report, financial data from 2019 and 2020 will be analysed and discrete "packages" of support identified and assessed for their impact on outcomes. For more details, please see Annex 19.

7.2 Recommendations

The following recommendations are based upon improving learning outcomes with the theory being that by improving learning and reducing inequalities between girls with and without disabilities, this will have a positive effect on both transition rates and the longer-term sustainability of the programme through behaviour and attitudinal change.

- Based on the learning test results presented in this report, clearly major interventions are required to raise learning outcomes and literacy and numeracy results amongst learners at all levels of the CSU programme. However, improving instruction and pedagogical practices amongst teachers in literacy and numeracy requires a highly technical and intensive intervention that demands a large degree of expertise and focus. CSU should reflect on its approaches to this and identify what support it can effectively give teachers to help them improve their instructional capacities within the framework of the programme. The importance of focusing on improving instruction and pedagogical practices is supported by a research[41] conducted by that aimed to identify effective education interventions in Sub-Saharan Africa. After examining about 12 types of education interventions, the study found that programmes that aimed to adjust teacher pedagogy or classroom instructional techniques scored more highly than any other types of programmes.

  - Potential impact: high
  - Difficulty of recommendation: low
  - Action: Contracting a consultant to design refresher teaching courses for teachers or using tutors to train smaller groups of teachers for an extended period of time. This will allow for a more technical training.

[41] Conn, Katharine. (2017). Identifying Effective Education Interventions in Sub-Saharan Africa: A Meta-Analysis of Impact Evaluations. Review of Educational Research. 87. 863-898. 10.3102/0034654317712025.

- Some low or no cost interventions can also significantly improve learning outcomes through simple approaches to developing the learning environment where children attend school. For example, ensuring that the attendance of learners and teachers improves is a simple – and effective – way to provide more time for learning to happen. Focusing on improving teacher time on task in the classroom, including things like effective learning strategies, use of appropriate resources, grouping strategies and student-centred learning techniques can help to improve the learning environment so that children are challenged to guide their own learning process and engage in self-directed tasks that develop their critical and creative thinking skills, as well as core literacy and numeracy knowledge.

- Getting parents on board with home learning tasks such as reading together or providing designated homework space and time each day, involvement in school activities and class visits, and improving parents' overall support and positive attitudes towards their children's education can also have a significant, positive effect on learning outcomes. This recommendation is supported by a 2014 research study [42] conducted by Sapungan, Gina & Sapungan, Ronel that showed that parental involvement in children's learning leads to improvements in morale, attitude and academic achievements across all subject areas.

  - Potential impact: high
  - Difficulty of recommendation: high
  - Action: Based on study findings, mobilising parent involvement is quite difficult. This will call of innovative ways to encourage them to be involved in their child's learning.

- Overall, a collection of key interventions geared at holding learners, parents, teachers and schools accountable within their roles for improving learning and instilling a culture of success and making every day count will be the most successful way that CSU can ensure learning outcomes improve over the course of the programme.

- Although close to 100% of teachers say they change the physical environment and the way they communicate in the classroom to adapt to learners with disabilities' needs, this was not observed in most lesson observations. In addition, only half of the teachers make schemes of work and assessments that provide for children with disabilities. More work can be done to help teachers understand what is required to teach CWDs effectively and how to adapt their lessons and tests to accommodate CWDs.

  - Potential impact: high
  - Difficulty of recommendation: low
  - Action: A revision of the current teacher training schedule to include more time on task for lesson planning and development of schemes of work that consider CWDs.

- Teacher and learner attendance and time on task in the classroom should both be monitored during the CSU programme to see if these results improve as daily teacher/learner attendance and classroom engagement has a significant impact on overall learning outcomes. The need to monitor and encourage attendance, particularly among learners is evidenced by a research[43] study by Eigbiremolen, G.O. (2017) that found that the number of hours (time on task) spent studying at school were more relevant to children's learning.

[42] Sapungan, Gina & Sapungan, Ronel. (2014). Parental Involvement in Child's Education: Importance, Barriers and Benefits. Asian Journal of Management Sciences & Education. Vol.3 No. 2. 42-48.

43 Eigbiremolen, G.O. (2017), Determinants of Learning among Primary School Children in Ethiopia: Analysis of Round 2 and 3 of Young Lives Data. African Development Review, 29: 237-248. doi:10.1111/1467-8268.12253

- Potential impact: high
- Difficulty of recommendation: low
- Action: A revision of the current teacher training schedule to include more time on task for lesson planning and development of schemes of work that consider CWDs.

- Grades P5 and P6 showed positive regression estimates at midline 1 in comparison with baseline in both literacy and numeracy scores, a signal for improved performance overall at midline 1. There is a need to have deliberate discussions with pupils and teachers from these grades to understand their experiences that could inform how the programme strategies the efforts to improve learning outcomes.

  - Potential impact: high
  - Difficulty of recommendation: low
  - Action: During school visits, CSU Project officers can deliberately collect data from P5 and P6 learners and teachers about the factors that they think have contributed to this improvement. These findings should inform the teacher training and life skills training.

- Results from the three regression model analyses support the initial hypothesis that intermediate outcomes self-esteem, attendance and life skills have a positive association with good learning outcomes. The implication for this finding is that programme should continue supporting the disabled girls to have high self-esteem, improve their life skills and devise systems that mitigate absenteeism from school. These intermediate factors are in the end mediation factors to improved transition rates.

  - Potential impact: high
  - Difficulty of recommendation: medium to high
  - Action: This will greatly depend on what is agreed however, as a multi-faceted approach, various things will have to be prepared to ensure it successful delivery.

- Economic empowerment and governance showed no significant association with learning outcomes. To some extent, this may imply that there are no individual differences among girls for these intermediate outcomes to cause significant differences in outcomes. That said, economic empowerment is assumed to have a positive correlation with attendance, life skills and self-esteem since it creates a better environment for girls to develop and improve themselves in such areas. Continuous efforts to improve the economic empowerment of households and caregivers will indirectly improve learning outcomes through improved attendance, life skills and self-esteem. In the research by Eigbiremolen, G.O. (2017) mentioned above, it was also reported that through empirical evidence showed that household income had little effect on children's learning. However, according to CSU's ToC economic empowerment is geared towards achieving high transition rates that is directly affected by attendance and therefore could lead to better learning outcomes.

  - Potential impact: high
  - Difficulty in implementation: low to medium
  - Action: From the findings in the sections above, targeted economic empowerment that focusses on the types of small-scale businesses that thrive in the Ugandan economy. It would require extensive research into organisations that specialise in growing small-scale business training or entrepreneurship.

- The potential average treatment effect showed that the non-disabled girls continue to perform better than the disabled girls in the learning outcomes. This is observed in all the grades in the overall mean weighted scores. The programme should focus on improving the intermediate outcomes that affect learning outcomes and this will in the end continue to improve the performance of the girls.

Decisions on the performance may need to be based on the change in the regression estimate in the next evaluation.

Project contribution: Response to conclusions and recommendations

List of Annexes

All the annexes have been put in a separate folder

- Annex 1: Midline Evaluation Submission Process
- Annex 2: Intervention roll-out dates.
- Annex 3: Evaluation approach and methodology.
- Annex 4: Characteristics and barriers.
- Annex 7: Project design and interventions.
- Annex 9: Beneficiaries tables.
- Annex 10: MEL Framework.
- Annex 11: External Evaluator's Inception Report (same as the one submitted earlier) – submitted on 05 May 2021
- Annex 12: Data collection tools used for midline – submitted on 31 January 2020
- Annex 13: Datasets, codebooks and programs – submitted on 31 January 2020
- Annex 14: Learning test pilot and calibration – submitted on 31 January 2020
- Annex 15: Sampling Framework – submitted on 31 January 2020
- Annex 16: External Evaluator declaration - submitted on 05 May 2021
- Annex 17: Project Management Response - submitted on 05 May 2021

Annexes to finalise after Annex 11 "Datasets, codebooks and programmes" is signed off by the FM:

- Annex 5: Logframe.
- Annex 6: Outcomes Spreadsheet.
- Annex 8: Key findings on Output Indicators.

Annex 2: Intervention roll-out dates

Please provide a timeline of roll-out of your interventions in the table below.

Table 120: Intervention roll-out dates

Intervention	Start	End
e.g. Teacher training	e.g. March 2018	e.g. Ongoing – end date March 2019
e.g. Financial literacy classes	e.g. April 2018	e.g. July 2018

Annex 3: Midline evaluation approach and methodology

The following section outlines the approach to the evaluation and the mixed method methodology. It also presents project Outcomes, Intermediate Outcomes, and their respective indicators. New indicators were added to the logframe as per the instruction from the FM. This was because, the previous intermediate outcome indicators were not accurately measuring progress of the project based on the project interventions.

Table 121: Outcomes for measurement

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Outcome 1: Improved performance of GWDs in literacy specific **learning** outcomes						
Number of disabled girls supported by GEC (disaggregated by impairment type) demonstrating SD 0.25 **literacy outcome** improvement at each evaluation point.	*School*	*Early Grade Reading Assessments (EGRA) and Secondary Grade Reading Assessments (SeGRA)*	Fund Manager (FM) recommended. This test is able to demonstrate progressions from letters to words, to comprehension; timed reading and more complex reading to accommodate fluency which are proxies for learning literacy.	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.
Number of disabled girls supported by GEC (disaggregated by impairment type) demonstrating SD 0.25 **Numeracy outcome** improvement at each evaluation point.	*School*	*Early Grade Maths Assessments (EGMA) and Secondary Grade Maths Assessments (SeGMA)*	FM recommended. This test is able to demonstrate progression from numbers, to addition/subtraction and multiplication/ division; linkage to curriculum to accommodate mastery which are proxies for learning numeracy.	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.
Outcome 2: Improvement in **transition** rates of girls with disabilities in Kampala						
No. of disabled girls (disaggregated by impairment type) who have transitioned through key stages of education, training or employment (primary	Household/school	HH survey/Head Teacher (HT) and Teacher Interview	Transition is defined as successful progression in formal and non-formal levels of education or movement to a TVET or paid work. Most girls supported by the project at currently enrolled in formal education and are expected to progress through school. The custodians of this information are the school that the GWD	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
to lower secondary, lower secondary to upper secondary, training or employment)			attends.			
Outcome 3: Sustainability (system level) Attitude & Perceptions among stakeholders at: home, community, school and **system level** are supportive of girl child education						
Level of disability mainstreaming among stakeholders (KCCA, MGLSD, and MOES)	Government/Education system/Community/ Household/	KIIs, FGDs, HH survey/HT and Teacher Interview	Sustainability to refer to whether improvement in learning and transition can be sustained for future generation of girls in the project community, school and education system at large. This is best measured through actions brought on by a change in attitudes and perceptions of the people in the environment where the GWDs are found. This is based on the assumption that the legislations, policies and plans will be implemented to support the education of disabled children	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.
Outcome 3: Sustainability (community level): Improved economic empowerment and resilience among parents of disabled girls						
The extent to which the financial and other resources mobilised by the parents are benefiting the education of girls and boys with disabilities	Community/ Household/	KIIs, FGDs, HH survey Interview	Sustainability to refer to whether improvement in learning and transition can be sustained for future generation of girls in the project community, school and education system at large. This is best measured through actions brought on by a change in attitudes and perceptions of the people in the environment where the GWDs are found. This is based on the assumption that the resources and self-help will be adequate to support the education	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
			of children with disabilities			
Extent of community self-help initiatives geared towards rights of children including right to education	Community/ Household/	KIIs, FGDs, HH survey Interview	Sustainability to refer to whether improvement in learning and transition can be sustained for future generation of girls in the project community, school and education system at large. This is best measured through actions brought on by a change in attitudes and perceptions of the people in the environment where the GWDs are found.	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.
Outcome 3: Sustainability (School level level): Attitude & Perceptions among stakeholders at: home, community, school and system level are supportive of girl child education						
Extent to which schools demonstrate inclusiveness to attract and retain children with different education needs (e.g. infrastructures, teaching and learning materials, SNE human resource, financial plans)	School	Teacher/HT interview, KII	Sustainability to refer to whether improvement in learning and transition can be sustained for future generation of girls in the project community, school and education system at large. This is best measured through actions brought on by a change in attitudes and perceptions of the people in the environment where the GWDs are found. The assumption is that Schools will have the necessary resources to support inclusiveness and create a supportive environment for the GWDs at the school.	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.
Intermediate outcome 1: *Improved **attendance** rates of girls with disabilities in project schools*						
Indicator 1.1: % improvement in disabled girls' attendance in schools (disaggregated by	School	Pupil Context Interview, Household/caregiver survey	The project is interested in the GWDs continued presence in school on the assumption that increased attendance will lead to improved learning.	Per term Per evaluation point (term 3 of	Project External	This indicator has remained the same from baseline.

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
impairment type) throughout the life of the project				the academic year)	evaluator	
Indicator 1.2: Stakeholders` views on the extent to which project interventions (Infrastructure, Economic support and Teacher quality) have contributed to school attendance of disabled girls on a scale of 1-3 (1-Not at all, 2-Small extent, 3-Great extent).	School	Pupil Context Interview, Household/caregiver survey Household/caregiver survey	The project is interested in the GWDs continued presence in school on the assumption that increased attendance will lead to improved learning.	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline with some clarity added to the project intervention. Baseline values available for parents views only.
Intermediate Outcome 2: Increased number of teachers demonstrating inclusive teaching practices while teaching literacy and numeracy in class (**Teaching Quality**)						
Indicator 2.1: % of teachers that are observed to use adaptive materials, equitably engage girls and boys, and both CWD and Children without disabilities	School	*Classroom observations, Teacher Interviews, FGDs, Key Informant Interviews (KII)*	The quality of teaching offered to a GWD is best observed in the classroom as the lesson is being taught. These observations look for the ability of a teacher to demonstrate the capacity to vary teaching methods that benefit learners with different backgrounds including those with impairments in a gender responsive manner.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. No baseline values are available for this indicator. Baseline values for "Teacher engages both CWD and Children without disabilities" are not

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
						available at baseline.
Indicator 2.2: The extent to which teaching process in the project schools meets the learning needs of pupils on a scale of 1-3 (1-Not at all, 2-Small extent, 3-Great extent).	School	*Classroom observations, Teacher Interviews, FGDs, Key Informant Interviews (KII)*	The quality of teaching offered to a GWD is best observed in the classroom as the lesson is being taught. These observations look for the ability of a teacher to demonstrate the capacity to vary teaching methods that benefit learners with different backgrounds including those with impairments in a gender responsive manner.	Per evaluation point (term 3 of the academic year)	External evaluator	This indicator has remained the same from baseline.
Intermediate Outcome 3: Girls with disabilities have improved self- esteem & agency to make informed decisions about all aspects of their lives (**Self-Esteem**)						
Indicator 3.1: % of girls with disabilities who report to have high self-esteem and life skills as measured by the combined self-esteem and life skills index	School	Pupil context interview and the Household/caregiver survey, FGD	Self-esteem is considered to have a bearing on a girl's success be it in education, or any social and economic aspect based on girls' attitude toward themselves. Therefore, addressing self- esteem should have a positive impact on learning and transition outcomes for GWDs as their aspirations for the future will grow ensuring sustainability of the impact of the project after its lifetime.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was revised as a composite combining self-esteem, confidence and life skills that was calculated for the first time during this evaluation point. Baseline values are available for this indicator.
Indicator 3.2: GWDs can identify life skills they are learnt through CSU classes which will be useful to	School	Pupil context interview and the Household/caregiver survey, FGD	Self-esteem is considered to have a bearing on a girl's success be it in education, or any social and economic aspect based on girls' attitude toward themselves. Therefore, addressing self- esteem should have a	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. No

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
their future lives.			positive impact on learning and transition outcomes for GWDs as their aspirations for the future will grow ensuring sustainability of the impact of the project after its lifetime.			baseline values are available for this indicator.
Indicator 3.3: % girls, parents, and teachers who link the change in the self-esteem, confidence and life skills to the project`s life skills and mentoring support interventions	School	Pupil context interview and Household/ caregiver survey, FGD	Self-esteem is considered to have a bearing on a girl's success be it in education, or any social and economic aspect based on girls' attitude toward themselves. Therefore, addressing self- esteem should have a positive impact on learning and transition outcomes for GWDs as their aspirations for the future will grow ensuring sustainability of the impact of the project after its lifetime.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. No baseline values are available for this indicator.
Intermediate Outcome 4: Families use their improved income to financially support the education of their girls with disabilities (**Economic Empowerment & Resilience**)						
Indicator 4.1: Proportion of parents of disabled girls (disaggregated by impairment) with improved income that contribute to child's school fees, scholastic materials and uniform	Community	Household/caregiver survey, FGD	Economic empowerment in this context focuses on strengthening the household income base with the purpose of having parents who can ably meet the education costs of their disabled daughters.	Per evaluation point (term 3 of the academic year)	External evaluator	The wording of this indicator was revised. Indicator was calculated for the first time during this evaluation point. No baseline values are available.
Indicator 4.2: "% of GWDs who report that they get fewer things (clothes, money, food etc) compared to their siblings without	School	Pupil context interview, FGDs	Economic empowerment in this context focuses on strengthening the household income base with the purpose of having parents who can ably meet the education costs of their disabled daughters.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. No baseline values are

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
disability from their caregivers.						available for this indicator.
Indicator 4.3: Parents link their increase in ability to support the education of their disabled daughters to the project interventions	Community	Household/caregiver survey, FGD	Economic empowerment in this context focuses on strengthening the household income base with the purpose of having parents who can ably meet the education costs of their disabled daughters.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. No baseline values are available for this indicator. To measure this indicator, a new question was added to the household caregiver survey.
Intermediate Outcome 5: Inclusive environment (school, household, policy, system) maintained to support the needs of girls with disabilities (Governance, environment (attitudes & perception)						
Indicator 5.1: % of girls with disabilities, teachers and caregivers who agree that they feel empowered to report cases of abuse	School, community/ household	Pupil context interview, Household/caregiver survey, FGD, Teacher/HT Survey	Attitude and perception is an enabler to learning, transition and sustainability. A positive attitude from the community and key stakeholders will greatly contribute to sustainability of project results which has a lasting impact on not only the current cohort of disabled girls but also at broader level considering education of disabled children.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. New questions were selected to measure this indicator. Baseline values are only available for parents/caregivers.
Indicator 5.2: % of	community/	Household/caregiver	Attitude and perception is an enabler to	Per evaluation	External	This is a new

Outcome	Level at which measurement will take place, *e.g. household, school, study club etc.*	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, *i.e. why is this the most appropriate approach for this outcome*	Frequency of data collection, *i.e. per evaluation point, annually, per term*	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
parents/ caregivers that link their current level of knowledge of child protection to project interventions.	household	survey,	learning, transition and sustainability. A positive attitude from the community and key stakeholders will greatly contribute to sustainability of project results which has a lasting impact on not only the current cohort of disabled girls but also at broader level considering education of disabled children.	point (term 3 of the academic year)	evaluator	indicator that was calculated for the first time during this evaluation point. No baseline values are available
Indicator 5.3: % Girls with disabilities, caregivers, teachers and education authorities agree that project interventions have changed attitudes so that girls have increased access to education, have improved retention, and improved learning outcomes	School, community/ household	Pupil context interview, Household/caregiver survey, FGD, KIIs, Teacher/HT Survey	Attitude and perception is an enabler to learning, transition and sustainability. A positive attitude from the community and key stakeholders will greatly contribute to sustainability of project results which has a lasting impact on not only the current cohort of disabled girls but also at broader level considering education of disabled children.	Per evaluation point (term 3 of the academic year)	External evaluator	This is a new indicator that was calculated for the first time during this evaluation point. No baseline values are available.

Evaluation methodology

The evaluation of project outcomes will employ a difference in differences methodology to estimate the relationship between project interventions and improvements in learning outcomes and retention/transition rates for participating disabled girls. The nature of the population of participants in the programme (disabled girls) presented challenges in developing a robust methodology incorporating an appropriate treatment/non-treatment control group for applying a DID methodology. Prevalence rates amongst the school population in Kampala (the site of the project) were low and as such the CSU project participants were found to be dispersed across more than 391 primary and secondary schools and 10 vocational schools.

With the low prevalence of disability, identifying a sufficiently large population of disabled girls who will not receive project support as a comparison group was neither logistically nor financially feasible. For this reason, the evaluation opted to compare changes in learning outcomes over the project period between a sample of disabled girls (participants) and non-disabled girls (control) drawn from the same universe of participating project schools. While some planned interventions may indirectly benefit non-disabled girls, the project is intended to improve school participation and learning outcomes for disabled girls. Changes in the disabled/non-disabled learning gap over time would provide evidence that project interventions were effective in promoting improved outcomes for disabled girls rather than improving overall results.

The evaluation used a mixed methods approach to gather data around learning, transition and sustainability outcomes within the context of complex socio-economic and environmental factors. Qualitative data was used to triangulate findings from quantitative data and add breadth to the outcomes of the deep-dive qualitative analysis ensuring the maximum breadth and depth possible given the parameters of the research study. Additional data was collected from key stakeholders across the community, school and system levels.

Therefore, the study used a gender and disability sensitive mixed methods approach. A sample of girls with disabilities were determined by drawing a random sample from the overall cohort based on a statistical power of 0.8, a 0.05 level of significance and a minimal detectable effect size of 0.25 SD. Additional sampling protocols were put in place to limit the number of schools, disability types and severity. This facilitated the logistics of data collection whilst ensuring findings are generalizable to the wider population. A control sample of girls without disabilities was drawn from within the same class as the sampled girls with disabilities. This was aimed at enabling Montrose to determine the extent to which the project has been successful in improving the inequality gap in learning and transition outcomes between girls with and without disabilities. Girls will be tracked longitudinally across the 7-year life cycle of the project. Data underpinning the various outcomes and intermediate outcomes (see Theory of Change) will be collected via a number of different tools.

Early and Secondary Grade Reading and Maths Assessments (EGRA/EGMA/SeGRA/SeGMA) were used to measure learning outcomes. Household surveys provided data on transition outcomes. Additional interviews with pupils, teachers, caregivers and education authorities, coupled with lesson observations and school checklists, provided key multilevel data around attendance, teaching quality, girls' self-esteem, attitudes and socio-economic circumstances of the girls' families. When matched across to learning outcomes data over time, this is expected to provide rich insight into the factors influencing learning and transition outcomes for GWDs, the impact of programme interventions and additional barriers or opportunities for improvement. Value for Money (VfM) analysis will be conducted at midline and endline via a 'matrix of ingredients' approach to be outlined in subsequent inception reports for the midline and endline evaluations.

The target beneficiary groups were identified to be the disabled girls receiving support from CSU. Indirect beneficiaries were identified as teachers and head teachers in project supported schools,

parents/guardians of the GWDs supported by the project including caregivers, Ministry of Education/KCCA officials, boys supported by CSU.

Midline data collection process

Research tools

Pre-baseline pilot of learner assessment tools

Prior to data collection at baseline, a pilot of tools was conducted to ensure the appropriateness of the tools with respect to both the adaptation of the tools for each disability type and the suitability of subtasks chosen for each grade. All tools were first reviewed by CSU and the FM, feedback was integrated into the tools and then they were subsequently piloted in six schools with 45 GWDs and with 45 girls without disabilities who were matched by school, grade and age, wherever possible. The analysis of the pilot included identification of any potential floor or ceiling effects. Tools were amended and finalised based upon findings from the pilot study and the decision on which subtasks would be taken by each grade was agreed with CSU and the FM.

Post-baseline re-pilot of learning tools

The original baseline learning tools and protocols that were piloted were developed and adapted for learners with disabilities (including visual, hearing, physical and intellectual). Due to the varying disabilities of learners and the extent of the modifications that had to be included for the baseline assessment (which were identified during the pre-baseline pilot), the subsequent evaluation tools were not developed prior to the baseline, as agreed with CSU and the FM. Rather, the baseline was used – after the initial 2017 pilot – as a mechanism to ensure the modifications adapted to learners with disabilities were relevant and in accordance with appropriate child protection policies and guidelines for both CSU and DFID. Following the baseline, the additional evaluation protocols and tools were developed and submitted in mid-2018 to CSU and the FM for review and approval. Following approval of the tools from both parties, it was decided that an additional pilot and calibration of the assessments for midline 1 and 2 and the endline was necessary to align to DFID's and the FM's guidelines for tool development.[44] They were subsequently evaluated in this second pilot exercise.

The second pilot study was held on 30th and 31st July and 1st, 5th and 6th August 2019 in Kampala. The second pilot study was conducted by 31 enumerators, including team leaders and disability experts, who were trained during a 5-day training workshop for the second pilot exercise, held in Kampala between 24th and 29th July 2019. Enumerators, team leaders and disability experts were trained on how to administer both early grade (primary) and secondary assessments, including administering disability modifications for each disability type according to the Washington Group classifications.

There were three key purposes of the second pilot study. Firstly, the second pilot study provided enumerators and disability experts scope to evaluate the learning assessment instruments (EGRA/EGMA/SeGRA/SeGMA) for midline 1, midline 2 and endline to ensure the instruments were functioning well in the field against the baseline assessment administered in early 2018. This included not just the subtasks and specific questions in each assessment but also the basic administration guidelines and whether the disability adaptations were fit for purpose for subsequent evaluations. Secondly, each learning assessment instrument was tested to ensure the same level of difficulty was maintained between the baseline, midline 1, midline 2 and endline tools. This was an important step for ensuring that subsequent evaluations and analyses were able to disentangle learners' abilities from recall and to ensure an appropriate calibration across all assessments in the programme evaluation. Finally, the study allowed enumerators to gain additional practical field experience and report back on the

[44] The GEC-T MEL Guidance Part 2 document was the guiding protocol for this agreement and all calibration in the second pilot of additional assessments beyond baseline adheres to these guidelines.

appropriateness of protocols, sampling and the school-based mobilisation approach, which will inform future study round.

Findings from the second pilot showed that all assessments (baseline, midline 1, midline 2 and endline) for the EGRA, EGMA, SeGRA and SeGMA were accurately calibrated and that all sub-tasks posed, on average, the same difficulty to learners within similar grade clusters. Learners' scores on subtasks within the assessments differ, on average, by 1-5%. This is an acceptable range of difference to conclude adequate calibration amongst the tools. Although some outliers were found within certain subtasks on some of the assessments, they are representative of only a few learners within one school and do not indicate a problem with the tests themselves. Following the pilot, Montrose slightly adapted the tools according to the revisions detailed below.

Table 122: Post-baseline pilot recommendations for tools adaptation

Tool	Post-Baseline Pilot Adaptations
EGRA	• EGRA Reading Comprehension subtask in the midline 1 assessment: In this story, which is about an ant finding food for the colony, five questions are posed to learners in the Reading Comprehension subtask. In four of the five responses, the word 'food' was included as part of the correct response. Numerous learners appeared uncertain when answering these questions, as they were unsure whether including the word 'food' in four of the five answers was correct. While the possible answers are much more nuanced than that (based upon the story), clearly the inclusion of an English word that they know (food) led many to question the accuracy of their responses. Therefore, 2 of the questions were changed to other literal fact recall questions to provide more variety in the correct responses. This addressed the issue raised by enumerators in the debrief session. It did not, however, indicate a problem with the calibration of the reading level or content of the story for the Oral Reading Fluency subtask in the assessment.
SeGMA	• SeGMA Question 14 in the midline 1, midline 2 and endline assessments: In this question, learners are asked to calculate the area of a triangle with three equal sides. In most Ugandan classrooms (as is likely the case in other countries), a triangle with two equal sides (e.g. an isosceles triangle) is marked with a line in the middle of the two equal sides, indicating that the sides are equal. In order to ensure that learners understand this question, Montrose added a mark (a diagonal line) to the two equal sides of the triangle to demonstrate that they are equal. This feedback did not indicate a calibration problem with the question itself, but rather an adjustment to the question to align it with the format used in a typical Ugandan classroom. • SeGMA Question 23 in the midline 1, midline 2 and endline assessments: In this question, the unknown variable in the algebraic equation was an italicised letter 'b'. Some learners struggled to identify this letter as a 'b' and instead identified it as the number '6'. Learners with visual and intellectual disabilities across most schools requested clarification in this question during the assessment. Therefore, Montrose replaced the letter 'b' with an uppercase 'X', which is an easily differentiated letter in such an equation. This feedback indicates a modification based on disability guidelines, rather than a calibration problem with this question.

Research tools used at midline 1

The research tools utilised in the midline 1 evaluation included:

- **EGRA and EGMA tools**: these were adapted both for the Ugandan context/curriculum and for the key disability types – visually impaired, hearing impaired, physically impaired and intellectually

impaired. For this study, the EGRA test contained letter sound identification subtask, non-word reading subtask, oral passage reading subtask, reading comprehension subtask and listening comprehension subtask while the EGMA test contained the following subtasks: number identification, number discrimination, missing numbers, addition, subtraction, and number/word problems. These were administered by enumerators using electronic tablets

- **SeGRA and SeGMA tools**: these were first developed for the Ugandan context and curriculum, then adapted for the key disability types - visually impaired, hearing impaired, physically impaired and intellectually impaired. The subtasks contained in the SeGRA test included reading comprehension 1, reading comprehension 2 and a writing assessment. Similarly, SeGMA contained the subtasks multiplication and division; equations, and charts, data and word problems. Enumerators distributed paper-based tests for students to take.
- **Pupil Interview**: this was based upon the standard pupil context interview used following most EGRAs, but with additional questions on life skills and self-esteem as recommended by the FM and adapted by Montrose. Interviews were administered by enumerators using electronic tablets.
- **Teacher/Head Teacher Interview**: this questionnaire was developed from the standard EGRA/EGMA toolkit and used to explore teachers' experiences with the CSU programme, thoughts about teaching and behaviours related to supporting CWDs in their classrooms. Interviews were administered by enumerators using electronic tablets.
- **Lesson Observation Tool**: as with the Teacher and Head Teacher interview, this was taken from a standard EGRA/EGMA toolkit and adapted for the Ugandan school context. Lesson observations were recorded on a paper-based tool.
- **Household and Caregiver Survey**: this survey was amended for the Ugandan context based upon the guidance provided by the FM. Surveys were administered by enumerators using electronic tablets.
- **School Observation Checklist**: this checklist was used by an enumerator at each school to collect information about student and teacher enrolment, student attendance, and the presence and condition of WASH facilities, disability access, resource centres, inclusive education materials and staff rooms. Information about schools' feeding programmes, attendance records and registers, condition of buildings and classrooms, and the existence of school policies were also examined and documented about each school. Checklists were recorded on a paper-based tool.

The following table details which grade levels received which learning assessments at midline 1.

Table 123: Tests administered by grade

Grade	Tests Administered
P3	EGRA/EGMA
P4	EGRA/EGMA
P5	EGRA/EGMA and SeGRA/SeGMA subtask 1
P6	EGRA/EGMA and SeGRA/SeGMA subtask 1
P7	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA
S1	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA
S2	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA
S3	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA
S4	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA
S5	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA
S6	EGRA (ORF and RC subtasks), EGMA (WP subtask) and SeGRA/SeGMA

Enumerator selection and training

Montrose recruited and trained a team of 29 enumerators experienced in administration of EGRA and EGMA tests with students and vulnerable children for the midline 1 evaluation. All enumerators attended

a 5-day training between September 30th to October 4th 2019 of which the objectives were to train enumerators to:

- Understand and be able to fulfil the role of the assessor in the context in which they will be working
- Be fully conversant with each of the sub-tasks of the EGRA, EGMA, SeGRA, SeGMA assessments and with using an electronic tablet for data collection
- Be fully conversant with corresponding disability adaptations and adaptation manuals
- Be able to conduct the learning assessments with girls with disabilities so as to encourage their best performance, adhering at all times to the child protection policy
- Be adept at checking and capturing data electronically using the Tangerine and SurveyCTO software, at initial cleaning of data and at transmitting this data daily
- Be confident and proficient in administering lesson observations, school observation checklists, household and caregiver surveys and in making reliable rating judgements.

An additional team of 8 disability experts were selected and they also took part in the enumerator training. Their role was to provide ongoing support to teams to ensure they fully understood and were appropriately adapting the administration of the tools to each learners' individual disability requirements. They also participated in household and caregiver data collection in case family members of the CWD also required support.

Recommendations for enumerator training in subsequent evaluations regarding conducting research with CWDs are detailed in the table below.

Table 124: Recommendations for future Enumerator training

Aspect	Recommendations for Future Enumerator Training
Disability Manual Tool	The disability manual is made up of three different areas. The first area is made up of general guidance that applies for all disabilities types (visual, hearing, intellectual and physical disability) and includes general guidance regarding how to effectively communicate with girls with disabilities such as what type of clothing to avoid to be respectful of pupils' equipment as well as environmental guidance to ensure assessment locations are comfortable and appropriate to each girl. The second area has specific guidance by disability type before and during administration of assessments and interviews. The last area covers guidance around how to redirect behaviour during assessments and interviews. This tool is essential for making appropriate accommodations and adaptations to enable girls with disability to participate at their own pace and utilise their own mode of communication, but also to assist and equip the assessor with principles and techniques to use during assessments and to build rapport with the pupils. One of the major challenges for assessors to best utilise this tool is the lack of time to learn/refresh how to use it to ensure a smooth and ethical assessment of a GWD. The training should include more time for enumerators to practice using this manual so there can be more emphasis on strategies to overcome issues/barriers during assessments and interviews in the field such as: • Girls kept waiting while the team sorts out papers • Starting assessments without administering the disability criteria questions • Assessors handling a challenging situation with a GWD when a disability expert is not present

	• Counters not being prepared before the assessment • Late school arrival which makes the team rush and forget steps and procedures Additional training time spent using this manual will also allow for the consolidation of principles related to inclusive research with CWDs such as the importance of: • valuing the dignity and autonomy of the child, • being respectful of the views and experiences of the pupil, • allowing time to build trust and rapport, and • recognising that all children, regardless of how they communicate or their disability, have something valuable to communicate.
Disability Criteria Tool	The aim of this tool is to gather information around disability type in order to validate their inclusion in the assessments in order to determine key disability indicators and to help to identify/confirm which disability adaption the pupil needs. • This tool needs a review and a discussion around the reformulation of the question *"What do you think is the girl's MAIN disability type?"*. This question confused enumerators and implied that they had a deep knowledge of disability types. Instead it is suggested to reformulate the question to be *"Based on your training and observation, what, in your opinion, is the major challenge of the girl?".* • It is recommended to spend more time training assessors so they are prepared to work with CWDs. They should be prepared to collect information on appropriate accommodations for the girls, for example, to ascertain whether an aide should be present, if pupils need to take frequent breaks, or if it is important to confirm that hearing aids or other devices are working properly. • It is recommended to record a video of an assessment with a CWD so enumerators can view it during training and discuss situations they need to be prepared to handle. • An option would be to divide the training into a technical part for how to administer different evaluation tools and another part on how to administer accommodations for the different types of disabilities and principles of inclusive research with children with disabilities.

Data collection

Overview of data collection

Montrose deployed the 29 trained enumerators and 8 disability experts to 51 primary and 8 secondary schools across Kampala in teams of four or five to undertake the EGRA, EGMA, SeGRA and SeGMA learning assessments, pupil, teacher, caregiver and household interviews and classroom observations using a combination of digital tablet data collection and paper-based data collection, as outlined in the "Research tools used at Midline 1" section above. Written permission was obtained from KCCA permitting the team of enumerators to access the schools over the data collection period. Enumerators were divided by assessment type and task. In each team there was a senior enumerator (Team Leader) who was responsible for undertaking the classroom observations and interviews, as well as for supervising overall data collection. There were 2 or 3 other enumerators who conducted the learning assessments and a disability expert was available throughout to provide ongoing support to the team and to ensure the individual needs of the child with disabilities were catered for during the learning assessments. All GWDs in the treatment arm of the study were initially asked the disability criteria set of questions to ensure

enumerators were able to determine the appropriate adaptions to be applied for the child to successfully complete the assessment. No child protection or safeguarding concerns related to the evaluation or evaluation tools arose during data collection. Although some enumerators witnessed corporal punishment being used by teachers/school staff members on children while at school for the evaluation, enumerators are not responsible for stepping in to stop it. Enumerators are strictly instructed that they are at the school to observe and are not to interfere with the routine operations of the school administration. For an evaluation to run smoothly, it is important that enumerators are seen as unbiased observers by the school and that they do not threaten the authority of the school actors. Instead, they record child protection concerns that happened while they were at school and report them in the appropriate parts of their evaluation tools, at which point CSU can take up any required action. While corporal punishment is a serious concern, it is not enumerators' place to interfere during evaluation activities and is therefore not considered a child protection concern of the evaluation.

Phase 1 data collection

Phase 1 of the quantitative data collection exercise of the midline 1 study took place between the 7th and 25th October 2019. During Phase 1 the following was carried out:

- Learning assessments and pupil interviews were conducted for all GWDs found in their original schools
- Learning assessments and pupil interviews were conducted for the control group of girls without disabilities
- Household/caregiver surveys were conducted with the household heads/caregivers of the sampled GWDs
- Teacher and Head Teacher interviews
- Lesson Observations

All learning assessments were conducted in the morning in order to give children the best opportunity to perform well.

All household heads and/or caregivers of the GWDs were pre-mobilised by CSU to be at the respective schools on the required day. All secondary schools were visited in the first 3 days of phase 1 and then revisited later in the phase to ensure there were no clashes with exam timetables and that the intervention had minimal disruption on the learners' education. Primary schools were visited at the beginning of phase 1 and revisited later in the phase to administer the household/caregiver surveys. Analysis of the quantitative data collected began on the 13th December 2019. Data was checked, cleaned and compiled as it was received.

The ethical considerations employed during the data collection are further explained in section 3.3.5 below.

Phase 2 data collection

During phase 1 data collection, many girls from the intervention group and children from the control group were not found at school due to absence on the day of the evaluation visit, because of dropouts, or because the child had changed schools. Follow-up tracking was necessary to prevent a high attrition rate and lose statistical power. This necessitated a phase 2 of data collection to attempt to find the children and limit attrition from the study.

15 enumerators were chosen for phase 2 of data collection. Enumerators were first deployed individually to go back to schools where children were still enrolled but had been absent on the day of the first data collection visit during phase 1 or to new schools where the children were known to be enrolled. These enumerators visited a total of 62 schools over two days (November 6th and 7th 2019) in an effort to track 97 learners.

After that initial tracking effort, the same 15 enumerators individually attempted to track 162 children who had transferred to schools whose locations were unknown, transferred to unknown schools, dropped out of school and to schools outside Kampala. For the intervention group, 1.38% were found to have dropped out 11.38% had transferred to schools[45] other than the ones they were in at baseline and 0.34% of them were in unknown locations. Research study assistants called the caregivers of those 162 learners and requested them to bring their child back to the child's original baseline school for participation in the midline 1 study. Enumerators assessed the children who were successfully mobilised back to their original baseline schools between 11th November and 29th November 2019.

Protocols for data collection and data quality

The data collection protocols included the child protection policy, confidentiality agreement and a disability manual containing the approved adaptions to be made per disability type. Before the data collection exercise began, all enumerators signed and confirmed their intended adherence to these data collection protocols. Additionally, all enumerators were provided with a protocol manual containing the roles and responsibilities of the senior enumerators, enumerators and disability experts; the suggested daily schedule; activities to be done before the school visit; responsibilities of the team upon arrival at the school; instructions for finding students in the sample; summary of tests to administer to pupils or students; instructions for the EGRA/EGMA/SeGRA/SeGMA; instructions for the classroom observations; instructions for the Head Teacher and Teacher Interviews; instructions for the Head of Household and Caregiver Interviews and finally how to finish-up work at the school and the activities to be done after the school visit.

Child protection during data collection

Montrose adhered to CSU Child protection policy which underpinned all methodologic approaches implemented during data collection. All enumerators were taken through the child protection policy and required to sign a statement of commitment to the child protection policy as confirmation that they would abide by it while in the field. The policy covered topics such as the:

- Categorization of child abuse,
- Child safeguarding/ Protection and procedures;
- Recruitment, selection and engagement of personnel
- Code of Conduct
- Communication about children
- Standard Reporting Procedures including reporting steps and the information required when a report is being made and with whom the report should be filed
- Steps in conducting activities involving children
- Ramifications of Misconduct
- Assessment and management of child protection risk

Ethical considerations

Throughout this study, Montrose adhered and shall continue to adhere to both the 'UNEG Ethical Guidelines for Evaluations' and the 'UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis' and as a result endeavoured to adhere to the following guidelines:

[45] The percentage of transferred pupils was not disaggregated by CSU school or non-CSU school however, the majority of them transferred to non-supported CSU schools.

- **Independence:** by ensuring that the research was free of bias through conducting personnel background checks to ensure total impartiality and ability to exercise independent judgement and escalating any issues that could have endangered the completion or integrity of the evaluation.
- **Impartiality:** giving a comprehensive and balanced presentation of strengths and weaknesses of the programme - see the section on challenges and limitations of the methodology and evaluation results in the main body of the report
- **Credibility:** This research was credible as demonstrated through its evidence-base of reliable data and observations presented in this report taking into consideration the safety and security of Montrose personnel and the respondents whilst in the field by getting informed consent from each participant and ensuring anonymity of respondents as all respondent names were omitted from the dataset.
- **Conflicts of Interest:** Conflicts of interest were avoided as far as possible so that the credibility of the research process and product shall not be undermined. All personnel were asked to disclose any conflicts of interest arising which in turn would have been disclosed to CSU by Montrose had they occurred so they could be dealt with openly and honestly.
- **Honesty and Integrity:** Montrose employed honesty and integrity throughout the entire research process. This included but was not limited to the recruitment of Montrose staff and adherence to in-country laws and regulations.
- **Respect:** This research respected participant's rights to provide information in confidence and ensured all participants are made aware of the scope and limits of confidentiality prior to their participation.
- **Dignity and Diversity:** The Montrose team ensured to respect differences in culture, local customs, religious beliefs and practices, personal interaction, gender roles, disability, age and ethnicity, and were mindful of the potential implications of these differences when planning, carrying out and reporting on the programme.
- **Rights:** Montrose ensured everyone participating in this evaluation had the right to self-determination where every participant will be treated as autonomous and given the time and information to decide whether or not they wish to participate and be able to make an independent decision without any pressure or fear of penalty for not participating. Participants were told they could stop at any time and there were instances where control group participants executed these rights.
- **Compliance with codes for vulnerable groups:** Montrose ensured members of vulnerable groups such as children or ethnic minorities participating in this research were protected through compliance with child protection policies and any laws governing interviewing children, young people and other vulnerable groups.
- **Redress:** Montrose ensured that all stakeholders and participants in this research received sufficient information to know how to seek redress for any perceived disadvantage suffered as a result of the research or the programme, and how to register a complaint concerning misconduct of the Montrose team. Phone numbers of people to call both at Montrose and CSU were distributed and enumerators trained to identify those who they felt required additional support from CSU through the project.
- **Confidentiality:** Montrose respected people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality. Montrose ensured that sensitive information cannot be traced to its source by anonymising the dataset so that individuals were protected from reprisals. Montrose employed the use of unique identification numbers for each participant to ensure discretion in the data collected.
- **Avoidance of Harm**: Montrose sought to minimise risks to, and burdens on, those participating in the review and sought to maximise the benefits and reduce any unnecessary harms that might occur without compromising the integrity of the evaluation. Montrose analysed risks and identified mitigation measures through the use of a risk rating matrix which is completed for every Montrose project to ensure avoidance of harm.

- **Accuracy, Completeness and Reliability:** Montrose ensured that all reports such as this report were accurate, complete and reliable.
- **Transparency:** Montrose clearly communicated to stakeholders the purpose of the evaluation, the criteria applied and the intended use of findings as part of the introduction. Enumerators were given a script to read out to ensure that everyone involved was clear about the purpose of the evaluation and its intended use.
- **Omissions and Wrong-doing:** Had Montrose found evidence of wrong-doing or unethical conduct, we would have reported it to CSU immediately and documented all evidence and actions taken to rectify the wrong-doing.
- **Beneficence:** Montrose ensured that actions done within evidence generating activities promote the well-being of individuals, communities or society as a whole. Where possible, any evidence generated will be conveyed back to the participants so that they may triangulate findings, contextualise their participation and potentially gain from the knowledge disseminated. This will be done as part of the dissemination process once this report has been finalised and approved.
- **Justice:** Montrose ensured that due reflection was given to determining the appropriateness of proposed methods of selecting participants and selection did not result in unjust distributions of the burdens and benefits of evidence generation on certain participant groups over others.

Data Quality Assurance

The quality of assessment data collected is critical. To ensure standard data quality, teams were supervised and monitored periodically by Montrose representatives to ensure high quality data was collected. During the data collection exercise, team leaders met the Montrose project staff every weekend to reconcile data and reconcile uploaded data with field documents. The team composition and this quality assurance process helped to improved monitoring and accountability of the EGRA/EGMA/SeGRA/SeGMA process. Additional monitoring via the GPS tracking on the tablets and data uploads enabled Montrose to ensure that assessments had been carried out as planned, and to a high standard. CSU field monitoring also further ensured there was consistency and good quality collection of data.

Final sample sizes

Table 125: Final sample size for midline 1

Tool (used for which outcome and IO indicator)	Beneficiary group	Baseline Sample Size (Actual)	Midline 1 Sample Size (Actual)	Remarks: 1) Attrition rate from baseline to midline 2) Re-contacted sample vs replaced sample 3) Major changes to tools or differences between anticipated and actual sample sizes

		Intervention	Control	Intervention	Control	
EGMA	P3-S4 and vocational	272	266	237	179	All of this information has been detailed in the sections above. Please see additional notes on the page below.
EGRA	P3-S4 and vocational	272	266	237	179	
SeGRA	P5-S4 and vocational	208	201	206	162	
SeGMA	P5-S4 and vocational	208	201	206	162	
Pupil interview	P3-S4 and vocational	272	266	237	179	
Household Survey	Parents and caregivers of both CWDs and Children without disabilities	459		166	152	
Caregiver Interview		235	N/A	N/A	N/A	
Teacher Interview	Teachers in CSU schools	133		120		
Head Teacher interview	Head teachers in CSU schools	56		58		
Lesson Observation	Teachers in CSU schools	119		112		

During the baseline, we assessed 44 boys; at midline 1, we assessed 41 boys; 19 boys without disabilities and 22 boys with disabilities. The overall attrition rate for boys was 6.8% (0% for boys with disabilities and 15.4% for boys without disabilities.)

The numbers in the table above represent only girls in the sample, as this was the only analysis presented in the report.

One Household Caregiver interview was conducted with the parents/caregivers of learners with and without disabilities during midline 1.

More head teachers were interviewed during midline 1 than baseline. This was because the head teachers were more readily available and cooperative during midline 1 than they were at baseline.

Household caregiver interviews significantly reduced (by 141 interviews) at midline 1. This can be attributed to both attrition of children in the sample, as well as parents of learners without disabilities refusing to participate. By midline 1, they knew that their children would not receive any support from CSU and they were less likely to attend the interview this time around.

Post data collection

Data Analysis

The data for the EGRA/EGMA assessments and pupil interviews were collected via tablet computers and uploaded through 'Tangerine'[46]. Data for the Teacher/Head Teacher interview and household/caregiver interview were collected using SurveyCTO[47], a cloud-hosted platform designed to assist data collection in the field. Both pieces of software came equipped with repositories where data could be stored for access at a future time. Data from the lesson observation and any open-ended questions in the household/caregiver or teacher/headteacher interviews and the SeGRA/SeGMA pupil responses were marked by hand using the pre-approved marking scheme and scores entered into Excel using data entrants.

This data was then compiled into two separate Excel spreadsheets for the project data analysts to clean. Two statisticians analysed and generated the required statistics to allow for a quick turnaround of this report. All data collected has been kept with the utmost confidentiality, only accessible to the data analysts and designated members of the evaluation team. Appropriate disclosure risk management measures were applied. The research removed any direct identifiers in the data and assigned a unique project ID to each study participant (GWDs and girls without disabilities) which also facilitated the linking of data sets. Once collected, the data underwent procedures to protect the confidentiality of individuals whose personal information was part of archived data.

The data cleaning process involved checking for consistency through the triangulation of the field documents submitted by senior enumerators and data reflected in the Tangerine and Survey CTO software. The main field document used for this purpose was the sampling register that summarised the team's work in a school, the enumerator's daily summary sheet and the senior enumerator's daily summary sheet.

SeGRA/SeGMA hard copies provided additional back-up to support any consistency checks. Together with the daily summary sheets the project staff and data analysts were able to check and solve any inconsistencies in the learner assessments and pupil interviews. Hard copies of the classroom observation, pupil disability criteria questions were also returned to the project and these also helped inform consistency checks.

[46] Tangerine is an open source software programme that has been developed by RTI to electronically collect EGRA and EGMA data on smart devices. http://www.tangerinecentral.org/

[47] SurveyCTO is a cloud-hosted platform developed from the OpenDataKit. This tool consists of the SurveyCTO Server which hosts all survey forms, SurveyCTO Collect (the mobile data collection app), and SurveyCTO Sync (the desktop software to export data onto your computer). http://impacttrackertech.kopernik.info/technology/surveycto

Data analysis of quantitative data was carried out using STATA software to generate statistics for the tables within this report. The Chi-square test and Z test were used to conduct significance testing to provide the P values that can be found in tables throughout the report. To facilitate the further writing of the report, the data analysts were required to develop composite scores using Principal Component Analysis (PCA) in Stata software. The composite scores create for purposes of this report include:

- The wealth/poverty index,
  A continuous empowerment index and five quintiles was generated [1=Lower 2=Low 3=Middle 4=high 5=Higher]. The 5 levels were further grouped as [1/2=Low 3=Middle 4/5=Highly empowered].

- Economic empowerment composite score,
  A continuous empowerment index and five quintiles was generated [1=Lower 2=Low 3=Middle 4=high 5=Higher]. The 5 levels were further grouped as [1/2=Low 3=Middle 4/5=Highly empowered].

- Household chore burden composite score
  This score was generated to assess if the girl has sufficient time to study outside school days. The score was categorised as heavy chore burden, moderate chore burden and non-heavy/normal chore burden.

- Girl's life skills score
  This is a composite index generated from the five of the questions on girl's life skills section using the Pupil Caregiver (PCG) data. A cumulative score was constructed using egen command in Stata and row sums over the five questions leading to a cumulative score ranging from 5 to 25 were obtained. Responses were then categorised in i) Doesn't yet do/Does with lots of help (Score less or equal to 10), ii) Does with some help (Score ranging from 11 to 15) and iii) Does with little help/Does independently (Score greater or equal to 16).

- Girl's self-esteem score
  The girl's self-esteem score was constructed using 7 questions from the Pupil Context Interview (PCI) data set. Similar to the Girl's Life skills score and following the computation of a cumulative score with a maximum of 7, responses were categorised into High and low self-esteem.

- Basic needs score
  This composite score was constructed to measure if a household is able or unable to meet its basic needs. It was constructed from 4 questions from the PCG data set. The two categories that were developed for the purpose were i) able to meet basic needs (score is less or equal to 8) and ii) unable to meet basic needs (Score is greater than 8).

- Support to stay in school score
  This score was constructed to assess if the girl receives support to stay in school or not. It was constructed based on a set of 10 questions from the PCG data. Two categorisations (receives support and does not receive support) were made and results obtained using PCA as explained in previous sections.

- Acceptance of the GWD by the girls without disabilities.
  This score was generated using the Knowledge Attitudes and Practises (KAP) questions in the PCI data set to assess the perception of girls without disabilities towards the girls with disabilities. It was based on the 5 questions from which 2 categorisations were made. Analysis for this score also utilised PCA.

- Attitudes and perceptions of caregivers/parents towards GWD

The score was generated based on 6 questions from the PCG data set. Two categorisations i) Accepting GWD or Positive attitude towards GWD and ii) not accepting GWD or negative attitude towards GWD. Similar to other scores, this analysis used a PCA.

Free text data (e.g. in the teacher interview and observations) were analysed using the following qualitative data analysis methods allowing for identification of common patterns and themes:

- Eyeballing and pawing (also called “ocular scan” method)
- Word repetitions
- Disaggregated analysis (where possible) against any measurable inputs from the lesson observation
- Coding of common responses to allow for comparisons across target groups and schools.

Qualitative data

Qualitative data was collected using key informant interviews and focus group discussions and were conducted immediately after the quantitative data collection was completed. Focus group discussions were held in the week of 16th of December 2019 while key informant interviews and were held during the weeks of 16th of December and completed in the weeks of the 13th and 20th of January 2020. The key informant interview tool that was administered to key education authorities comprised an introduction and consent section, policy and governance, infrastructure, human resource, finance and budgeting, teaching and learning materials, knowledge and attitudes, and child protection and abuse.

KIIs were conducted by 2 consultants that were themselves PWDs – having physical and visual impairments. These consultants were contracted to conduct a total of 14 KIIs over a period of 10 working days. These 14 KIIs were similar to those interviewed at baseline. Consultants were selected for their involvement in the EGRA/EGMA/SeGRA/SeGMA tools adaptation workshop that took place at the beginning of the evaluation plus their intimate knowledge of Uganda’s inclusive education arena. Consultants were briefed on the CSU project, the evaluation and received background documents such as the inception report, pilot study report, baseline report, baseline KIIs tool for review. One of the consultants was tasked with updating the KII tool based on the baseline report and revised logframe.

The focus group discussion tool that was administered to GWDs and BWDs benefiting from CSU support comprised sections including introduction and consent, warm up and demographics, about CSU, transport, learning camps, school, work after school, mobility and visibility, and disability and self-esteem. Focus group discussions were conducted by one consultant with a physical impairment and who was conversant with inclusion, CWDs, research and Uganda’s inclusive education sector. Like the KII consultants, this consultant was briefed on the CSU project, the evaluation and received background documents such as the inception report, pilot study report, baseline report, baseline FGD tool for review. This consultant was also tasked with revising the FGD tool based on the baseline report and revised logframe.

Qualitative Data collection and analysis

Consultants were provided with electronic voice recorders and where possible accompanied by the Montrose project officer for support during the interviews or discussions. KIIs were conducted in the informant’s office or any other location of their choice while FGD were held at one of the CSU supported primary schools.

At the end of the data collection period, a total of 13 key informants had been interviewed comprising teachers, headteachers, school management committee member, and government officials participated in the study. 1 KII from the Ministry of Education and Sports was not available to participate in the study.

- 2 Teachers – 1 SNE teacher and 1 Non-SNE teacher

- 3 primary school headteachers
- 1 School Management committee member – treasure
- 7 government officials representing the Ministry of Gender, Labour and Social Development (MGLSD), National Curriculum Development Centre (NCDC), Uganda National Examinations Board (UEB) and Kampala City Council Authority (KCCA).

Four focus group discussions were held with a group of 18 girls with disabilities and 8 boys with disabilities at one of the CSU supported primary schools in Kampala. The FGD were conducted by 1 consultant who is a PWD who was able to put the children at ease and make build rapport to encourage their free sharing. The three groups comprising 6 GWDs, 8 GWDs and 4 GWDs each.

Once completed, KIIs and FGDs were transcribed into text by a Montrose contracted scribe and sent to the consultants for analysis. Analysis was done by applying similar qualitative data analysis methods as were applied to the free text data found in the quantitative tools (teacher interview and classroom observations, household caregiver survey). These methods allowed for allowing for identification of common patterns and themes. These included eyeballing and pawing, word repetitions, disaggregated analysis, coding of common responses to allow for comparisons across FGDs or KIIs. The analysed data was then used to triangulate quantitative findings in the midline 1 report.

Sample tracking in subsequent evaluations

Challenges in midline 1 data collection and limitations of the evaluation design

This section describes the limitations in the data collection process and the challenges encountered in the implementation of this research study. These are challenges and limitations associated with the methodology of the evaluation. The following list is by no means exhaustive.

1. The CSU Theory of Change centres around rolling out a number of interventions and activities designed to overcome barriers and improve learning and transition outcomes for girls. Much of the evaluation focuses on whether these interventions have been effective and good VfM. However, as outlined above, it was deemed not possible to include a control group of GWDs in non-intervention schools (i.e. supported by CSU or other donors). This will mean that it will be difficult to evaluate effectiveness and VfM of specific interventions. Montrose will look to mitigate this by including a protocol within the sampling frame at midline and endline evaluations, once interventions are underway, to ensure analysis also looks at different baskets of interventions: some GWDs are receiving more support than others, and the results from each basket of interventions can be compared within our overall GWD cohort to assess the value added of each basket of interventions. In addition, Montrose will still be able to show whether the interventions rolled out have reduced the inequality gap between girls with and without disabilities
2. GWDs are not a homogeneous group and trying to accommodate inter-sectionalities in the set of participants in the study brings a high degree of complexity that is not easily accommodated, especially given Limitation 1, above. Montrose has had to make choices regarding the extent to which multi-variate analysis will be used in the survey, and the extent to which results will be generalisable. As such, the analysis is selective rather than exhaustive and the important granularities for all respective groups cannot always be identified.
3. The study design is longitudinal and centres around tracking the same girls and their families over time, yet the girls in our cohort are complex and vulnerable: some girls do not have permanent homes and are living on the streets. While mechanisms will be put in place to track girls, we had a significant attrition rate in the study, as previously explained. While we did account for this in the original sample, assuming there would be an attrition rate of up to 30% over time, reaching that level of attrition in the second study round. Montrose and CSU will review the approach to tracking and work together to

design a new tracking strategy for both intervention and control children to be follow before the midline 2 study.

4. Purposive sampling for qualitative studies has the potential to risk bias in the way in which the participants are selected, particularly in a situation such as this whereby the technical expert carrying out the KIIs is a leader in her field operating in an environment where there are very few technical experts in disabilities and therefore she is already familiar with the key players working in the sector in Kampala. This is overcome by having very specific criteria for the purposive selection such as 'select the most senior person responsible for disabilities in education working in each institution e.g. KCCA'. Once these parameters for selection were set, the opportunities for selection bias through purposive sampling was greatly reduced.
5. As control children transition or transfer to non-CSU supported schools, asking them about their opinions and experiences learning with CWDs becomes irrelevant, as they are attending a school with an intervention around inclusive education. Going forward, we need to question whether continuing to ask these questions is important, as we cannot tie their responses to a CSU input. Their answers could positively or negatively bias the study. It is possible for us to look at persistence in their responses (e.g. gains/positive opinions continuing in other study rounds), but this must be further explored as an option.
6. One major limitation is that the GEC-T programme is focused on measuring literacy and numeracy outcomes as part of programme impact yet CSU learning interventions are more inclusive-centered and not designed to deliver purely technical teacher training in literacy and numeracy as would be found in a purely education focus project. The project is focused instead on school access and creating a positive, inclusive environment for GWDs. Given CSU's input focus, we would need to assume that, just by providing access to school and improving the school environment for CWDs, this alone is enough to improve literacy and numeracy outcomes for GWDs. This Theory of Change does not account for the possibility that the gap between control and treatment group learning outcomes could be due to poor pedagogy as well as differences in the capacities of treatment and control students, rather than due to a poor learning environment. CSU's Theory of Change hypothesizes that the learning gap between GWDs and GWNDs will close simply by creating a positive learning environment alone without strategic teaching and learning interventions. However, this Theory of Change has not been proven true yet between baseline and midline 1.
7. There is an ethical challenge to the evaluation methodology in that control group children are within the same schools and classes as treatment children, but the control group children are not tied to the school in the same way that GWDs are because GWDs receive financial and material support from CSU while the control group does not. This presents an ethical challenge to the programme and study as children in the sample receive different inputs - or none at all - which could lead to their improved or worsened performance. Also, as GWNDs are not receiving any financial or material inputs from CSU, they are not as likely to remain at the school and are more subject to school transfer (as found during midline 1). Given that the study wants to measure improved inclusivity and attitudes towards GWD, it is necessary for control group students to be attending school with GWDs and in an environment where teachers and school leaders are being supported by a specific intervention aimed at improving inclusive environments for GWDs.

Representativeness of the learning and transition samples, attrition and matching of intervention and control groups

As outlined in section 2.4.1.1 Sampling Framework, Montrose has tried as far as possible to ensure that that every intervention child is matched with a non-intervention child sharing the same class and age. Given attrition in the sample across both treatment and control groups, the sample numbers are no longer exactly aligned, as previously described.

The tables below provide details of the evaluation sample broken down by grades, age and disability type for both the intervention and control group, where applicable, between baseline and midline 1.

In terms of systematic difference between the treatment and control students and why more control children attrited compared to treatment, the treatment children were tracked/being followed up by CSU and receiving inputs to help them stay in school between evaluation points. These additional benefits may help to explain a lower attrition rate among treatment children and is always going to be a difference between treatment and control students. Another explanation for differential attrition is that CSU didn't track the control children between baseline and midline 1, which had an impact on being able to successfully track and find them at midline 1. CSU has agreed to track all students (both treatment and control) going forward so that the chances of attrition will be lower.

Table 126: Midline sample and attrition

Baseline sample (treatment)	Midline sample (treatment)	Recontacted (treatment)	Attrition of sample including top-ups (treatment)	Attrition of sample excluding top-ups (treatment)	Baseline sample (control)	Midline sample (control)	Recontacted (control)	Attrition of sample including top-ups (control)	Attrition of sample excluding top-ups (control)
268	237	220	31	48	270	179	171	91	99

Table 127: Evaluation sample breakdown (by grade)

	Intervention (Midline 1)		Control (Midline 1)	
Sample breakdown (Girls)				
	Number	**Percentage of Total Sample**	**Number**	**Percentage of Total Sample**
Primary 3*	5	1.2%	1	0.2%
Primary 4	26	6.3%	17	4.1%
Primary 5	39	9.4%	41	9.9%
Primary 6	62	14.9%	43	10.3%
Primary 7	45	10.8%	45	10.8%
Senior 1	27	6.5%	16	3.8%
Senior 2	10	2.4%	7	1.7%
Senior 3	19	4.6%	8	1.9%
Senior 4	2	0.5%	1	0.2%
Vocational Level	2	0.5%	0	0.0%
OOS girls	0	0.0%	0	0.0%
Girls Sample Size	237	57.0%	179	43.0%

** Although P3 children measured in baseline were expected to move to Primary 4 or Primary 5 by midline 1, a few children failed to transition out of Primary 3 and are therefore captured as Primary 3 children in midline 1.*

The table above shows the characteristics of the sampled groups disaggregated by grade and highlights that the majority of the sampled learners were found in Primary (P) 5-7 in both the intervention and control samples. There were more learners measured in the intervention group than in the control group. This was due to a higher attrition rate among control group children and an inability to track them despite

several attempts. It is also important to note that there were Primary 3 children measured in the midline 1 sample due to grade repetition.

Table 128: Evaluation sample breakdown (by age)

	Intervention (Midline 1)		Control (Midline 1)	
Sample breakdown (Girls)				
	Number	**Percentage of Total Sample**	**Number**	**Percentage of Total Sample**
Aged 6-8 (% aged 6-8)	1	0.2%	1	0.2%
Aged 9-11 (% aged 9-11)	52	12.5%	49	11.8%
Aged 12-13 (% aged 12-13)	86	20.7%	72	17.3%
Aged 14-15 (% aged 14-15)	61	14.7%	44	10.6%
Aged 16-17 (%aged 16-17)	30	7.2%	12	2.9%
Aged 18-19 (%aged 18-19)	6	1.4%	1	0.2%
Aged 20+ (% aged 20 and over)	1	0.2%	0	0.0%
Girls (sample size)	237	57.0%	179	43.0%

The table above shows the sample disaggregated by age. This table demonstrates that 23.5% of intervention children are age 14 or above. This suggests that there are older disabled children in the lower grades, possibly as a result of poorer transition or parents being less willing to educate their disabled children and so enrolling them at an older age, when CSU agreed to support school fees. Another reason for finding additional older intervention and control children (aged 16-17) in midline 1 is that children are naturally aging as the project continues.

Table 129: Evaluation sample breakdown (by disability)

	Intervention (Baseline)	Intervention (Midline 1)
Sample breakdown (Girls)		
Girls with disability (% overall)	50.2%	57.0%
Difficulty hearing	18.5%	21.1%
Difficulty seeing	38.1%	36.3%
Physical difficulty	16.3%	14.8%
Intellectual/cognitive difficulty	18.9%	19.8%
Difficulty communicating	3.7%	2.5%
Difficulty with self-care	1.5%	1.7%
Multiple difficulties	3.0%	3.8%
Total	100%	100%

Note: The % breakdown by impairment is out of 100% of those who are impaired and who account for 50.2% of the total sample in baseline and 57.0% in midline 1.

The table above shows the distribution of intervention children disaggregated by disability type as determined by administration of the Washington Group Questions (WGQ) and the child functioning questions. As expected, the majority of the GWDs have an impairment falling within the four main categories of hearing, visual, physical and intellectual categories in both baseline and midline 1. The percentage of GWDs with each of the four main types of disability remained mostly the same between baseline and midline 1.

GEC states that the population identified as having a disability should include all those with difficulty *in at least one domain* recorded at *a lot of difficulty* or *cannot do at all*. This applies to both the Washington Group short set of questions and the longer child functioning questions. This cut-off point will provide the most accurate representation of the population who have an impairment which may act as a barrier to learning. However, this evaluation only considered GWDs whose impairments were deemed not severe and adaptations to the tools were made with this level of impairment in mind.

Contamination and compliance

All sampled children (both treatment and control) come from schools where CSU has its intervention, which helped to reduce issues with compliance. Compliance issues mainly arose when children were found to have moved to non-CSU schools and were out of CSU's immediate reach.

Children who have moved to new, non-CSU schools present the possibility of contamination to the study since there are differences in the delivery of inclusive education messages at non-CSU schools compared to at CSU schools. When at the CSU school, all children (treatment and control) are exposed to the same school environment, but when they move to a new school, CSU has no control over what type of environemnt they are learning in.

We were not aware of any other organizations operating in the CSU schools, so there were no known contiminants due to organizational presence.

Annex 4: Characteristics and Barriers

Table 130: Girls' characteristics

Characteristics	Intervention		Control		Source (Household and Girls School survey)
	Baseline	Midline 1	Baseline	Midline 1	
Orphans (%)					
- Single orphans	*22.0*	*23.5*	*16.3*	*13.2*	*ag_2, ag_4*
- Double orphans	*4.7*	*2.4*	*1.9*	*1.3*	
Living without both parents (%)	*28.5*	*18.9*	*30.8*	*21.8*	*ag_1, ag_3*
Living in female headed household (%)	*56.1*	*64.6*	*58.2*	*57.9*	*hh_2*
Poor households (%)					
- HOH is in the lower/lowest wealth quintile	*49.5*	*38.5*	*45.6*	*44.7*	*povertcat (refer to new variables generated)*

- Household doesn't own land for themselves	*57.9*	*54.2*	*61.5*	*53.3*	
-Lives in a traditional house/hut (e.g. from thatch or mud)/tent/shuck	*9.8*	*9.6*	*5.7*	*10.6*	*hhe_1*
-Lives in iron sheet roofed house	*86.9*	*98.8*	*89.4*	*98.0*	*hhe_2*
-Lives in a mud / thatch /wood / plastic / cardboard house	*2.8*	*1.2*	*1.0*	*2.0*	*hhe_2*
- Household unable to meet basic needs	*20.2*	*23.0*	*22.7*	*25.0*	*no_basicnds (refer to new variables generated)*
- Gone to sleep hungry for many days in past year	*11.0*	*11.5*	*10.7*	*10.6*	hhe_6a
-Gone without income for many days	*46.1*	*49.4*	*48.0*	*50.0*	hhe_6d
Language difficulties:					
- LoI different from mother tongue (%)	*96.3*	*96.4*	*97.1*	*97.4*	*ag11, ag12*
- Girl doesn't speak LoI (%)	*50.9*	*39.8*	*45.2*	*43.4*	*ag11, ag12*
Parental education					
- HoH has no PLE certificate (%)	*42.8*	*39.8*	*32.0*	*40.1*	hh_7
- Primary caregiver has no PLE certificate (%)	*42.7*	*39.8*	*35.4*	*34.9*	*pcg_4*
Parental Occupation					
-HOH is unemployed	*46.7*	*13.3*	*46.1*	*15.1*	pcg_3
-Primary care giver is self-employed	*11.7*	*48.8*	*20.7*	*39.5*	*hh_5*

Barriers

Table 131: Potential barriers to learning and transition

		Intervention			Control			Source
Sample breakdown (Girls)								
Home – community								
	P3-P4	***P5-P6***	***P7-S4 + Voc****	***P3-P4***	***P5-P6***	***P7-S4 + Voc****		
Safety								
Fairly or very unsafe travel to schools in the area	Baseline	42.2%	36.1%	27.6%	32.3%	27.8%	26.0%	LCI_6C
	Midline 1	12.5%	15.3%	9.0%	5.3%	18.8%	19.5%	L_5d
Parental/caregiver support								

Insufficient time to study due to high chore burden	Baseline	73.4%	65.5%	54.0%	80%	75.4%	68.8%	LCI_8g
	Midline 1	50.0%	43.9%	32.0%	63.2%	48.8%	41.6%	L_6g
Doesn't get support to stay in school and do well	Baseline	10.9%	10.1%	17.2%	46.2%	52.4%	53.2%	LCI_14
	Midline 1	3.1%	10.2%	10.0%	21.1%	12.5%	10.4%	L_6a
School level								
Attendance								
Learner missed school in the last week	Baseline	43.8%	40.3%	28.7%	36.9%	41.3%	27.3%	LCI_11 a
	Midline 1	50.0%	26.5%	17.0%	42.1%	40.0%	23.4%	L_8a
School facilities								
Difficult to move around school	Baseline	7.8%	14.3%	23.0%	1.5%	9.5%	10.4%	LCI_17 e
	Midline 1	12.5%	6.1%	4.0%	0%	5.0%	5.2%	L_15g
Latrine dirty	Baseline	14.1%	23.5%	25.3%	16.9%	16.7%	26.0%	LCI_16 b
	Midline 1	12.5%	18.4%	19.0%	21.1%	26.3%	24.7%	L_14b
Difficulty using the latrine	Baseline	10.9%	7.6%	13.8%	4.6%	7.9%	10.4%	LCI_16 c
	Midline 1	9.4%	8.2%	13.0%	21.1%	10.0%	15.6%	L_14c
Doesn't play any sports at school	Baseline	56.3%	54.6%	47.1%	49.2%	44.4%	45.5%	LCI_19 a
	Midline 1	53.1%	50.0%	60.0%	15.8%	45.0%	45.5%	L_16a
Doesn't take part in any activities after/outside school	Baseline	70.3%	68.9%	56.3%	75.4%	71.4%	74.0%	LCI_19 c
	Midline 1	71.8%	71.4%	57.0%	52.6%	72.5%	49.4%	L_16c
Teachers								
Disagrees teachers make them feel welcome	Baseline	3.1%	4.2%	3.5%	6.2%	3.2%	1.3%	LCI_24 k
	Midline	6.3%	8.2%	4.0%	5.3%	3.8%	10.4%	L_21b
Agrees teachers often absent from class	Baseline	31.3%	21%	11.5%	24.6%	16.7%	7.8%	LCI_11 d
	Midline	28.1%	23.5%	19.0%	36.8%	25.0%	28.6%	L_8e

Annex 5: Logframe

Include the latest version of the project logframe (supplied by the project) along with targets, achieved outputs and outcomes. The column for the midline results should be completed. [As an .xlsx, Excel document].

If there are any issues with version control on the logframe, please contact the Fund Manager.

Annex 6: Outcomes Spreadsheet

Include the latest version of the project's Outcomes Spreadsheet (supplied by the project). [As an .xlsx, Excel document].

If there are any issues with version control on the Outcomes Spreadsheet, please contact the Fund Manager.

Annex 7: Project design and intervention

Project to complete

Complete the following table.

Table 26: Project design and intervention

Intervention types	What is the intervention?	What output will the intervention contribute to?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Direct cost support to the girls and boys with disability	• Education cost support (tuition, scholastic materials, school uniform, sanitary pads) ▪ School transport ▪ Catch up/ remedial classes ▪ Alternative care support for resettled GWDs ▪ Reproductive Health (menstrual cycle management) support to girls ▪ Functional assessment	Output 1: 2049 GWDs receiving direct support to contribute to retention in school	IO1: Improved attendance rates of girls with disabilities in project schools (Attendance)	High school attendance of GWDs implies more contact hours which is known to contribute to improved learning outcomes of GWDs

	rehabilitation • Tracking attendance and follow-up			
Construction	▪ Accessibility Audit ▪ Construction of accessible water borne toilets and water harvesting ▪ Construction of accessible walkways and ramps	Output 2: 20 Schools supported to improve accessibility and sanitary facilities, to contribute to retention in school		
Teachers capacity building	• Inclusive Education and gender in education seminars • Continuous capacity building on delivery of literacy and numeracy • Teacher support supervision by CCTs • Resource Centres construction and equipping with inclusive/ adapted teaching, learning and ICT materials suitable for GWDs	Output 3: Teachers with improved knowledge and capacity to deliver lessons using inclusive teaching practices	IO2: Increased number of teachers demonstrating inclusive teaching practices while teaching literacy and numeracy in class (Teaching Quality)	
Empowerment activities for the girls and boys	• Life skills training • Career guidance and counseling • Learning and mentoring camps for secondary school girls • Extra-curricular activities • Learning quiz awards • Reproductive health support to girls	Output 4: Disabled girls receiving life skills training, career guidance, child protection support and participating in extracurricular activities to contribute to successful transition	IO3: Girls with disabilities have improved self-esteem & agency to make informed decisions about all aspects of their lives (Self-Esteem)	GWD with high self-esteem and agency stand a better chance of being able to make informed decisions about all aspects of their lives resulting in them achieving their future aspirations

Parents capacity support	• Parents` group loans • Parents` capacity building training on income generation • Parents` capacity building around budgetary management and the opportunity cost of educating GWDs	Output 5: Increased family income and increased willingness to support to the education of GWDs	IO4: Families use their improved income to financially support the education of their girls with disabilities (Economic Empowerment)	and hence contributing to the overall transition rates of GWD.
Disability and inclusive education awareness raising amongst stakeholders at school, community and system levels	• Awareness sessions for key stakeholders (school, system, community) on disability, gender, IE and Child Protection • Development and production of in-school awareness IEC materials • Media campaigns (airing of radio spots and newspaper supplements) • Follow-up and referral of cases of abuse • Participation in public events (Woman`s Day, Day of the African Child, Deaf Awareness week, IDD) • Parents` capacity building sessions on disability management • Parents` capacity building sessions on gender • Inclusive Education Conferences • Orientation of School Management Committees, Head Teachers, CCTs, KCCA and ministry officials on disability, gender and inclusive education • Annual inclusive Education Recognition Awards • - Networking and	Output 6: Schools, Community, education actors sensitised on gender and inclusive education to promote the education of GWDs	IO5: Inclusive environment (school, household, policy, system) maintained to support the needs of girls with disabilities (Governance, environment (attitudes & perception))	A more positive perception of GWD enables a more supportive environment for learning and transition of GWD through development and implementation of more inclusive government policy and programmes

	Membership Activities			

Annex 8: Key findings on Output Indicators

This annex should be completed by the project.

The evaluator should hand over any output-related data to the project to enable the project to populate the following tables.

Fill in the table below with every Output Indicator, means of verification/sources, and the frequency of data collection. Please include output indicators for which data collection has not yet taken place and state when data collection for these will take place.

Table 132: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording	List all sources used.	E.g. monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: 2063 GWDs receiving direct support to contribute to retention in school		
Output 1.1: # of disabled girls (disaggregated by intervention type) receiving direct cost support (tuition, scholastic materials, uniform, transport)	Tuition schedules and receipts obtained from schools, distribution lists and the bus usage registers	Monthly, quarterly, annually
Output 1.2: # of functional rehabilitation completed (# of assessment and reviews, surgeries, assistive devices and therapy)	Rehabilitation referral letters, invoices from the rehabilitation centres, payment vouchers as well as feedback from the children and the parents.	Monthly, quarterly, annually
Output 2: 20 Schools supported to improve accessibility and sanitary facilities, to contribute to retention in school		
Output 2.1: # of schools with accessible, utilised and maintained sanitary facilities for girls	School monitoring reports, feedback from the pupils and school head teachers	Quarterly, Annually
Output 2.2: # of schools with utilised and appropriate accessibility features (e.g. ramps, walkways)	School monitoring reports, feedback from the pupils and school head teachers	Quarterly, Annually

Output 3: Teachers with improved knowledge and capacity to deliver lessons using inclusive teaching practices		
Output 3.1: # of capacity building sessions given (seminars, workshops)	Capacity building plans and reports, Attendance lists, training evaluations and feedback, Contracts with the service providers and invoices	Monthly, quarterly, annually.
Output 3.2: # of teachers who have participated in the capacity building sessions	Capacity building plans and reports, Attendance lists, activity monitoring reports	Monthly, quarterly, annually.
Output 3.3: # of teacher support supervision conducted by CCTs and other education authorities.	Support supervision plans, reports and also the feedback from the head teachers and the teachers who have benefited from the support visits.	Quarterly
Output 3.4: # of equipped and functioning resource centres	School monitoring reports, Procurement plans and reports, Local Purchase Orders, delivery notes, receipts, lists of materials from schools, acknowledgements from schools, inventory of materials at school and project.	Monthly, Quarterly
Output 3.5: # of children (disaggregated by disabled/ non-disabled and gender) with access to project resource centre products (e.g. TLMs) and services (e.g. catch up classes, learning and quiz awards)	Resource centre user logs, reports, attendance registers, feedback from the pupils and teachers.	Monthly, Quarterly
Output 4: Disabled girls receiving life skills training, career guidance, child protection support and participating in extracurricular activities to contribute to successful transition		
Output 4.1: # disabled girls receiving interventions aimed at increasing confidence and aspirations. life skills sessions (disability rights, personal hygiene, reproductive health, child protection, communication, self-defence) and career guidance	Training plans, activity reports, attendance lists, and feedback from those who participated in the sessions.	Monthly, Quarterly
Output 4.2: # children engaging in extra-curricular activities	extra-curricular activity plans and reports, attendance lists and testimonies from the	Monthly Quarterly

(disaggregated by disabled and non-disabled)	participants	
Output 4.3: # of disabled girls benefiting from learning and mentoring camps	Learning and mentoring camp plans and reports, attendance lists as well as feedback from the secondary school beneficiaries.	Quarterly
Output 4.4: # of disabled girls supported with child protection interventions	Activity reports and participants, as well as feedback from the children who have received the interventions.	Monthly, Quarterly
Output 5: Increased family income and increased willingness to support to the education of GWDs		
Output 5.1: # of training sessions delivered on disability, gender and income generation	Training plans, reports and attendance lists	Monthly, Quarterly
Output 5.2: Average attendance rate (# stakeholders expected over # stakeholders attended)	Attendance lists and activity reports	Monthly, Quarterly
Output 5.3: # of group loans provided	Loan applications, recommendation letters and disbursement records	Monthly, Quarterly
Output 5.4: # of parents utilising the loans to generate income	Business records, Monitoring reports and loan repayment records	Monthly, Quarterly
Output 5.5: # of IGAs (e.g. SME's) supported by the project loans	Monitoring reports	Monthly, Quarterly
Output 6: Schools, Community, education actors sensitised on gender and inclusive education to promote the education of GWDs		
Output 6.1: # of sensitisation sessions conducted on disability, gender, inclusive education and child protection (split by school level, community level, systems level)	Sensitisation activity plans, reports, and payment vouchers.	Monthly, Quarterly
Output 6.2: Average attendance rate (# stakeholders expected over # stakeholders attended)	Attendance lists and activity reports.	Monthly, Quarterly
Output 6.3: # of advocacy, networking	Activity Plans and reports, as well as procurement plans and distribution lists for	Quarterly

and exchange events organised or participated in	the IEC materials.	
Output 6.4: # of media campaigns conducted	Copies of radio spots, IEC materials, Service agreements with media houses and reports from the radio stations and recordings of the talk shows from the media houses.	Quarterly

Table 133: Midline 1 status of output indicators

Logframe Output Indicator	Midline 1 status/midline 1 values Relevance of the indicator for the project ToC	Midline 1 status/midline 1 values
Number and Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the midline value/status of this indicator? Provide short narrative.
Output 1: 2063 GWDs receiving direct support to contribute to retention in school		
Output 1.1: # of disabled girls (disaggregated by intervention type) receiving direct cost support (tuition, scholastic materials, uniform, transport)	Girls with disability (direct beneficiaries) direct support enables them to attend school activities and participate in the school activities hence being able to learn and transition. The midline value/status means that the project target has reduced due to a number of factors including death. The beneficiary girls who have relocated within the country or out of school due pregnancy will have to be followed-up for re-enrolment as much as possible for example after they have given birth or earlier.	**Target:** 2049 girls with disability and 581 boys with disability **Achieved**: 1943 girls and 561 boys (with disability) were reached by the project with direct cost support that included tuition, scholastic materials and uniform and transport. By midline, a total of 145 children with disability (120 girls and 25 boys) had dropped out for various reasons. Amongst the dropouts; 14 (10 girls and 4 boys unfortunately passed on, 18 (11 girls and 7 boys lost interest in studying, 5 (4 girls and 1 boy) moved out of country, 74 (69 girls and 5 boys) moved with their parents or caregivers areas that are currently un Known to the project, 14 girls are currently not in school due to child protection related reasons (Pregnancy) and 20 (12 girls and 8 boys) have Severe Disability and/or Medical Conditions and are undergoing rehabilitation or medication at home.
Output 1.2: # of functional rehabilitation	Rehabilitation (with assistive devises) is a key intervention for girls with disability to	Target: 400

completed (# of assessment and reviews, surgeries, assistive devices and therapy)	enhance their functionality and hence participation in the learning process. Rehabilitation enhances the confidence of supported girls (and boys) to attend school. Rehabilitation is provided on a needs-basis. The midline value/status shows that more children who needed rehabilitation were supported.	Achieved: 351 (270 girls and 81 boys constituting 88%. Out of these, 68 (36 girls and 32 boys) received assessment and reviews, 1 girl got surgery, 122 (98 girls and 24 boys) got assistive devices and 160 (135 girls and 25 boys) were placed on therapy.
Output 2: 20 Schools supported to improve accessibility and sanitary facilities, to contribute to retention in school		
Output 2.1: # of schools with accessible, utilised and maintained sanitary facilities for girls	Accessible sanitary facilities at school are important to the school attendance of girls and boys with disabilities. In line with the "leave no one behind" and the accessibility requirements, the project is working to ensure that schools have accessible sanitary facilities that can be utilised by disabled children. The project needs to follow –up with the schools to find solutions to the issues. One approach is to encourage schools to learn/benchmark from what others are doing.	Target: 20 Achieved: 20 schools that were provided sanitary facilities since the start of GEC1 continued to utilise them for the benefit of all children more so those with disabilities in the schools. The facilities have helped improve on the hygiene and sanitation of the schools. However, there were cases where schools have challenge with huge water bills, and others, water system were vandalised.
Output 2.2: # of schools with utilised and appropriate accessibility features (e.g. ramps, walkways)	Accessible facilities at school such as ramps and walkways are vital to the school participation (attendance and learning) of children with disabilities. This indicator helps the project to monitor the accessibility of schools as an enabler to the attendance and education participation of girls with disabilities.	**Target:** 20 **Achieved**: 20 schools provided with accessibility features such as ramps and walkway utilised them for better participation of children with disability but broadly for all stakeholders in the schools. The schools also started initiatives to maintain the facilities for example by planting grass in the school compound. The walk ways and ramps have improved accessibility to the different school blocks and facilities for all leaners and teachers. They have improved the level of mobility for CWDs in school especially those in wheelchairs as they no longer have to depend on other learners to get around.
Output 3: Teachers with improved knowledge and capacity to deliver lessons using inclusive teaching practices		
Output 3.1: # of capacity building sessions given (seminars, workshops)	The capacity of teachers is built on topical inclusive education areas as well as the pedagogical approaches to the delivery of literacy and numeracy to classes that include children with diverse abilities.	**Target**: 100 Seminar and 700 workshops. **Achieved**: 57 Seminars and 283

	These capacity building sessions are intended to improve the; attitude of teachers towards disabled children and also make the teaching practices among participating teachers beneficial to disabled learners. We track the sessions that have been accomplished with this indicator.	workshops
Output 3.2: # of teachers who have participated in the capacity building sessions	Building on 3.1 above, through this indicator, the project tracks the attendance of teachers by registering those who participate in the seminars or workshops. This attendance tracking helps the project to follow-up on the implementation of skills and knowledge from the seminars and workshops. The midline values is in line with the "whole school" project`s approach of teachers training. It also signals to the need to focus more on teachers in secondary schools are the supported children transition. We will need to review the target upwards.	**Target:** 1500 teachers **Achieved:** 2567 teachers constituted by 1480 female and 1087 male. Out of these teachers, 1692 teachers are teaching in primary schools (1120 female and 572 male) and 875 teachers (360 female and 515 male) are teachers of secondary schools where project supported girls and boys are studying.
Output 3.3: # of teacher support supervision conducted by CCTs and other education authorities.	Building on 3.2 above, through this indicator, the project follows up with the trained teachers to check the progress of the teaching practices and the actualisation of the skills and knowledge from the teachers` seminars and workshops. Through these support visits areas of weakness are identified and remedial action(s) suggested for improvement. The midline 1 value indicated that 45 visits would need to be carried forward	**Target:** 700 visits **Achieved:** 255 visits so far made by the CCTs and other education actors (TOTs) in the project catchment area. Through the support supervision visits conducted, inclusive education best practices are noted among observed teachers such as: highly mindful of the sitting arrangements of children with disabilities, effectively using peer support by grouping learners with learning difficulties with their peers who can give them support, and integrating inclusive education aspects in their schemes of work and lesson plans.
Output 3.4: # of equipped and functioning resource centres	The project supported some schools with resource centres and learning materials as well as ICT equipment to boost the teaching and learning. Through this indicator, the project monitors the resource centres (and the equipment therein) usage for the benefit of the school and the learners more so those with disability	**Target:** 20 **Achieved:** 20 resource centres have been equipped and functioning at different levels. Schools have: recruited staff to manage the facilities: a time table for each class to access and use the facilities; trained on computer skills Issues noted with some teachers who are about to retire having less interest in learning ICT use and also schools having challenge with photocopier due to high cartridge costs

Output 3.5: # of children (disaggregated by disabled/ non-disabled and gender) with access to project resource centre products (e.g. TLMs) and services (e.g. catch up classes, learning and quiz awards)	Follows-up on 3.4 above, this indicator enables the project to track who is actually using the resource centre? Whether teachers or children and what aspects they are using most in the course of the teaching and learning process.	**Target:** 400 children with disabilities **Achieved:** 991 children with disabilities (800 girls and 191 boys) accessed to project resource centre products and services.
Output 4: Disabled girls receiving life skills training, career guidance, child protection support and participating in extracurricular activities to contribute to successful transition		
Output 4.1: # disabled girls receiving interventions aimed at increasing confidence and aspirations. life skills sessions (disability rights, personal hygiene, reproductive health, child protection, communication, self-defence) and career guidance	The project provides interventions aimed at increasing confidence and education/career aspirations to beneficiary girls with disability, right from primary school level. Such interventions include; life skills sessions and career guidance. Through this indicator 4.1, we are able to track the participation of girls in esteem building activities.	**Target:** 2049 girls and 581 boys with disabilities **Achieved:** 1,923 Girls and 538 boys were reached with life skills training, reproductive health training and career guidance sessions. Through these sessions girls and boys with disability appreciate that they have a future, their confidence is boosted on seeing their peers with different forms of disability and also develop career aspirations.
Output 4.2: # children engaging in extra-curricular activities (disaggregated by disabled and non-disabled)	Through the indicator 4.2, the project tracks the participation of supported disabled children but also the non-disabled children as the activities are inclusive. Participation of children with disabilities not only in the classroom but also outside the class during extra-curricular activities boosts the esteem for girls and boys with disabilities. The project will engage more children with disabilities in disability accessible extra-curricular activities	**Target:** 2049 girls and 581 boys with disabilities Achieved: 1665 girls with disability and 377 boys with disability. An additional 2553 children without disability were also engaged (1896 girls 657 boys). The accessible extra-curricular activities Football, Number sorting, Word formation game, Read and Act game, Letter sorting, Shopping game, Rope skipping, Athletics, Bottle filling, art and craft among others. The learners, gained skills that they hoped to use both in school and at home.
Output 4.3: # of disabled girls benefiting from learning and mentoring camps	The learning and mentoring camps were planned for girls with disabilities in secondary schools, these camps that are run during holidays are geared towards girls empowerment to build their confidence and education aspirations.	**Target:** 1400 girls with disability **Achieved:** 1000 girls with disability and 258 boys with disability. These are children in secondary schools who are engaged during holidays. Part of the camps is the role modelling where persons with disability especially women

		who managed to beat the odds talk to the girls. Also, the project engages teachers to support the girls learn and guide them on career choices and reproductive health.
Output 4.4: # of disabled girls supported with child protection interventions	For girls with disabilities to defend their rights and demand for them from duty bearers, they need knowledge on their rights and obligations. This knowledge on child protection is meant to boost their self-efficacy, and aspirations. Beyond awareness the project supports survivors of abuse and all these are tracked under this indicator. The project will review the target.	Target: 50 Achieved: 55 girls were supported with direct child protection support (referrals). Cases included; pregnancies drop out from school, girls with severe disability and other marginalisation that affect their learning. The project made home visits, provided extra support and made referrals to duty bearers and government institutions.
Output 5: Increased family income and increased willingness to support to the education of GWDs		
Output 5.1: # of training sessions delivered on disability, gender and income generation	These training sessions empower parents with knowledge and skills on disability management, the need for girl child education and income generation. Different sessions are delivered on each of these aspects.	**Target:** 1232 (168 sessions on disability (168) on gender and 896 on income generation). **Achieved:** 533 (76 sessions on disability, 69 on gender and 388 on income generation) constituting 43% of the overall target for the project.
Output 5.2: Average attendance rate (# stakeholders expected over # stakeholders attended)	The project registers parents or caregivers who take part in each of the training sessions. This indicator 5.2 tracks parents` attendance for the training sessions.	**Target:** Average attendance of 75% was planned. **Achieved:** Average attendance of 71% was recorded compared to plan. Higher attendance rate was recorded in the disability management and gender sessions with an average of 107% compared to that in the income generation (29%). The reason is that income generation sessions are continuous for a period of time and some parents who are not members of the groups don't attend yet for disability and gender they are one-off for a period.
Output 5.3: # of group loans provided	The parents organised into groups and received training particularly on IGAs in their respective groups are recommended for group or individual loans. This indicator measures the uptake of loans.	**Target**: 112 **Achieved**: 56 group loans provided to the parents/caregivers of the beneficiary children with disabilities.
Output 5.4: # of parents utilising the loans to	The parents or caregivers of the beneficiary children with disability use the	**Target**: 1764

generate income	loans to generate addition income.	**Achieved**: 304 parents or caregivers representing 17% progress constituted by 47 male and 257 female.
Output 5.5: # of IGAs (e.g. SME's) supported by the project loans	Using loans, income generating activities (Small and Medium Scale Enterprises) are started by the parents of caregivers of the supported girls and boys with disability.	**Target**: 112 **Achieved**: 192 IGAs have been supported through the loans. The IGAs include; Tailoring, Retail shops, Shoe selling, Grocery stall, Restaurant, Poultry, Auto parts, Saloon, Boutiques and Piggery among others.
Output 6: Schools, Community, education actors sensitised on gender and inclusive education to promote the education of GWDs		
Output 6.1: # of sensitisation sessions conducted on disability, gender, inclusive education and child protection (split by school level, community level, systems level)	The project tracks sessions delivered to change the stakeholders attitude towards at three levels; school, community and system. The midline status shows the project will need to further engage system level stakeholders to influence the implementation of disability related laws and policies.	**Target:** 300 sessions **Achieved:** 204 sessions (125 school level, 73 community and 6 system level) constituting 68% of the overall target for the project.
Output 6.2: Average attendance rate (# stakeholders expected over # stakeholders attended)	The project registers stakeholders who participate in the sensitisation engagements at school, community and system levels. This attendance is tracked under this indicator. The project will review the targeting of the different stakeholders especially for school and system levels.	**Target:** 80% at school, 70% for community and 75% for system level stakeholders. **Achieved:** 63% at school level, 108% at community level and 61% at system achieved.
Output 6.3: # of advocacy, networking and exchange events organised or participated in	Advocacy, networking and memberships are used for influencing attitude change among stakeholders however; exchange visits are used for cross learning.	**Target:** 21078 (25 Public events, 28 Networking and membership, 21000 IEC materials produced (brochures and newsletters), 28 exchange visits) **Achieved:** 7313 (12 public events, 31 networking and memberships, 7259 IEC materials including brochures, newsletters T-shirts and banners, 11 exchange visits are used for cross learning) constituting 35% of the target.
Output 6.4: # of media campaigns conducted	Media is used to share information on disability and what works for the education of girls and boys with disabilities.	Target: 40 (28 radio campaigns and 12 newspaper supplements) Achieved: 12 radio campaigns representing 30% of the overall target.

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

Table 134: Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.
Output 1: 2063 GWDs receiving direct support to contribute to retention in school		
Output 1.1: # of disabled girls (disaggregated by intervention type) receiving direct cost support (tuition, scholastic materials, uniform, transport)	No issues	Leave as is.
Output 1.2: # of functional rehabilitation completed (# of assessment and reviews, surgeries, assistive devices and therapy)	The he word “completed” in the indicator is inappropriate rehabilitation is oftentimes continuous.	Change wording to # of disabled girls receiving rehabilitation.
Output 2: 20 Schools supported to improve accessibility and sanitary facilities, to contribute to retention in school		
Output 2.1: # of schools with accessible, utilised and maintained sanitary facilities for girls		
Output 2.2: # of schools with utilised and appropriate accessibility features (e.g. ramps, walkways)	No issue	Leave as is.
Output 3: Teachers with improved knowledge and capacity to deliver		

lessons using inclusive teaching practices		
Output 3.1: # of capacity building sessions given (seminars, workshops)		
Output 3.2: # of teachers who have participated in the capacity building sessions	No issues	Leave as is
Output 3.3: # of teacher support supervision conducted by CCTs and other education authorities.	No issues	Leave as is
Output 3.4: # of equipped and functioning resource centres	No issues	Leave as is
Output 3.5: # of children (disaggregated by disabled/ non-disabled and gender) with access to project resource centre products (e.g. TLMs) and services (e.g. catch up classes, learning and quiz awards)	No issues	Leave as is
Output 4: Disabled girls receiving life skills training, career guidance, child protection support and participating in extracurricular activities to contribute to successful transition		
Output 4.1: # disabled girls receiving interventions aimed at increasing confidence and aspirations. life skills sessions (disability rights, personal hygiene, reproductive health, child protection, communication, self-defence) and career guidance		
Output 4.2: # children engaging in extra-curricular activities (disaggregated by	No issues	Leave as is

disabled and non-disabled)		
Output 4.3: # of disabled girls benefiting from learning and mentoring camps	No issues	Leave as is
Output 4.4: # of disabled girls supported with child protection interventions	No issues	Leave as is
Output 5: Increased family income and increased willingness to support to the education of GWDs		
Output 5.1: # of training sessions delivered on disability, gender and income generation		
Output 5.2: Average attendance rate (# stakeholders expected over # stakeholders attended)	Leave as is	Leave as is
Output 5.3: # of group loans provided	The project has planned to also give individual loans	Revise wording for the indicator and provide disaggregation (as group or individual loans)
Output 5.4: # of parents utilising the loans to generate income	Leave as is	Leave as is
Output 5.5: # of IGAs (e.g. SME's) supported by the project loans	Leave as is	Leave as is
Output 6: Schools, Community, education actors sensitised on gender and inclusive education to promote the education of GWDs		
Output 6.1: # of sensitisation sessions conducted on disability, gender, inclusive education and child protection (split by school level, community level, systems level)		
Output 6.2: Average attendance rate (# stakeholders expected over # stakeholders	Leave as is	Leave as is

attended)		
Output 6.3: # of advocacy, networking and exchange events organised or participated in	Leave as is	Leave as is
Output 6.4: # of media campaigns conducted	Activities under this indicator (radio spots and newspaper supplements) were removed	Drop the indicator

Annex 9: Beneficiaries tables

This annex should be completed by the project.

This annex should be completed by the project.

Please fill in the tables below. Individuals included in the project's target group should be direct beneficiaries of the project.

Table 135: Direct beneficiaries

Beneficiary type	Total project number	Total number of girls targeted for learning outcomes that the project has reached by Endline	Comments
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	[This should align with the total beneficiary numbers reported in the outcomes spreadsheet]	[This may equal the total project number in the outcomes spreadsheet and in the column to the left, or may be less if you have a staggered approach]	[Projects should provide additional information on who they are and the methodology used. If the numbers have changed since Baseline, an explanation should be provided]
Difficulty Seeing	732		
Difficulty Hearing	451		
Difficulty walking or climbing stairs	316		
Difficulty remembering or concentrating	327		
Difficulty with (self-care	144		

Difficulty communicating	79		
Total	2049*		

*Since MEL framework development, and baseline, some children have dropped out of school, this number is less by 14 girls including 10 who have since then unfortunately died and 4 who have moved out of the country! This explains the reduction in the number.

Table 136: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	581	5 have dropped out school with 4 having unfortunately died and 1 was taken out of the country.
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	57276	
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	63837	
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.	2641 teachers constituted by 1508 female and 1133 male. Out of these, 1692 are for primary schools (1120 female and 572 male), 875 secondary school (360 female and 515 male) and 74 vocational schools instructors (28 female 46 male)	The primary schools teachers have been trained on disability, inclusive education pedagogy in the delivery of literacy and numeracy while secondary and vocational schools training has so far covered disability.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	553072 (252,394 male and 300,678 female)	These are estimated numbers of adults; parents of non-disabled children and community members reached during sensitisations and events.

Table 137: Target groups - by school

School Age	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline

Lower primary	√	226	64
Upper primary	√	712	180
Lower secondary	√	936	32
Upper secondary	√	25	0
Vocational	√	150	0
Total:		2049	[This number should be the same across Tables 32-35]

Table 138: Target groups - by age

Age Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions**	**Sample size of target group at Baseline**
Aged 6-8 (% aged 6-8)	√	20	11
Aged 9-11 (% aged 9-11)	√	176	83
Aged 12-13 (% aged 12-13)	√	346	90
Aged 14-15 (% aged 14-15)	√	498	73
Aged 16-17 (%aged 16-17)	√	567	13
Aged 18-19 (%aged 18-19)	√	286	5
Aged 20+ (% aged 20 and over)	√	156	1
Total:		**249**	[This number should be the same across Tables 32-35]

Table 139: Target groups - by sub group

Social Groups	**Project definition of target group** (Tick where appropriate)	**Number targeted through project interventions**	**Sample size of target group at Baseline**
Disabled girls (disaggregated by domain of difficulty below)	√		
Difficulty Seeing	√	732	***51***
Difficulty Hearing	√	451	***105***
Difficulty walking or climbing stairs	√	316	***47***

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Difficulty remembering or concentrating	√	327	***52***
Difficulty with (self-care	√	144	***10***
Difficulty communicating	√	79	***4***
Multiple			***7***
Total		2049	***276***
Orphaned girls	√	35	
Pastoralist girls			
Child labourers			
Poor girls			
Girls affected by a long term illness(HIV, sickle cells	√	20	
Homeless girls	√	100	
Total:			[This number should be the same across Tables 32-35]

Table 140: Target groups - by school status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Out-of-school girls: have never attended school			
Out-of-school girls: have attended school, but dropped out			
Girls in-school	√	2049	**276**
Total:			[This number should be the same across Tables 32-35]

Annex 10: MEL Framework

Please find attached

Annex 11: External Evaluator's Inception Report (where applicable)

Please find attached separately

Annex 12: Data collection tools used for Midline

Provide all data collection tools as separate documents.

Provide 1-2 English language transcripts of qualitative sessions.

Annex 13: Datasets, codebooks and programs

Please find in separate attachment

Annex 14: Learning test pilot and calibration

Please see section 3 of the pilot report attached

Annex 15: Sampling Framework

Please find attached

Annex 16: External Evaluator declaration

Name of Project: CSU GEC-T

Name of External Evaluator: Montrose Africa

Contact Information for External Evaluator:

Charlotte Kamugisha

Montrose Director of Programmes

+256 772 765 686

Names of all members of the evaluation team:

- **Charlotte Kamugisha**
- **Alex Gloria Nakamanya**
- **Mary Najjuma**

I Charlotte Kamugisha certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently (CK)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (CK)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (CK)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by _____(Company) (Initials: ____)
- All child protection protocols and guidance have been followed (CK)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (CK)

Charlotte Kamugisha

(Name)

Montrose

(Company)

_____

(Date)

Annex 17: Project Management Response

This annex should be completed by the project.

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)

Outcomes/ Intermediate Outcomes	Findings	CSU Management Response
Outcome1: Learning	Comparisons of the midline 1 and baseline learning outcomes has shown a wider gap between treatment and control groups.	Intervention girls with different disability types improved in literacy from baseline to midline 1 however there was a noticeable decline in numeracy. This is a surprise because the 2 IOs: attendance and teaching quality improved but this is not matched with improvement in learning. The evaluation doesn't clearly explain why this is the case. • Disability based adaptations. While girls with disability were allowed more reading time (180 seconds) the analysis is based on 60 seconds as for the girls with no disability. While the EE has provided this as Table 141 (Annex 18), we think this is not fair adaptation. • Girls who were not part of baseline but are now part of midline. The learning scores of these girls would have to be treated different and not be based on for conclusion. • Girls who transitioned into TVET, the tests were not class appropriate and therefore a need to develop a TVET appropriate test. • In order to mitigate attrition rates, we will work with the External Evaluator to review the approach to tracking our beneficiaries before the next study round.
Intermediate Outcome 1: Attendance	Missing school decreased from about 37.7% at baseline to 31.2% at midline among intervention girls.	• The project will continue to address the barriers to the schools attendance of the beneficiary girls with disabilities.
Intermediate Outcome 2: Teaching Quality	Classroom observation and teacher interviews reveal that there was an increase in the number of teachers that were observed to use the adapted TLMs (form 3% at baseline to 10.9% at midline 1).	• This change in attitude is due to the continuous engagement with the teachers and giving them reminders on inclusive education methodologies. Even with this progress, we note still a need to further engage teachers to have a complete environment that is welcoming to learners with disabilities. This calls for concerted effort by head teachers and the KCCA Education Directorate, we will engage with them to see that such gains are consolidated. • The project has planned to strengthen her engagement with secondary schools as more girls transition into secondary.

	More teachers (71.9% at midline compared to 60% at baseline) were also observed to engage CWDs and those without disabilities equally while the equal engagement of boys and girls within the classroom was found to have declined (from 79% at baseline to 72% at midline 1).	
Outcome2: Transition.	Fewer intervention girls successfully transitioned between baseline and midline 1 in P3, P4 and P6, while an equal number transitioned in S3 compared to the control group.	• The project is more desirous to see that the girls transition across different levels of education and to employment. For example, as of end of project year 3, internal monitoring findings on transition revealed 91.2% beneficiaries transitioned from one grade to another. • The EE however does not give the transition rate so it is hard to compare with the baseline if overall there is an improvement.
Intermediate Outcome 3: Self-Esteem	Overall, learners in the control subgroup appeared to have a more positive outlook of the future as more of them felt that they would pass their candidate classes, would be rewarded with a good job if they study hard and can do things as well as their friends.	• The project will continue empowerment activities for the girls such as life skills trainings and the learning and mentoring camps that are held during school holidays for girls in secondary schools.
Intermediate Outcome 4: Economic Empowerment	On average, there were more parents of disabled girls with improved income that contributed to	• The project is making efforts to ensure that most parents participate in income generating activities to contribute to education of their daughters and sons with disability but they are not able due to a number of factors including the level of education, the high business competition within the city, lack of start capital as a requirement by the bank, increased

	child's school fees, scholastic materials and uniform at midline 1 (28.3%) compared to those at baseline (23.8%). This showed parents' improved willingness to support the education of GWDs.	dependency among others. • As a project, we are continuing to engage with the parents to interest them to participate in any form of income earning in order to buffer against any eventualities. We are also working with the bank to introduce small business products that can be afforded by the parents.
Outcome3: Sustainability.	At the baseline stage, Community scored '1-Latent'. At midline 1 stage, again Community was scored as '1-Latent'.	• The project is strengthening efforts and ensuring that interventions are sustainable by encouraging parents to share some costs for example at secondary the parents top up some fees and provide scholastic materials for the girls and boys with disabilities. The project will encourage groups to reach more parents of children with disabilities in their communities. • Engagement with local leaders at community level has supported in the enrolment in schools of children with disabilities not necessarily supported by the project through their intensive mobilisation of parents.
	At school level, during the baseline stage School scored '0/1-Negligible/Latent'. At midline 1 stage, on the other hand, School was scored as '1/2 – Latent/ Emerging'	• The project is supporting beneficiaries in these schools, but the change in mind set change is very critical to the project. Schools are generally becoming more positive towards education of children with disabilities. The project is to intensify follow up on the functionality of what the schools have put in place. • Some schools outside of the sample especially secondary schools are doing quite huge amount of work without direct project support to create an accessible environment. • Additionally, some head teachers are members of project TOTs and they engage in teachers capacity building.
	At system level, during the baseline stage System scored '0-Negligible'. At midline 1 stage, on the other hand, there was an improvement to '1/2 – Latent/ Emerging', giving an overall Sustainability score of '1/2 – Latent/ Emerging'.	• The KCCA Inclusive Education Officer is entrenching issues of disability programming within the KCCA. For example, KCCA has started a budget for SNE unlike before. • We are engaging inclusive education partners in the project catchment area where we are sharing our work including lessons learnt during the newly constituted IE working Group under KCCA. • The challenge currently is the priotization of issues by government. It is very true that even with a separate department of SNE in the Ministry of Education, funding is a very big problem and this same problem is propagated to the lower local governments for example the lack of supervision of SNE practices in schools. We are very grateful to the government for passing the Disability Act as it has a detailed capture of education issues in support of children and adults with disabilities. Of course the cry is on the sluggishness in the

		coming with the SNE policy. • We are committed to continue engaging government on the finalisation of the Inclusive Education policy but also implementation of the SNE guidelines; continuously engage with parents to keep reminding them of their role to support the children; we are intensifying follow up of schools to ensure that they sustain the facilities they have and be creative to come up with other intervention that promote the wellbeing of children with disabilities in their schools.
Intermediate Outcome 5: Governance, Environment, Attitudes and Perceptions	While the % of caregivers who agree that they feel empowered to report cases of abuse increased from 23.4% at baseline to 44.8% at midline only 13.2% linked their child protection knowledge to the project.	• The project did sensitisations on child protection or safeguarding, disability and inclusive education at school and community sensitisation. Because could be other players in the space, there is need for more engagement with caregivers and community members to link their knowledge on child protection to the project

What is the project's response to the conclusions and recommendations in the report?

Midline1 Recommendations	**Management response**
▪ Based on the learning test results presented in this report, clearly major interventions are required to raise learning outcomes and literacy and numeracy results amongst learners at all levels of the CSU programme. However, improving instruction and pedagogical practices amongst teachers in literacy and numeracy requires a highly technical and intensive intervention that demands a large degree of expertise and focus. CSU should reflect on its approaches to this and identify what support it can effectively give teachers to help them improve their instructional capacities within the framework of the programme.	▪ We are currently engaging with EENet; a UK based training consultancy company that trains the project`s TOTs who eventually cascade the training to primary school teachers. EENET has expertise in Inclusive Education delivery methodologies. We hope, continuing to engage them will help to mitigate the problem. ▪ We have procured 1000 tablets; teachers have so far been trained on these e-readers. These tablets are loaded with readers and Ugandan curriculum books that children can read. The content is continuously upgraded to fit the existing curriculum needs. The tablets will be used rotationally for a period of time so that each project supported girls and boys with disability will have access. This will help to boost literacy. ▪ We have planned to procure and distribute 2000 text books for older girls in secondary schools so that they can read even when at home. ▪ Additionally, we have planned targeted

	engagements with the teachers in secondary schools. This is because more girls are transitioning into secondary schools.
▪ Some low or no cost interventions can also significantly improve learning outcomes through simple approaches to developing the learning environment where children attend school. For example, ensuring that the attendance of learners and teachers improves is a simple – and effective – way to provide more time for learning to happen. Focusing on improving teacher time on task in the classroom, including things like effective learning strategies, use of appropriate resources, grouping strategies and student-centered learning techniques can help to improve the learning environment so that children are challenged to guide their own learning process and engage in self-directed tasks that develop their critical and creative thinking skills, as well as core literacy and numeracy knowledge. ▪ Getting parents on board with home learning tasks such as reading together or providing designated homework space and time each day, involvement in school activities and class visits, and improving parents' overall support and positive attitudes towards their children's education can also have a significant, positive effect on learning outcomes. ▪ Overall, a collection of key interventions geared at holding learners, parents, teachers and schools accountable within their roles for improving learning and instilling a culture of success and making every day count will be the most successful way that CSU can ensure learning outcomes improve over the course of the programme.	▪ For attendance of the beneficiaries, CSU will continue to engage parents to; ✓ Ensure children attend school more regularly, and also directly engaging in the learning of children. ✓ Support the learning of children including at home ▪ In addition, the project will engage with the school administration to track attendance of supported children. ▪ CSU will also intensify engagement with KCCA Directorate of Education to also intensify school monitoring in schools and specifically with head teachers to implement some of the low cost measures for example teacher on task in the classroom and attendance. ▪ The project is distributing learning packs developed by National Curriculum Development Centre to the beneficiaries to read at home with support of the parents and/or caregivers, siblings, friends or teachers.
▪ Although close to 100% of teachers say they change the physical environment and the way they communicate in the classroom to adapt to learners with disabilities' needs, this was not observed in most lesson observations. In addition, only half of the teachers make schemes of work and assessments that provide for children with disabilities. More work can be done to help teachers understand what is required to teach CWDs effectively and how to adapt their lessons and tests to accommodate CWDs.	We are engaging with KCCA and head teachers to further interest teachers to make schemes of work. Also during the support supervision, teachers will be encouraged to make schemes of work and lesson work.
▪ Teacher and learner attendance and time on task in the classroom should both be monitored during the CSU programme to see if these results improve as daily teacher/learner attendance and classroom engagement has a significant impact on overall learning outcomes.	As above.
▪ Grades P5 and P6 showed positive regression estimates at midline 1 in comparison with baseline in	We will speak to the pupils and the teachers during our monitoring to

both literacy and numeracy scores, a signal for improved performance overall at midline 1. There is a need to have deliberate discussions with pupils and teachers from these grades to understand their experiences that could inform how the programme strategises the efforts to improve learning outcomes.	understand the drivers and we will share such with other teachers especially in P3 and P4.
▪ Results from the three regression model analyses support the initial hypothesis that intermediate outcomes self-esteem, attendance and life skills have a positive association with good learning outcomes. The implication for this finding is that program should continue supporting the disabled girls to have high self-esteem, improve their life skills and devise systems that mitigate absenteeism from school. These intermediate factors are in the end mediation factors to improved transition rates.	In our ToC, self-esteem and life skills were presumed to support transition. This may have to be re-looked at. We will intensify our efforts to reaching girls with activities that increase their esteem. We have activities planned to keep the girls engaged.
▪ Economic empowerment and governance showed no significant association with learning outcomes. To some extent, this may imply that there are no individual differences among girls for these intermediate outcomes to cause significant differences in outcomes. That said, economic empowerment is assumed to have a positive correlation with attendance, life skills and self-esteem since it creates a better environment for girls to develop and improve themselves in such areas. Continuous efforts to improve the economic empowerment of households and caregivers will indirectly improve learning outcomes through improved attendance, life skills and self-esteem.	In partnership with OBUL, we will continue to explore best practices for economically empowering parents of girls and boys with disabilities. The project is also considering getting the beneficiary children getting close to the IGA activities so that they understand what parents and learn basics such as savings.
▪ The potential average treatment effect showed that the non-disabled girls continue to perform better than the disabled girls in the learning outcomes. This is observed in all the grades in the overall mean weighted scores. The programme should focus on improving the girls in the intermediate outcomes that affect learning outcomes and this will in the end continue to improve the performance of the girls. Decisions on the performance may need to be based on the change in the regression estimate in the next evaluation.	As above.
▪ Grades P5 and P6 showed positive regression estimates at midline 1 in comparison with baseline in both literacy and numeracy scores, a signal for improved performance overall at midline 1. There is a need to have deliberate discussions with pupils and teachers from these grades to understand their experiences that could inform how the program strategizes the efforts to improve learning outcomes.	As above.

What changes to the logframe will be proposed to DFID and the Fund Manager?

- Reviewing some of the targets in light of midline findings for example on attendance.
- Dropping the output indicator on media activities.

Annex 18: Analysis of learning assessment scores at the 180 second cut off point

The tables below present grade level findings for literacy analysis of Oral reading fluency with the adaptation of 180 second cut off point.

Table 141: P3-P4 Literacy (EGRA only) Analysis with EGRA Oral reading Fluency adaption at 180 seconds

Grade	Evaluation Point	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Primary 3*	Baseline	26.2	36.6	24.2
	Midline 1	21.7	48.8	7.4
Primary 4*	Baseline	29.47	46.96	24.12
	Midline 1	41.13	65.15	27.12

**This group was given the complete EGRA. The EGRA oral reading fluency (orf) was analysed based on the disability adaptation of 180 seconds.*

Table 142: P5-P6 literacy (EGRA and SeGRA subtask 1) Analysis with EGRA Oral reading Fluency adaption at 180 seconds

Grade	Evaluation Point	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Primary 5*	Baseline	41.1	55.2	21.7
	Midline 1	41.2	57.7	24.7
Primary 6*	Baseline	44.8	63.0	23.7
	Midline 1	54.9	68.6	20.5

**This group was given the complete EGRA and SeGRA subtask 1. The EGRA oral reading fluency (orf) was analysed based on the disability adaptation of 180 seconds.*

Table 143: P7, S1-S4 and Vocational literacy (EGRA orf + rc and SeGRA complete) Analysis with EGRA Oral reading Fluency adaption at 180 seconds

Grade	Evaluation Point	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
Primary 7*	Baseline	43.3	47.6	13.0

	Midline 1	49.0	59.7	16.5
Senior 1*	Baseline	51.5	52.3	6.8
	Midline 1	59.4	64.6	12.9
Senior 2*	Baseline	63.6	59.9	11.6
	Midline 1	66.0	67.9	7.8
Senior 3*	Baseline	60.4	59.4	14.6
	Midline 1	62.8	72.9	8.8
Senior 4*	Baseline	NA	NA	NA
	Midline 1	71.7	72.6	11.9
Vocational*	Baseline	NA	NA	NA
	Midline 1	9.6	NA	5.8

**These grades were given the EGRA oral reading fluency (orf) and reading comprehension (rc) subtasks and the complete SeGRA. The EGRA oral reading fluency (orf) was analysed based on the disability adaptation of 180 seconds.*

Annex 19: Value for Money

Assessing value for money of CSU support for girls with disabilities

Information on programme spending and outcomes has been utilised to develop an initial assessment of the Value for Money (VfM) of CSU support to improve education outcomes for GWDs. VfM is typically assessed via Cost Benefit Analysis (CBA) or Cost Effectiveness Analysis (CEA). CBA is the preferred method when both expenditures and outcomes can be expressed in monetary terms. In the case of CSU support for GWDs, outcomes are being captured as improvements in school attendance and maths and reading test results. Since the impact of CSU support is being measured in terms of changes in attendance and learning outcomes for GWD participants, CEA methods will be applied to estimate the cost of producing changes in GWD attendance and/or learning outcomes. CEA assessments are typically expressed as the cost of producing some standardised estimate of changes in participant outcome that can be attributed to the project support. In assessing the cost effectiveness of CSU support for GWDs, these will be expressed as the cost of producing a change in standard deviation points in school attendance or results in learning assessments.

This first midline report describes the methods for estimating the cost of CSU interventions for GWDs and how spending varies across the population of GWDs in the evaluation sample. As interventions to support improvements in participation (attendance and transition) and learning outcomes are unlikely to produce immediate results, the evaluation will formally assess VfM in the next midline report. Beginning in that

report, differences in the type and amount of investment in support for GWDs will be assessed relative to differences in outcomes.

Key concepts

CEA is forward looking; current expenditures and outcomes are used to provide decision makers with an estimate of the outcomes that would be expected with additional spending. CEA is typically expressed as the monetary cost of a change in outcomes (percentage change, nominal change, change in standard units (SD), etc.). This form of expression facilitates the comparison of the relative cost-effectiveness among alternative strategies or approaches or between the status quo and the intervention.

The costs of interventions in CEA are expressed as opportunity costs. Opportunity costs capture the true economic value of an intervention and these costs can differ from costs that are captured as accounting costs or budget expenditures For example, in an intervention requiring expensive equipment, that equipment may be purchased, leased or the equipment may be already owned by the service provider. While each of these choices would have a different accounting or budget cost, the true (or opportunity) cost of utilizing the identical equipment over time would be the same in each case. Economists utilise an "ingredients approach" to estimate these opportunity costs and this approach is used for the estimation of costs in the assessment of the VfM of the CSU initiative for GWDs.

VfM propositions in the current project

The CSU initiative for GWDs' theory of change posits that investments in material support to GWDs and their households and enhancing teacher skills/knowledge and providing learning materials and improving condition in schools they attend will result higher levels of attendance and grade transition and improved learning outcomes in reading and mathematics. Direct support to girls includes payment of school fees, provision of other types of direct support for schooling like stationary, distribution of sanitary napkins, support for transportation either through a bus or cash support, formal rehabilitation assessments and assistive devices like eyeglasses, crutches and wheelchairs.

The CSU initiative also supports GWDs through enhancing the capacity of teachers and improvements in school infrastructure to better accommodate girls and children with disabilities. Training for teachers provided by CSU includes workshops for teachers on disability topics and academics/pedagogy. Via their schools, GWDs are also provided activities to enhance their self-esteem and improve their life skills. At the household level, GWDS are supported through savings and loan microfinance groups as well as capacity development in income generation and sensitization of parents and communities to the needs and capabilities of people with disabilities.

Montrose Africa has developed in collaboration with CSU a system for tracking expenditures on support for GWDs in the evaluation sample. For each girl, information on direct support, support to the households and support through the girl's school is reported each quarter. This system provides the raw data for the elaboration of the cost estimates used in the assessment of VfM.

At each evaluation point, Montrose is also capture individual data on attendance and transition as well as formally assess learning outcomes in reading and mathematics. The spending and outcome data enable an assessment of VfM at each subsequent evaluation midline (and the endline).

Estimating the costs of CSU support for GWDs

Overview of estimating support costs for GWDs

For VfM purposes costs are expressed as the marginal annual cost (cost for one additional girl for a year) for a given type of support. As described previously, the need to express costs in a form that yields a valid comparison among alternative support strategies or comparison with the status quo requires the application of an ingredients method to estimate the opportunity cost. CSU support combines interventions whose costs can be considered recurrent – items that are consumable and require replacement within a year – and capital spending where an item is purchased in a given year, but yields benefits over a longer time period. Support for school fee payments, school lunches or stationery is an example of recurrent spending, while assistive devices, school renovations and school equipment are examples of capital spending.

All recurrent spending for support has been converted into an annual equivalent to support one additional GWD. Capital spending has been converted into an annualized equivalent applying standard methods for discounting capital expenditures[48] and is also expressed in the form of annualised spending required to support one additional GWD. In some cases, additional information is required to elaborate an annualised estimate. For example, estimating the cost of providing bus transportation requires information about the cost of a bus, the distance that the bus travels, the cost for fuel and maintenance and the cost of someone to drive the bus. Where feasible this additional information has been reviewed by CSU.[49]

An annualised spending is estimated for each GWD in the evaluation sample. Cost estimates have been limited to GWDs in the evaluation sample as outcomes (the "Value" in VfM) are only available for those girls. As a result, only school level and household level support for girls in the evaluation sample is included in the estimation of annualised spending. This limitation to GWDs in the evaluation sample means that estimates may not be representative for the support provided to all girls in the CSU initiative. Finally, the support received by individual GWDs varies by magnitude and by type. For the next midline report, financial data from 2019 and 2020 will be analysed and discrete "packages" of support identified and assessed for their impact on outcomes.

Direct Financial and Material support to GWDs

At the time of the midline 1 data collection, the evaluation sample of GWDs was 214.[50] **Figure 1** below summarizes the reported spending for direct support to GWDs between January and November 2019. For each GWD in the evaluation sample (214) an annual figure for direct support was calculated combining fee support, other support, sanitary napkins, costs of a formal assessment, and transportation assistance. For GWDs receiving assistive devices, the reported expenditure was converted to an annual equivalent and included in the total annual direct support.[51] For girls receiving transportation support in the form of a CSU bus, an annualised cost per girls was estimated using a replacement cost for the bus of 92,000,000 UGX, an estimated life span of 15 years, a social discount rate of 10 percent, a daily route of 80 kms, daily fuel consumption of 15.4 litres, a fuel price of 3,900 UGX per litre, a driver cost of 74,000

[48] See Leven, Henry M. Cost-effectiveness analysis: Methods and applications. Sage Publications. 2000.
[49] The review of necessary "shadow prices" (cost of materials or services that may not be visible because the it is not budgeted separately) is to ensure that the assumptions are realistic.
[50] Originally 271 GWDs were identified for tracking CSU expenditures. However, a number of girls changed schools to schools where school level support was not captured. For subsequent midline and the endline, Montrose will develop a strategy to ensure that expenditures on most of these 214 GWDS can be tracked until the end of the project period.
[51] Crutches were treated as recurrent expenses with the assumption that they have a useful life of 1 year. Eyeglasses were assumed to have a useful life of two years. The cost of Orthotic devices, prosthesis and wheelchairs were annualised with the assumption that they would need replaced after 5 years. In all cases a social discount rate of 10 percent was used to calculate the annual equivalent of spending on devices.

UGX daily and 250 school days per year. A figure of 10 percent of the replacement cost of the bus was included as an estimate of annual maintenance costs and a capacity of 50 students per bus used to calculate a cost per student.

Direct Support Spending Reported (January – November 2019)	
Type of spending	**Spending (UGX)**
Girls receiving fee support	207 (97%)
Mean fee support	375,997
Median fee support	207,000
Interquartile range fee support	160,000 - 440,000
Girls receiving other direct support	188 (88%)
Mean other direct support	101758
Median fee support	207000
Interquartile range other support	92,340 – 117,000
Girls receiving formal assessment	10 (4.7%)
Total cost of formal assessments	3,370,800
GWDs supported with sanitary napkins	173 (81%)
Mean spending sanitary napkins	18,900
GWDs provided transportation (all but 1 via bus)	40 (19%)
Mean spending transportation	927,425
Girls receiving support for assistive devices	6 (3%)
Total spending on assistive devices	1,005,000

Figure 1: Direct support spending reported January-November 2019)

Financial Support to GWDs through support to households

CSU provides support to households of GWDs through microfinance, promotion of income generation activities and enhancing caregivers' knowledge and capacity in management of disabilities.[52] Spending on an activity at the household level was estimated by multiplying the reported number of trainers utilized for the activity by the duration of the activity[53] and then by daily cost of a trainer (165,000 UGX).[54] The additional spending on materials, refreshments, etc., was added to the cost of the trainers to yield the estimated total cost for the activity.

The capacity development activities for households supported by CSU are typically organised by groups (rather than a single household) and spending by GWD reflects a per participant spending.[55]

[52] Various activities were aggregated into categories of support – either parent support which included activities oriented toward strengthening the capacity and knowledge of parents in the area of disabilities and livelihoods development activities that included activities like business development and personal finance. Loans were provided to the households of 4 of the girls in the evaluation sample and the loan amounts (800,000 UGX) were included in the per GWD estimate of support provided through household activities.
[53] 0.25 days, 0.5 days, 1 day, 2 days
[54] Montrose estimate of the labour market price for an appropriately qualified person. While these trainers could be CSU staff, estimating the cost of provision of the household support requires incorporating the opportunity cost of providing that support regardless of the source of funds.
[55] Spending for the activity divided by the number of reported participants.

Figure 2 to the left summarises the support to GWDs provided through their household. A minority of girls in the 214 GWD evaluation sample received support through their household – 37 percent of the GWDs in the evaluation sample received parent support and disability management and just 22 percent livelihood support. Expressed as spending per GWD, the amounts are quite small except for the 4 instances where households were provided with a loan.

Household Support Spending Reported (January – November 2019)	
Type of spending	**Spending (UGX)**
Girls receiving support for disability management	80 (37%)
Mean disability management support	2,441
Girls receiving livelihood support	47 (22%)
Mean livelihood support	101,758

Figure 2: Household spending support

Support to GWDs through support to schools

CSU provides support to GWDs through the schools they attend. The support includes renovations to improve the accessibility of schools, provision of learning and teaching materials and equipment, training for teachers and activities for girls intended to improve their life skills. The support provided to GWDs via their schools is in the form of recurrent spending for teacher training and activities for GWDs and capital investments in school renovations and equipment.

The cost of teacher training was estimated in a manner similar to the estimates for training provided to caregivers in households. The cost per GWD was estimated by multiplying the number of trainers and the duration of the training. A daily rate for the trainers of 165,000 UGX was also used and the reported additional costs for materials was added to the estimated cost for the trainers. Many of the training activities for teachers included teachers from multiple schools. The reporting provided by CSU for Montrose also included the number of teachers participating from the schools included in the evaluation sample. An estimated cost per school was calculated by multiplying the total cost per participant for the training by the number of teachers participating from the school in the evaluation sample.

A similar method was used to estimate the cost of activities organised at the schools for GWDs. Again, some of those activities included GWDs from more than one school. The spending on activities for a given school was estimated by multiplying the cost per participant for the activity by the number of girls from the evaluation sample school.

A number of schools in the CSU project for GWDs also received learning materials and equipment. **Figure 3** presents the annualised equivalent for the equipment provided to schools (CSU provided the original purchase price). Each item was assumed to have a useful life of 5 years and a social discount rate of 10 percent was used to convert the purchase price to its annualised equivalent.

In a limited number of schools CSU invested in school renovations. These renovations typically included: an 8-stance inclusive water toilet, an Education Resource Centre and paved walkways. The cost of these works was also converted to an annualised equivalent assuming that the renovations had a useful life of 15

Annual Equivalent of School Equipment Costs		
	Cost	**Annualized Equivalent**
Desktop	743,400	196,107
Laptop	2,217,456	584,959
Projector	2,548,800	672,367
Printer	560,736	147,921
Photocopier	9,366,000	2,470,727
Tv Set	913,000	240,847
DVD Player	324,500	85,602
Power extension	10,166	2,682
Projector	1,274,400	336,184
Desktop	594,720	156,886
Textbooks (average)	20,034	4,944

Figure 3: Annual Equivalent of school equipment costs

years and again applying a social discount rate of 10 percent. Works were realised in just 5 of the 59 schools included in the evaluation sample.

Most of the support provided to GWDs through interventions at the school level would be expected to have an impact on all students – not just the GWDs attending the school. To estimate a cost per GWD, renovations costs and spending in materials and equipment and teacher training costs were divided by the entire school population to estimate a spending per GWD. For school-based activities for GWDs, the total cost was divided by the number of GWDs participating.

Slightly less than half of the 214 GWDs in the evaluation sample received support through their school – see figures in brackets. A little more than one third of the GWDs in the evaluation sample received support in the former of teacher training and about the same percentage of girls received support through school level activities organized for GWDs.

School Support Spending Reported (January – November 2019)	
Type of spending	**Spending (UGX)**
Girls receiving support through school activities or investments	102 (48%)
Girls in schools with support for teacher training	77 (35%)
Mean annual per student spending on teacher training	1,974
Girls in schools where activities for GWDs provided	73 (34%)
Mean annual per student spending on activities for GWDs	23,155

Figure 4: School support spending report (January-November 2019)

Patterns in support to GWDs in the evaluation sample

Support to GWDs provided directly to the girls, through investments and activities in schools and via capacity development and material support to households was converted to an annual monetary equivalent for each of the 214 girls in the evaluation sample. **Figure 5** summarises the total monetary value of support to the 214 girls as well as the percentage of the total support provided directly, through the school and through the household.

Total mean support per girl varied very little by education level. There was some variation with respect to the distribution of the type of support[56] to the girls by education levels but it is important to keep in mind that only 48 percent of the GWDs in the evaluation sample attended a school that received support and only 37 percent received support through activities and material support to their household.

For the midline 2 evaluation, a set of variables based on support provided to individual girls will be incorporated into the analysis of changes in attendance and learning outcomes. This will enable an assessment of VfM – in terms of the relationship between the amount and type of spending and changes in outcomes for GWDs.

[56] By source; direct, through the school or through the household.

Total annual support per GWD					
	N	Mean	% direct	% school	% household
Total	214	755,413	93%	5%	2%
By Education level					
	N	Mean	% direct	% school	% household
Lower Primary	121	747,257	94%	4%	2%
Upper Primary	80	767,688	92%	6%	2%
Secondary	13	755,803	89%	8%	2%
By Disability					
	N	Mean	% direct	% school	% household
Communication	6	680,600	92%	8%	0%
Hearing	40	627,416	93%	6%	1%
Intellectual	46	678,155	94%	4%	2%
Multiple	6	1,013,768	84%	7%	9%
Physical	40	943,165	93%	4%	2%
Self-care	6	368,459	100%	0%	0%
Visual	68	801,775	94%	4%	2%

Figure 5: Total Annual support per GWD