

Project Evaluation Report

Report title:	Building Girls to Live, Learn, Laugh and 'SCHIP' in Strong, Creative, Holistic, Inclusive, Protective, Quality Education: Baseline Report
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GEC Project:	Building Girls to Live, Learn, Laugh and 'SCHIP' in Strong, Creative, Holistic, Inclusive, Protective, Quality Education, VIVA in partnership with CRANE, Uganda
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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.

6595
Viva
in partnership with
CRANE
(Children at Risk Action Network)

Girls' Education Challenge –
Transition Window

Baseline Report
(Final)
2018

SUMMARY

Background

This report

This report covers the work done by the External Evaluation team in carrying out the Baseline surveys. The report does not deliver all the observations and findings of the surveys.

Baseline means baseline

The key point of this Baseline is to provide a basis by which changes can be assessed at Midline. The External Evaluation Team is confident that the work done in the Baseline surveys will provide for reliable and useful assessments of change at Midline.

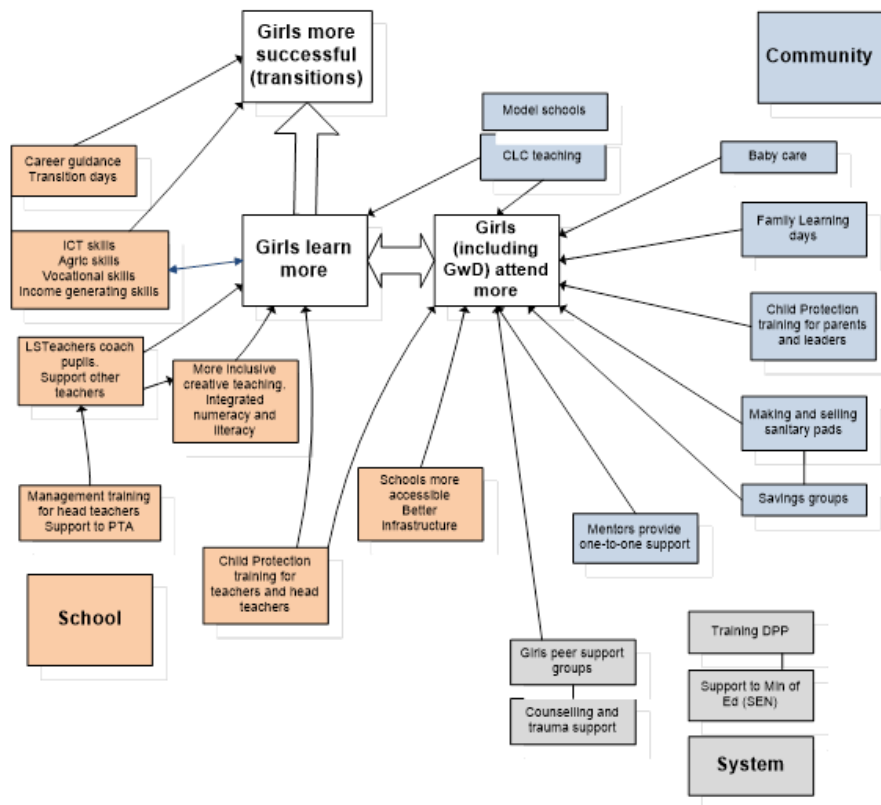
Project Context

The Viva and CRANE GEC-T project has grown out of the GEC1 project which identified and worked with 9,980 girls in the Central Region of Uganda. The current project is planned for seven years from 2017 to 2024 and will continue to work with the same girls. The girls are those selected by project Mentors because they are at risk of failing in education. No new beneficiaries will be added during the life of the project.

Generally, levels of poverty are high and the provision of educational services through state and private schools is weak: - there are not enough school places and the quality of education offered is poor. Parents and carers have to pay for schooling despite the introduction of universal education in both Primary and Senior levels.

Levels of achievement are significantly lower in Uganda than in neighbouring countries. Overall attendance figures are high but declining. Girls attend less consistently than boys and drop out earlier. Girls face greater barriers to attendance and performance.

Project Theory of Change



The Theory of Change is complicated with a large number of activities targeting a range of barriers to attendance and to performance of girls in schools.

Baseline Evaluation Approach

The evaluation approach is largely mandated by the Fund Manager and consists of a household survey; Learning Tests and qualitative interviews. The household survey includes questions to carers about school management and questions to girls about their attitudes to education and some more general questions about their approach to life.

The approach is quasi-experimental with a control population alongside a sample from the 9,980 GEC girls being followed over the course of the project and being interviewed at four different evaluation events – Baseline is the first of these events. The samples contain 777 intervention girls and 323 control group girls.

Learning Outcome Findings

Baseline Learning Scores

The results from the Learning Tests suggest that the Tests have been adequately well designed and administered with overall Marks in the Tests gradually increasing alongside age and grade with a flattening off in later Senior grades. Overall marks are low but there are consistent improvements with age in both literacy and numeracy.

There are differences between urban and rural areas in literacy but not in numeracy. There do not seem to be significant differences between other subdivisions of girls in the sample either by characteristics or by barriers faced. Re-testing the same girls at Midline will be the best test of the importance of subgroups of girls within the samples.

Overall aggregate means from literacy tests show a slightly higher value for intervention girls.

Intervention			Control			Difference Intervention Mean and Control Mean	p-Value (2 tail)
AggRA Mark	StdDev of AggRA Mark	n	AggGRA Mark	StdDev of AggRA Mark	n		
31.8	16.3	777	30.1	16.8	323	1.7	0.114

Overall aggregate means from numeracy tests show a higher value for intervention girls. The difference is significant at 5% level.

Intervention			Control			Difference Intervention Mean vs Control Mean	p-Value (2 tail)
AggMA Mark	StdDev of AggMA Mark	n	AggMA Mark	StdDev of AggMA Mark	n		
30.0	12.6	777	28.2	13.0	323	1.8	0.040

There is no visible pattern in the overall differences in literacy and numeracy when they are examined by grade or age set. The differences vary a great deal, can be in either direction and none is statistically significant. This raises questions about the significance difference in overall numeracy means but makes it more acceptable to treat the intervention and control samples as adequately similar.

Girls, especially weaker learners, increased their scores in Learning Tests by 20-30 points over the six months they spent in the project Creative Learning Centres. Stronger learners may also have made significant progress but the effects are hidden by a strong ceiling effect in the Tests.

Barriers to learning

The most often cited barrier is the cost of attending school. This was the case in GEC1. This observation comes from questions about why girls stopped attending school; why they may not be in school next year and what currently makes it difficult for girls to be in school. Over 80% of parents and carers have to pay for their girls to attend and most pay for several items including: “fees”, meals and school materials.

More work is required to understand the extent to which the presentation of the financial costs as a barrier obscures other problems and difficulties. The surveys reveal a large number of other barriers and identifies those where the project is attempting to improve the situation. The most important issues are those relating to the girls’ safety: both in school and on the way to and from school. Fear of safety is reported by 10% of respondents including parents and carers; in-school girls and those who have dropped

out of school. The Baseline data will be adequate to assess changes in the barriers over the life of the project and identify results where the project has made a contribution.

Transition Outcome Findings

Baseline Transition Rates

Almost all the girls in the samples report a more or less routine Transition within school over the last year. The numbers in the Transition Benchmarking sample who diverge from the pattern of moving up a grade in school are too small to allow useful analyses. It is asking too much to expect interviews with 183 girls to provide a reliable assessment of Transitions upon which future changes in girls' life situations could be judged.

The data from the Household Survey tell a similar story with a significant majority of girls staying in school and moving up a grade. The surveys were carried out in the first weeks of the new school year when the situation of some of the girls may not have been settled.

The Midline surveys will provide the best opportunity to verify the Baseline observations and to make reliable assessments of the patterns of Transition in the samples.

Barriers to Transition

The barriers to transition are not necessarily different from the barriers to attendance that face girls at most stages of their education. Observations from girls who have dropped out of school provide an analysis of barriers which is similar to that of those who are in school. We believe that there is particular pressure on girls not to transition from Primary to Senior although the evidence from the Baseline work does not support this idea. The pressure on girls to drop out of Senior school may become more intense with age. The survey work implies that almost all parents think that girls should at least complete Senior school but this is not borne out by girls' attendance data.

Sustainability Outcome Findings

The Sustainability Scorecard has been developed by the project into a more complicated tool than that proposed by the Fund Manager. The External Evaluation team offer some key observations from the Household Survey in order to show how different sources could be combined in deciding on the overall scoring. The External Evaluation team likes the idea of scalar indicators for assessing changes in likely sustainability but is aware of the large amount of work that seems to be necessary to make the observations to allow scoring of the 17 scales. We recommend that a review of the scorecard approach is carried out as soon as possible. Note comments on sustainability under other headings in this Summary.

The EE is concerned that more conventional analyses of sustainability are not being required and we propose an assessment of the situation in time for reporting at Midline.

Marginalisation Analysis

Marginalisation

The Template asks on several occasions for analyses of the samples into subgroups depending on levels of marginalisation. The method by which the GEC girls were selected means that the girls are a subgroup of the communities from which they come. They are the girls known to the project staff who live in the same communities to be those most at risk of missing out on education. The baseline data contain a number of ways in which their characteristics might be used to create subgroups within the sample and the Evaluation team will explore this before the Midline surveys.

Gender

The project gender framework provides an extensive and detailed analysis of the forces that work against girls' attendance and performance in school. The 9,980 project beneficiaries are girls. Some boys may benefit from the improvements in the school environment where the project is working but these changes are not part of the project indicators.

The project is, in the GESI terminology, Transformative - it is trying to redress gender imbalances in a transformative way.

Intermediate Outcome Findings

School governance

The sustainability scorecard uses three scales to look at changes in school management and a scale to look at relationships between the school and parents and another on the relationships between the school and local community leaders. These scales have not been assessed at the time of this report.

The project logframe contains a single indicator on school governance which is based on the number of schools making progress in two Quality Improvement System (QIS) courses. At the time of the Baseline, schools were implementing changes based on training received. The project has been providing support and follow up to Intervention schools but not Control schools. The Baseline is set at zero for both Intervention and Control.

The Household Survey collects the views of parents and carers in seven question areas covering the quality of management; the performance of the head teacher; child protection issues and links between parents and teachers. The results at Baseline are quite positive which may make it difficult to detect improvements at Midline. In fact, it may be a positive development if levels of approval go down as parents engage more with the schools their children attend and become more critical.

The External Evaluation team will work with the project to share findings from the different approaches to provide monitoring of changes in this intermediate outcome. See Section 5.2 for more details.

Quality of Teaching

The sustainability scorecard contains three scales relating to teaching approach and methods and a fourth specifically focused on teaching of girls with special educational

needs (SEN). The project monitoring includes indicators that count the numbers of teachers who have been trained and those who improve their lesson planning. There are also indicators based on lesson observations including lessons where children with disabilities are taking part. These indicators are nominally at zero at Baseline.

The Household surveys ask parents and carers to rate the school environment and the performance of teachers. Baseline levels include observations of 25-30% of parents who say that teachers have negative views on girls' abilities and 30% who say that teachers focus on the best students. In school and out of school girls are asked about their experiences of teaching and some very low numbers report bad treatment by teachers. There are very few responses on difficulties relating to disabilities or lack of an appropriate environment in school for girls with disabilities to be able to learn effectively. This may be because girls with disabilities have been discouraged from attending school and so don't appear in any numbers in the sample. See Section 5.3 for more details.

Life Skills

The project assesses changes in girls' attitudes and ambitions in life through their use of the "*I can ...*" journals. These have been taken up with enthusiasm by beneficiaries and the results will be an important source of evidence at Midline if they maintain their level of interest.

The life skills questions were those most modified by the pretesting of the Household Survey as a number were found to lead to 100% positive responses. Some similar unbalanced responses were found in the Baseline where questions related to the importance of education although the findings may still be usefully tested at Midline because of the ability to cross-check the responses of individual girls. For example – it will be interesting to see what the 10% of girls who said that school does not influence what you do in adult life are doing at Midline.

There are also interesting baseline findings on attitudes to challenges; for example - a third of girls say they avoid trying new things that look difficult and their situation can be contrasted at Midline with the two-thirds who say they don't. See section 5.6 for more details.

Conclusions

Targeting of beneficiaries

The project is working with girls who in each community are those most likely to drop out and otherwise fail in education. This targeting was shown to be accurate in GEC1 and this has been re-established in the current project. At Baseline these girls have not been disaggregated in other subgroups based on wellbeing characteristics but this will be done in time for Midline.

Girls with Disabilities

Work with girls with disabilities takes two different forms in the project. There are two specialist centres where children with quite severe impairments are supported and

where progress is assessed against individual programs and markers. The External Evaluation team is involved in the validation of monitoring of the children in these centres by the project staff. There are about 200 girls in the main project sample with some impairments and of these only a tiny number qualify as disabled according to the Fund Manager's definition. These girls are monitored by qualitative methods and the initial observations show wide variations in their abilities in the Learning Tests.

Learning Test Results

The Learning Test results show gradual increases in mean aggregate marks in literacy and numeracy as the grades increase reaching a plateau at the high secondary grades. It is not clear if this will provide realistic targets.

Early Grade tests show ceiling effects and Senior Grade tests show floor effects but the overall spread of results approximates to a Normal Distribution. Many of the Early Grade tests may not contribute usefully and could be abandoned after Midline.

Overall aggregate marks do not show significant differences across the main subdivisions in the sample population including - urban/rural; administrative district; religion etc. Subdivisions based on household wealth will be examined before Midline.

Transition Rates

It has been difficult to establish Transition rates from the observations at Baseline due mostly to the weakness in data provided on the girls' grades by their carers. Somewhat unorthodox uses of the data including discarding many cases, led to estimates of about 70% successful transitions which is likely to be an overestimate for the entire project sample.

The Transition Benchmarking questionnaire did not provide reliable data being too focused on in-school girls and containing too few observations which gave results apparently indicating virtually 100% successful transitions.

Attendance

The assessments based on attendance of classes in the cohort grades gave estimates of absenteeism of 8% for boys and 10-15% for girls. The Fund Manager has agreed that future estimates should be based on project girls rather than entire classes.

Sustainability

The External Evaluation Team offered some assessments of scores for the different components of the Sustainability Scorecard but these are acknowledged to be premature. The project observations of the components of the scales in the Sustainability Scorecard are ongoing at the time of drafting this report.

Conventional assessments of sustainability are not being carried out but will be addressed at Midline.

Life Skills

It was difficult to develop probing questions for Life Skills enquiries and many candidate formulations were rejected at pre-testing because they produced virtually 100% positive returns. Some questions on the value of attending school, reading at home, facing new challenges and whether life is harder for girls than for boys have provided results which will allow some meaningful assessments of change at later evaluation stages.

Teaching Quality

The Household Survey and the qualitative interviews have provided some initial pointers to appreciation of teachers' performance by others and of issues encountered by the teachers themselves. Parents' appreciation levels seem higher than expected.

Teachers are positive about the support they have received. These observations will make more sense when complemented by findings at Midline.

School Management

The project indicators are based on a training and assessment programme which has not started at Baseline and the milestones are therefore set at zero. The household survey questions show a surprisingly high approval rating for levels of management, communication and the performance of headteachers. There will be some room for improvement over the project despite these initial high ratings. Child safety within school and on the journey to and from school remains an important issue for girls in school and also emerges as an important factor for girls who have dropped out of school.

Gender approach

The External Evaluation Team has not found the Gender Equality and Social Inclusion (GESI) system of appraisal to be very helpful in judging the quality of the project approach. The definitions seem inadequately nuanced to allow finely-tuned assessments. The project can only be described as Transformational. The project works only with girls and, according to agreements reached with the Fund Manager during the previous and the ongoing project, that cannot be changed.

Overall effectiveness

The only area of project work that has delivered results at this time is the Creative Learning Centres where girls have shown very significant improvements in literacy and numeracy in the first terms of the CLCs. Such results in GEC1 were followed by girls joining or re-joining mainstream school and thus it is reasonable to assume that the project will be effective in this area if the CLCs continue their work. Other areas of project work may produce results in time for Midline assessments and others will take longer to demonstrate effectiveness. More reliable predictions of effectiveness and perhaps even impact may be made after Midline.

Recommendations

Clearer simpler project structure

Viva and CRANE should prepare a review of the project activities to be carried out directly after the Midline evaluation event. Areas of work should be examined with a view to making it easier to link specific activities to specific changes.

Fewer indicators

After the Midline surveys there should be a period of reflection in which indicators are assessed on two criteria: how easy it is to collect data or observations for the indicator and how reliable and useful the indicator is. Indicators which require inputs and efforts that are not rewarded by robust findings should be abandoned.

Crosscheck learning from Sustainability Scorecard

In the preparations for Midline, there needs to be a review of Sustainability Scorecard and a rationalisation of methods so that a good review can be carried out, partly by the project and separately by the External Evaluation team, to reach a sound evaluation of progress made in promoting sustainability. This is linked to the following recommendation.

Conventional sustainability assessments

Viva and CRANE staff should prepare a Value for Money assessment of the key areas of work with a special focus on high external inputs. The EE is concerned that some areas that include transport have conventional sustainability issues that need to be addressed during the next phase of the project.

Better questionnaire design

The EE team and CRANE staff must review survey methods for obtaining information from PCGs and HoH. The EE should then redesign the questionnaire to allow a simple routing so that all responses to the same question are covered by a single variable.

Develop subgroups

The EE team and Viva and CRANE should explore options for the categorisation of the sample into subgroups that will allow more detailed and meaningful analyses of the effectiveness of the project work.

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Abbreviations

CCT	Coordinating Centre Tutors	OWG	Operational Working Group
CLC	Creative Learning Centre	PCG	Primary Care Giver
CP	Child Protection	PTA	Parent Teacher Association
CwD	Children with Disabilities	PwC	PricewaterhouseCoopers
DEO	District Education Officer	QIS	Quality Improvement System
EE	External Evaluation	qual	Qualitative (interviews or methods)
EGMA	Early Grades Maths Assessment	SC	School Committee
EGRA	Early Grades Reading Assessment	SCHIP	Safe Creative Holistic Inclusive Protective
FM	Fund Manager	SeGMA	Senior Grades Maths Assessment
GEC1	Girls' Education Challenge	SeGRA	Senior Grades Reading Assessment
GEC-T	Girls' Education Challenge Transition	SEN	Special Education Needs
GESI	Gender Equality and Social Inclusion	SHRP	School Health and Reading Project
GwD	Girls with Disabilities	TBQ	Transition Benchmark Questionnaire
HHS	Household Survey	ToC	Theory of Change
HoH	Head of Household	TVET	Technical and Vocational Education and Training
IO	Intermediate Outcome	UPE	Universal Primary Education
ISG	In-School Girl(s)	USAID	United States Agency for International Development
IT	Information Technology	USE	Universal Secondary Education
JLO	Justice Law and Order	<i>UWEZO</i>	A project on literacy and numeracy in East Africa
KCCA	Kampala Capital City Authority	VSLA	Village Savings and Loans Association
M&E	Monitoring and Evaluation	WG	Washington Group (definitions of disability)
MoES	Ministry of Education and Sports		
OOS	Out of School		

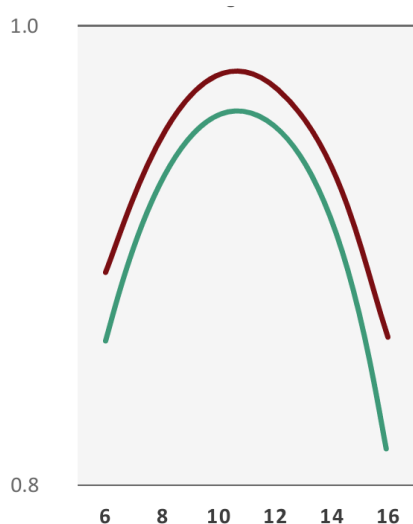
1. Background to project

1.1 Project context

The key components of the environment relevant to this project are - underlying levels of poverty; insufficient levels of funding of the national education services and a complex weave of social and cultural norms that make it harder for girls to maintain their attendance at school.

The project proposal describes several elements of overall poverty including high birth rates leading to a population where 56% of Ugandans are under 18¹. The situation of young women is highlighted by statistics on marriage (10% are married before they are 15 and 40% are married before they are 18 and childbearing (33% have their first child when they are under 18²). The project Gender Analysis³ document provides more details of the differences in the lives lived by girls and boys and the greater barriers faced by girls in obtaining an education.

Figure 1 - Enrolment rates 2011 and 2015⁴



Enrolment rates are generally high and loosely reflect overall attendance. The highest enrolment levels coincide with late Primary grades and drop off steeply during Secondary grades. A disconcerting observation from the data presented in the UWEZU 2017 report is that the overall enrolment rates, in all forms of education, were lower in 2015 than in 2011⁵.

Another key feature of education in Uganda is the gap between the expected number of years in education and the actual number. Children do not advance through grades on an annual basis. This creates problems when trying to use Grades as the basis of analyses. It is also disturbing to notice that the data in the Uwezo report on East Africa (2017) show that the gap has become greater between 2011 and 2015.

¹ UNICEF (2017) *The State of the World's Children – Children in a Digital World*, New York. p184.

² UNICEF, Op. cit. p188.

³ Viva and CRANE, GEC-T Projects Gender Analysis Framework, June 29 2017.

⁴ UWEZO (2017) *Are Our Children Learning? Lessons from UWEZO learning assessments from 2011 to 2015*. Dar es Salaam: Twaweza, East Africa, page 9.

⁵ Figure 1 shows enrolment rates between the ages of 6 and 16 starting between about 0.9 and 0.87 for six-year olds in 2011 and 2015 respectively. Rates then rise to a peak for eleven-year olds reaching nearly 1, that is full enrolment, in 2011 and slightly lower in 2015 (the lighter line). Rates then drop with enrolment in 2015 reaching just above 80% for 16-year olds in 2015.



Figure 2 - Gap between expected and actual years of education⁶⁷
 The Uwezo report on Uganda (2016) adds more detail to the issue of missing years by showing the levels of performance of P6 girls in literacy and numeracy according to their age. Girls in P6 would normally be expected to be 11 or 12 years old but data is available for girls from 10 to 16. Importantly, the age-appropriate girls do better than either the older and younger girls. Girls who are older than the grade they have been put in are presumably those with interrupted schooling. Their greater maturity does not compensate for the missing years of education.

The headline paper by UWEZO, “Five Stories on the State of Education in Uganda⁸” presents a difference between the performance of private and government in terms of the percentages of P3 pupils who are competent in a literacy and a numeracy task.

	Government	Private
Literacy (% able to read a story in English)	12%	31%
Numeracy (% able to perform division)	23%	36%

International differences

Educational achievements are much lower in Uganda than in the neighbouring countries in the region according to the results of literacy and numeracy tests carried out by UWEZO. The figure reproduced here shows results for literacy where the difference between levels achieved in the different nations is more marked than for numeracy. The figure shows not only lower levels of achievement in Uganda but also a lack of progress over the time period covered by the report⁹.

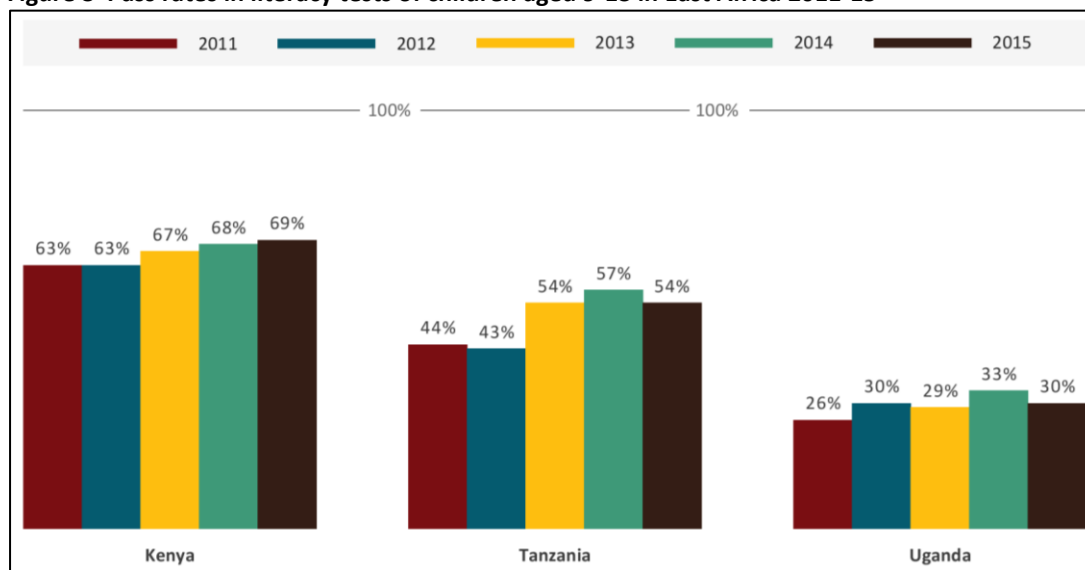
⁶ UWEZO (2017) *Are Our Children Learning? Lessons from UWEZO learning assessments from 2011 to 2015*. Dar es Salaam: Twaweza, East Africa page 11.

⁷ The Y-axis shows the number of years children on average have missed from about one year for six-year olds – the darker line representing the figures for 2011 and the paler line 2015. The gap increases over time so that students of 16 can be seen to have missed about four years of schooling. The pale line being higher than the darker line meaning that students were missing more school in 2015 than they were in 2011. The point of the graph is to give the reader a visual representation of the increasing gap between expected and actual years of schooling being received and an idea that the situation got worse between 2011 and 2015 and to relieve the author of the need to explain the data in words.

⁸ UWEZO (2017) *Are Our Children Learning? Five Stories on the State of Education in Uganda in 2015 and Beyond*.

⁹ UWEZO (2017) *Are Our Children Learning? Lessons from UWEZO learning assessments from 2011 to 2015*. Dar es Salaam: Twaweza, East Africa page 12.

Figure 3 Pass rates in literacy tests of children aged 9-13 in East Africa 2011-15



On average, 32% of children in P3-P7 in Uganda can satisfactorily complete a P2-level literacy and a P2 level numeracy task¹⁰. The low levels of achievement and the slow rate of improvements are shown in Table 2.

Table 2: Proportion of P3-P7 pupils with competency in P2-level literacy and numeracy tasks¹¹

	P3	P4	P5	P6	P7	All grades (P3-P7)
P2 Literacy – able to read a story in English	19%	29%	49%	70%	84%	42%
P2 Numeracy – able to perform division	28%	42%	57%	71%	84%	50%
Able to do both	13%	21%	38%	56%	74%	32%

Differences within Uganda

The context does not vary to any great extent between the geographical areas where the project is operating within Uganda. The different locations are within the Central Region and Luganda is the majority language in each location.

The 2015 UWEZO report¹² on the Uganda 6th Learning Assessment gives average rates at which P3 to P7 pupils can complete both a literacy task and a numeracy task for each District. The report points out large differences across the country. Differences between the districts where the Viva and CRANE project is working are shown in the Table 3. The Nakaseke figure is just below the national average (32%) by the other three districts are well above it.

Table 3: Percentages of P3-P7 pupils with competency in P2 level literacy and numeracy tasks by District

Nakaseke	30%
Mukono	45%
Kampala	51%
Wakiso	54%

¹⁰ UWEZO (2017) Are Our Children Learning? Five Stories on the State of Education in Uganda in 2015 and Beyond

¹¹ UWEZO (2017) Five Stories on the State of Education in Uganda in 2015.

¹² UWEZO (2016): *Are Our Children Learning?* Uwezo Uganda 6th Learning Assessment Report. Kampala: Twaweza East Africa.

Several reports from the USAID School Health and Reading Program (SHRP) show levels of literacy in both local languages and English to be higher in Luganda speaking areas than other areas¹³. The same project reports that reading in English and correctly answering questions on passages in English are higher in Luganda-speaking areas than all other areas. Also understanding in English in these areas is higher than understanding in local languages, even where the number of words read is the same. The explanation offered is that people in Luganda-speaking areas “*have higher levels of access to English by way of teachers, print and media*”¹⁴. These findings validate the use of English in Learning Tests in the Viva and CRANE project.

Education Policy

Uganda is described in the baseline report of the USAID School Health and Reading Program (SHRP) as having led the way in the promotion of Education for All with the introduction of Universal Primary Education (UPE) in 1997. Universal Secondary Education (USE) was introduced in 2007 at the same time as the Thematic Curriculum. This allowed the teaching in local languages in the first three years of primary school which is seen as progressive and helpful. In 2017, corporal punishment in schools was expressly forbidden in a circular from the Ministry of Education¹⁵ (MoES) citing an amendment to the Children’s Act of 2016 and defining corporal punishment as an offense punishable by law. The Circular requires District Education Officers (DEOs) and headteachers to carry out a training program to help eradicate the practice.

Overall the policy environment is positive and progressive. The government advocates for gender mainstreaming in all sectors including education. This is spelled out in the policy statement from the Ministry in 2016¹⁶. However, implementation of policy has not been effective. Huylebroeck and Titeca (2015) conclude their review of the introduction of USE¹⁷, “*the intention of increasing access to quality education through USE has not been achieved to date.*” The UWEZO¹⁸ report on learning in Kenya, Tanzania and Uganda concludes that there is general concern over low levels of literacy and numeracy and “*worrying pockets of very low learning achievement. This suggests that a large number of children are being left behind.*” After its positive assessment of progress in policy, the SHRP reports on very low levels of literacy and prescribes significant increases in support to teachers through provision of materials, training and continuous follow-up support for professional development¹⁹.

In January 2018, the Ministry of Education and Sports announced the phaseout of the Universal Secondary Education (USE) Public-Private Partnership (PPP) programme, which had supported students with a subsidy per term for their fees effectively increasing the number of places in private schools that would be accessible to about half a million students – a quarter of the total secondary student numbers. The announcement was too soon

13 There is one exception in Runyankore-Rukiga speaking areas for P3 learners mentioned in SHRP, Cluster 3 Follow-Up 3, January 2016.

14 SHRP, Cluster 3, Follow-Up 3, January 2016, page 4.

15 Ministry of Education, Circular No. 16/2017, October 31, 2017, Re: Mandatory Response Required - protection of children from all forms of violence including corporal punishment.

16 Ministry of Education and Sports [MoES] (2016) Gender in Education Sector Policy (2016).

17 Huylebroeck, Lisa and Kristof Titeca (2015) ‘Universal Secondary Education (USE) in Uganda: blessing or curse? The impact of USE on educational attainment and performance’. In: Reyntjens, F., Vandeginste, S. and M. Verpoorten (eds.) L’Afrique des Grands Lacs: Annuaire 2014-2015. Antwerp: University Press Antwerp, pp.349-372.

18 UWEZO (2017) Are Our Children Learning? Lessons from UWEZO learning assessments from 2011 to 2015. Dar es Salaam: Twaweza, East Africa.

19 USAID/Uganda School Health and Reading Program (2014) The Status of Early Grade Reading and Teaching Reading in Primary School: Cluster 2 Baseline Report, May 2014.

before the Baseline surveys to have any impact on the actual position of any of the students in our survey. In fact, the way in which the phaseout will be carried out had not been finally agreed at that time but was thought to be likely to take about four years. We will be able to examine the impact at Midline if the actual phaseout has taken place by then. We may need to add a specific prompt in survey work to focus on this issue. It may also be clearer by then if the government rationale for the cut to PPP in order to spend the money instead on increasing state education capacity has been shown to be the case.²⁰

Allen et al (2016)²¹ in their review of assessment methods, describe “*most of the problems*” they encounter as “*wicked problems*” because they are “*complex, multi-faceted, and difficult to solve, and because an effort to solve one aspect of the problem may lead to other, unexpected, difficulties.*” This appeal to complexity theory may appear justified when examining the nature of the barriers to girls making a success of education. This approach is alluded to in the MEL Framework²² where poverty is described as the most common “presenting factor[s]” while a child may face a range of other issues in their home life or in attending or performing in school. It may therefore not be helpful to address the presenting issue without understanding or being able to address other underlying factors. It is true that poverty is cited in various ways as a barrier for girls’ attendance and a reason for girls dropping out both in the Household Survey of GEC1 and the current project.

Our evaluation of GEC1 included many interviews that asked teachers, parents, leaders and girls about the barriers to girls’ education and which revealed a wide range of issues and very little consensus about which were the most important. The issue of poverty and the need to pay to attend school were most commonly cited but besides this there were numbers of issues including: parental attitudes, girls’ ambitions, the quality of school buildings, the approach of teachers, the ideas of community leaders and of the girls’ peers. These ideas were often conflated with issues of personal safety, early pregnancy, the influence of the media, girls’ experience of previous failure in school tests, and many more.

Baseline qualitative interviews confirm the overall situation described in documents of the earlier GEC1 project and the current GEC-T project. Social norms around the treatment of girls and boys reinforce gender inequalities and marginalisation of girls (CLC Graduates [30-39]²³). Boys’ education is routinely prioritised over that of girls (Parents [1-19]). Schools are more unsafe for girls and some teachers have a gender bias in their expectation of girls’ abilities (Mainstream teachers [64-68]). Girls may also be disadvantaged where they do not live with their biological mother as preference may be given to other children (CLC Graduates [30-39]).

1.2 Project Theory of Change and assumptions

Theory of change

The project theory of change is based around four main axes which acknowledge the interconnectedness of the many issues that affect girls’ education. The axes are defined²⁴ as:

²⁰ <http://www.monitor.co.ug/News/National/Govt-stop-funding-800-private-USE-schools/688334-4266826-15iulss/index.html> ; <http://allafrica.com/stories/201804240170.html>

²¹ Reg Allen, Phil Elks, Rachel Outhred and Pierre Varly (2016) *Uganda’s Assessment System: a Road-Map for Enhancing Assessment in Education*, HEART, 14 September 2016

²² 6595 Viva and CRANE in partnership with CRANE, MEL Framework, April 2018, p4.

²³ Numbers in square brackets refer to specific interviews. The inventory of qualitative interviews relating to Baseline is presented in Annex 14.

²⁴Viva and CRANE, Project Proposal, September 2016, p4.

*“ **Live:** Girls will break the cycle of abuse, violence, exclusion, child marriage, poverty, weak parenting, broken education, and limited literacy. Girls will develop strategies for success and overcoming life barriers through competency-based skills development. Community mentors and engaged parents will support this life journey. Parents and schools will form local clusters that build extra-curricular learning opportunities for children.*

***Learn:** Girls will achieve enhanced learning outcomes in numeracy, literacy and competency-based skills that orientate them towards purposeful life pathways. Girls will learn new and higher skills inside and outside of the classroom through creative, engaging acquisition of knowledge. Their experience in school will set them on a life pathway of achieving gender equity in the classroom and into adulthood. Girls will be supported by responsible parents, innovative and creative teachers, committed mentors, skilled counsellors and inspiring peers. Their teachers will deliver exciting, quality, inclusive education in child-centred environments that use a variety of methodologies that suit different learning styles, with additional learning support for those who need it.*

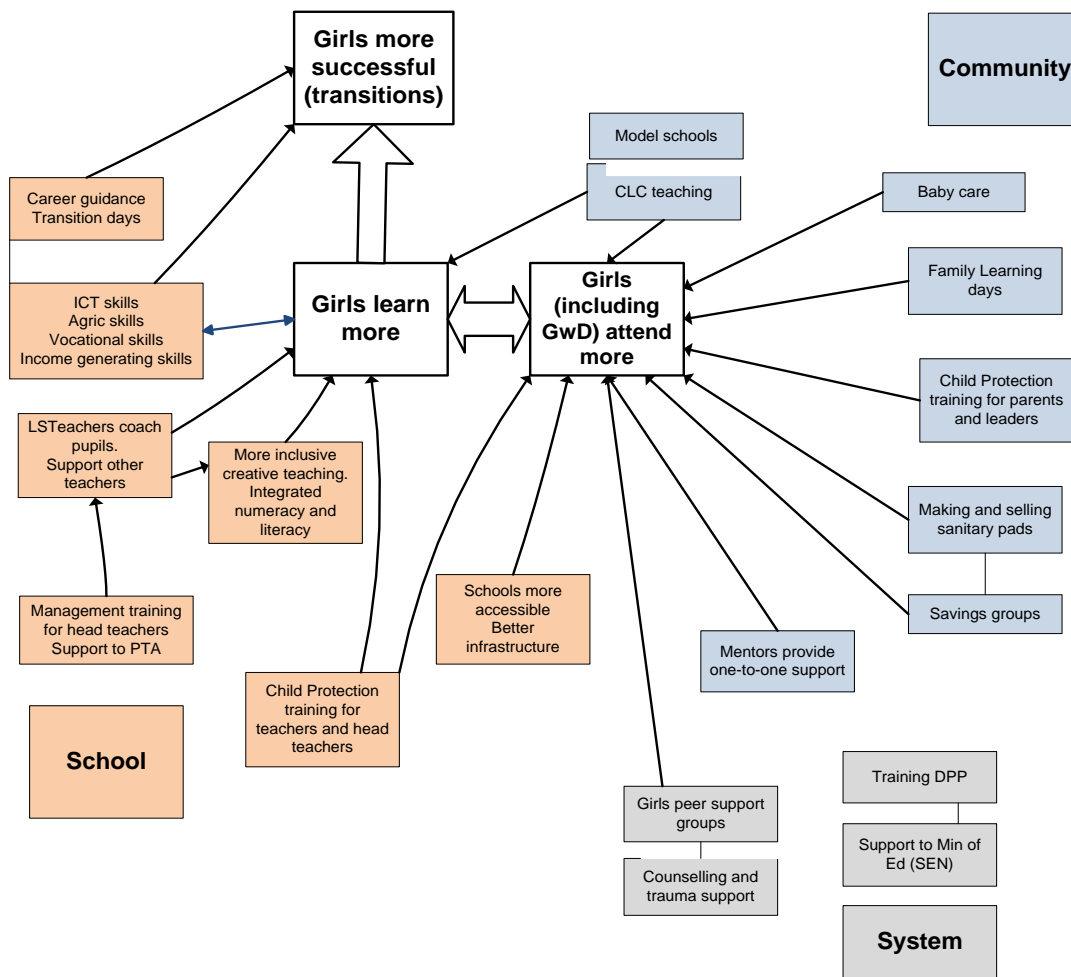
***Laugh:** Girls will overcome the shattering impact of abuse, rejection and failure as psychosocial support and learning therapy builds resilience and confidence. Their schools will do no further harm and help children and families learn how to build safe communities. Local parents' groups will train in holistic wellbeing, parenting, household strengthening, and adult literacy to help provide a smooth transition through to higher education.*

***SCHIP:** Learning will happen in partner schools where GEC girls have gone to help them become SCHIP schools that provide **Strong, Creative, Holistic, Inclusive, Protective Quality** learning environments with stronger educational and technical foundations that enable accelerated literacy, numeracy and competency-based learning that promote confidence and resilience. Girls will be helped to achieve gender equity in the classroom and into adulthood.”*

The presentation of the Theory of Change in the project proposal is very complicated and difficult to follow. This is partly because of the way that activities at school, community and central levels appear in different axes. Note for example that work to improve learning appears in Learn and SCHIP; improving parenting skills appears in Live, Learn and Laugh. The separate activities leading to the planned achievements in the four axes are listed in Table 1 (= Table 4) and cover 45 rows over five pages. The ToC may reflect the complexity of work in girls' education, but it does not make easy the work of monitoring and evaluation.

When the project activities are grouped around the focus in schools, community and central levels, it becomes easier to see the wide range of activities that are undertaken and how they tend to lead to better attendance and better performance of the beneficiary girls.

Figure 4 Project Theory of Change by the Evaluation Team



The diagram of the complicated nature of the Theory of Change also makes clear how difficult it may be to attribute changes to specific project activities. However, the project represents a realistic attempt to address the issues in girls' education and it shows what a holistic approach might look like. Project staff might argue that it only makes sense to address all the issues since we know that they make a difference in girls' education.

Barriers

The project proposal lists: poverty, disability, culture, gender, violence and poor-quality teaching²⁵ as key barriers and highlights the lack of attention paid to mistreatment and living in hostile environments. It is this analysis that leads to the all-embracing approach of the project and the definition of the Strong, Creative, Holistic, Inclusive and Protective environments that the project aims to create.

Assumptions

The Theory of Change includes one important assumption which is that the many different activities will lead to overall improvements in intervention schools that will benefit all the girls in the school. The girls who attend a CLC will certainly improve their levels of literacy and numeracy and their confidence in being able to attend and make a success of their schooling. This was shown to be true in GEC 1 and see Table 46 and 47 for a brief report on the first CLC graduates in the current project. However, the CLC is now considered only one among many activities and the beneficiary population is now larger than those who attend a CLC. The assumption could lead to difficulties in the area of overall attendance

²⁵ Project proposal (p11).

where it is assumed that the project activities make the school a more attractive place for students so more of them attend than in control areas. A further uncertainty generated by the assumption is that where attendance or performance improve, it will not be easy to attribute the success to any particular measure or measures taken by the project. Similarly, it is not obvious what would be the correct management response to an apparent drop in attendance or performance; that is, which of the many activities needs to be improved.

An implicit assumption in the Theory of Change is that better attendance will lead to better performance. There is evidence to back this up from UWEZO reports²⁶ which show strong correlations between districts with low attendance and low average performance. However, there is a need to monitor other changes in the educational environment and the quality of teaching that will enhance learning of those who do attend regularly.

A third implicit assumption, probably common to most of the GEC portfolio, is that more education will lead to greater life chances. This seems to be a core tenet of the entire GEC-T programme and should not be called into question by one project. Indeed, qualitative interviews with CLC graduates find them convinced that going to school is important and they have experience of trying to make their way while out of school. Allen et al (2015)²⁷ point out forcefully that *“too many students who are successful in school do not learn enough of the skills and knowledge aligned with the current and future needs of employment ...”*. The Viva and CRANE project perhaps addresses this issue with some of its initiatives like the IT bus which allows children a great deal more access to computers than they might otherwise have. Nonetheless the EE team will continue to ask girls specific questions that, where they choose, will allow them to explain their absence from school in terms of not serving their longer-term needs.

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Access to education	Mother-Daughter Clubs	Attendance – encouraging positive behaviour; making sanitary towels	Girls will be in school and learning
Teaching inputs / Safe Spaces	Annual Sports Day and MDD day for families with the 'Good Treatment Campaign' for Child Protection	Teaching Quality – Giving ideas and resources to help promote more thoughtful use of sports and MDD	Schools will be supported to develop new creative child-centred pedagogy that makes education interesting and desirable
Teaching inputs	Family Learning Days	Teaching Quality – Giving ideas for promoting learning within families at school visiting days	Helps parents and children to think and plan for the future and to learn together
Capacity Building	Life and Career Development and Work: I can...' journals	Life Skills – Helping children to record their learning journey	Helps plan a transition pathway and steps along the way
Teaching inputs	Life and Career Development and Work: Career days in schools' resources	Life Skills – Helping schools to develop career education	Helps children to know what they need to do to transition through to chosen careers
Access to education	Vocational Skills Training	Life Skills – Bursary support for older girls	Provides bursaries for a transition point
Capacity Building	Agricultural skills training	Life Skills – Bursary support for older girls	Provides bursaries for a transition point

²⁶ See for example - Uwezo (2016): Are Our Children Learning? Uwezo Uganda 6th Learning Assessment, Report. Kampala: Twaweza East Africa

²⁷ Reg Allen, Phil Elks, Rachel Outhred and Pierre Varly (2016) *Uganda's Assessment System: a Road-Map for Enhancing Assessment in Education*, HEART, 14 September 2016

Table 4: (Table 1) Project design and interventions			
Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
	Bucks Farm Agricultural Training	Life Skills – Income generating for the project and work-based placement for girls	Provides learning and transition opportunities and a sustainable income for the project
Capacity Building	IGA, Savings & Financial Literacy	Life Skills – Training parents and girls to invest in education	Helps families to build income for paying school fees
Capacity Building	ICT Skills Development: Mobile IT Classroom visits schools	Life Skills – Giving children basic ICT skills	Gives girls skills for higher level education and work
Capacity Building	ICT Skills Development: Training in creating IEC Materials	Life Skills – Giving children visual media skills	Gives girls skills for higher level education and work
Learning Support	Learning Support: Catch-up and Learning Support	Teaching Quality – Accelerated learning programme	Provides accelerated learning classes
Teaching inputs	IT Teaching and support/ Demonstration centres	Teaching Quality – Accelerated learning programme	Provides accelerated learning classes
Learning Support	Learning Support: In-school Learning support	Teaching Quality – In-school support	Provides accelerated learning classes
Teaching inputs	IT Teaching and support in schools and CLCs	Teaching Quality – In-school support	Provides accelerated learning classes
Capacity Building	Teacher training: In service Teacher training	Teaching Quality – In service training for teachers	Improves teaching quality
Capacity Building	Teacher training: TT colleges Teacher training.	Teaching Quality – Preservice training for teachers	Improves teaching quality
Capacity Building	Teacher training: Schools inspection	Teaching Quality – clinical supervision and inspection of teaching quality	Improves teaching quality
Capacity Building	Pre-Service Teacher Training	Teaching Quality – Pre-service training for teachers	Transitions girls into teacher training
Material Support	Creative Numeracy and Literacy: Mobile Library	Teaching Quality – providing access to reading materials	Provides learning resources
Material Support	Creative Numeracy and Literacy: World Book Day / World Maths Day	Teaching Quality – Promoting creative pedagogy	Provides learning resources
Capacity Building	Inclusive Education: SEN Training in TT Colleges	Teaching Quality – Preservice teacher training in SEN	Trains trainee teachers in identifying and supporting GWD so they can learn and progress
Access to education	Inclusive Education: KCCA SEN Centre	Attendance – Providing a first response to assess learning needs and therefore identify how to access education	Helps CWD learning needs to be identified with appropriate interventions planned for
Access to education	Inclusive Education: Accessible schools	Attendance – Building ramps and toilets	Provides long term accessibility solutions
Access to education	Inclusive Education: Bursaries for girls with SEN	Attendance – Bursaries for CWD	Helps CWD to stay in school
Access to education	Inclusive Education: transport for girls with SEN	Attendance – Bus pick-up and drop-off	Helps CWD to access education
Access to education	Inclusive Education: Task force	Attendance – Development of strategies for SEN teaching and access in Uganda	Pursues long term change in the educational structures within Uganda on behalf of CWD

Table 4: (Table 1) Project design and interventions			
Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Access to education	Inclusive Education: Advocacy SEN	Attendance – Promoting access to education for CWD	Pursues changes in values and norms re: CWD accessing education
Material Support / Learning Support	Schools Model Best Practice	Teaching Quality – Investing in pedagogical development and construction of schools	Provides places in a quality Ugandan educational context
Community Initiatives	Mentor Families	Attendance – Visiting and supporting families of beneficiary girls to develop a holistic package that promotes education	Works with parents to promote attendance and transition
Capacity Building	Mentor training	Life Skills – training mentors in skills to support families of the girls	Trains mentors to help them work with parents on attendance and transition pathways
Capacity Building / Safe Spaces	Counselling Teacher Training	Attendance – Training teachers in counselling so that they support the girl who is struggling in school	Equips schools with teachers who are skilled at counselling girls to stay in school
Female Voice	Peer Ambassadors Kids Clubs	Attendance – Girls lead initiatives in school that promote attendance and learning	Equips girls to promote lifelong learning
Capacity Building / Safe Spaces	Child Safeguarding with JLOS	Attendance – Training Justice Law and Order Sector officers so that they handle girl victims with care	Builds a JLOS team that is child-sensitive and can successfully prosecute abusers which will act as a deterrent to others thus contributing to the long-term safety and wellbeing of girls
Safe Spaces	Emergency Legal/medical support for abuse cases	Attendance – pursuing justice for girls who have been abused	Gives support to girls whose education has been interrupted by abuse and prosecutes abusers which will act as a deterrent to others thus contributing to the long-term safety and wellbeing of girls
Capacity Building / Safe Spaces	Positive Parenting and inclusive parenting	Attendance – Teaching parents the importance of educating girls and encouraging not beating girls	Works with parents to promote access to education by their girls
Capacity Building / Safe Spaces	Child Rights in the Community: Safe Schools	Attendance – Developing child protection response mechanisms	Helps to develop safe schools that girls will attend
Capacity Building/ Governance	SCHIP Schools Leadership	School Governance – training in governance and school leadership and development including HR Management	Develops stronger, better led schools
Governance	Parent Teacher Collaborations	School Governance – Helping PTAs to develop relevant agendas	Develops stronger, better led schools
Governance	Teacher Performance	Teaching Quality – Developing a mechanism for assessing teaching quality and rewarding positive teaching	Promotes quality teaching and thus learning pathways
Access to education	Transition Days	Attendance – Preparing girls for transition	Helps children to prepare for transition and remove fear of the next step

Intervention types	What is the intervention?	What Intermediate Outcome will the intervention contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Capacity Building/ Governance / Safe Spaces	School Child Safeguarding & Child Wellbeing training	School Governance – Development and verification of child safeguarding policies and practices	This will result in a school being verified as a safe place to learn – which will provide a conducive environment for learning
Capacity Building/ Governance	School Financial Management & Planning	School Governance – Development and verification of financial policies and procedures	Schools that manage their finances better will be more able to retain teachers and invest in educational supplies, thus promoting learning
Access to education	Field Support for GEC Girls in dispersed locations	Attendance – Tracking girls who are not in the immediate reach of partner schools	This is to ensure girls are in school learning and planning for the future
Access to education	Emergency Baby Day Care	Attendance – providing child care for teenage mothers whilst they are in school	This allows teenage mums to learn as someone cares for their baby

1.3 Target beneficiary groups and beneficiary numbers

Box 1: Project's contribution

Girls began their journey in the GEC project aged between 9 and 18. From 2013, thus means the oldest are now in their early 20s.

All started in one of 22 communities in Kampala, Wakiso, Nakaseke, Buikwe or Mukono. About half are still living and studying in the same 22 communities whilst half have gone to schools outside of the communities but are connected with through various visits and holiday engagements.

The beneficiaries are at all grade levels, having started with zero education pre-grade 1 and up to secondary level; at the highest level it is normally pregnancy that excludes them from education and the project that helps them get back in.

About half of the project girls will pass through a Creative Learning Centre as a method for getting back into education. The other girls are supported in their learning journey through other learning interventions within the community and the school. All the schools are resource-poor and provide for children at significant risk of failing to complete primary and secondary education.

The GEC-T girls were all identified in GEC-1, as per the description below and in Annex 4.

The project beneficiaries are 9,980 girls known to the project from GEC1²⁸. Roughly 3000 of the girls attended a Creative Learning Centre (CLC); another 3000 are sisters of the first group and 4000 are girls who attended schools supported by the project and which most CLC graduates went on to attend. 173 of these girls have a significant disability. The project supports other girls with disabilities (GwD) through two specialist CLCs. Very few of these girls are expected to transition into mainstream school and monitoring of this work is done through using qualitative methods.

The Viva and CRANE project approach is probably unique in that all the girls in the intervention are already known to the project. Whatever biases may have been involved in the original selection during GEC1 will be present throughout the project. . The Baseline sampling has shown that the girls are reliably identified and that, therefore, the beneficiary group numbers are accurately known. The reliability comes from the fact that the girls are identified by the Mentors who live in the same communities and know the families adequately well.

²⁸ The tracking of all 9,980 is still ongoing at the time of Baseline.

Beneficiary numbers are known from the outset and there are no assumptions being made about the actual numbers or the identity of the girls or their families. The questions in the guidance notes for this section of the Baseline Report that relate to numbers of schools and estimates of beneficiary identity and numbers do not apply to this project.

Qualitative work²⁹ during GEC1 and during Baseline confirm that the beneficiary girls come from the lowest wellbeing categories in their communities. The targeting is managed by Mentors who are resident in the same communities and their ability to identify girls who have dropped out or are in danger of dropping out is a key feature of the project ways of working.

One possible result of the targeting of poorer girls in the intervention areas is that they may generally be from poorer households than girls in Control groups. This concern is addressed throughout Chapter 3 Characteristics of the Baseline sample (see, for example, Tables 20, 21, 22 & 23).

2. Baseline Evaluation Approach and Methodology

2.1 Key evaluation questions & role of the baseline

The key evaluation questions have been defined by the Fund Manager (FM) and are:

- Do girls in intervention areas attend school more often?
- Do they make greater or faster progress in literacy and numeracy? and,
- Do they make better transitions at important stages in their school careers?

The most important feature of the evaluation is the difference-in-difference approach. The EE team will interview the same girls at different stages during the project and assess the changes made by the individual girls. After the Baseline survey and learning tests, the girls and their Primary Care Givers (PCG) will be interviewed again at the first Midline point in early 2019. This will be slightly less than 12 months from the Baseline point.

The second Midline surveys are expected to take place in 2022 and the Endline surveys in 2024. This will provide a range of options for assessing changes – for example: comparisons between successive surveys and between surveys which are further apart including, eventually, between Baseline and Endline, the first and last surveys.

The EE understands that the Grant Holders have been told that project funding may end if the first Midline review fails to demonstrate statistically significant improvements in girls' scores in literacy and numeracy tests. If this is the case, many of the other questions relating to the purpose of the Baseline become redundant. The project aims are based on the exceptional and long duration of the project funding and these are all called into question if funding may be stopped after 12 months.

The MEL Framework³⁰ provides a list of 32 possible evaluation questions arranged by partly by logframe components and partly by other considerations. The 17th of these is "*How did the project make an impact on the learning outcomes of the marginalised girls?*"

The project is very concerned with the first evaluation question on **improving attendance**. The MEL framework includes the question "*What are the most important factors in improving attendance rates?*" and "*What barriers has the project been able to address?*" which relate to

²⁹ Interviews using wellbeing category tools (pile of beans method) repeatedly demonstrate the accuracy of targeting of poorer families.

³⁰ Viva and CRANE MEL Framework template, 30 April 2018, p11.

this area of the evaluation. A key element of this work is the identification of out of school girls and girls likely to leave school and support them to attend a CLC. In GEC1, girls who graduated from CLCs went on to attend school and most of them tended to remain in school. The impact on these girls is likely to be important. However, the numbers involved are relatively small³¹ and there may only be two sets of CLC graduates at the time of the Midline evaluation. The overall unreliability of attendance data and the small numbers involved may make it impossible to demonstrate significant changes by the time of Midline 1. The project can only advise on the collection and reporting of attendance data and it is not clear that the quality of monitoring of attendance will improve before the Midline review.

The Theory of Change is weak in this area as it does not make explicit how project work will increase the levels of attendance across a whole school. The work targeted at GEC girls is likely to increase attendance but this, as above, may not change the overall attendance figures as assessed in the spot checks. Besides this there seems to be an assumption that any improvement in the school environment (e.g. management, teaching methods, infrastructure, child protection, etc) will raise the levels of attendance in a general manner.

The performance of girls in **literacy and numeracy tests** which are different from those they face in school is less important to the project. These results represent a proxy for making progress in school. Improved levels of literacy and numeracy may also lead to higher levels of confidence which affect all aspects of performance. The project assesses levels of literacy and numeracy at the start and end of each girl's time at a CLC. This provides a measure of the performance of the girls and of the staff in each CLC. There are many ways in which a girl can make a success out of her time in school and improve her life chances besides improving their scores in literacy and numeracy tests.

The main aim of the project is to promote **improvements in transitions**. This evaluation question is therefore central to the project. This is spelled out in the Theory of Change by the headlines: Get in; Stay in; Transition on; Transition up and Stay-up which define different forms of successful transitions. The MEL framework expresses this area of the evaluation as, "To what extent have the transition points helped to move the girls closer towards their chosen pathway?" Nevertheless, the intention is clear that girls should not only make more of a success of their education but also have greater life chances as a result of the project.

It is unclear what evidence of successful transitions will exist at Midline 1, after only 12 months of operational work. Survey data may not demonstrate whether or not a girl would have attended school or continued to attend school over the year in question and it will be helpful to carry out qualitative interviews with some girls who have made specific transitions. Transitions are particularly troublesome for M&E work in this project because the girls who are targeted are those who would be likely to abandon school and what constitutes successful transitions in their cases are always liable to be lower-level achievements than for an "average" girl. This issue and others will be worked through over the life of the project but it is unlikely that clear findings will be available in only 12 months' time. This is why the threat of removing funding on the basis of learning tests early in 2019 makes discussion of the longer-term objectives of the project unimportant at this time.

Taking the guidance in the Template³² at face value, the most important observations to emerge from the Baseline survey work are likely to be the comparisons between the Intervention and the Control populations. This will determine the basis for the overall evaluation. There may be differences due to the selection of poorer girls in the Intervention

³¹ Each CLC works with 20 girls in each six-month term. Even if all the girls who graduate from a CLC went on to the same school it is not obvious that spot checks on attendance would detect a significant change in attendance due to the presence of the extra CLC girls.

³² PwC (2017) GEC-T Baseline Report Template, December 2017.

areas as part of the targeting approach of the project in comparison with a more representative sample in control areas but see section 3.2.

The Baseline results will help to describe and define the beneficiary population. Some key observations are likely to be the frequency and distribution of levels of wealth and levels of education among the households of beneficiary girls. This might lead to a grouping of girls within the beneficiary population into separate subgroups according to levels of wellbeing in their households. It may also be possible to divide the beneficiaries into subgroups using definitions provided by the project and test to see if they are genuinely different in terms of their characteristics or the barriers they face.

We might also expect some changes to the overall range of activities that are being undertaken though this should probably not happen until after the first Midline Evaluation. This is partly because of the timing of the Midline review which is now so soon that it is difficult to change staff workplans and it is anyway better to give all the activities a fair trial before making any changes. After Midline there will be better information on the performance of the activities and a reasonable period within which to introduce changes.

2.2 Outcomes and Intermediate Outcomes

The Outcomes are mandated by the Fund Manager and are that girls in intervention areas will improve their literacy and numeracy scores. The scores will be assessed in the Learning Tests that have been designed and tested and used in the Baseline surveys. The targets for improvement in scores after about 12 months are set at 0.25 of the standard deviation of the mean scores calculated at Baseline.

The table is essentially the same as that in the MEL Framework. The presentation of some of the arguments under Rationale is slightly different. The MEL Framework draws attention to two important areas of the quality of education that is provided by schools: “*To what degree has improved school governance affected child protection, gender equality and child satisfaction in school?*” and “*How has the quality of teaching changed ...and with what effect, ... ?*” In fact, the evaluation looks at these components separately with indicators to monitor elements of governance and others to look at parents’ and girls’ appreciation of the quality of the school environment and the nature of the relationships between parents and the school. These elements and those of changes in the nature of teaching are also taken up by the qual work in interviews with teachers, headteachers and the girls themselves.

The only addition is the reference to literacy and numeracy tests in the Creative Learning Centres (CLC). This is important because it was noticed during the Endline of GEC1 that girls made significant progress in literacy and numeracy during their time in CLCs. This does not always translate into positive changes in the overall mean scores in literacy and numeracy which are carried out according to the timing of the Midline and Endline surveys which does not map onto the calendar of CLC activities. The data from the tests at the beginning and end of each girls’ time in a CLC will also help the project management in understanding the differences in performance of girls in the different CLCs.

		Level at which measurement will take place,	Tool and mode of data collection,	Rationale	Frequency of data collection,
Outcome Number of marginalised girls supported	Literacy	School	EGRA and SeGRA	n/a	Per evaluation
		CLC	EGRA and SeGRA	To assess the contribution of CLC attendance	Per CLC term

by GEC with improved learning outcomes	Numeracy	School	EGMA and SeGMA	n/a	Per evaluation
		CLC	EGMA and SeGMA	To assess the contribution of CLC attendance	Per CLC term
Transition Numbers of marginalised girls who have transitioned through key stages of education, training or employment		Household, School	HHS, FGD and individual interviews with parents, teachers.	n/a	Per evaluation
Intermediate outcome 1: Attendance Improvement in marginalised girls' attendance in schools throughout the life of the project (weighted average percentage).		School, Household	e.g. school register, spot checks, HHS, interviews with parents,	n/a	Per term
Intermediate outcome 2: Teaching Quality		School/ Household	FGD with students, parents, teachers. HHS. Lesson observation Checking of lesson plans.	Teachers' approaches and skills are crucial in promotion of girls' education. To verify if training is leading to changed practice.	Training Events Termly reviews of lesson plans and students' group discussion.
Intermediate outcome 3: Life Skills		School /Household	FGD with students, parents, teachers. HHS. Life Skills index. ICT skills assessments. QIS tool on financial literacy. Internship register.	Girls' levels of confidence influence their attendance and performance in school and ability to Transition.	Annual
Intermediate outcome 4: School Governance		School/ Household	FGD with students, parents, teachers. HHS. QI Tool – QIS evaluations	School management impacts of teachers' performance and demands made on parents.	Per evaluation After each training event.

Disability is addressed in the MEL framework through the question “*To what extent have children with disabilities been able to access education?*” The direct work of the project with two specialist CLCs will help the disabled children to achieve personal targets in their own development. These changes will be monitored by the project and crosschecked by the EE. The project will also improve the infrastructure of schools to make access easier for girls with disabilities and work with parents, teachers and headteachers to improve their approach to the education and teaching of children with disability. The numbers of GwD in mainstream schools is currently low but is likely to increase if these measures are successful.

The sustainability scorecard approach has been developed by the project staff and the EE team to contain a wider range of issues and more options for monitoring change. The overall structure remains the same as the draft Sustainability Scorecard offered by the FM.

The new scorecard contains six components for the School level; eight at Community level and three at System level. There is a five-point scale (0-4) to monitor change in each component. The different components are shown in the following table.

School	Community	System
Engagement with parents	Parents – material support for girls’ education	Local
Engagement with students	Parents – moral support for girls’ education	District
Teaching methods and aids	Parents – involvement in school	National
Teaching approach	Parents – child protection	
School administration and staff care	Leaders – engagement with CRANE	
Special Education Needs	Leaders – moral support to girls’ education	
	Leaders – engagement with schools	
	Leaders – child protection	

The separation of the issues into these components allows a much more nuanced assessment of the progress of change. The scalar approach allows the assessment of change in any area. This approach removes the issue of an artificial imposition of a sequence on some the expected change. For example – parents may make positive changes in any of the areas mentioned at any time; work on child protection might move ahead in a community where there was very little change in involvement with the local school. This nevertheless would represent positive change which should be captured by the monitoring system.

The PwC draft of a sustainability scorecard suggests that attitude change occurs before behaviour change in the sequence of steps in the scales. This is a contentious area but the sustainability scorecard developed by the project avoids the problems by focusing largely on observable behaviour and by replacing a single scale with a set of scales. Reporting on the scales could be presented as a composite score at each level between 0 and 4 or, more simply, as the aggregate score of the actual scores on all the scales. The important feature of the indicator being that progress in the right direction is occurring at each reporting event.

The household survey will provide learning on school and community level progress through a range of questions addressed to parents. These questions will touch on engagement with the school, teaching practices, child safety, overall school management, attitudes to girls’ education and support provided to girls in the family to make a success of education. These findings will only be got in evaluation years. Qualitative interviews carried out by the EE team will supplement these findings with information from community leaders and district level officials. Again, these will only be presented at the scheduled evaluations. CRANE staff will be collecting information to compile results for the sustainability scorecard annually using a range of monitoring tools which are presented in the Table 7.

	Where will measurement take place?	What source of measurement/verification will you use?	Qual/ Quant	Rationale –	Frequency of data collection

Community	Bucks Farm	Funds generated and invested in supporting the girl. Income verified by QuickBooks Reports and Income to CRANE	Quant	Interview the girls supported by Bucks Farm	Annually
	Agricultural Vocational College	Vocational Certificates	Quant	We will ask the girls to share how they are developing their skills	Annually
	Household	Increased household income spent on the girl child education taken from savings books and school progression reports	Quant	Establish the relationship between increase in income and expenditure on education of the girl child.	Termly
	Girls	Number of girls that are financially independent.	Qual	The girls are involved in income generating initiatives and are able to transition to higher levels	Annual
	Community Groups	Number of groups in the community involved in cooperative business	Quant	Reflect community commitment and social change	Annual
School	Classroom	Use of new learner-centered and inclusive pedagogy for literacy, numeracy, ICT, competence-based learning resources and creative, child centered inclusive pedagogy # teachers using child-centered pedagogy	Quant	Review the adaptation of creative teaching styles as a result of resources provided	Every term
	Classroom or home	"I can Journals" completed	Qual	Identify talent, nurture excellence and track learning.	Termly
	Governance systems	QIS Certification and verification of standards reached	Quant	Children will be asked if they have seen any changes at school	Annually
System	National Curriculum Development Council	Minutes of agreed resolutions/developments actioned	Quant	The decisions made at this level have a national level impact on materials used in children's learning	Annually
	Child Safeguarding policies and procedures	QIS Certification People signing policy Viva Online Tool	Quant	Children will be asked to share whether they are safer	Annually
	LC level; community group level; government	Number of schools with community and government partnerships for child safeguarding	Quant	Stakeholders are key duty bearers in creating a safer environment. This partnership will impact on Child safeguarding	Quarterly

Evaluation events will include the use of qualitative methods at each level in the scorecard. At community level we expect to be able to report on changes in parents' material support to girls' education and their involvement in savings clubs and community projects; parents' awareness of child rights and their participation in training events on child protection. We will also report on what parents' say about their involvement in school including attending

meetings and finding out about their children's attendance and progress. This will allow comparisons with Baseline observations in interviews with VSLA members [50-58]; Head teachers [21-25] and parents [1-20].

At school level we expect to be able to observe changes in teaching approaches and methods and issues of inclusion in class including the role of training provided by CRANE. Child protection and child safety issues will be explored again and some aspects of school management especially of records of attendance. We will also be able to crosscheck on parents' engagement with schools. The results will be compared with observations in Baseline interviews with: Headteachers [21-25]; Teachers [64-72]; Parents [1-19] and CLC teachers [45-49].

2.3 Evaluation methodology

A longitudinal quasi-experimental approach will be followed. The most important element of the design is the ability to recontact and interview the same girls at the different evaluation stages of the project. Interviewing the same girls at different times allows detailed examinations of changes in their ideas and ambitions and their competencies in learning tests. The approach provides much more robust statistical tests of changes and better understanding of the reasons for observed changes than using group mean scores. It would normally also allow the use of smaller samples in the evaluation stages.

The target beneficiaries are 9,890 girls who were identified during GEC1. They are predominantly girls who were chosen by mentors in their own community who recognised them as girls who were likely to drop out of school or who were already out of school or were otherwise struggling in education. A third of these attended a CLC during GEC1. A smaller number are those who attended schools alongside those who graduated from a CLC and some are the sisters of the first girls to be identified by the mentors. Girls with disabilities (GwD) make up a relatively small number of the girls who are in school – less than 200. We expected a small number to appear in the HHS and 206 girls were reported as having some impairment. Twenty-five of these have disabilities sufficiently severe³³ to qualify as disabled according to the definition given by the FM. The overall number may increase during the life of the project as teachers and parents are supported to identify disabilities and take appropriate action. That is – some girls may have been declared to have no disability at Baseline but later their condition may be recognised as being a disability.

Most involvement with GwD is supported by the project through two CLCs who specialise in this area of work. The children in these two CLCs have very serious disabilities and only a tiny number will start to attend school or become able to learn a skill which might lead to some income generation. These girls are monitored by the project staff on a very regular basis and have individual learning programmes. In many cases these include targets of some very basic self-care achievements. At Midline, it will be possible to report some overall assessments of progress made by the girls in those specialist CLCs. This is likely to be in terms of numbers who have made progress in their individual development plans. The EE will review the monitoring reports produced by the project and follow up with staff at the two specialist CLCs and with parents and carers to form an assessment of progress made. This will take the place of Transition assessments.

The EE will follow up with the small numbers of girls who are reported as having disabilities (see Tables 17 and 18) using qualitative methods although it may be difficult to organise group meetings as the few with significant disabilities may be spread over the project area. The low numbers are probably partly due to the focus on girls in school and the difficulties of

³³ The girls who are described as having “a lot of difficulty” in any of the six areas of impairment in the Washington Group categories are defined as having a disability.

attending school that GwD face. It may be possible to extend the coverage to girls with lesser disabilities but this will not become clear until after Midline surveys have been completed. In GEC 1, we found some inconsistencies in the reporting of disability and we should examine the Midline returns to see how dependable the observations are.

We expect the number of GwD in school to increase over the life of the project as schools become better equipped and more welcoming and as their carers and the girls themselves become more confident³⁴.

The cohorts for learning and transition are the same girls. Almost all are being evaluated by the same processes and tools according to the same timetable. There are some exceptions including: testing the literacy and numeracy skills of girls in CLCs on entry and exit and not testing the learning skills of some girls who are well beyond school age.

The girls in the beneficiary population are known to the project and by selecting within that population we were bound to get a sample of the population. The sample was based on schools and included rural and urban locations and private and government schools. Given this structure and the need to include a range of grades the sampling procedure was very simple. Wherever the population of GEC1 girls was larger than the number required, a smaller number was selected using a random number generator. Oversampling in the benchmark grades may provide more robust assessments of levels of literacy and numeracy for benchmarking but also provides a population which has been surveyed at Baseline and could offset attrition within the sample at later evaluation events.

It is very unusual for the entire population (the sampling universe) to be known and identifiable. It does mean that the sample for quantitative work is entirely and reliably within the population and this can be checked.

The girls are being evaluated by changes in their performance in literacy and numeracy tests at the different evaluation points in the project. In-School Girls (ISG) are also being evaluated by their reported regularity of attendance in school. All girls are evaluated by changes that occur in their lives that are defined as successful or unsuccessful “transitions”.

Actual changes in scores in learning tests will take precedence over comparisons of scores with “*benchmarking*” mean scores in which the EET has less confidence.

Similarly, actual reports of transitions will be reported with more confidence than comparisons with the levels of transitions recorded in the *benchmarking* interviews.

Attendance also will be assessed by changes reported by the ISG and her Primary Care Giver at different times during the life of the project. Reports of attendance collected from schools will be treated as less reliable because of the difficulties in finding correct and up-to-date registers and because of levels of fluidity in classroom numbers. For example – at Baseline many classes did not have a settled number of students because it was very early in the first term of the year and girls were still being assigned to classes that matched their competencies.

The evaluation is focused on characteristics and barriers and the complex situation created by their interaction. There are many barriers and the ways in which they affect girls vary according to the different situations of the girls and their situations. The quantitative survey results will provide a mass of observations and we expect to find correlations between

³⁴ Qualitative interviews in GEC1 Endline heard parents talk of how they used to be ashamed of their disabled child but had learned to value the child and had supported them to attend a CLC often in the face of negative views expressed by neighbours and others.

variables. We expect, for example, to find that girls from richer households attend school more regularly and perform better in learning tests than girls from poorer households. We expect the qualitative interviews to provide ideas and examples that illustrate this kind of correlation and in some cases offer causal explanations. We also expect to find unexpected correlations and where these relate to project activities, we would explore the findings from the qualitative interviews for plausible explanations.

The timetable for the Baseline work has meant that quantitative surveys and qualitative interviews have been carried out at about the same time. This was also economical in terms of the costs incurred and of the time required from informants. We will probe the Baseline findings with qualitative interviews before Midline 1 and we expect this sequence to continue throughout the project with both types of enquiry reinforcing the other. One key advantage of the long duration of the project is that it provides opportunities for detailed and repeated exploration and learning.

Assumptions in the project Logframe

The project design contains four Intermediate Outcomes: Attendance, Teaching quality, Life Skills and School Governance. The assumptions relating to these IOs in the logframe are almost all purely operational in terms of the willingness of the key actors to take part and to accept propositions from the project. The sources for checking on the assumptions are listed in the logframe and reproduced here.

Table 8: Assumptions in the project logframe		
Intermediate Outcome	Assumptions	Sources
IO 1 - Attendance	School registers are available for all cohort girls	School Registers Spot Checks School Reports
IO 2 – Teaching quality	Head teachers are willing to allow staff to get on-the-job training. Schools are willing to take children with disabilities; parents are willing to invest in education for children with special needs; places are available. Resources designed are accepted by NCDC and MoES for use in the classroom.	Learning Observation Lesson Plans IEPs Interviews with teachers Teacher Tool
IO 3 – Life Skills	Skills that are of interest and relevance to girls are taught. Internship places are available and give positive work experience.	GEC Life Skills Index Score ICT data collection tool from the VLE and Mathspace login data Participant Evaluation Forms Savings Books Participant Feedback I can Journals
IO 4 School Governance	Schools are willing to improve policies and procedures	Training standards Mentoring Records Verification Reports

The assumptions are relatively easy to monitor since the cases where the assumptions do not turn out to be true will be those where project staff would experience lack of cooperation and support. This would be noticed long before the situation created a significant lack of progress.

The assessment of Attendance remains difficult at the level of the school because registers are maintained and kept up-to-date with relatively little discipline. In some cases, the bursar is better informed on overall attendance figures than classroom teachers. We expect the

project learning support teachers to help to improve the reporting of attendance in their schools.

Teaching quality is observed indirectly through the opinions of the PCGs in the Household Surveys. They are also asked about school governance so the HHS reporting will provide opportunities for cross-checking the findings collected by CRANE staff in individual schools. The teachers' own views on their practice and methods will be collected in qualitative interviews.

Life Skills are checked with girls themselves in part of the Household Survey. The girls answer questions about their levels of confidence, their ambitions and achievements. The findings from the Household Surveys will become more meaningful and valuable as a sequence of observations is built up over the different evaluation events.

GESI approach

The project is focused entirely on disadvantaged girls and their families. The targeting of poor and very poor families has been shown to be accurate both in GEC1 and in this new project. The beneficiaries of this project represent a subgroup of girls in each community made up of those least likely to make a success of their schooling without external support.

There is no work with boys. Boys in schools where the project is working may benefit from the activities but this is not being specifically monitored. The project approach has been debated many times by the Grant Holder and the Fund Manager. The situation has been described in Government reports³⁵ and recent projects³⁶ - girls perform well in school in early primary years and numbers of boys and girls are roughly equal. But in later years the numbers of girls fall as they attend less, perform less well and drop out. The project could carry out comparative studies with boys and girls to confirm this pattern but since it is so well documented this could be seen as a waste of resources. The situation of girls in education in Uganda is described in the project's Gender Assessment. The inclusion of GwD has already been described.

The issue of boys' education has been raised in qualitative interviews with parents [1-19] who ask about the costs of educating both boys and girls and point out the difficulty of leaving boys at home without an education. It has also been raised in interviews with CLC staff who are concerned where boys are missing out. There is also a longer-term concern that boys with a negative attitude to education can have a bad influence on girls. The project may be addressing this indirectly through work like the positive parenting initiative or the peer groups. The qualitative interviews during the Midline surveys may pick up references to the work and the attitudes of boys in relation to how it affects girls.

The EE Team find it difficult to make use of the GESI Continuum in making an analysis of the gender and inclusion approach of the project. It is very clear that the focus on girls is an attempt to transform gender inequalities. And the investment in GwD through the specialist CLCs; the improvements in school infrastructure and through more inclusive teaching approaches and methods also qualify as Transformative in intent and design. Other

³⁵ Ministry of Education and Sport (2017) Education and Sports Sector Fact Sheet 2002 – 2016; UNEB (2007) Reporting Results of National Assessment: Uganda Experience, Uganda National Examinations Board, A Paper Presented at the 32nd Annual Conference of The International Association for Educational Assessment, Singapore, 22 – 26 May 2006.

UNEB (2010) The Achievement of Primary School Pupils in Uganda In Numeracy, Literacy in English and Local Languages, National Assessment of Progress in Education, Uganda National Examinations Board.

³⁶ USAID/Uganda School Health and Reading Program (2014) The Status of Early Grade Reading and Teaching Reading in Primary School: Cluster 2 Baseline Report, May 2014

characteristics like ethnicity, culture, occupation, religion or geography that are often the basis for inequality are not of great importance in the area in which the project operates.

Project documents and reporting are thorough in disaggregation of data according to the characteristics listed in the FM guidelines.³⁷ It is hard to categorise the project as anything other than GESI Transformative which leaves little room for improvement and the GESI Continuum has little usefulness.

The project is defined by its focus on girls most likely to fail in school. In the project design there are no distinct subgroups within the target population. It is theoretically possible to subdivide the beneficiary population into: 1 - the girls selected to participate in a CLC; 2 - the sisters of the CLC girls and, 3 - other girls who have been to school alongside the other groups and are at risk of dropping out. Functionally this is very difficult to do. It is possible that the third group contains some girls from better off households who may have fewer problems with attending school and fewer difficulties with performing well in school.

The most important result of this approach is that the project does not have prescribed and different transition pathways for “subgroups” within the beneficiary population. There are predicted transitions for girls of different grades who are expected to make standard transitions through education and into work, but these are not subgroups in the sense of being groups of girls with particular characteristics that influence their ability to progress and succeed. Instead it states³⁸, “*transition will look different for every girl, based on their own specific need.*”

The EE will explore the possibility of creating subgroups based on characteristics from the data collected during the Baseline HHS and test their relevance over future evaluation events.

³⁷ PwC, (2017) GESI Addendum – Baseline Report Template, December 2017 (4pp).

³⁸ 6595 Viva in partnership with CRANE, MEL Framework, April 2018, p3.

Box 3: Benchmarking for learning and transition (External Evaluator)

The EET Inception Report expresses reservations about the effectiveness of benchmarking both as a standalone method and in its potential to offer better results than the difference-in-difference approach.

The Learning and Transition cohorts are the same in this project.

Project cohorts		
Baseline	Midline	Endline
P3	P4	S2
P4	P5	S3
P5	P6	S4
P6	P7	S5
S1	S2	n/a
S2	S3	n/a
S3	S4	n/a

Transition Benchmark age groups

11-13

14-16

17-21

Learning Benchmark grades

All grades are covered from P2 to S4

P1, S5 and S6 samples may be too small to provide adequately robust mean scores.

The population of 9,890 girls was already known to the project including their location and for most girls, the school that they were attending. The sampling was based on being able to compare progress made by girls in rural and urban settings and in government and private schools. The sample size was determined by an application recommended by the Fund Manager and was then modified during an exchange of emails between Viva and CRANE and the PwC evaluation officer.

2.4 Baseline data collection process

The sample for quantitative surveys

The sampling is based on schools and the communities that surround them. A sampling framework was developed in order to cover private and government-run Primary and Secondary schools in rural, peri-urban and urban areas. The schools were assigned to one of the twelve subcategories. The details of the sample structure are provided in the MEL Framework which is in Annex 5.

The size of the sample is large and represents about 8% of the entire population. It was necessary on logistic grounds to use the schools as the initial sampling unit but the risks of bias were reduced by creating groups of schools according to the main categories of rural/urban setting; government/private management and, of course, Primary and Secondary levels. Analyses cannot be carried out on all permutations of these subcategories as the

subgroups become too small. However, the analyses on the main groups show very consistent patterns between Intervention and Control groups³⁹.

We were initially concerned that the selection of the GEC girls as the entire population might lead to a bias towards weaker learners in the Intervention sample. However, the results of the Learning Tests suggest that this is not an issue⁴⁰. There may be a problem in the other direction with Control girls starting from a lower level but we will monitor this at Midline.

Qualitative Interview tools

The qualitative interview guides were based on the same constituencies that were consulted during GEC1. That is: parents; teachers; headteachers; community leaders; mentors; girls attending a CLC; Out of school girls; District Education Officers (DEO) and Coordinating Centre Tutors (CCT); members of Village Savings and Loan Associations (VSLA); and partners (CLC hosts). A specific new guide was developed for Girls with Disabilities (GwD). All of the GEC1 guides were reworked, mostly to make them shorter and more focused on the barriers to girls' education and the characteristics of households and of girls that have important consequences for their access to and performance in education. The guides were pre-tested and modified based on the learning from the pre-tests. The FM checked the guides and made some recommendations, all of which were addressed in moving to a final version of each guide. The final versions were approved by the PwC evaluation officer.

Despite the tighter focus on characteristics and barriers, the interviewer still has choices to make and can emphasise some elements of the evaluation over others depending on the needs of the evaluation. An experienced interviewer who led many of the GEC1 interviews was able to lead most of the current qualitative interviews and did some interviews with every constituency.

Qualitative interviews - timetable

The first round of qualitative interviews was carried out during a period which overlapped with the quantitative survey work. This sequence was necessary in order to meet the timetable for delivery of the Baseline report. The EET has capacity to carry out more qualitative interviews before the next survey period which will be in early 2019. This will enable us to focus on issues raised in the HHS results and prepare for the first evaluation event.

Qualitative samples

Qualitative interviews were only carried out in Intervention areas and are designed to provide information and ideas beyond the findings of the HHS. That is, more coherent explanations of the reasons behind the observed responses in the surveys. The sampling is therefore purposive and focused on those most willing and able to provide the time to discuss issues of girls' education. The interviews are often planned around other activities when actors concerned with the project are invited to meetings at a school or partner agency. The work took place in rural and urban areas and covered the range of situations in which the project will be operating. Individuals were selected for a range of reasons but knowledge of the GEC1 was important in all categories as shown in the following list:

Girls.

1. Is a beneficiary of the GEC 1 project
2. Been through the creative learning centre
3. Out of school girls but passed through CLC
4. Was in mainstream.

Teachers & mentors

1. In mainstream

³⁹ See for example: Tables 11-16; Tables 19-24 and Tables 30 and 31.

⁴⁰ See, for example Tables 35-39.

- 2. Teachers in CLC
- 3. Mentors in CLC

Other respondents

- 1. Policy makers in Education
- 2. Associated to the GEC project
- 3. Was a community leader either elected or otherwise. The numbers of interviews in the sample are based on the usefulness obtained from interviews during the GEC1.

Group discussions were limited to a maximum of eight in order to allow good discussion and for all participants to make their views heard. The people interviewed may or may not be representative of all the people involved with girls' education in the project area but are probably sufficiently diverse to allow learning about the range of ideas held by those who know something of the work being done.

Description	Number of events	Number of people involved
One-to-one interviews	29	29
Group interviews and discussions	8	49
Total	37	78

The GEC1 experience also informed the design of the interviews – for example: the choice of individual interviews with parents and group interviews with Mentors.

A key design concern of the qualitative interviews is the desire to get a deeper understanding of people's views of the barriers to girls' education. It is easy to say that the costs of attending school form a barrier and this has been the case in the GEC1 and now in the beginning of the GEC-T. However, the situation is complex and a range of other characteristics have a role to play in determining if a girl is able to attend school regularly. The project staff need to understand how a poor family may change its assessment of the situation and decide to find the money to cover the costs of a girl attending school.

Ethical issues in qualitative work

Interviewees in the qualitative interviews are offered the opportunity to take part and to stop at any point during the interview or to skip over any particular question or to reply in their own way. The nature of qual interviews makes this offer quite genuine as it is relatively easy to conclude an interview at the end of any particular topic. The facilitator has the capacity for maintaining close contact with the interviewees and responding to changes in tone or other signs of reduced willingness from participants. This is particularly the case as the interviews always involved two people⁴¹. The overall purpose of the interviews and the objectives of different interview topics were explained to interviewees including an explanation of how the data collected would be anonymised before analysis and kept confidential.

Participants are effectively volunteers in that they are invited to take part and can choose to turn up or not. This is slightly less true for younger women who may find it more difficult to appear to reject an invitation from a high-status visitor. However, group interviews reduce the pressure on individuals and this gives them greater opportunities to withdraw from the process if they feel uncomfortable. We believe the conditions for prior informed consent were satisfied. Overall the ethical issues are less intense during qual work than with

⁴¹ The HHS process is less flexible as it is managed by a single interviewer who has to follow a pre-determined sequence which only contains requests for permission to continue at specific break-points in the questionnaire.

questionnaire surveys and the facilitators are experienced and skilful in managing issues that might arise.

All qual interviews were managed by two people – a facilitator and a recorder. At the end of each interview the two hold a debriefing session in which they check their understanding and the recording of the answers provided to the questions and confirm their interpretation of the responses, looking for similarities and differences with earlier observations. The field notes are then transcribed onto the interview guides. The transcripts were analysed by the pair initially and then by the lead team member on qualitative work. Key words were identified (e.g. pregnancy, fees, safety, ...) and marked up in texts to make it easier to pick out trends. Recurring themes and anomalies were identified without the assistance of software analysis packages but simply by the observation and induction – the numbers of interviews in each category are sufficiently low for us to feel confident in this approach. Analyses were based on the themes that are aligned with the project evaluation questions. At Baseline, we are more concerned with describing the state of current knowledge, attitudes and practice rather than investigating any particular thesis. Three specific instances were selected and worked up into simple case studies to illustrate some key points. The Midline observations will provide the first opportunity for useful analyses of observations relating to project activities.

Most of the analyses are focused on drawing out the range of issues that relate to the evaluation questions. The focus will be tighter at Midline partly because of the need to respond to issues that emerge from the Baseline surveys and partly because of the need to follow up on the findings from this round of qual interviews which at this stage are necessarily tentative.

The EE team lead on qualitative work has records of all the interviews filed according to the type of interview (effectively by type of interviewee) and the initial analyses carried out on them. The EE team leader has electronic copies of the transcripts not including the names of the interviewees.

The qualitative interview methods were modified only slightly from those used in GEC1 and had, in effect, been tested during the Endline review of that project phase. The tools are in any case fairly standard interview methods that are widely in use in the international development sector. The tools were reviewed by the FM and some modifications were introduced on the basis of her advice. The interview checklists did not include collection of demographic data⁴² beyond that defined by the interviewee category – girls, parents, teachers, community leaders etc.

Qualitative work, bias and representative sampling

Comments on an earlier draft of this report asked if the qualitative sample was representative. We asked what was meant by the word representative in this case but did not receive an answer. We understand that the word representative is resonant with democratic ideals of fairness, inclusion and representation and is important for sampling where overall generalisations may be drawn from the results of the sample. That is not the case with qualitative work at Baseline where the results are largely descriptive and are used to form or question hypotheses about the context of the project or how the project is promoting changes. This is sampling for meaning. We can select responses from within the sample and promote some responses above others. Validity is conferred by consistency in the approach and methods which is supported by the use of experienced facilitators following the interview guides. We are helped in this by team members who also worked on GEC1. Responses are cross-checked against each other, a process called “triangulation”,

⁴² Feedback on an earlier version of this report suggested that demographic data might have been collected as part of the qualitative work but it is not clear how it would be used in normal analyses and, if such data were required this would have been pointed out by the FM when the tools were reviewed.

and through respondent validation. These processes improve the validity of the observations. Note that greater consistency of responses implies more reliability but it does not necessarily make the observations representative of a population or an area.

We do not need to eliminate bias from qualitative because at this stage we are not aiming to build generalisations on the observations. Our main concern, as expressed already in this report and in responses to comments received, is that interviewees may be too polite and too positive towards the work of the project. We are alert to this very common issue and we interpret observations with this awareness.

Much of the value of Baseline qualitative work will only become evident at Midline when it will be possible to compare observations over time as well as between locations and interest groups. It seems likely that more investment will be necessary in qualitative interviews at Midline than was provided at Baseline.

Most of the preparation for identification and tracking of girls was done by the project in checking the identity and whereabouts of the 9,890 girls who had been involved in GEC1. The girls and their PCGs were contacted and invited to take part in the ongoing project by Mentors in each community. At this time their Unique Identity number (UID) was checked with the records from GEC1. New UIDs were issued to girls in Control areas. Note that the UID is used to identify the girl. In the preparation of the HHS and Learning Tests the project prepared identity tags for the girls and their PCGs which included their UID and the interviews they were expected to take part in. During the interviews and Learning Tests, the identity of the girls and their UID were checked again and after the interviews the girls and their PCGs were photographed together holding their identity tags. The photographs will be helpful in checking identities in the preparation of the Midline interviews.

The HHS and TBQ were tested on three occasions and the results of the 33 test runs were analysed in terms of the frequencies of different responses. There was some learning around the best language to use to formulate the questions. In the first test situation, all the adults were household heads and primary care givers so the routing for other situations (e.g. the PCG is not also household head) was not tested. Some minor changes were made to the possible responses to the question on religion. Three questions on Life Skills were replaced as the originals provided by from PwC led to 100% positive responses.

Five sets of Learning Tests were piloted both for overall quality and correctness and also for consistency across the five different sets – that is, the “calibration” of levels of difficulty. The testing was arranged over six different days during two CRANE events for children during the school holidays. The total numbers of tests carried out are shown in the following table. Although some corrections were carried out other errors were identified at the time of uploading the data from the tests in the Baseline surveys. None of the errors was sufficiently serious to affect overall scores in a significant way. See Annex 9.

The results of piloting the learning tests were examined, and some slightly easier questions added to the SeGRA tests in Set 4 which had been thought to be a bit harder than the other sets. The examination of the results consisted of checking by eye for anomalies or significant discrepancies. The assessments made by this method and the modifications that followed were approved by the PwC evaluation officer.

Enumerators were largely recruited from the professional networks of DRT and local consultants. A number of those who had worked as enumerators on GEC1 were also recruited. Eight of the 32 enumerators employed were men. Most had recently had experience in carrying out survey work with Viva and CRANE or with DRT. All had experience in managing interviews at community level. More enumerators were recruited and trained than were needed on a daily basis. This measure appears in the risk

management chapter of the proposal as a way of mitigating the risk of enumerators not being available. One or two enumerators were not able to attend all the training for personal reasons and were not retained for the survey work.

The enumerators were given six days of training in workshops. The timetable is provided in Annex 13. Topics covered included: child protection, data protection, ethical issues, correct behaviour, translation of the HHS, translation of the Transition Baseline Questionnaire; knowledge of and practice of the Learning Tests; correct completion of Learning Test forms; understanding of phonics; management and practice in using tablets running the KoBo version of the survey questionnaires. The most important sessions were probably the translation and practice of the questions in the questionnaires and the practice in using the Learning Tests

The enumerators were surveyed after the training in order to evaluate the training and learn lessons for future training events. Overall the results of the survey are very positive with most of the enumerators declaring a willingness to participate in future survey work. A number of helpful remarks were made on how to improve the training, the implementation of the survey interviews and the phrasing of some survey questions.

Data collection using the HHS and Learning Tests started on Monday 19 February 2018 and continued on most working days until March 17. The same tests were used on each day as the team moved from location to location. On some days, the enumerators worked in different locations with one team in an Intervention site and another team in a Control site. Occasionally an enumerator went back to a site where it had not been possible to complete all the interviews that had been planned.

The interviews were arranged in the grounds and sometimes in the classrooms of the school in each location⁴³. Marquees were erected to provide shelter. The enumerators were within easy reach of each other, the EET supervisors and the CRANE staff who were supporting the registration and others who were running different activities at the school on the same day.

The sampling is based on schools. An attempt has been made to create a sample which will allow comparisons between rural and urban settings and between government and private schools. The sample covers both primary and senior grades. Intervention locations were selected at random from within the subgroups created by division of schools according to location (rural/urban); management system (private/government) and level (primary/secondary). In some cases, the numbers of sites within the subgroups meant that no sampling was necessary.

Data quality assurance started in the design of the survey tools and pretesting; training of enumerators and trial runs with interviews in areas outside the sample locations. The identity of each interviewee and their unique identity number were put on identity cards worn by the interviewees. These cards also carried a list of the survey tasks they were expected to take part in on the survey day. The use of electronic tablets ensured accurate recording of location, date and start and finish times. The tablets ensured recording in the required format of the questions and the insistence of mandatory questions and correct skips based on answers given.

The survey work of each day was pre-arranged and a checklist of activities shared between the project staff and the EE team. Enumerators kept lists of those they had interviewed, and learning tests were supervised to ensure that each test paper carried the names and

⁴³ There was one exception when a local church was used instead of the school.

unique ID number of the specific girl. Enumerators were able to check through the answers given before submitting the completed learning test forms.

The tablets were programmed to run the Household Questionnaire. Enumerators could edit input in each interview until they submitted the completed questionnaire. The data were automatically unloaded to the KoBo site. After submission enumerators were no longer able to edit the results. EET supervisors checked the forms for completeness at the location. Failed interviews were rescheduled. The data were uploaded every day and the growing database was checked daily by project staff and EE team members. Only EE team members could access and edit the datafile. Anomalies that were spotted (e.g. duplicate ID numbers) were noted and action taken where necessary to collect additional information, but no cleaning took place until all the planned interviews had been completed.

Instrument		Size
HHS		1100
Learning Tests ⁴⁴		1100
Learning Benchmark		534 ⁴⁵
Transition Benchmark		183 ⁴⁶
Qualitative one-to-one interviews	29	78
Qualitative group discussions	8 = 49 people	

Quantitative Data management and cleaning

The unique ID numbers were used to align results from the HHS and the learning tests and ensure the correct girls were identified. Data were uploaded using the tablets. A new variable was created made up of the UID in the HHS minus the UID in the learning tests. Any non-zero values were corrected where possible or the case was eliminated.

The original dataset was received as a single Excel worksheet. This was securely archived and a clean consistent copy created for analysis. This process included correcting anomalies (e.g. numbers formatted as text, zeroes as blanks), creating systematic column headings and rectifying obvious input errors. The data were anonymised by removing personal identifiers of students and their families (e.g. names, birth dates) and by encoding names of testers. Each main process was documented, versioned and transparently audited for data integrity.

Analysis consisted of calculating many new columns and investigating relationships. New column headings were mostly created automatically in the interest of consistency, clarity, brevity and uniqueness. Each main calculation, especially of key metrics, was agreed, implemented systematically and in parallel, documented and audited for accuracy.

Key audit methods included:

- SUMXMY2() was used extensively to ensure no numerical differences between equivalent cells of corresponding arrays (SUMXMY2 sums the squares of differences between cells).
- Key calculations were completed at least twice by independent methods and results compared automatically to check identical outcomes. When this was not feasible within Excel (e.g., p-Values) 3rd party tools were used for spot-checking.
- Every column was monitored with the SUBTOTAL() family of functions and via column filtering.

⁴⁴ There are a small number of cases where either the HHS or Learning Tests were not completed satisfactorily. 1100 is the number where both survey components were completed.

⁴⁵ Learning Benchmark is made up of all girls in school grades in Intervention areas.

⁴⁶ The agreed target was 150.

- The integrity of the data was examined by performing a variety of statistical tests which might be expected to show standard trends or distributions.

The importance of data audits was demonstrated when inconsistencies were diagnosed in the initial raw data supplied by the local team. Checks were made, an error found and corrected data supplied which then passed reasonable consistency tests. All analysis and conclusions are based on the corrected data.

The final cell-by-cell audits demonstrated numerical identity of the main results achieved via parallel processing using 2-4 independent methodologies. This exact agreement suggests the import, correction and processing of the data and the calculation of main metrics may be relied on with a degree of confidence.

Final reports were supplied based on the same final clean consistent dataset, with documents and worksheets protected as necessary.

How were the quantitative data stored and analysed?

The variables that might possibly allow a person to be identified were collected into a new database and checked against the girl's UID. This file was given to Viva and CRANE staff to support the design and implementation of the Midline 1 survey – especially to ensure the identification of the right girl in each case. These data were then removed from the database used by the EE team for other analyses.

2.5 Challenges in baseline data collection and limitations of the evaluation design

Overall

The External Evaluation team encountered many of the issues that are common to all community-level survey work in our experience. The impact of these issues on the overall quality of the work done was reduced by the extensive planning carried out with CRANE and the pretesting of all the tools that were used. Overall, we are confident that the quality of the data and information collected is more than adequate for the purposes intended.

An important error was found in the database at a late stage in the analyses. A faulty "Sort" operation had led to data from the Household Survey being misaligned with the data from the Learning Tests. All the data analyses were repeated after the error had been corrected and we are confident that the findings presented in this report accurately reflect the results of the surveys and the Learning Tests.

Project Design

The project design contains a wide range of activities which seek to improve different aspects of school management and teaching; support families to send their girls to school and promote confidence in girls who may, as a result attend school more frequently and make a success of education. It is likely to be difficult to separate the results of the different activities and attribute changes to specific initiatives.

Evaluation Design

Literacy and Numeracy Tests

The design of the literacy and numeracy tests is mandated by the Fund Manager. Much of the EE team is taken up with the design, testing, calibrating and administering the literacy and numeracy tests, uploading the results of the tests and analysing the results.

The dependence on changes in average marks in literacy and numeracy tests creates risks of reaching arbitrary conclusions about the effectiveness of the project work and of ignoring other changes that may be important.

Grades

There are problems with the way that girls and their carers report on the grade that the girl is in. As noted in the Introduction and girls do not make linear progress through school and the gap between expected school years and actual years can be very large. It is not safe to assign a grade to a girl based on her age. The PCGs answered two questions: What grade is the girl in? and What grade was she in last year? The girls themselves answered the question What grade are you in? when they started the Learning Tests.

The PCGs appear to have given unreliable responses. First, the interviews took place in the first few days of the new school year and they may have given last year's grade or not known which grade their girl was going to be in for the new year. Second, carers do not always know which grade their girl is in but give an answer anyway sometimes giving the grade they think the girl should be in. The girls probably gave more accurate answers and probably gave the new grade that they had just entered. However, some of the girls in some schools had not been assigned to a grade and the girls may have answered with their old grade or the grade they aspired to being in. The situation will become clear at Midline when the exercise is repeated.

Overall Attendance Levels

The focus on overall attendance is not likely to lead to useful information by which the project could be judged. This is partly because the project activities may not have an impact at the level of general attendance and partly because the methods available for assessing attendance are not reliable.

Benchmarking Transition Rates

Benchmarking of Transition rates was designed to use numbers that were shown to be too small⁴⁷ to demonstrate meaningful trends partly because so many of the girls were following a routine progression through school. The numbers who diverge from the routine pattern are so small that it is not possible to make use of the results.

Overall timetable for change

The time between the Baseline and the Midline surveys was shortened to about a year. This makes it less likely that it will be possible to demonstrate changes in performance in literacy and numeracy tests. This is important since funding decisions may be made on the basis of statistically significant changes being achieved with less than 12 months of operational work.

Data collection

Most of the Household survey interviews and the Learning Tests were carried out well without any issues to report. A small number of problems occurred where some girls left the location without doing the Learning Test and some parents or carers left without completing the household survey even where the girl had already done the Learning Tests. The numbers involved were small but it was unfortunate that people had given their time to only part of the process and left us with incomplete surveys.

There was a challenge in interviewing OOS girls and those who had started work since the girls were engaged in a variety of activities and many had moved away from the immediate area. There is also a significant problem in OOS girls seeing any value or usefulness in taking part in interviews which are clearly related to school education and do not come with any rewards or compensation. There are also low numbers of girls in the higher grades of Senior school. Overall, the numbers are satisfactory and the evaluation work will be based on large cohorts of girls starting in early Primary and early Senior grades.

⁴⁷ The EE team interviewed 20% more girls than planned but the numbers were still too small.

The low numbers of girls in P1 and S5 and S6 give slightly unusual results in some analyses. However, the much larger numbers between the youngest and oldest girls in school provide a reliable basis for analysis including the potential for benchmarking of Learning Test marks.

The use of unique identification numbers for each girl worked well and allowed us to compile the databases. A few cases of duplication were detected and corrected as the work proceeded.

Responses to questions in the Household Survey were recorded directly into tablets running KoboCollect software. This provided for greater security in data management and more accurate recordings as the tablets refuse entries in the wrong form or format. The tablet prevents the introduction of errors during uploading to the database.

The Learning Tests were extensively tested and appear to have worked well. This is an area of risk as the tests were designed by a team with relatively little experience in EGRA and EGMA tests. The marking of Early Grade tests was consistent but there were some errors and anomalies in the database. It is not clear how useful the “Discontinued” option is for EG tests as it is functionally the same as a score of zero and only adds to the work required by the enumerators. Uploading the data from the tests was made easier by the use of tablets programmed using KoboCollect.

The marking of the SeG tests was strict and some minor errors were not tolerated by the markers. This was intended to be close to the style used in government schools and to make it easier to replicate a marking style at later evaluation events. The strictness may have increased the apparent floor effect in some of the tasks.

Qualitative Interviews

Some of the people who took part in the group interviews did not know the Viva and CRANE project well enough to comment on certain areas of discussion. They remained noncommittal during the discussions but there were usually others present in the group who were able to exchange useful ideas. Issues like these only occurred in one location and two group discussions. All respondents were cooperative and it was possible for differences of opinions to be discussed openly. There were no occasions where some participants dominated the discussions. Overall we are confident in the reliability of the findings from the qual interviews.

Those who agree to take part in qualitative interviews may have a more positive attitude towards the project. This is a routine issue in interviews and interviewers know not to take expressed views at face value but crosscheck observations with other sources. The use of visual tools helps to reduce this issue.

Overall the qualitative interviews were of good quality and the challenges reported here did not affect our ability to check some of the findings from the Household Survey against observations made during the qualitative interviews. The next round of qualitative interviews will be more targeted and more effective as they will follow other key observations emerging from the Baseline work.

3. Key Characteristics of Baseline samples

3.1 Project beneficiaries

The project definition of educational marginalisation is almost entirely pragmatic and based on the identification of girls in each community who have dropped out of school or are likely

to drop out by project staff called Mentors who live in the same communities as the girls. These girls and their sisters are identified as the main beneficiaries of the project. The girls who have been identified tend to come from poorer households. This targeting has been verified in repeated interviews with community members who define the households of GEC girls as being in the lowest or next to lowest wellbeing groups in the community when doing the Wellbeing Groups exercise.

There is a great deal of theoretical underpinning of the project approach of selecting girls with low educational opportunities in the project theory of change and the gender analysis. The project does not work with boys.

3.2 Representativeness of the learning and transition samples across regions, age groups, grades, disability status and sex of the beneficiaries

The project approach is to work with the same girls on both learning and transition. The data presented cover the “joint sample” of girls with whom the project is working.

	Intervention		Control	
Kampala	221	29%	62	19%
Wakiso	103	13%	39	12%
Mukono	373	48%	123	38%
Nakaseke	79	10%	100	31%
Totals	776		324	

The regions of Kampala, Wakiso and Mukono are largely similar in most physical, geographical and cultural characteristics. Nakaseke is geographically a bit further away from the centre of Kampala but is still in the Central Region of Uganda.

	Intervention		Control	
	n	%	n	%
Urban	239	31%	65	20%
Peri-Urban	99	13%	19	6%
Rural	438	56%	240	74%
Totals	776	100	324	100

Peri-urban areas provide only a small proportion of the sample. However, the crosstabulation of geographical region with level of urbanisation shows that it should be possible to make the comparisons necessary to assess differences in project performance according to location.

	Urban	Peri-urban	Rural	Totals
Kampala	278	3	2	283
Wakiso	6	22	114	142
Mukono	11	93	392	496
Nakaseke	9	-	170	179
Totals	304	118	678	1100

There are some differences between the proportions in the Intervention and Control samples, but it seems likely that comparisons between the sub-categories of location and administrative area will be possible.

Religion	Intervention		Control	
	n	%	n	%
Catholic	221	29	93	29
Anglican	206	27	105	32
Other Christian	182	24	74	23
Muslim	158	20	51	16
Totals	777	100	323	100

The proportions of heads of households according to their religion seems adequately similar between Intervention and Control groups. The proportions according to religion do not alter in any significant way when the population is subdivided according to urban or rural setting or according to administrative district. That is – it looks as if the proportions remain consistent across the entire project area.

	Intervention		Control		Total	
	n	%	n	%	n	%
CLC	105	14			105	10
First work	8	1	2	1	10	1
Out of school	48	6	38	12	86	8
<i>Primary 1</i>	13	2	2	1	15	1
<i>Primary 2</i>	23	3	27	8	50	5
Primary 3	53	7	41	13	94	9
Primary 4	57	7	32	10	89	8
Primary 5	93	12	40	12	133	12
Primary 6	111	14	19	6	130	12
<i>Primary 7</i>	31	4	8	2	39	4
Senior 1	37	5	33	10	70	6
Senior 2	45	6	35	11	80	7
Senior 3	71	9	19	6	90	8
<i>Senior 4</i>	19	2	4	1	23	2
<i>Senior 5</i>	8	1		0	8	1
<i>Senior 6</i>	8	1		0	8	1
Vocational training	45	6	23	7	68	6
Total	775		323		1098	

Age sets	Intervention		Control		Totals	
	n	%	n	%	n	%
1-5	2	0.3%	2	0.6%	4	0.4%
6-8	22	2.8%	34	10.5%	56	5.1%
9-11	151	19.4%	80	24.8%	231	21.0%
12-13	158	20.3%	61	18.9%	219	19.9%
14-15	149	19.2%	59	18.3%	208	18.9%

16-17	127	16.3%	35	10.8%	162	14.7%
18-19	71	9.1%	20	6.2%	91	8.3%
20+	46	5.9%	18	5.6%	64	5.8%
Not reported	51	6.6%	14	4.3%	65	5.9%
Total	777	100%	323	100%	1100	100%

The age sets appear to offer groups which are adequately large and adequately similar to allow longer term comparisons during the life of the project. Age sets avoid some of the difficulties of grades which contain a wide range of ages and some of the potential difficulties that would be created if attrition rates depleted some ages of girls. The larger cohorts created by the age sets might create mean values that are more robust than those for grades or girls of the same age.

The mean Aggregate Marks in literacy and numeracy for the age sets show a similar pattern to that found by grades; that is – the Control age sets have slightly higher mean Marks than Intervention sets apart from the 14-15 set where the Intervention mean is slightly higher.

The sample of intervention girls makes up about 8% of the beneficiary population. The 9,980 beneficiaries are not subdivided by the project, but the sampling method means that the sample contains significant numbers of girls in each of the categories created by subdivision according to the main factors such as age, grade, type of school and location. As has been explained above, the sampling frame that divided the schools according to the main factors meant that very little sample selection took place as the numbers in the subcategories were rarely larger than the number required for the sample⁴⁸.

Impairment and disability

	Some difficulty	A lot of difficulty	Cannot do at all
Seeing	54	2	0
Hearing	60	5	1
Walking	28	3	0
Memory	92	11	0
Self-care	20	3	0
Communicating	13	1	1

A total of 206 (19%) girls were described as having at least one impairment. 132 (38 Control and 94 Treatment) of these have just one impairment which is classified as causing “some difficulty”. 41 (13 Control and 28 Treatment) girls have two impairments described as giving them “some difficulty”. These overall figures conform with the level of “disability” identified in GEC1.

Sample breakdown	Intervention	Control
Girls with disability (number and overall %)	13 (2%)	12 (4%)
Vision impairment	2	0
Hearing impairment	4	2
Mobility impairment	1	2
Cognitive impairment	6	5
Self-care impairment	0	3

⁴⁸ In some cases, for example – all the GEC girls in schools that are primary level and rural, and government run, would be accepted into the sample since that sub-population is not larger than the numbers required.

Communication impairment	2	0
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The numbers in “Table 7” are the numbers of reported disabilities in the “lot of difficulty” or “cannot do at all” of the Washington Group categorisation. The numbers do not add to a simple total because some girls report more than one disability.

25 girls (12 Control (4%) and 13 Treatment (2%)) have a more important impairment giving them “lots of difficulty”. This is the definition of disability given by the FM. Two of these girls (1 Control and 1 Treatment) have two disabilities where both are scored as giving them lots of difficulty. 15 girls (3 Control and 12 Treatment) have more than two impairments. Only two cases of a disability categorised as “cannot do at all” were recorded – both for the same (Treatment) girl.

The more demanding criteria of the Washington Group classification mean that very few girls in the sample are defined as having a disability. The focus on girls in school in project work and the sampling approach are probably responsible for the low numbers. That is, attending school has already filtered out girls with disabilities. The EE will follow the small number of girls with disabilities as part of the qualitative work. The numbers are too small to be useful in quantitative analyses.

The records of all the girls who have declared any level of impairment will be checked at the evaluation points as it is not possible to know with certainty how an impairment might interact with barriers to limit a girl’s attendance or performance.

The girls attending the two specialist CLCs for GwD will be followed at evaluation events through interviews which in almost all cases will be with their carer.

Similarities between Control and Intervention samples

The household survey explores a range of issues relating to wealth and wellbeing and the proportions of responses in intervention and control areas appear very similar.

	Intervention (%)	Control (%)
Never save	25.0	30.7
Rarely save	10.1	9.8
Sometimes save	28.6	25.8
Often save	13.3	9.2

The proportions in intervention and control are very similar and it may be useful to aggregate some of the analyses and look for differences between those who rarely or never save and those who sometimes and often save.

	Intervention (%)	Control (%)
< 1 year	2.4	3.1
1-2 years	4.0	4.3
2-5	12.4	11.0
5-10	13.4	19.3
>10 years	44.8	38.0
Not Reported	23	24.2

The similarities in proportions between Intervention and Control seem clear.

	n	Intervention (%)	n	Control (%)
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1	131	22	37	15
2	279	46	99	41
3	184	31	107	44

This is one case where there may be a difference between intervention and control with intervention households possibly being poorer. A chi-squared test of the difference is significant ($p < 0.01$).

Table 22: Self-assessment –household level of wealth	Intervention (%)	Control (%)
1 Poorest	4.5	4.9
2 Poor	23.2	22.1
3 Average	46.3	45.1
4 Above Average	2.3	3.7
5 Richest	0.1	0.0
Not Reported	23.6	24.2

Table 23: Self-assessment – changes in living standards	Intervention (%)	Control (%)
Increased	25.6	21.5
The same	30.4	30.1
Decreased	21.1	24.2
Not Reported	22.9	24.2

Overall the patterns are consistent between Intervention and Control.

Table 24: Costs of attending school – items paid for last term		
	Intervention (%) [n=668]	Control (%) [n=285]
“Fees”	82%	88%
School materials	82%	82%
School meals	59%	68%
Transport	20%	16%
Teachers’ incentives	19%	12%
Boarding girl nearer school	20%	14%
Assistive devices	12%	11%

Most respondents say that they have had to pay for several of these items in the last term. A large number of those who answered this part of the questionnaire are paying for the top three items: fees; meals and materials.

Table 25: No of respondents paying for more than one item in education of a girl		
No of items from list in Table 24 paid for last term	Intervention	Control
1	61	25
2	145	70
3	205	103
4	104	39
5	64	21
6	24	5
7	18	9
Totals	621	272

Table 26: Literacy in Cohort Grades

Intervention				Control			Differences	
	AggRA Mark	StdDev of AggRA Mark	n	AggRA Mark	StdDev of AggRA Mark	n	Difference Intervention Mean and Control Mean	p-Value (2 tail)
Primary 3	18.9	10.9	53	14.8	9.7	41	4.1	0.057
Primary 4	23.7	11.1	57	23.3	12.4	32	0.4	0.891
Primary 5	27.8	12.0	93	26.9	13.4	40	0.9	0.710
Primary 6	34.8	12.4	111	29.5	14.4	19	5.3	0.142
Senior 1	43.0	10.9	37	40.6	10.2	33	2.4	0.347
Senior 2	41.3	12.6	45	42.8	9.2	35	-1.5	0.534
Senior 3	43.5	10.3	71	43.7	10.5	19	-0.2	0.942
Grand Total			467			219		

In these key grades, where girls will be followed over the life of the project and where the numbers in each grade are relatively large, the intervention groups get higher aggregate marks in earlier grades but not in Senior 2 and 3. The differences are not significant in any of the grades.

Intervention			Control			Difference Intervention Mean and Control Mean	p-Value (2 tail)
AggRA Mark	StdDev of AggRA Mark	n	AggGRA Mark	StdDev of AggRA Mark	n		
31.8	16.3	777	30.1	16.8	323	1.7	0.114

The aggregate figures for Intervention and Control groups in Literacy for all grades are not significantly different.

Intervention				Control			Difference Intervention Mean and Control Mean	p- (2 tail)
AggMA Mark	StdDev of AggMA Mark	n	AggMA Mark	StdDev of AggMA Mark	n			
Primary 3	17.96	6.25	53	16.35	5.69	41	1.6	0.194
Primary 4	22.25	6.92	57	19.62	6.22	32	2.6	0.071
Primary 5	25.89	7.09	93	25.48	8.62	40	0.4	0.792
Primary 6	31.96	8.33	111	27.73	10.12	19	4.2	0.098
Senior 1	35.79	9.53	37	38.66	8.43	33	-2.9	0.185
Senior 2	40.40	10.08	45	37.98	8.88	35	2.4	0.258
Senior 3	41.88	8.80	71	41.42	9.13	19	0.5	0.844
Total			467			219		

In most early grades, the intervention group deliver higher marks than the control group but the situation is reversed for Senior 1.

Intervention			Control				
AggMA Mark	StdDev of AggMA Mark	n	AggMA Mark	StdDev of AggMA Mark	n	Difference Intervention Mean vs Control Mean	p-Value (2 tail)
30.0	12.6	77	28.2	13.0	323	1.8	0.040

The aggregate figures for Numeracy for all grades combined shows a significant difference with a p-value below 0.05. This may be due to the weighting of the results at P6 where the sample sizes are quite different and the intervention sample is large.

It is not clear why the intervention group might be more competent in numeracy than the control group. Other differences that exist between subgroups (rural/urban – administrative District see Tables 48 and 49) are in literacy not in numeracy. Fortunately, the absolute difference is not large and the experimental design is based on detecting changes in the scores of individual girls over time.

3.3 Educational Marginalisation

We had expected to find more barriers in the form of parental attitudes but in many of the questions regarding girls' education the results were so completely one-sided that the responses were not useable. Almost all parents and carers agreed with statements about the importance of girls' education. There were similarly unanimous opinions expressed about the quality of management by the headteachers and the quality of teaching. Here again the results of these questions could not be used to define barriers.

The characteristics are loosely gathered under headings of household head; household wellbeing; parental attitudes and girls' competencies. It is likely that we will focus on cases where the Primary Care Giver is also the Head of the Household as this represents the majority of cases and this may be where it will be easier to see links between the carer's attitudes and the attendance and performance of the girl. The characteristics of the Head of the Household when they are not also PCG and the implications for girls' attendance and performance in school are looked at separately.

Table 30: Girls' characteristics (percentages)	Intervention (Baseline)	Control (Baseline)
Female PCG/HoH (% of part of sample)	81	77
PCG/HoH had no education	29	22
Poorer households		
1 meal per day	16	13
2 Meals per day	36	31
Source of income PCG/HoH (intervention n=569; control n=227)		
Professional	5	11
Farming	40	34
Small business	25	28
Casual	13	14
No paid employment	6	8
Only one source of income	60	59
Source of income PCG (intervention n=172; control n=79)		
Professional	10	12
Farming	30	37
Small business	27	23
Casual	17	11
No paid employment	9	8

Only one source of income	66	66
Never or Rarely make Savings	35	41
Self-assessment in poor or poorest wealth category	28	27
Self-assessment not improving	21	24
Parental attitude to girls' education		
Secondary or less is highest level for girls	24	22
School is hard but there's nothing you can do	32	32
Did not visit girl's school last term	17	17
Girl decides on her education (independently of adults)	18	14
Adults alone decide on her education	64	75
Girl has some impairment	14	13
Girl has disability	2	4
Girl experienced harassment or abuse in last year	11	10
Girl's life skills		
Reads at home	67	66
When reading at home reads more than one hour (% of part of sample)	49	46
Going to school does not influence adult occupation	9	10
Life is harder for girls and there's nothing you can do	68	68
I avoid doing new things if they look difficult	35	34

We expect to be able to draw some of these characteristics together to form simple scales for the wealth level of the households and the attitudes of the adults. These will simplify the work and make the assessments more reliable and may come into use after Midline.

The project has attempted to provide a subdivision of the beneficiary girls according to their recruitment creating three categories: the initial CLC girls; their sisters and thirdly the group benefitting from other project activities despite not having attended a CLC. The EE believe that more practical subgroups can be found within the beneficiary population based on wealth and attitudes. The EE has planned work on this before Midline approaching the issue from the characteristics of wealth and of attitudes to education and also working backwards from Learning Test marks to try to identify characteristics associated with particularly high and particularly low performance. It is possible that some aspects of wealth and attitudes to education overlap and create a single set of subgroups⁴⁹. All this work will become more robust and useable when we have data from Midline and it may be possible to establish subgroups that will be used in analyses throughout the remaining years of the project.

Barriers

In GEC1, roof material was found to be unhelpful as almost all respondents had the same type of roof. Poverty is better assessed using a range of observations including: number of meals per day; source of income; savings; etc.

Language of instruction is also not a helpful criterion for assessing characteristics. Almost all respondents speak the same local language. Pupils speaking this language, Luganda, were found in the USAID project to be better at reading and answering questions on English texts.

It is not quite clear to us why the parents' behaviour is considered to be a characteristic rather than a barrier but we have followed the examples set out in the Template. As described above for characteristics, it has not been possible to make use of some survey results on barriers because the responses were almost unanimous. In some cases, only a small proportion of girls have a characteristic of interest or face a barrier we want to study.

⁴⁹ For example – it is possible that richer people have had more education and have more positive attitudes to education and find it easier to keep their girls in school.

The barriers are loosely grouped under: safety; attendance; teachers' performance and school demands.

	Intervention	Control
Fairly or very unsafe travel in the area (%)	17	17
Doesn't feel safe travelling to/from school (%)	20	17
Long journey to school (over one hour)	13	14
Doesn't feel safe at school (%)	5	5
School has a Child Protection policy	66	64
High chore burden (Half-day or more)	33	26
Has to do agricultural work at home	69	63
Doesn't get support to stay in school and do well	5	3
Attends school less than "most days"	12	10
Teachers treat boys and girls differently in the classroom	22	21
Teachers focus on best students	18	16
Need to pay "fees"	82	88
Need to pay for meals	59	68
Need to pay for school materials	82	82

3.4 Intersection between key characteristics and barriers

We are not convinced that the interaction between characteristics and barriers can be adequately described in the table because the interactions tend to be dynamic and complex. There are some interactions which are relatively easy to predict but there are others which may be important but not obvious at this stage of the project. There are dynamic interactions between the barriers themselves and between the characteristics and these change the nature of the interactions.

The idea of searching out and trying to understand the interactions is important but it is difficult to show in a two-dimensional table. For example – if the household is poor and the parents have a negative attitude to education, it is more likely that the girl will be obliged to do more work at home which may make her late. Her lateness may provoke negative behaviour from her teachers which make her more fearful for her safety in school. Where a girl has experienced harassment and she must make a long journey to school and she has been punished for arriving late, her fear for her safety is a different kind of characteristic.

Characteristics		Barriers		
		Threats to safety	Costs	Behaviour of teachers
Safety	Girl experience of harassment			Teachers not welcoming or supportive
	Fear of safety around home	Long journey to school		
	Fear of safety on journey to school	Threats on journey to school		School has no Child Protection policy
	Fear of safety in school			Teachers are rude or abusive in language or use physical punishment
Poverty	Household is poor.		School requires payments for	Teachers insist on payment

	Carer is doing several jobs		fees, meals and materials.	before admission. Parents cannot afford time for meetings with teachers.
Parental attitude	Girl has large burden of domestic work	Girl travelling at more dangerous times.		Girl is punished or chased away if late or poor attendance.
	Parents/carers have negative attitude to girls' education	Parents are not encouraging or supportive to girl's concerns about safety.	Parents unable or refuse to pay on time.	

Table 32 raises the issues of interactions that matter but the qualitative interviews add a wide range of issues that can interact with other characteristics and barriers. Participants rated some as being relatively minor and some potentially very serious including: the lack of role models; lack of mentors; community leaders lack of interest and parents lack of interest in school reports. These were considered to be of limited impact on girls' attendance or performance. Group influence and peer pressure, desire for expensive things (especially a mobile phone) and the distractions of disco, cinema, karaoke bars are potentially important and if there is no counselling or advice may lead to girls abandoning school.

Money for fees remains a key barrier. For some people the cost is a problem, even though it is sometimes raised as an easy answer when there are other issues also in play. The attitudes of parents, particularly the father, play a role. Domestic violence may have its effect by leading to a break-up of the family. Early pregnancy is also raised as a barrier although it is not clear how this relates to other causes and how the problems it might create at home affect the difficulty of remaining in school.

Barriers include lack of safety at school and the lack of a perimeter fence was mentioned in interviews as causing problems because movements of students and others remain uncontrolled.

3.5 Appropriateness of project activities to the characteristics and barriers identified

Box 2: Project's contribution

The project has consistently found that the first presenting factor that is given for barriers to girls' education is a lack of income. However, it is soon uncovered that failure to attend school and do well in school is much more complex than poverty alone. In particular, the project concurs with the EE's evaluation that issues of safety present a significant barrier to educational achievement. The project has investigated this in detail and has discovered through ongoing engagement with the beneficiaries, from desk research and from primary research that the majority of girls face various forms of abuse either at home or in school or both. The stress caused by abuse is a toxic stressor and is arguably a much harder barrier to overcome than poverty.

The project's initial ToC identified the following barriers:

Economic Poverty

Low household income | Lack of skills to generate income | Girl kept at home to work | Sporadic education leads to low literacy

Child Abuse

Violence at home | Violence at school | Violence in the community | Child mothers and no childcare | Trauma and toxic stress | Inadequate investment in JLOS = injustice

Lack of access to quality education

Teachers poorly trained for classroom management | Teachers not trained to work with CWD | Teachers poorly motivated | Teachers lack creative child-centred strategies | Schools poorly managed

Weak Parenting

Absent / neglectful parents | Ignorance of how to support education | Poor attitude about the value of education | Lack of understanding about disability | Low literacy levels of parents | Low understanding about safeguarding

We have reviewed the project ToC as a part of this baseline process and have revised the barriers to the following:

BARRIERS AGAINST ‘LIVE’: Economic Poverty

Low household income | Lack of skills to generate income | Girl kept at home to work | Sporadic education leads to low literacy

BARRIERS AGAINST ‘LEARN’: Lack of access to quality education

Teachers poorly trained for classroom management | Teachers not trained to work with CWD | Teachers poorly motivated | Teachers lack creative child-centred strategies

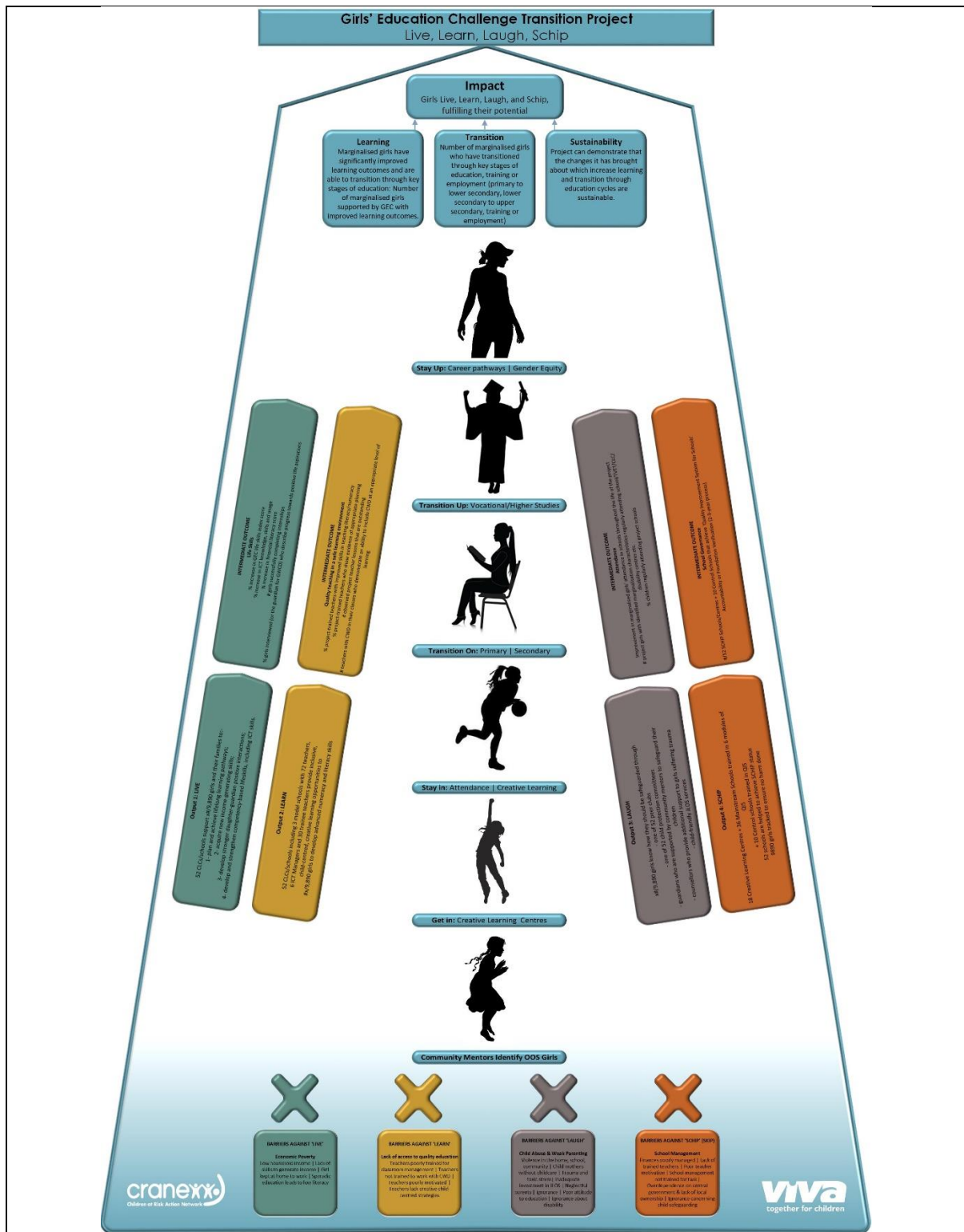
BARRIERS AGAINST ‘LAUGH’: Child Abuse & Weak Parenting

Violence in the home, school, community | Child mothers without childcare | Trauma and toxic stress | Inadequate investment in JLOS | Neglectful parents | Ignorance | Poor attitude to education | Ignorance about disability

BARRIERS AGAINST ‘SCHIP’ (SKIP): School Management

Finances poorly managed | Lack of trained teachers | Poor teacher motivation | School management not trained for task | Overdependence on central government & lack of local ownership | Ignorance concerning child safeguarding

A visual representation of the ToC that we use with the downstream partners can be seen below. The major significance of the difference between the presentation of the ToC suggested by the EE and this diagram is that this diagram seeks to encourage higher aspirations of families and girls. We will also use the EE’s ToC to monitor the three major focal points for bringing about change: School, community and system.



The Sample

The targeting on poorer families and girls most likely to have difficulties with their education has been accurate. This is shown by the qualitative interviews and the survey data and learning tests show the beneficiary families to be from poorer wellbeing categories. There are other children of school age who are not supported by the project but the question is not applicable to this project.

Important Barriers

The analysis that emerges from the Baseline work leads to a focus on barriers of poverty, teachers' performance and child safety. These are key areas of work of the project. The project logframe makes this clearer than the Theory of Change. Teaching Quality is an Intermediate Outcome and the project provides training for teachers and a Learning Support Teacher to all intervention schools.

Quality of Teaching

The need to improve the quality of teaching is also a main recommendation in many studies of education in Uganda⁵⁰. This is undoubtedly a major area for improvement. The project supports better lesson planning and more creative and more inclusive approaches and methods. The additional teacher in each school provides support and creates space for teachers to take time to learn. The teachers also need help with methods of reward and maintaining discipline.

One component of this IO relates to improving the teaching of girls with disabilities and includes work with teachers, headteachers and parents as all are seen as essential to changing the overall situation of GwD. Parents need to promote their children; teachers need to learn better ways of recognising and responding to disability and headteachers need to demonstrate that the work is important and reward their staff where appropriate. This is an example of the project's many-pronged approach and why it is difficult to describe and difficult to evaluate.

The reports referred to in the previous paragraph also describe teacher absenteeism as a major problem in improving teaching quality. We have not looked at this issue in the Baseline data collection but will examine it over the next evaluation event.

School Governance

The project also works on improving teaching by addressing school governance in a different Intermediate Outcome. The details of the work are not made very clear by the logframe which lists only the headline areas for improvement. However, it is clear that teaching quality will improve more effectively if it is supported by the headteacher and the school is opened up to assessments of its ways of working and the administration of the institution.

Child Safety

Child safety is addressed by the project in school and in the community. Child protection policies are supported in schools and child protection committees promoted in communities. This work has to be encouraged through awareness-raising in a sensitive area.

Poverty Reduction

⁵⁰ See for example:

- *The Achievement of Primary School Pupils In Uganda in Numeracy, Literacy in English and Local Languages*, National Assessment of Progress in Education, Uganda National Examinations Board, Sylvia Acana, et al.
- Huylebroeck, Lisa And Kristof Titeca 'Universal Secondary Education (USE) In Uganda: Blessing Or Curse? The Impact Of USE on Educational Attainment and Performance'. In: Reyntjens, F., Vandeginste, S. And M. Verpoorten (Eds.) *L'Afrique des Grands Lacs: Annuaire 2014-2015*. Antwerp: University Press Antwerp, Pp.349-372.
- *Learning Achievement Assessment In Literacy And Numeracy in The AKF Supported Primary Schools In Arua District*, Submitted By: Uganda National NGO Forum In Partnership with Twaweza East Africa's Uwezo Program In Uganda, March 2016
- Phil Elks, The Impact of Assessment Results on Education Policy and Practice in East Africa, DFID Think Piece, January 2016.
- Reg Allen, Phil Elks, Rachel Outhred and Pierre Varly, *Uganda's Assessment System: A Road-Map for Enhancing Assessment in Education*, 14 September 2016
- Najjumba, Innocent Mulindwa and Jeffery H. Marshall. 2013. *Improving Learning in Uganda Vol. II: Problematic Curriculum Areas and Teacher Effectiveness: Insights from National Assessments*. Washington, DC: World Bank. doi:10.1596/978-0-8213-9850-0 License: Creative Commons Attribution CC BY 3.0.

Poverty is a massive part of the findings from the Baseline surveys. It appears in every examination of barriers both in terms of the need to pay for education and the difficulties of paying for most families. The project provides financial support for individuals and groups and continues to help parents see the value of education for girls. The scale and importance of the problem makes it necessary to ask if the project is investing enough in this area.

Overall the EE finds that the targeting is effective and makes excellent sense. The girls that the project works with are the girls who would otherwise be most likely to miss out on an education. The quality of the education that they receive has to be improved – this is a priority. The project addresses this through direct work on with teachers and through the provision of teaching support staff. Most importantly it also works on school governance because teaching will not improve if it is not supported by the headteacher and the school council. The work on governance and improving education also necessarily includes child protection both in order to protect children’s rights and also as a pragmatic improvement in the quality of education. These elements of the project fit together and strengthen each other – it is possible to see how each component is a necessary support to the others. The other key element of poverty reduction has to be addressed because the costs of education make up the most commonly cited and one of the most insurmountable barriers and one of the most illogical barriers to education. The evidence that fees constitute a serious barrier is so overwhelming that it does not seem necessary to discuss it⁵¹. The main axes of the project and its focus on its Intermediate Outcomes are correctly aligned with the severity of the barriers and ways to reduce the barriers. The main task at Midline (see Recommendations) is to take account of the many activities that contribute to these main aims and improve focus on areas of greatest effectiveness.

4. Key Outcome Findings

4.1 Learning Outcome

All the seven subtasks in EGRA and eight subtasks in EGMA were used and the three subtasks in both SeGRA and SeGMA. All girls did all the subtasks in EGRA and EGMA. Girls in Primary 1, 2 and 3 did not do any SeGMA tasks⁵². All other grades attempted all SeGRA and SeGMA tasks.

Rates were calculated for all the timed subtasks. Following advice from the PwC evaluation officer we calculated Aggregate Marks by two methods: one using raw scores and one using rates for timed tasks. Rates were converted to percentages by creating a nominal maximum rate for each subtask. The nominal maximum for Oral Reading Fluency was fixed at 150 after obtaining permission from the PwC evaluation officer. This rate cap was above the observed rates and fits with current research on reading rates⁵³.

Table 33: EGRA subtasks	Max score	Timed
Section 1. Letter Name Knowledge	100	Yes
Section 2. Initial Sound Identification	10	

⁵¹ See for example the DFID supported review - Morgan, C., Petrosino, A., Fronius, T. (2012) A systematic review of the evidence of the impact of eliminating school user fees in low-income developing countries. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

⁵² One or two of the girls in P1-3 did some SeG tests by accident. The results were not analysed.

⁵³ Hasbrouck & Tindal Oral Reading Fluency Data - www.readnaturally.com

Tindal, G. (2017). *Oral Reading Fluency: Outcomes from 30 Years of Research* (Technical Report No. 1701). Eugene, OR, Behavioral Research and Teaching, University of Oregon.

Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No.1702). Eugene, OR, Behavioral Research and Teaching, University of Oregon.

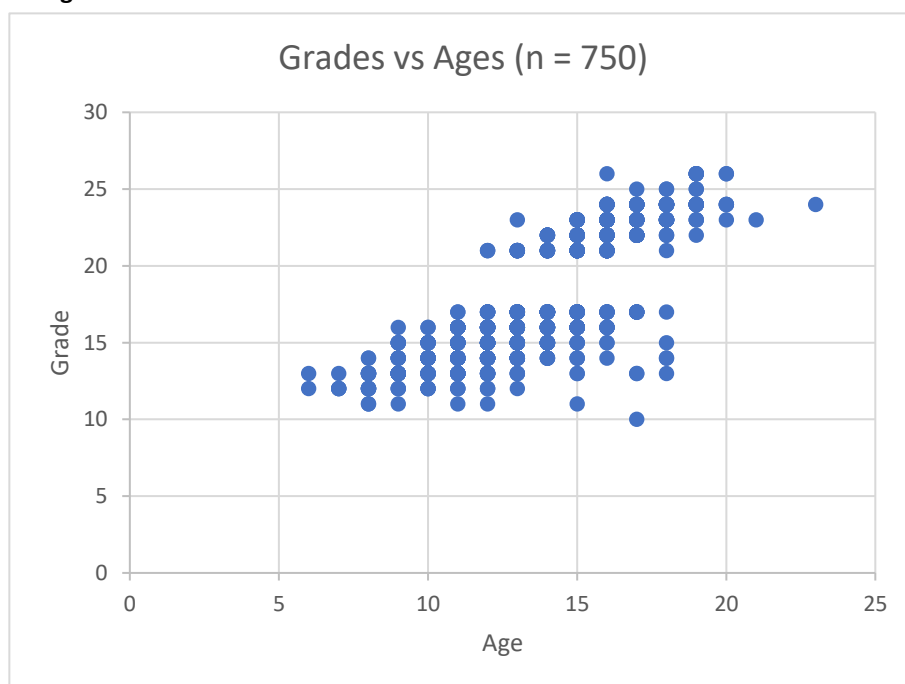
Section 3. Letter Sound Knowledge	100	Yes
Section 4. Familiar word reading	50	Yes
Section 5. Invented word decoding	50	Yes
Section 6a. Oral passage reading	140	Yes
Section 6b. Reading comprehension	5	

Table 34: EGMA subtasks		Max score	Timed
1.	Number identification	16	Yes
2.	Quantity discrimination	10	
3.	Missing number	10	
4.	Addition	20	Yes
5.	Subtraction	20	Yes
6.	Word Problems	6	
7.	Multiplication	20	Yes
8.	Division	20	Yes

It is important to look at the ages of girls in different school grades before examining the data relating to Learning Test results and school grades. Figure 5 shows how girls can be of a wide range of ages in each grade. For example – girls of 15 appear to be in grades from P1 to S3. This phenomenon is well known and is documented for example in the Uwezo report on Uganda⁵⁴. Viva and CRANE staff discussed this issue with PwC staff at length and on many occasions during GEC1. Girls start school at different ages and make progress through the grades over varying lengths of time, sometimes having years out of school between returning and leaving school several times.

Figure 5 Relationship between Age and Grade⁵⁵

Y-axis	Grade
11	P1
12	P2
13	P3
14	P4
15	P5
16	P6
17	P7
21	S1
22	S2
23	S3
24	S4
25	S5
26	S6



Calculating Aggregate Marks

The EE team has seen hundreds of pages of guidance relating to the methods to be used in monitoring and evaluation throughout the project and specifically to the methods to be used

⁵⁴ Uwezo (2016): Are Our Children Learning? Uwezo Uganda 6th Learning Assessment Report. Kampala: Twaweza East Africa (p21).

⁵⁵ Grades on the Y axis are denoted 11= P1; 12 = P2; and so on; 21= S1; 22= S2 ... and so on.

in the calculation and presentation of results in the Baseline Survey, including the Baseline Report Template. Nonetheless it was necessary to seek advice from the FM evaluation officer on the calculation of Aggregate Marks⁵⁶ for the literacy and numeracy tests. We were advised to calculate Aggregate Marks using two methods: In the first, the Rates Method, Scores are converted to Rates for all timed subtasks and added to the Scores for untimed tasks before calculation of the Aggregate Mark. In the second, the Scores Method, the raw scores are used to calculate the Aggregate Mark.

The results of both methods are shown in the following tables (tables 35 to 39) of Aggregate Marks by Grade. The Rates method depresses the Aggregate Marks slightly. However, we think that it will show greater sensitivity in detecting changes in girls' performance in the tests. Rates may help reduce ceiling effects that may occur with Scores.

A simple correlation between the Rates and Scores methods gives a correlation coefficient of 0.978 for the numeracy results and 0.986 for literacy results. Correlation is not strictly a legitimate procedure since the results depend on so much of the same data. Nevertheless, the coefficients are so high it seems justifiable to present the results from just one method and after the next four tables, the Rates Method is used to represent the results of the Baseline assessments.

Table 35: (Table 11) Literacy (EGRA/SeGRA)							
EGRA & SeGRA Aggregate Mark (out of 100) - SCORES METHOD							
<i>[Benchmark grades in italics]</i>							
	Intervention			Control			Total
	n	Mean	SDp	n	Mean	SDp	n
CLC	105	33.7	22.0				105
First work	8	53.0	17.5	2	54.4	9.8	10
Out of school	48	41.3	22.3	38	38.8	17.6	86
<i>Primary 1</i>	13	11.5	9.7	2	27.1	6.9	15
<i>Primary 2</i>	23	17.2	12.5	27	15.8	15.0	50
Primary 3	53	25.4	14.7	41	20.5	12.3	94
Primary 4	57	31.9	14.2	32	32.1	16.3	89
Primary 5	93	38.4	15.0	40	37.1	16.6	133
Primary 6	111	46.7	14.5	19	39.3	17.9	130
<i>Primary 7</i>	31	53.3	9.6	8	60.4	5.1	39
Senior 1	37	55.1	11.7	33	52.5	11.3	70
Senior 2	45	53.3	13.7	35	55.5	9.8	80
Senior 3	71	55.1	10.9	19	55.6	9.7	90
<i>Senior 4</i>	19	53.5	9.2	4	57.5	11.2	23
<i>Senior 5</i>	8	58.8	8.4				8
<i>Senior 6</i>	8	58.2	8.6				8
Vocational training	45	46.8	24.0	23	51.7	23.2	68
Grand Total	777	41.8	19.7	323	39.6	20.3	1100

⁵⁶ In order to reduce confusion, we will follow the following usage: Scores mean the number of points that can be obtained in a literacy or numeracy subtask; Rates are calculated as Scores per minute where timing has been recorded; and Aggregate Marks are the sums of Scores and Rates in literacy and numeracy subtasks that have been done by each girl, in which each subtask has the same weight.

Table 36: EGRA & SeGRA Aggregate Mark (out of 100) - RATES METHOD <i>[Benchmark grades in italics]</i>							
	Intervention			Control			Total n
	n	Mean	SDp	n	Mean	SDp	
CLC	105	25.4	17.7				105
First work	8	41.1	16.0	2	41.4	9.5	10
Out of school	48	31.5	18.7	38	29.5	14.7	86
<i>Primary 1</i>	13	8.6	6.6	2	17.9	4.6	15
<i>Primary 2</i>	23	12.8	9.2	27	11.4	10.5	50
Primary 3	53	18.9	10.8	41	14.8	9.6	94
Primary 4	57	23.7	11.0	32	23.3	12.2	89
Primary 5	93	27.8	11.9	40	26.9	13.2	133
Primary 6	111	34.8	12.4	19	29.5	14.0	130
<i>Primary 7</i>	31	40.9	8.6	8	47.1	4.5	39
Senior 1	37	43.0	10.8	33	40.6	10.0	70
Senior 2	45	41.3	12.4	35	42.8	9.1	80
Senior 3	71	43.5	10.2	19	43.7	10.3	90
<i>Senior 4</i>	19	42.5	9.5	4	42.8	10.0	23
<i>Senior 5</i>	8	47.6	9.2				8
<i>Senior 6</i>	8	46.1	8.1				8
Vocational training	45	36.6	20.4	23	41.9	21.4	68
Grand Total	777	31.8	16.3	323	30.1	16.7	1100

The small numbers in the First Work; P1, S5 and S6 are unfortunate for work on specific grades as they are too small to be used in meaningful analyses. They can be aggregated with other grades for some analyses - see Table 39 for the analysis by age sets.

Table 37: (Table 12) Numeracy (EGMA/SeGMA) EGMA & SeGMA Aggregate Mark (out of 100) - SCORES METHOD <i>[Benchmark grades in italics]</i>							
	Intervention			Control			Total n
	n	Mean	SDp	n	Mean	SDp	
CLC	105	41.3	19.2				105
First work	8	56.5	10.4	2	46.6	1.6	10
Out of school	48	50.8	17.2	38	52.9	16.8	86
<i>Primary 1</i>	13	16.0	8.1	2	22.4	3.3	15
<i>Primary 2</i>	23	24.5	8.0	27	21.0	9.8	50
Primary 3	53	31.5	9.9	41	28.7	8.6	94
Primary 4	57	38.4	10.6	32	33.5	9.8	89
Primary 5	93	44.0	11.2	40	42.8	12.9	133
Primary 6	111	52.4	11.9	19	46.2	13.8	130
<i>Primary 7</i>	31	57.6	13.4	8	63.9	10.7	39
Senior 1	37	58.7	12.2	33	60.2	10.2	70
Senior 2	45	64.0	12.2	35	60.5	11.3	80
Senior 3	71	65.3	10.3	19	65.0	10.1	90
<i>Senior 4</i>	19	66.3	13.3	4	64.1	9.6	23
<i>Senior 5</i>	8	74.0	15.3				8

<i>Senior 6</i>	8	66.2	12.2				8
Vocational training	45	53.7	19.7	23	57.0	19.0	68
Grand Total	777	49.0	18.2	323	46.3	18.8	1100

Table 38: EGMA & SeGMA Aggregate Mark (out of 100) - RATES METHOD							
	Intervention			Control			Total
	n	Mean	SDp	n	Mean	SDp	n
CLC	105	24.7	12.2				105
First work	8	35.6	5.7	2	28.0	0.2	10
Out of school	48	30.8	12.6	38	31.3	11.7	86
<i>Primary 1</i>	13	9.2	4.6	2	12.7	0.8	15
<i>Primary 2</i>	23	14.5	5.5	27	11.4	5.8	50
Primary 3	53	18.0	6.2	41	16.3	5.6	94
Primary 4	57	22.2	6.9	32	19.6	6.1	89
Primary 5	93	25.9	7.0	40	25.5	8.5	133
Primary 6	111	32.0	8.3	19	27.7	9.8	130
<i>Primary 7</i>	31	36.0	10.6	8	39.8	7.6	39
Senior 1	37	35.8	9.4	33	38.7	8.3	70
Senior 2	45	40.4	10.0	35	38.0	8.8	80
Senior 3	71	41.9	8.7	19	41.4	8.9	90
<i>Senior 4</i>	19	43.2	9.1	4	41.8	7.3	23
<i>Senior 5</i>	8	49.5	11.4				8
<i>Senior 6</i>	8	42.6	9.8				8
Vocational training	45	34.0	13.1	23	35.6	13.0	68
Grand Total	777	30.0	12.6	323	28.2	13.0	1100

The results seem to represent what might have been expected from the outset. That is, the mean aggregate Marks gradually increase from a low base and tend to level off towards the higher Senior grades. It may be easier to see by ignoring the grades with the lowest numbers (P1, S5 and S6). The same trend applies to AggMa and AggRA data.

The use of the data from the rates approach has been justified above but looking at the rates and the scores methods together confirms the trends although they appear more easily in the scores method with the greater range of Marks.

Table 39: Literacy and Numeracy Mean Aggregate Marks by Age Set								
	Intervention				Control			
Age set	n	% ⁵⁷	Mean Literacy Agg Mark	Mean Numeracy Agg Mark	n	%	Mean Literacy Agg Mark	Mean Numeracy Agg Mark
6-8	22	3	13.3	13.3	34	11	16.4	15.2
9-11	151	19	22.1	20.7	80	25	23.6	22.2

⁵⁷ Percentages do not add up to 100 because cases where the age was not given or was contested have been removed from this table.

12-13	158	20	29.9	28.6	61	19	30.0	28.8
14-15	149	19	37.0	33.8	59	18	39.6	36.6
16-17	127	16	37.1	35.1	35	11	40.9	36.3
18-19	71	9	39.1	37.7	20	6	38.0	37.4
20+	46	6	40.2	37.4	18	6	33.0	30.5
Totals	726		31.8	30.0	309		30.1	28.2

The age sets show the gradual increases in Aggregate Marks for both literacy and numeracy. The consolidation of data by age set instead of grade makes the data look more reliable given the larger numbers in each set. The age set approach may offer opportunities for analyses of changes if analyses by grade appear weak or unclear. There is a correlation between baseline Learning Test results and age.⁵⁸

Subtasks		P 1	P 2	P 3	P 4	P 5	P 6	P 7	S 1	S 2	S 3	S 4	S 5	S 6
1	Number Identification	8	13	15	18	21	27	31	31	32	35	42	43	40
2	Quantity Discrimination	56	68	82	87	91	96	97	94	96	97	97	10	99
3	Missing Numbers	23	27	40	46	57	61	64	66	70	76	75	84	76
4	Addition	4	9	10	14	15	19	23	25	23	28	26	38	33
5	Subtraction	4	5	9	11	13	16	22	21	23	26	25	29	33
6	Word problems	14	23	33	41	51	61	67	67	71	72	78	88	81
7	Multiplication	0	1	2	3	5	7	9	11	10	12	11	16	15
8	Division	0	1	2	4	5	7	10	11	12	12	10	15	14
9	SeGMA 1	0	0	0	11	20	29	41	40	42	43	44	53	37
10	SeGMA 2	0	0	0	4	8	19	32	34	41	45	45	55	34
11	SeGMA 3	0	0	0	2	5	8	12	12	16	17	21	27	13

Girls of all grades have greater difficulty with multiplication and with the third SeGMA task. The pattern in which scores are more or less the same across all grades is consistent with the overall scores remaining unchanged regardless of grade.

Subtasks		P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6
E1	Letter Name Knowledge	22	28	34	42	47	53	60	62	60	68	70	77	75
E2	Initial sound Identification	53	51	58	65	57	59	74	61	54	50	43	25	71
E3	Letter Sound Identification	10	9	11	14	12	15	21	22	18	15	15	11	17
E4	Familiar Word	9	9	16	21	27	36	45	44	44	51	51	58	56
E5	Invented Word	3	4	6	12	17	23	26	30	31	35	30	37	38
E6	Oral Reading Fluency	2	8	21	35	48	62	78	73	77	77	80	88	79
E7	Comprehension	0	12	23	38	47	60	68	68	71	74	69	83	73

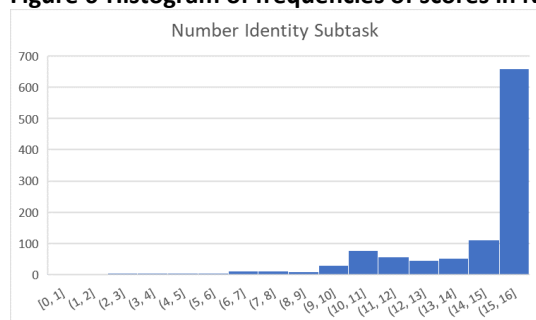
⁵⁸ See Annex 8 – File “Age correlations .”

S1	Comprehension (+ analytical)	0	0	0	5	11	17	28	30	28	28	24	26	11
S2	Comprehension (+inferential)	0	0	0	3	7	11	13	16	20	21	15	15	13
S3	Short essay	0	0	0	1	2	4	9	14	16	15	30	57	29

Clearly the girls have found it more difficult with the Senior Grade tasks and perhaps in particular with the short essay question. Letter Sound Identification is also relatively weak – this may relate to the low use of phonics in teaching literacy in Uganda.

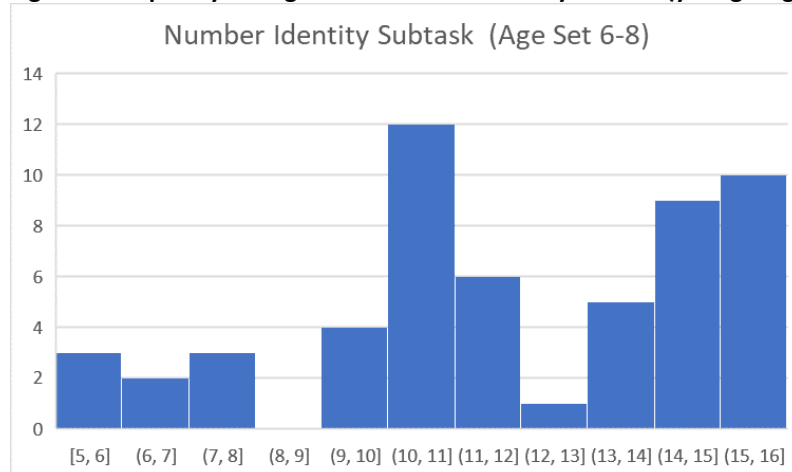
The Early Grade results contain ceiling effects as would be expected given that many older and more competent students sat these tests. The effects are common to all subtasks. See Figure 6 for the example of the Number Identity subtask

Figure 6 Histogram of frequencies of scores in Number Identity Subtask – showing ceiling effect



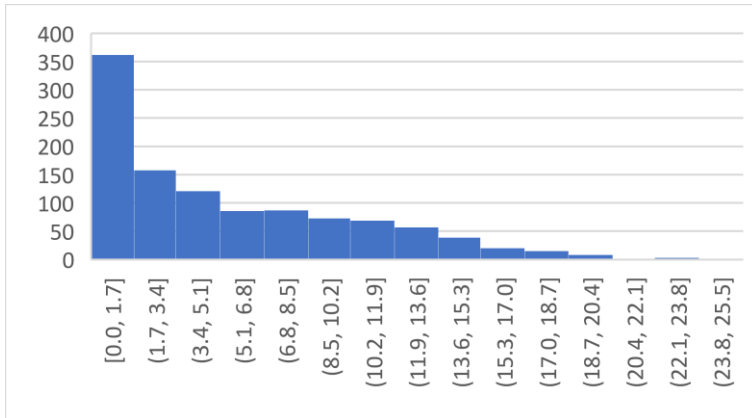
The ceiling effect does not entirely disappear even when the results from the youngest girls are examined. In Figure 7, the data still show a peak around the top scores although there is another clear peak in the mid-range.

Figure 7 Frequency Histogram for Number Identity subtask (youngest girls only)



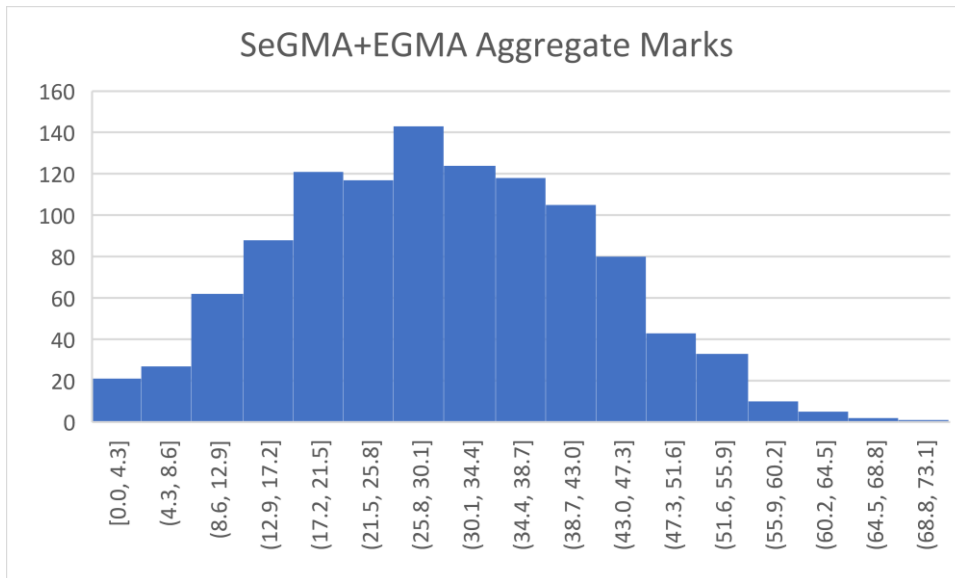
The Senior grade results contain floor effects. This again is to be expected since there are younger students sitting these tests and there is a lot of evidence that numeracy and literacy are very low in Uganda by national and East African standards. Figure 8 shows the floor effect in the SeGMA marks for all three subtasks combined.

Figure 8 Histogram of frequencies of scores in SeGMA tasks = showing floor effect



Despite the obvious ceiling effects in EGMA and the floor effect in SeGMA tests the overall frequency histogram for the numeracy aggregate marks (see Figure 9) looks like a Normal Distribution of marks. The mean is low but there is a good spread of results with reasonable tails in both directions.

Figure 9 Histogram of Numeracy Aggregate Marks (Rates method).



Further analyses of the distributions of aggregate marks were carried out on both Numeracy and Literacy and the results are shown in Annex 8⁵⁹. Our conclusions are that the data are reasonably close to Normal Distributions and that it is acceptable to assume that the Learning Tests are delivering good data and that parametric tests can be used to analyse the results.

The Baseline Report Template mandates the following two tables in which the scores in each subtask are used to create groupings of learner levels and from this to identify skills gaps.

Table 42: (Table 13) Foundational numeracy skills gaps (percentages in each learner level)		
	EGMA	SeGMA

⁵⁹ See File Tables 35 36 37 38 etc and Tabs AggRA dsns - fixed and AggMA dsns - fixed.

	1 Number Identify	2 Quantity Discrimination	3 Missing Numbers	4 Addition	5 Subtraction	6 Word Problems	7 Multiplication	8 Division	SeGMA 1	SeGMA 2	SeGMA 3
Non-learner 0%	0.6	1.7	3.5	3.8	5.5	9.4	24.3	25.4	21.5	44.8	52.6
Emergent learner <40%	85.3	3.0	26.4	90.6	90.8	23.5	75.4	74.1	56.5	33.1	45.1
Established learner 41-80%	13.8	17.9	51.9	4.8	3.6	35.2	0.4	0.5	21.1	20.8	2.2
Proficient learner 81-100%	0.3	77.4	18.2	0.7	0.0	31.9	0.0	0.1	0.8	1.3	0.1
	100	100	100	100	100	100	100	100	100	100	100

Table 43: (Table 14) Foundational literacy skills gaps (percentages in each learner level)

	EGRA							SeGRA		
	Letter Name Knowledge	Initial Sound Identification	Letter Sound Identification	Familiar Word	Invented Word	Oral Reading Fluency	Comprehension	Comprehension + Analysis	Comprehension + Inference	Short Essay
Non-learner 0%	2.5	24.7	41.2	7.4	24.3	18.2	23.8	49.8	56.2	71.5
Emergent learner 1-40%	33.5	10.8	48.5	60.5	63.2	19.5	19.1	32.5	34.9	21.1
Established learner 41-80%	54.4	32.4	9.6	30.3	11.9	35.7	44.2	15.6	8.4	6.3
Proficient learner 81-100%	9.6	32.1	0.6	1.8	0.6	26.5	12.9	2.1	0.5	1.1
	100	100	100	100	100	100	100	100	100	100

The most important observation from the percentages in Tables 40 and 41 concerns the very low numbers who achieve the level of Proficient Learner, even in the relatively simple subtasks. This perhaps reflects the low levels of achievement in Ugandan schools mentioned in Chapter 1 (see Figure 3). It also has implications for the calculations of Grade Achieved, see Tables 44 and 45. In a recent publication on assessment methods (ACER-GEM 2018⁶⁰), the point is made that low scores can occur in relatively simple tasks like letter recognition because the EGRA subtask may be difficult for younger children because it requires them to maintain concentration and keep working through 100 examples.

The raw data from the numeracy tests show how the numbers in each learner category change according to the difficulty of the tasks. In Table 40, the percentages follow the same trend and the proportions of non-learners go up with the increased difficulty of addition, subtraction, multiplication and division. Notice also how easy the girls find the Number Identity subtask – this finding is reflected in the extent of the ceiling effect for this task. The girls also do well at the Word Problems. It is not so easy to find graduations of success in

⁶⁰ ACER-GEM and UIS (2018) Development of Reporting Scales for Reading and Mathematics - A report describing the process for building the UIS Reporting Scales, Australian Council for Educational Research Centre for Global Education Monitoring (ACER-GEM) and the UNESCO Institute for Statistics (UIS) April 2018, p43

the different subtasks in literacy. But it is interesting to note again that overall the girls are not strong in Letter Sound Identification which may reflect the relative lack of phonics in much teaching in Ugandan schools⁶¹.

The data in Tables 42 and 43 are useful for looking at population norms but not for understanding the levels of individual girls. It would be wrong to assign a learning level to a girl in any task or learning area.

Grade achieved

In accordance with the guidance material, the Grades Achieved were calculated according to the Learning Categories in the subtasks. The definitions mean that one might expect to see a cumulative trend of achievement from left to right.

Rates (as opposed to Raw Scores) have been used in some subtasks to measure improvement better at Midline. At this stage the effect is to depress apparent levels of achievement.

The Learning Categories are broad and Grades Achieved seem to be sensitive to the boundary definitions of the Learning Categories. It is rare for students to achieve the level of "Proficient Learner" (the category 41-80% is broad and very few students score above 80%) and this has produced alternate grades with high and then low numbers. This is where there are larger numbers of Established Learners in several Senior Grade sub-tasks and very few Proficient Learners in any grade. This has the apparently perverse effect of students achieving some higher grades while not achieving lower grades.

The data cannot be used to allocate a 'Grade Achieved' to individual students at Baseline. In fact, many of the girls' results do not feature in the table and some students' results appear in several places where they reach different levels of competency in different levels of the tasks.

The use of paired data will do much to facilitate useful trend measurement as we compare individual girls' Aggregate Marks at Baseline with their scores at Midline. However, it seems clear that the Learner Levels results and the Grade Achieved calculations should only be used as population measurements. The calculations at Midline will be used to test for overall shifts in the competencies. In particular, the Midline assessments may be looking for progress made by girls who were below the lowest Grade Achieved level in all Grades.

	Grade 1 Achieved	Grade 2 Achieved	Grade 3 Achieved	Grade 4 Achieved	Grade 5 Achieved	Grade 6 Achieved	Grade 7 Achieved	Grade 8 Achieved	Grade 9 Achieved
Primary 1	0	0	0	0	0	0	0	0	0
Primary 2	0	2	0	0	0	0	0	0	0
Primary 3	2	17	2	1	0	1	0	0	0
Primary 4	2	28	3	4	0	1	0	1	0
Primary 5	2	75	10	16	0	9	1	1	0
Primary 6	12	105	19	21	4	11	0	2	0
Primary 7	6	39	7	12	1	1	0	4	0
Senior 1	16	63	11	24	0	8	0	6	0
Senior 2	14	72	20	18	3	15	2	10	0
Senior 3	23	86	22	32	2	15	1	15	1

⁶¹ It would be interesting to know if other GEC-T grant holders in Uganda made the same observation.

Senior 4	4	23	3	7	0	3	0	7	1
Senior 5	2	8	3	1	1	0	0	6	2
Senior 6	3	7	1	0	0	0	0	3	0
	86	525	101	136	11	64	4	55	4

Table 45: Numeracy - Numbers of girls in each Grade Achieved (not including girls below Grade 1)

	Grade 1 Achieved	Grade 2 Achieved	Grade 3 Achieved	Grade 4 Achieved	Grade 5 Achieved	Grade 6 Achieved	Grade 7 Achieved	Grade 8 Achieved	Grade 9 Achieved
Primary 1	0	0	0	0	0	0	0	0	0
Primary 2	0	1	0	0	0	0	0	0	0
Primary 3	1	0	0	0	0	0	0	0	0
Primary 4	3	0	0	1	0	1	0	0	0
Primary 5	3	1	0	12	0	4	0	2	0
Primary 6	15	2	3	25	0	20	1	2	0
Primary 7	8	1	3	16	2	15	0	0	0
Senior 1	10	2	2	30	0	29	1	2	0
Senior 2	17	3	5	36	2	45	0	5	0
Senior 3	31	8	11	41	1	54	5	4	0
Senior 4	11	0	0	11	0	14	2	3	0
Senior 5	4	1	1	6	2	5	3	2	0
Senior 6	4	2	2	2	1	4	1	0	0
	107	21	27	180	8	191	13	20	0

CLC results

It will be instructive to look at some of the data emerging from the first term's work in the Creative Learning Centres. Girls sit a version of the EGRA and EGMA learning tests when they start in a CLC and again six months later when they leave.

The results for the two EGMA tests (Before and After) are shown in Table 46 disaggregated according to the girls' scores when they started at a CLC. The EGMA tests are too easy and there is a ceiling effect with the girls who are strongest in numeracy apparently making very little progress. However, the weaker girls are making very significant progress – the weakest jumping about 30 points in their EGMA score after 6 months.

Table 46: Changes in EGMA score for girls in a CLC

	Mean difference EGMA score Start vs end	n
MA1 0-20	35.6	12
MA1 21-40	28.1	15
MA1 41-60	17.3	24
MA1 61-80	10.5	30
MA1 81-100	2.3	29
Total	15.0	110

In Table 47, the Oral Reading Fluency (ORF) scores are disaggregated by the girls' initial scores and a similar pattern can be seen. There is a strong ceiling effect⁶² which concerns 59 of the 110 girls. They may have improved their reading abilities but they cannot improve on their initial scores and a few record negative results by reading fewer than the 68 words they read when they arrived in the CLC. Nevertheless, the weaker girls improve their reading rates by over 20 words per minute. These improvements are hidden in the average improvement of 9.5 words per minute.

	Mean difference ORF rate start vs end	n
ORF1 0	22.3	26
ORF1 1-20	30.3	9
ORF1 21-40	23.3	7
ORF1 41-60	12.1	9
ORF1 61-68	-1.3	59
Total	9.5	110

This kind of breakdown of data is what is being promoted in the Learning Skills Gaps and Grade Achieved tables but it is not at all clear that the changes that will occur in the next few months will make up a convincing case that all categories of learner are making practice.

4.2 Subgroup analysis of the Learning Outcome

Overall the Aggregate Marks do not show differences according to the main subgroups that suggest themselves for analyses. The following tables show very similar mean aggregate marks for the different subdivisions.

	Mean AggRA Mark Rates	Mean AggMA Mark Rates	n
Kampala	34	31	283
Wakiso	36	32	142
Mukono	30	28	496
Nakaseke	29	29	179
Total	31	29	1100

There is a significant difference between the mean AggRA Marks for Kampala and Nakaseke⁶³ Districts and between Kampala and Mukono. But there are no significant differences between any of the Districts on their mean Numeracy Aggregate Marks.

	Mean AggRA Mark (Rates)	Mean AggMA Mark (Rates)	n
Urban	34	30	304
Peri-Urban	33	29	118

⁶² The ORF tests were based on simple texts of only 68 words. The tests will be more reliable when the newer 140-word texts are used.

⁶³ $t=3.44$; $df\ 380$, $p=0.001$

Rural	30	29	678
Total	31	29	1100

The mean Literacy Aggregate Marks are significantly different between Urban and Rural areas⁶⁴. There are no significant differences relating to Numeracy Aggregate Marks. This may be a repetition of the result in the previous table as both depend on the large numbers of girls in the Kampala area. Literacy levels in urban areas may be pushed up by greater exposure to and access to written materials⁶⁵.

	Urban			Rural			Difference between Means	p-value (2 tail)
	Mean AggRA Mark	StdDev	n	Mean AggRA Mark	StdDev	n		
Primary 3	19.9	11.7	27	16.2	10.3	59	3.7	0.162
Primary 4	27.8	12.1	27	21.4	11.3	52	6.4	0.027
Primary 5	29.6	12.0	36	26.6	13.0	85	3.0	0.219
Primary 6	38.8	10.6	68	28.6	12.8	56	10.1	0.000
Senior 1	46.3	9.2	5	41.2	10.6	61	5.0	0.299
Senior 2	35.2	12.0	2	42.0	11.1	74	-6.8	0.573
Senior 3	48.4	9.1	21	41.5	10.3	56	6.9	0.006
Totals	33.9	13.9	186	31.3	15.0	443		

When the urban and rural differences in Literacy are examined by grade the meaning of the overall significant difference becomes less clear. Indeed, the difference for Senior 2 is in the other direction with the Rural mean being higher than the Urban mean. Some grades present an apparently significant difference but others are clearly not different. These observations make us unwilling to look for significant differences between girls of different Characteristics or facing different Barriers in the following tables.

The following table are based on the Mean Aggregate Marks in Literacy and Numeracy using the Rates method so the Marks are lower than they might be if we had used the Scores method. The data are from the Intervention girls only. Most of the mean scores are very similar and there looks like there is relatively little to learn from this reorganisation of the data. The narrow range of results makes it unlikely that many of the differences are statistically significant.

It will be most useful to look again at the Aggregate Marks at Midline and test the changes in progress made by the girls having the different characteristics and facing the same barriers.

	Mean Literacy Agg Mark	Mean Numeracy Agg Mark
All girls (intervention)	30	29
Female PCG/HoH (% of part of sample)	31	29
PCG/HoH had no education	32	31
Poorer households		
1 Meal per day	33	30
2 Meals per day	32	30

⁶⁴ $t = 3.37$; $df 619$, $p=0.001$

⁶⁵ SHRP, Cluster 3, Follow-Up 3, January 2016, page 4.

Source of income PCG/HoH (intervention n=569)			
	Professional	31	31
	Farming	28	26
	Small business	32	31
	Casual	30	30
	No paid employment	32	33
Only one source of income		33	30
Never make Savings		32	30
Rarely make Savings		30	29
Source of income PCG (intervention n=172)			
	Professional	30	27
	Farming	29	29
	Small business	32	28
	Casual	-	-
	No paid employment	31	30
Only one source of income		28	27
Never make Savings		27	26
Rarely make Savings		32	30
Self-assessment in poor or poorest wealth category		31	28
Self-assessment not improving		31	29
	Parental attitude to girls' education		
	Secondary or less is highest level for girls	27	26
	School is hard but there's nothing you can do	28	27
	Did not visit girl's school last term	32	30
	Girl decides on her education (independently of adults)	30	28
	Adults alone decide on her education	30	28
	Girl has some impairment	-	-
	Girl has disability	-	-
	Girl experienced harassment or abuse in last year	30	29
	Girl's life skills		
	Reads at home	32	30
	When reading at home reads more than one hour/day	33	31
	Going to school does not influence adult occupation	31	30
	Life is harder for girls and there's nothing you can do	31	29
	I avoid doing new things if they look difficult	30	28

There may be a need to look at families where the main occupation is farming; where the response suggests there is no paid income and where households say they cannot make savings. These may be especially hard cases of poverty. It will be interesting to work out ways of creating a scalar indicator of poverty from the different observations and identify households as poorer or less poor.

Some of the less progressive views on girls' education from parents and from the girls might also be linked to lower performance. The highest Marks are associated with girls who read at home, especially those who read more than an hour a day. This might be a symptom of a high learner rather than an indicator of a subgroup. All these ideas are interesting and can be investigated through qualitative interviews over the coming months and by the surveys at Midline 1.

The project provides an extraordinary opportunity for building knowledge of the situation of the beneficiary families because all the girls are known and can be recontacted for further interviews and information collection.

Table 52: (Table 16) Learning scores of key Barriers	Mean Literacy Agg Mark	Mean Numeracy Agg Mark

Fairly or very unsafe travel in the area	30	29
Doesn't feel safe travelling to/from school	32	29
Long journey to school (over one hour)	27	26
Doesn't feel safe at school	28	30
School has a Child Protection policy	32	30
High chore burden (Half-day or more)	31	28
Has to do agricultural work at home	31	29
Doesn't get support to stay in school and do well	32	29
Attends school less than "most days"	33	30
Teachers treat boys and girls differently in the classroom	33	30
Teachers focus on best students	32	30
Need to pay "fees"	32	29
Need to pay for meals	32	31
Need to pay for school materials	32	30

The barriers seem to offer fewer ideas for further exploration. The mean Marks are so similar that it is not easy to see any differences that deserve to be investigated. The next evaluation event will provide another opportunity to look at these barriers as we will then have data on the changes in Marks that will have resulted from learning over the months before Midline. The differences may provide a more open spread of results.

Levels of disability	Control			Implementation		
	Mean Literacy Agg Mark	Mean Numeracy Agg Mark	n	Mean Literacy Agg Mark	Mean Numeracy Agg Mark	n
No disability	31	29	259	33	31	632
7	28	27	38	30	28	94
8	25	24	18	27	27	32
9	27	24	6	23	23	8
10	39	49	1	26	24	5
11	0	4	1	2	13	2
13	-	-	-	0	0	1
Totals	30	28	324	32	30	776

Table 53 shows the mean Learning Test marks according to levels of disability which were assessed by summing the declarations of impairments where a score of 6 implies no disability under any of the six WG headings. A score of 7 means that the girl has a single mild disability; 8 implies two mild or one more serious impairment. Higher numbers relate to increasing numbers and increasing severity of the impairments. It may be simplistic to suggest that mild impairments (scores of 7 and 8) are linked to reduced mean learning test scores. The groups become too small for statistical treatments beyond scores of 8 but it is clear that the most severely disabled score poorly in the Learning Tests.

The nuances of the situation of GwD becomes clearer when the individual cases are examined: Two girls have a significant sight impairment (a lot of difficulty) but both score highly in the Learning Tests with marks well above the mean for girls without disabilities. Three girls have a "lot of difficulty" with mobility – two return very strong Learning Test results and the third has very low marks. The eleven girls with significant impairments in memory all score very low marks. The six girls with significant impairments in self-care and communication also score very low. These observations support the EE approach to work alongside the project in validating the routine monitoring and following individually identified girls with disabilities.

Findings from qualitative interviews tend to cover attendance, transition and performance in a linked and overlapping way which probably reflects the reality of the situation. In order to reduce repetition, we will consider here some of the more obvious findings from the qualitative work that relate to these issues rather than attempt to split them between this and the following sections.

Performance issues in qualitative interviews

Parents tended to raise issues of teachers being absent and not caring enough and therefore not teaching well. One case of this lack of commitment was mentioned to us as the “yellow notes” problem – the image is of a teacher relying for years on the same old notes on slowly yellowing paper.

Parents also raised the issues of violence and the continued use of caning in schools despite the change in the law in February 2017. Head teachers though talked of improved child protection in school and mentioned the recent adoption, or ongoing drafting, of a child protection policy usually crediting the project for this initiative. Some parents’ groups suggested that safety in school had improved recently. It may be that the eradication of corporal punishment will require a national level drive by government.

Teachers and headteachers were the only groups to talk about overcrowding, sometimes referring to a lack of facilities including too few classrooms. These informants also spoke about shortages of teachers and how it would be useful to have two teachers in each class in order to provide better teaching. The issue of absenteeism among teachers should be taken up at Midline using additional questions to students and to teachers themselves.

Performance may be affected by support to girls doing their homework and our interviews revealed a tendency for them to rely on siblings or older cousins for help with homework rather than their parents. This may relate to the educational level of the parents. It’s not obvious at this stage whether further exploration of this issue is relevant as many observers said that homework was usually only in small amounts.

Non-payment of fees can have a very negative impact on performance not only when girls are excluded from school but more importantly when they are sent home so that they cannot sit exams. This is seen as demoralising in itself but may also prevent the girl from moving on in the school, an issue which is cited as a cause of dropping out.

Attendance issues in qualitative interviews

Parents are the most important people who decide if a girl attends school – this message comes out clearly from the interviews although there is no unanimity on whether the mother has more power in the decision or the father. Project mentors suggested that mothers were more important because they saw a link between poorer families where girls struggle to get to school (the Mentors’ prime target group) and solo female household heads. Mentors followed up this observation with a concern that it was often difficult to recruit siblings to the project because the parents, having seen the value of sending the first girl to school, had already decided to send the younger sibling to school before the Mentors arrived to try to enrol her.

Teachers spoke about the value of an enclosure round the school and of having a security officer. Some said this had improved attendance and reduced the tendency for girls to wander off, sometimes in search of food, sometimes to follow the encouragement from “bad groups”. Other teachers said that attendance had improved despite the lack of an enclosure but it is clear that they thought such an investment as desirable.

Parents suggested that attendance could be improved if there were national level campaigns or if local bylaws were enforced to deter loitering and to challenge school-age children who were apparently truanting.

The “bad groups” issue is huge in the qualitative interviews. They are called by a wide variety of names: “con-men”, “distractions”, “rolex men”, “peer groups”, “men calling names”, “boys luring us, calling us sexy” and, most common and most negative of all, the motorbike taxi-men, the “boda boda” riders. They are almost always male and aggressive, even when apparently teasing, and always suggesting that the girls should stop going to school. In qual interviews, the bad group issue links immediately to the early pregnancy issue.

Pregnancy is very commonly cited as a barrier to attendance and progression in school but some parents’ groups suggested that the situation in schools they know was improving. The credit was given to better counselling in the CLC or the associated school or the “CRANE influence”. Parents rank pregnancy as a more important barrier than girls do, although the three case studies explored by the qual team all involve unwanted pregnancy.

The qual work mirrors the survey work with a very strong emphasis on fees or lack of money as a major barrier to attendance and performance. It features in the responses of every constituency interviewed and the lack of jobs, poor harvests and low incomes are among the many versions we heard of the same complaint. The “small incomes” generated by parents in the savings groups are praised as helpful in reducing this problem. However, the most positive comments relate to the more lenient arrangements made with schools for those who are in the savings group or somehow associated with the project. The Mentors are those usually thanked for having negotiated more convenient ways to pay school fees, usually by breaking the sum into smaller spread-out, sometimes weekly, instalments. There is also more tolerance shown to occasional defaulters who are given time to pay rather than having their child sent home at once.

Parents, teachers and savings groups members shared an idea that girls lose interest in schooling, listen less to their parents or suffer from not knowing what they want to do. These informants also talk about girls desiring expensive things, or material things. The CLC girls agree with this possible reason for not attending or progressing in school. The issue was not ranked as important by teachers or headteachers.

Parental neglect or lack of responsibility is mentioned by all groups that we interviewed, including the parents themselves who called the issue, parents’ lack of concern. It is worth noting that in the interviews where girls and adults are described as showing a lack of commitment to education, the same interviewees describe the importance of education for girls as massive. That is, the interviewees want to say that they are committed to education for girls even though there are others who aren’t. The response to this issue is usually described as more training for parents or more counselling.

Menstruation is seen as a very serious barrier by mainstream teachers (ranked as No.1 in one interview); a less important issue by CLC teachers (ranked No.3) and as a serious issue which is less important now than it was by parents. There’s no doubt that it prevents attendance for some girls in ways that are very detrimental to their confidence and their performance in learning. The parents who said it is less important now attributed the change to some extent to work on the fabrication of re-usable pads promoted by the project.

Teachers, mainstream and CLC, raise the issue of the amount of housework that girls are required to do at home as a barrier to attendance. The girls themselves do not rank it as important and parents do not mention it at all.

The qual observations raise a number of potential areas for additional study and some hypotheses that could be tested at Midline. They make more clear the cluttered and overlapping nature of the barriers to attendance, transition and progress in learning. Note also the frequency with which respondents mention the good work done by the project. This may be an example of the bias that we mentioned about participants being positive towards the project. Although we believe what we are told, we do not take the statements at face value but weigh them against other observations in the qualitative and quantitative work looking, at this stage of the programme, for corroboration and challenge. Midline observations may resolve some of the questions raised by the Baseline interviews and some will not be resolved until later.

4.3 Transition Outcome

The girls in the beneficiary population of this project all have the same transition pathways. The pathways are described as key steps at different stages of their education. These are outlined by the phrases in the Theory of Change as – *Get in; Stay in; Transition Up; Transition On* and *Stay Up*. These changes apply to all the beneficiary girls in the project although they are at different stages in the overall chain of events that the project describes as successful transitions. The many barriers that prevent girls from achieving their potential in education apply in different ways to girls at different stages and the project attempts to support all beneficiaries through a wide range of activities.

	Baseline point	Successful Transition	Unsuccessful Transition
Lower primary school	Enrolled in Grade 1, 2 ,3	In-school progression Starts new year in the same grade but moves up later in year. Drops out but is enrolled into alternative learning programme Drops out but is recruited to a CLC.	Drops out of school
Upper primary	Enrolled in Grade 4, 5, 6	In-school progression Moves into secondary school	Drops out of school Moves into work, but is below legal age
In CLC		Graduates from CLC and goes into mainstream school. Remains in mainstream school	Leaves CLC and does not enter school or drops out of school within a year of leaving CLC.
Secondary school	Enrolled in Grade 7, 8, 9	In-school progression Enrols into technical & vocational education & training (TVET) 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

The beneficiary population has been created by the selection of girls who were having difficulty in school or had a poor attendance record or had dropped out. They come from poorer families in their communities. They face the same barriers as other girls from poor families in their areas. Girls from richer families face fewer or weaker barriers where their families are better able to: pay fees and other expenses of attending school; rely less on the

girls for domestic work; rely less on earning that the girl might be able to provide; be better able to resist the pressure to arrange an early marriage and a number of other characteristics.

Benchmarking

The numbers involved in the transition benchmarking exercise are too small⁶⁶ to be very meaningful and the tiny proportion that deviate from the school-based transitions are too few to draw conclusions or set targets. The difficulty of using the data is compounded by the nature of some of the questions in the survey which allow the respondent to give several answers.

		Benchmark transition pathway					Transition rates
Age group	n	In-school progression	Moves into secondary school	Enrolled in TVET course	Drops out of school	Employment	Successful transition rate per age (%)
11-13	70	100	100	n/a	0		100
14-16	67	90	83		3		90
17-21	46	90	n/a	2	4	4	90
Total	183						

The transition pathways table (Table 18) does not provide a convenient way of presenting the transitions of girls who attend a CLC. Girls who start the GEC-T in a CLC form an important cohort that will be followed for transition throughout the life of the project. A significant cohort of 104 girls will be assessed as they leave the CLC and transition to mainstream school or other activities. It is not possible to add this group to Table 18 in a meaningful way at this stage of the project but they will appear in the equivalent table at Midline.

Age group	Numbers who were in school last year and are still in school	Numbers who dropped out
11 to 13	65	0
14 to 16	63	0
17 to 21	31	2

The two respondents who answered that their girl had dropped out of school explained that one was now involved in hairdressing and the other has started vocational training. We have some reservations about always accepting hairdressing as a good income generating activity, but we cannot conclude that these cases represent failed transitions.

Age group	Numbers who were in P7 last year and are now in S1	% successful transition
11 to 13	14	100

⁶⁶ This is despite the EE using a sample size 25% larger than that agreed with the FM evaluation officer.

14 to 16	9	82
17 to 21	N/A	

Transition from Primary to Secondary is seen as a major stage in the education of girls and it is often said that large numbers of girls are withdrawn from school at the end of primary school. The girls interviewed as part of the Transition Benchmark exercise do not fit this pattern and almost all of them transitioned successfully. It is worth noting that the girls in the middle age group are older than would normally be the case for girls making the transition from primary to secondary – nevertheless 9 of the 11 girls in P7 last year are now in S1.

Table 58: Transition - out of school into work		
Age group	Numbers who left school and started paid work	Numbers who left school and started unpaid work
11 to 13		
14 to 16		1
17 to 21	1	3

The transition from school to gainful employment is seen as a successful transition if the girls are of a certain age and if the work is properly paid and managed. The girls in the transition benchmark sample almost all continued with their schooling and the numbers who left are too small to make meaningful analyses. It is also not entirely clear that the girls who are described as starting unpaid work have stopped attending school. The structure of the question means that a girl may be doing both. Overall, the numbers doing anything other than staying in school are too small to detect any patterns relating to transition pathways.

Transition outcome of cohort girls

Transition Benchmarking was only done in Intervention areas and only with girls.

Marriage was not an important part of responses to the Transition Benchmark Questionnaire (TBQ). One girl in the oldest age category got married in the last year and there are now two married girls in the entire TBQ sample.

Marriage may not be a major cause of girls making a failed transition. Becoming pregnant may be a more important change as it is likely to make a girl leave school. Where the father takes no responsibility for the mother or the baby, the girl is put in a very difficult position.

What are the TBQ girls doing now? All girls in age groups 1 and 2 are still in school. The question about what they are doing now brought out a small number of answers that they are helping in domestic work at home (3 out of 128) and doing nothing (4 out of 128). These answers look like artefacts of the structure of the question which allowed the PCG to agree with all the responses that they thought applied to the girl in question.

In the oldest age group there are still 33 girls in education. One is in paid work and one is employed in the family business. Three are doing domestic work at home and four are doing “nothing”. Three are doing something “other” than the options offered by the interviewer: - one is helping her mother at home and the other two are engaged in learning to plait hair or in hairdressing.

It is not clear from the responses, partly because there are so few, how to interpret the response that a girl is engaged in hairdressing. This might be a professional full-time occupation providing continuous income or it may be a part-time largely social activity which generates relatively little income.

It seems now to be unfortunate that the question was formulated in the “tick all that apply” format. It means that it is difficult to interpret the small number of girls doing “nothing”. If we take the figures at face value, we would have about 10% of girls in the oldest age bracket who have made unsuccessful transitions.

The benchmarking exercise for transition has largely failed in terms of providing either a snapshot of the current situation or in terms of helping in the setting of targets for future work. This was predicted in the Inception Report of the EE team and in the guidelines for this report provided by The FM in which successful transitions at 100% are predicted where learning and transition samples are interviewed in school.

The high rates at which girls in school remain in school are also shown in responses to the TBQ question about the probability of a girl being in school next year. The results show a large majority of the girls being declared as likely to be in school in a year’s time. The reasons given focus mostly on the costs of attending school which is mentioned by 9 of the 11 who are not likely to be in school and 2 of the 3 very unlikely to be in school. The other reasons for not being in school next year relate to it being inappropriate because of the girl’s age.

Table 59: How likely is it that the girl will be in school next year (numbers responding).

Age group	Very likely	Likely	Not likely	Not at all likely
11 to 13	38	26	2	0
14 to 16	40	22	5	0
17 to 21	26	11	4	3

These results tally with those relating to reasons why a girl may have already stopped attending school. The results concern only a small minority of the girls mentioned in the TBQ survey. 18 reasons for not attending were given for the 14 girls out of 175 surveyed who are not in school - the issue of costs was raised 9 times. There were 8 mentions of a girl being on “vacation” meaning that she was waiting for exam results or had not yet been assigned a school place as it was so early in the first term of the new school year. That a girl was too old, not interested in school or not strong in studying were also mentioned but in only a total of four cases.

The HHS provides opportunities for primary care givers to suggest reasons why a girl is unlikely or very unlikely to be in school next year. Twelve options were offered and the reasons suggested by the 99 respondents are shown in Table 59.

Table 60: Reasons why a girl is unlikely to be in school next year.

Reason selected	Number of mentions
Costs too high	64
Already graduated	15
Girl was weak in studies	7
The girl is too old to attend school	7
Girl is not interested	5
Girl got married	4
The girl has had enough schooling	4
Girl has to look out for family members	2
Unsafe to travel to school	0

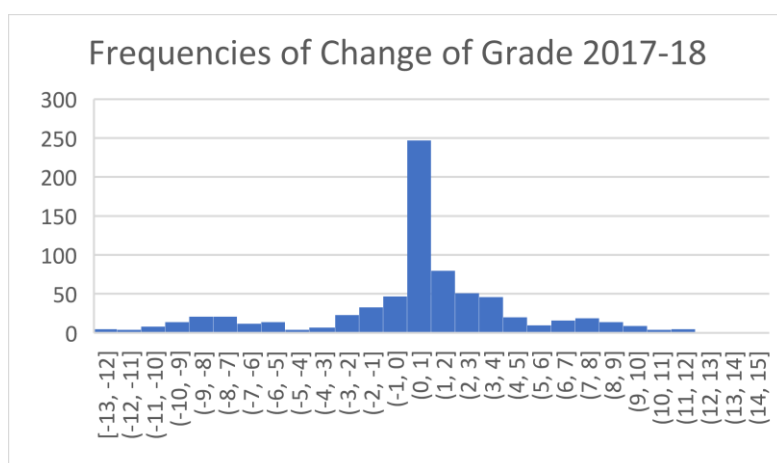
School is not safe (harassment by teachers, friends)	0
School does not have special facilities (like braille textbook, speech therapist) to help the girl	0
Poor infrastructure at school (girls have problems toilets at school, access to classroom, getting around school, etc	0

It is beginning to look that no matter how the question is asked the first reason given is that attending school costs too much. It is not always obvious how to interpret the mention of costs as a reason for abandoning school. It seems fair to take the issue seriously and the project is trying to reduce this barrier by providing group and individual loans to parents. However, it seems likely that parents who have been in touch with the project for some time will see blaming the costs of education as an easy answer which would not attract any negative comments from people associated with the project.

It also seems true that people may often say that they cannot afford to pay for something when they do in fact have access to the necessary funds but do not see the thing as worthwhile purchasing. This could be the case for some parents when it comes to paying for girls' education.

The Household Survey provides different data on transitions from the questions on the grades of girls in the year of the survey 2018 and the previous year⁶⁷.

Figure 10 **Frequencies of different grade changes 2017-18**



The data in Figure 10 show a large number of girls (247) apparently making a routine transition of one grade in the year. Other changes in grades include:

- 33 girls transitioned successfully from Primary to Secondary are shown by a change of +4 grades (17 to 21).
- 47 girls appear to have remained in the same grade (0 change), and 26 girls seem to have transitioned from OOS to early primary grades.

However, the data, if taken at face value seem to suggest many unlikely grade changes. For example – it may be more likely that a change of seven grades (P4 to S4) is a data entry error rather than a girl actually jumping so many years of classes. The HHS is more likely to yield good transition data at midline when the observations can be compared with Baseline and will not depend on respondents' recall of the previous year's grades.

⁶⁷ The Ugandan school year coincides with the calendar year.

The probability that an OOS girl will return to school is examined to some extent in a pair of questions: When was she last in school? and How likely is it that she'll be in school next year? There are only 134 cases so it may not be helpful to analyse the figures deeply. If there is a message in the numbers in Table 60, it is that the longer a girl is out of school the less likely she is to return but there is always a chance that she will.

		How likely is it girl will be in school next year?			
		Very likely	Likely	Unlikely	Not at all likely
When was girl last in school?	Less than a year	10	24	18	6
	One year ago	4	6	3	2
	1-2 years ago	1	7	6	4
	More than 2 years ago	4	7	14	2

4.4 Sub-group analysis of the transition outcome

The guidance for this section accepts that there may be nothing to say at this stage and that appears to be the case for this project. First, the lack of variation in transition outcomes leaves us with little to analyse and, second, the fact that the subgroup analyses of the entire sample led to very few differences to investigate means that there is little prospect of finding links between the small numbers who diverge from the mainstream transitions and any particular characteristic of the family or the girl involved.

4.5 Cohort tracking and target setting for the transition outcome

Each of the girls interviewed at Baseline has a unique identification number (UID). This number applies also to the household she is living in. The girls and their families were identified by Mentors in the same communities during GEC1. The girls were recontacted by the Mentors for the Baseline survey work and invited to take part at the intervention school. The girls and their PCG were registered during the survey work and were photographed wearing ID tags carrying their UID after they had taken part in the survey and learning tests. We think it is highly likely that the Mentors will be able to recontact the girls that they have so recently been in touch with again in early 2019 for follow up work. Correct identification will be assisted by the use of the photographs. A database has been created containing the names of the girls and of their PCGs; the location, the girl's age, date of birth and UID number. This will be used to crosscheck registration at Midline. The project Mentors will be in touch with the same families and girls on a regular basis during the project work between the Baseline and Midline surveys. They will be able to follow the girls' progress and should be aware of cases where the girls make unsuccessful transitions or move away from the project area or other changes affect their ability to recontact them at Midline. The mentors will be supported in this tracking by project field staff and teachers. A tracking reporting tool has been developed by the project⁶⁸. The process will be slightly less robust in Control areas where the Guides have a shorter relationship with the girls and their families. The same data and photographs will be available for registration in Control areas.

Target setting

Assessments of success in terms of transitions will be based on comparing the changes in the lives of girls in Intervention areas with those in Control areas. As far as possible, girls will be grouped according to comparable characteristics for the assessments.

The assessments of Transition were made in the first weeks of the school year. It is not clear if this is likely to distort the results in a positive or negative direction. One might argue, for

⁶⁸ MEL Framework, April 2018, p55.

example, that transition rates will go down as some girls who have come into school for the first week may drop out when fees are demanded, or conversely that they might rise as some girls currently on “vacation” may return to school when they get their exam results.

The benchmarking work has not produced information that can be used to generate targets. This is as expected given the small numbers in the sample for the Transition Benchmark survey and the focus on girls at school. Almost all girls were reported to have transitioned by staying in school.

The girls selected in the Intervention areas are those who are likely to drop out of school and may already have dropped out. This means that project success in improving their transitions is starting from a low base. There seems little reason to diverge from the propositions in the project logframe.

The targets can be adjusted to something realistic and challenging after the Midline survey work.

	Evaluation point 2	Evaluation point 3	Evaluation point 4
Target generated by the outcome spreadsheet			
Alternative target proposed by project (if applicable)	+2%	+3%	+4%

4.6 Sustainability Outcome

The Sustainability Scorecard is a monitoring methodology mandated by the Fund Manager which focuses on changes in attitude and behaviour at three different levels – Community, School and System. The Viva and CRANE project has elaborated a range of scales within each of the three levels which provides greater subtlety and finer assessment of changes.

The logframe of the project contains three or four indicators in each of the three levels and some of these overlap with the scales in the sustainability scorecard. At community level the indicators concern the using skills, gaining an income and becoming financially independent and these we assume are scored as zero at Baseline. The same assumption applies to the school level indicators in which teachers improve their skills; girls maintain “I can...” journals and schools obtain certification under the project QIS methodology. One subjective indicator is included relating to increasing levels of confidence of headteachers.

At System level the situation is more complicated as the mix of indicators includes two the relate to child protection – one concerns child protection practice at schools and the other concerns the school forming partnerships in order to improve child protection. These two indicators may have non-zero starting points if there is already some good child protection practice or existing partnerships. Nevertheless, the baselines could be set at zero if the point is to measure the effects of the project on the child protection practice or on the formation of new partnerships.

Community				School	System
Parents	Leaders				
Material and financial support to girls’ education	Engagement with CRANE		Engagement with parents	Local	

Moral support for girls' education	Moral support to girls' education	Engagement with students	District
Involvement in school	Engagement with schools	Teaching methods and aids	National
Child protection	Child protection	Teaching approach	
		School administration	
		Special educational needs	
Baseline scores			
Overall Score			

The External Evaluation team is able to offer some insights into the areas covered by the scales from the results of the Household Survey. It will be necessary to work together with the project staff to look at ongoing monitoring and findings from the next survey in order to compile a meaningful assessment of changes in sustainability using the scorecard approach.

In the following table (Table 63) we outline some of the findings from the Household Survey which have a bearing on the scalar indicators in the sustainability scorecard. We also assign a score to some of these observations as if the observations were taken at face value.

Level	Observations	Score
Parents		
Material and financial support to girls' education	Over 80% of respondents say they paid for education last term. Most of these paid for more than one item. 40% have only one source of income.	3
Moral support for girls' education	Almost 100% said that girls' education is very important. Most girls said they had someone helping them to attend school. 70% of girls say adults decide on their schooling for them.	3
Involvement in school	Over 80% visited the school last term at least once. 30% visited on more than three occasions. Over 50% receive communications from the school every term. 90% approval of initiatives from the PTA/SC – mostly on issues of attendance or school infrastructure.	3
Child protection	60% said their school has a Child Protection policy. 5-10% ISGs report low levels of safety at school. 5% say that not all cases of abuse in school are reported. Most would tell the headteacher if they knew of a case of harassment or abuse.	1
Leaders		
Engagement with CRANE	We assume that CRANE staff are received by community leaders.	1
Moral support to girls' education	No evidence. Except that community leaders are also parents and may have contributed to responses above.	-
Engagement with schools	No evidence.	-
Child protection	17% of OOS and 20% of ISGs say they do not feel safe in the community.	0/1
School		
Engagement with parents	80% say teachers cooperate well with parents. 85% say they are informed of their child's progress.	2
Engagement with students	5% OOS say negative behavior of teachers contributed to them dropping out.	2
Teaching methods and aids	70% say teaching is improving. 60% are aware of changes in teaching methods.	2
Teaching approach	20-30% say teachers have negative opinions of girls' capabilities.	1

	30% say teachers focus on the more able.	
School administration	60% say headteacher performs well. 20% say excellent. 65% say school is well managed. 57% say management has improved since last year.	2
Special educational needs	Overall figures of 5-10% of OOS mention difficulties in moving around school; needing assistive devices; as reasons contributing to their dropping out.	1

The Household Survey was not designed to feed the Sustainability Scorecard although it covers many of the same issues. The observations included here would need to be revisited at Midline and compared with observations from the CRANE project monitoring to highlight areas for further study. These areas could be the focus for targeted qualitative interviews managed by the External Evaluation team.

Table 65: (Table 24) Changes needed for sustainability			
	Community	School	System
Change: what change should happen by the end of the implementation period	<p>Families support girls' education by learning new financial and income generating skills that allow them to save in a project VSLA and pay school fees</p> <p>Local leaders all work together to see children are safe and in school</p>	<p>Well governed schools that are child-safe, where teachers are well managed and motivated to teach, and finances are well used</p> <p>Parents are engaged in the school and support the school with practical help where possible</p>	<p>MoES and CRANE work in a mutually beneficial civil society – government partnership to promote quality education and learning.</p> <p>Education is more inclusive and more creative with more support from organisations like CRANE in developing a more creative curriculum</p>
Activities: What activities are aimed at this change?	<p>Establishing local child protection committees</p> <p>Positive parenting training</p> <p>Parents and girls gain income generating skills and save for education</p> <p>Quality inclusive and creative teaching</p> <p>Family mentoring in the community</p>	<p>Leadership development programme for school leaders using the Quality Improvement System criteria for management</p> <p>PTA committees</p> <p>Family learning days</p> <p>Career development days</p> <p>Mother-Daughter clubs</p> <p>Teacher training</p> <p>School infrastructural development</p> <p>Competence-based learning and inclusive education</p> <p>Literacy and numeracy creative pedagogy</p> <p>Training in child safeguarding</p>	<p>SQUAMI Task Force to promote SEN in Uganda</p> <p>Development of new learning resources</p> <p>Extra-curricular ideas such as family learning days, Sports, Music, dance, drama, ICT learning, peer clubs</p> <p>Pursuit of policy development and change in education to encourage a reduction in teaching hours and an increase in competence-based education</p>

Stakeholders: Who are the relevant stakeholders?	Local Councillors Local police Head teachers Religious leaders Local business people Parents	Headteacher Director of Studies Deputy Head Bursar Parents	MoES DEOs CRANE Teaching community
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Corruption of local leaders to take payoffs from those who are misusing children Parental attitude towards the value of education over all other investment to increase	School leaders are torn by many demands and are paid low salaries which discourages their full engagement in their job Fathers leave the education of children to the mothers	MoES fear of outside influence Old-fashioned curriculum and pedagogy Belief in traditional physical discipline

The project aims to see creative, inclusive teaching in mainstream schools and where a child has severe cognitive difficulties, to provide equal opportunities to quality education for children in specialised schools where mainstream education is impossible. This will be modelled in 52 different locations 10 creative learning centres that are independent of schools, 8 creative learning centres that are within mainstream schools, and 34 other mainstream schools. Sustainability will be seen when these schools demonstrate a coordinated creative curriculum across all years and subjects. This will require commitment from the local education authorities, the school leadership team, the teachers, and the parents. CRANE will ensure that the learning from the project is documented and shared within the education stakeholder working groups of the Ministry of Education and Sports.

Child safeguarding is a cross-cutting theme at a school, community and system level. Initial training of school leaders and teachers in safeguarding children within the school is being partnered with training of parents in how to raise their children positively to set the foundations for long-term change that ensures keeping children safe becomes the norm. The school community and the parents will know how to engage local leaders in establishing and/or strengthening child protection committees that respond to cases raised within the Community. The Office of the Directorate of Public Prosecution will be equipped to provide quick, child-friendly justice and to support in the successful prosecution of child abusers. Increased convictions will act as a deterrent to other people who might be tempted to abuse children.

A critical aspect of ensuring children remain within education and transition up to higher levels has been identified by the evaluator as economic household strengthening. The project will continue to work with schools and the host organisations to establish strong locally owned and locally managed savings groups. Schools will be helped to strengthen small community businesses by establishing school enterprises where parents and girls can learn skills and work to raise funds for school fees.

The Disability Assessment Tool created by CRANE and approved by MoES will be disseminated throughout schools and teacher training colleges. Other appropriate assessment tools for various types of abilities that gives a pre-EGRA/EGMA assessment will be developed by the SQUAMI Task Force. A multi-disciplinary team will inform SEN interventions and for referrals and case management of CWD through the KCCA assessment centre

Teacher training of project teachers will in future years focus on building the capacity of these teachers so that they are able to pass that training on to other teachers within the project schools.

School governance and leadership will continue to be developed through the Quality Improvement System training programme which incorporates six modules: governance, child protection, child well-being, planning, financial accountability, people care. Each of the 52 partner organisations will be invited to go through a formal verification process of the training they have undertaken. This will establish the extent to which the organisation has operationalised training and policy and procedure was in their schools.

5. Key Intermediate Outcome Findings

5.1 Attendance

It does not seem appropriate for this project to treat changes in overall attendance as an Intermediate Outcome. The project should be monitoring its target population and the attendance of those 9,980 girls through the first indicator IO 1.1. But it is not appropriate to monitor overall general attendance rates as specified in the second indicator IO 1.2. The project activities might improve the performance of teachers and headteachers and this might lead to an overall higher rate of attendance but that is not the main aim of the project. It will be hard to assess the contribution and responsibility of the project if overall attendance goes up or down or determine an appropriate management response in either scenario.

The problems associated with the assessment of general levels of attendance make this situation all the more unfortunate. That is – not only is it difficult to get reliable observations of overall attendance but it will also be difficult to interpret or make use of the observations.

The EE team understand that the indicator specifying overall attendance may be non-negotiable.

The spot checks carried out during Baseline revealed significant problems in obtaining reliable data. Partly this was due to the survey taking place very early in the school year when not all girls had been allocated to a class and class registers were still being assembled. Some girls who had been asked to repeat a year chose to promote themselves to the higher year and these situations were still being sorted out at the time of the Baseline Surveys. In one school the registers had not been prepared and the assessment is based on the enrolment figures provided by the Bursar. The figures will be cross-checked at the next Spot Check.

Overall, the quality of monitoring of attendance in schools appears to be weak and it was found to be weak during GEC1. The project can suggest and promote ideas for better administration of attendance but clearly the incentives for collecting and maintaining accurate daily records are weak.

The EE team used Spot Checks to obtain observations from 11 primary schools and five secondary schools covering three Primary grades and three Secondary grades. Attendance on the day of both boys and girls was assessed by a simple headcount and the numbers compared with the numbers in the registers for each grade.

	Boys (all grades)				Girls (all grades)			
	Head count	Register	Absentees	% absent	Head count	Register	Absentees	% absent
Secondary	397	431	34	8%	495	582	87	15%
Primary	802	874	72	8%	801	889	88	10%

The rates of absenteeism seem higher for girls than for boys but the means are influenced by a wide variation in results. The Girls average rate of absentees may be influenced, for example, by a few cases in P3. It will be important to check if the absenteeism rate for girls remains above that of boys at future Spot Checks.

Grade	Register	Absentees	% absent
P3	233	46	20%
P4	219	18	8%
P5	218	5	2%
P6	219	19	9%
S1	217	41	19%
S2	179	20	11%
S3	174	22	13%

Disaggregation by Grade appears to show great variations in attendance rates in different grades. Further disaggregation by Grade, School and Sex reveals some unlikely results (e.g. 20 girls absent in a class of 27) and some very small classes where calculation of absentee rates would not be meaningful.

Grade	Register	Absentees	% absent
P3	196	10	5%
P4	219	11	5%
P5	239	25	10%
P6	220	26	12%
S1	141	-1	-1%
S2	133	20	15%
S3	144	12	8%

The EE Team will keep a keen eye on the data collected in the regular Spot Checks in order to continually assess the validity of the findings that could be drawn from the observations. Our experience of incomplete and inaccurate registers in GEC1 makes us unsure if the situation will improve.

It may be necessary to find alternative or additional methods of doing spot checks on attendance. In Intervention schools it may be possible for the Learning Support Teacher to perform some simple checking. This could be an attendance exercise on a small sample that would give us a better measure of the levels of accuracy of the Spot Checks. Some other method may be necessary in Control schools.

The HHS provides some insight on attendance at evaluation events. Most carers of in-school girls claim that their girls attended regularly (“on most days”) during the last term of 2017.

	Attended on most days (%)	Did not attend on “most days”
Control	89%	10%
Intervention	85%	12%

The differences between the Aggregate Literacy Mark and Aggregate Numeracy Mark for the groups who attend on most days and those who don't are not significant. Indeed, the girls who don't attend on most days have slightly higher Marks in both Literacy and Numeracy.

	Attended on most days (%)	Did not attend on "most days"	
Literacy (Mean AggRA)	31.5	32.9	p=0.41
Numeracy (Mean AggMA)	29.7	30.5	P=0.54

The HHS also provides some insight into reasons for non-attendance and changes in these frequencies could be monitored at each evaluation event. In the year leading up to the Baseline Survey about 25% of absences are said to be due to sickness and 75% to non-payment of fees. In the last term of 2017 the same pattern appears with 19 out of 25 reports citing non-payment of fees. There are no differences between the responses from Intervention and Control although overall numbers are small. The HHS at Midline will be used to check for overall changes in attendance rates and the frequencies of reasons given for absences.

The third indicator IO 1.3 is very broad and vaguely defined. It covers the views of how key witnesses see reductions in the barriers to attendance. While the costs of school attendance are the most cited barrier, it would be appropriate to focus attention on the financial credit and loans work and interview savers and borrowers on their activities, profits and uses of additional income. This fits with an important indicator in the Sustainability Scorecard which also provides some background in terms of how other members of the same communities are finding the resources to pay for attendance and it could provide tighter quantifiable milestones.

5.2 School governance and management

The Viva and CRANE project works with parents, teachers and headteachers to improve school governance and management. Much of the work is guided by the Viva and CRANE Quality Improvement System (QIS) which focuses on Child Protection; Financial Management and Human Resources Management. Monitoring will also include reports from government inspectors on their views of the strengths of Intervention schools and recommendations for similar work in other schools (Output 2 Indicator 2.4).

The logframe indicator that relates directly to this Intermediate Outcome is based entirely on the QIS system and the milestones are the numbers of schools that achieve Verification at Accountability or Foundation levels. There is no obvious overlap with the results of the Baseline Survey which focuses mostly on parents' perceptions of the performance of the teachers and headteachers.

The HHS collects information on the attitudes of parents to the quality of management of the schools that their girls attend. Two questions directly address perceptions of the quality of overall management.

	Extremely well managed	Well managed	Not at all well managed
Control	10%	68%	3%
Intervention	15%	62%	3%

There may be some room for improvement here if at later evaluation points some parents change their appreciation from "*Well managed*" to "*Extremely well managed*".

The care givers' views on how well the school is managed does not seem to relate to overall performance in the Learning Tests – the mean scores are very similar and the differences are not significant.

	Extremely well managed	Not at all well managed	
Literacy (Mean AggRA)	30.6	28.3	p=0.95
Numeracy (Mean AggMA)	30.8	29.4	P=0.63

	Improved	Stayed the same	Got worse
Control	56%	19%	1%
Intervention	58%	15%	<1%

With respect to the question about improvements since last year (Table 70) it is harder to see how the project could improve on the Baseline situation where there is such a positive appreciation of improvement since last year. This is an area where qualitative interviews will be necessary to obtain a better understanding of the background to these positive assessments of change.

Most head teachers, according to qualitative interviews, had worked between four to six years in the same school, suggesting a stable school management environment. A few headteachers had very short periods in charge of their schools – one was in their first month in post. It will be interesting to see if schools move from Good to Excellent over the course of the project.

	Excellent	Good	Fair	Poor
Control	14%	59%	5%	1%
Intervention	22%	52%	5%	1%

The performance of the school committees (either Parent Teacher Associations or School Councils) is also positively seen by parents according to their responses to the HHS. A majority of parents say that they are contacted by the PTA/SC every term. The parents report initiatives in (in order of frequency of mention): monitoring pupils' attendance; improving school infrastructure; addressing issues of teachers' attendance; raising funds and supporting students financially.

The parents who responded to this section of the HHS are virtually unanimous in positive appreciation of the initiatives taken by their PTA/SC.

The qualitative interviews tell another story. None of the parents interviewed takes part in the important decision-making committees even though some take part in the larger meetings. Similarly, headteachers asked about parental involvement did not talk about the parent representatives in PTA committees or meetings. It may be that the HHS is picking up easy positive responses which is a common problem with questionnaires called the "*Acquiescence Effect*". In later qualitative interviews with parents we will examine further how highly they assess the qualities of the school committees and how well head teachers appreciate the contributions of parents in these committees.

The HHS collects views from girls and their carers on Child Protection. First, we ask whether or not the school has a CP policy.

Table 75: Does your school have a Child Protection policy?			
	Yes	No	Don't know
Control	61%	7%	24%
Intervention	64%	5%	20%

It seems that most schools do have a CP policy but note the very high proportion of carers who don't know. Note, once again, that the intervention and control schools seem very similar.

The EE team also asks in the HHS if carers feel that girls are safe at school.

Table 76: Are girls safe in school?				
	Always safe	Usually safe	Rarely safe	Never safe
Control	66%	14%	3%	2%
Intervention	64%	15%	3%	2%

The mean Aggregate Marks in Literacy and Numeracy are not different for the girls of carers who say that girls are safe from the carers who say that girls are not safe.

The HHS contains a question on reporting of cases of abuse. The responses at Baseline are shown in Table 74 and suggest that most parents are confident that abuse is being reported. This figure may increase or decrease as the project works with teachers, girls and teachers on questions of child safety. We believe that it is possible that parents change their views on what constitutes abuse and therefore agree less with the statement that all abuse is reported. This might appear as a negative result in the short term.

Table 77: All cases of abuse are reported				
	Strongly agree	Agree	Disagree	Disagree strongly
Control	25%	42%	5%	1%
Intervention	27%	40%	4%	0.3%

Table 78: Who would you tell if you thought a girl was being harmed at school?					
	Teacher	Headteacher	Police	Community leader	Another adult
Control	10%	55%	10%	6%	2%
Intervention	10%	50%	14%	5%	3%

The answers from carers in Control and Intervention areas are surprisingly similar. A Child Protection policy should make the reporting procedure clear and identify who is responsible for responding to complaints or expressions of concern over child safety.

Insights into issues of child safety also come from the Baseline Survey questions answered by Out of School (OOS) girls, even though numbers are relatively low. Some 10% (19 girls⁶⁹) say that they experienced some harassment or abuse in the last year. And 20% (28 girls) say that travel to school was not safe and 20% (27 girls) said that they had not felt safe in school.

The District Inspector of schools (in a qual interview) attributed drop outs and safety issues to corporal punishment at school (administering of canes). There are strong indications that the ban on corporal punishment in schools is not being fully adhered to. Qual interviews also found many teachers and headteachers saying that they find it difficult to maintain discipline without the cane. This may explain why some girls respond in the way they do to questions of safety in school.

⁶⁹ The numbers who answered each question vary. Overall about 200 OOS girls answered these questions.

It may also point to the importance of work with teachers in identifying and supporting the use of alternative methods of reward and discipline.

During the project, more girls will leave school and it will be possible to get more complete information on how the decisions to leave were taken and on what the girls did after they left.

One question in the HHS asks how well teachers cooperate with parents and the results could relate both to the quality of teaching (see below) and the quality of school management.

Table 79: Teachers cooperate very closely with parents on school matters.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	40%	44%	1%	1%	<1%
Intervention	46%	36%	1%	1%	<1%

As can be seen in Table 76, the results are extremely one-sided and it may be difficult to demonstrate project impact based on this question. It will be necessary to explore the meaning of these positive votes through qualitative interviews with parents.

5.3 Quality of teaching

Monitoring in Intervention schools by Viva and CRANE staff includes group discussions and video diary work and a ranking tool will be used to allow girls to assess how safe and how “*exciting*” they find being in school. Monitoring of the quality of teaching includes work with teachers on the training they have received; their use of lesson plans and observations on how lessons are managed. The lesson observation tool examines performance against 25 components of a good lesson. Ten of the components are deemed essential for a good lesson. Overall the approach is intended to make the teaching more focused on the learners and their different competencies.

The girls’ opinions on how exciting they find being in school is a way of checking on the effects of more interesting learner-focused teaching. The approach promoted by the project is for more inclusive, more learner focused and more interesting and engaging methods, including the use of more teaching material or aids.

The logframe indicators however focus on the teachers and their levels of preparation (2.2), use of new skills in numeracy and literacy (2.1) and delivering lessons that meet criteria in the checklist of high-quality teaching (2.3). The fourth indicator relates to the ability to include disabled girls in classroom teaching (2.4) and this will depend to some extent on the numbers of GwD who attend school and the nature and extent of their disability. The EE survey work will not be able to support this monitoring from the girls themselves as there are so few in the sample. Qual work by the EE team will continue to include work with GwD.

The fifth indicator relates to the teachers’ self- assessments of their competencies. There is some qualitative work that relates to this issue concerning management of class discipline but there is a need to link the qual interviews with teachers to this area of self-awareness.

Table 80: Most teachers think there are some subjects that girls can’t do as well as boys

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	9%	16%	5%	19%	18%
Intervention	12%	18%	4%	19%	14%

This question seems to offer an interesting area for monitoring parents' opinions of sexist attitudes among teachers as there seems to be a balance of opinion between those who feel positively and those who feel negatively. This should be supported by qual interviews with teachers who could be asked about differences in performance of girls and boys in different subjects.

Table 81: The school environment is hard, but you can't do anything about it					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	11%	21%	4%	28%	14%
Intervention	13%	19%	5%	23%	18%

It will be necessary to explore with parents in qualitative interviews or discussion groups what this question means. Opinions are divided but there are two possible interpretations of the findings: first that there is nothing that can be done is a defeatist position – it is not worth trying; and second, that it doesn't matter that the environment is hard because one can nevertheless make progress.

Table 82: Most teachers only work with the best students and don't help those who have more difficulty understanding.					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	16%	15%	2%	21%	19%
Intervention	18%	15%	3%	19%	20%

In the question of whether teachers only work with the best students, there is a split of responses and it should be possible to detect changes in opinion if they occur. If teachers in Intervention schools adopt a more inclusive style of teaching, we would expect to see an increasing level of disagreement with the statement.

The data in tables 77, 78 and 79 were examined for significant differences in the results of the Learning Tests in an attempt to link carers' views on the quality of teaching to better performance in the Tests. There are no significant differences regardless of the comparisons that were attempted, for example – comparing the more extreme differences in views (strongly disagree vs strongly agree) or consolidating all agree votes vs all disagree votes. The mean scores for the subgroups are relatively consistent. The closest approach to a significant difference comes from the data represented in table 79 where the mean Numeracy Marks are 30.7 for those who agree against 28.4 for those who disagree, $p=0.07$. The mean Marks for Literacy are not significantly different (33.3 against 31.5, $p=0.26$). It is hard to think of a reason why carers' views would link to quality of teaching in Numeracy but not Literacy and this casts more doubt on the value of these analyses at this stage⁷⁰. Nevertheless, we are confident that the questions are addressing important issues and should be maintained for the real test at Midline.

According to teachers who took part in the qual interviews those who had been in a number of trainings found it easy to work with students of mixed abilities but their counterparts who had never had any training found it very difficult. However, the same interviews with mainstream teachers confirm that the perception that boys are better at science subjects is still prevalent.

⁷⁰ The result is probably an artefact produced because Numeracy scores tend to have a lower spread than Literacy scores.

5.4 Community-based attitudes and behaviour change

The Viva and CRANE project does **not** report on this Intermediate Outcome but there is work at community level to improve the attitudes of parents and community leaders towards child protection and towards supporting girls' education. The EE team will continue to assess attitudes in these areas because it fits with the project approach of addressing the same issues at all levels. Child safety, for example, is addressed at school, community and at the level of national institutions.

We asked carers about safety in the community. The enumerators may have prompted the interviewees with examples of girls going to visit friends or collecting water or buying household things in the community.

	Always safe	Usually safe	Rarely safe	Never safe
Control	61%	18%	14%	4%
Intervention	60%	16%	14%	9%

The proportions of those who feel safe are high and consistent but the smaller numbers (one in five or one in six girls) who rarely or never feel safe are a cause for concern.

	Don't know	Police	Community leader	Another adult
Control	1%	32%	49%	15%
Intervention	1%	27%	54%	14%

These observations may change where communities work with the project on child safety and where they create a child safety committee. The faith in community leader to resolve child protection issues needs to be monitored.

The HHS also collects views of parents on the safety of girls on their way to and from school. Here also there may be changes at later evaluation points as work with communities and with schools continues. It is not immediately obvious what role school staff could have in improving safety on the way to school.

The qual interviews with the headteacher and discussions with teachers in one school revealed how each staff member had been assigned a child to mentor and charged to monitor their school progress and safety issues. Teachers were assigned based on their where they live and their routes home. This kind of initiative needs to be monitored to see if it impacts on perceptions of safety.

	Always safe	Usually safe	Rarely safe	Never safe
Control	52%	16%	13%	4%
Intervention	50%	15%	14%	6%

In all cases where the HHS asks about safety of girls there is a majority who do not see safety as a very serious threat and a significant minority (between $\frac{1}{4}$ and $\frac{1}{5}$) who see important levels of threat.

Parents were asked to explain why journeys to school were not safe and the following table (Table 83) gives an indication of the range of answers. There are no significant differences between intervention and control areas. However, there are differences between urban and rural areas with more complaints about long distances in rural and more complaints of traffic in urban areas. The concerns about bad weather apply equally to urban and rural areas.

Cause	No. of mentions⁷¹
Long distance	210
Heat/rain	183
Traffic	98
Harassment by adults	75
Kidnap	53
Poor roads	28
Harassment by children	25
Floods/fires	17
Conflict, violence, fighting	14
Wild animals	7
(Other reasons)	(97)

Table 83 suggests that most of the causes of difficult journeys to school are not influenced by the project. It is imaginable that changes promoted by the project could occur that led to less harassment, but it seems unlikely that there will be overall changes in numbers who feel that journeys to school are unsafe or in the reasons they think this is the case that will be attributed to project work.

5.5 School-related, gender-based violence

The Viva and CRANE project does **not** report against this IO but there are many areas of work that seek to improve child safety and reduce violence. The work is at school and community level. Observations on girls' safety at school is mentioned above in section 5.2. and observations on safety during girls' journey to and from school in 5.4.

5.6 Life skills

The project will assess changes in attitudes and ideas that relate to Life Skills through the use of the "*I can...*" journal. The indicators include changes in levels of IT skills (3.2) and financial literacy (3.3) which will be assessed by project staff. There is nothing in the work of the EE team that overlaps with these areas. The fourth indicator relates to the aspirations of girls with disabilities and the EE may contribute findings here from qual interviews with GwD or their carers.

The first indicator (3.1) is the changes in a Life Skills Index – the milestones are the percentages with higher scores. This area overlaps strongly with the survey work on girls' attitudes that are reported here. There is a weakness in some of the survey questions where the way the question is phrased or the Acquiescence Effect leads to massively positive responses from which little can be gained. The reporting here focuses on those questions where there is a spread of results and changes may be registered at later evaluation points.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	32%	36%	6%	21%	4%
Intervention	37%	31%	3%	22%	5%

⁷¹ Each respondent who chose to give examples of problems on the journey to school could mention several different issues.

A split of 68% agree and 25% disagree would be worth following up in qualitative interviews. Interviews might lead to a better understanding of the opinions of those who disagree (do they think that life isn't harder for girls or do they think there is something that can be done?). Possibly combined with other sub-groupings we could create categories of girls to be tracked throughout the project.

Table 84 describes an interesting question that needs to be examined further. There are no statistically significant differences in Aggregate Learning Test results when those who agree with the statement are compared with those who disagree. Numeracy data come closer to significance but this is probably an artefact created by the smaller Standard Deviations associated with the narrower spread of Numeracy test results.

Table 88: I avoid trying new things if they look difficult.					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	10%	24%	5%	48%	12%
Intervention	11%	24%	3%	47%	15%

The split of opinions (Agree 35% vs 60% Disagree) in this may make a useful categorisation of subgroups based on personality type. It may be possible to combine these observations with those of the table above (Table 85) to form categories to be followed through the life of the project.

Table 89: If I do well at school, I will be able to do what I want.					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	55%	41%	1%	1%	0%
Intervention	59%	38%	1%	1%	0%

Table 90: Going to school influences what you end up doing in adult life.					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	47%	40%	2%	9%	1%
Intervention	49%	38%	2%	8%	1%

These two questions show that the girls have got the message that school is good and we may need more qualitative interviews with longer discussions to understand if this is a genuinely held opinion or a statement made to please the interviewer⁷². The small percentages who disagree are made up of 107 different girls and it might be interesting for project staff to contact them to understand why they think schooling has so little influence on their life chances. The girls may need additional support from the project and these findings will be shared with Viva and CRANE staff. This might make a case study.

The interviews with the CLC graduates (most were in S1-S4 at time of interview) reinforce this finding as the girls strongly agreed with that statement that schooling influences what you do in adult life. There are key witnesses since they have experience of being out of school and trying to secure good employment while having no qualifications before they participated in a CLC and returned to mainstream school.

A number of questions relating to girls' attitudes to education show even more extreme results and are not useful for analysis or future use. Two questions about the importance of school for girls and one asking if girls have a right to education returned 99% positive responses. There is a slight divergence on boys' rights to an education (3% disagreed) and

⁷² The Acquiescence Effect.

disabled children’s rights (7% disagreed). These might be areas for discussion in qualitative interviews.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
Control	44%	46%	2%	6%	1%
Intervention	49%	39%	2%	6%	2%

This may be another Life Skills question that tells us very little because it is so unbalanced with only a tiny number (83) of girls disagreeing with the statement.

	Adults decide	The girl decides	Adults and the girl jointly
Control	15%	70%	14%
Intervention	19%	65%	15%

The results of this question might be used in conjunction with other questions on who makes decisions and tested to see if there are differences in attendance or performance according to the decision-making methods. A hypothesis might be that girls who decide on their own to continue in school will perform better than those who are not involved or who have to share decision-making.

	Strongly agree	Agree	Disagree	Disagree strongly
Control	71%	14%	2%	1%
Intervention	60%	21%	3%	2%

The responses to this question raise the issue of the functions of the control group. The project mentors and field officers provide support to girls to attend school and the effectiveness of that support is a key focus of the evaluation work. Clearly girls in control areas also feel that they are being supported to attend school, in fact, they seem to be saying they are better supported⁷³ than intervention girls. It will be helpful to find out through discussion group work what they perceive as being supported and where the support comes from.

6. Conclusions & Recommendations

6.1 Conclusions

The project beneficiaries

The project beneficiaries are 9,980 girls from poorer families who have or have had difficulties attending or progressing at school. They were selected by project staff during GEC1 and the selection and targeting has been shown to be accurate. The girls represent the “subgroup” from their communities that other projects might be identifying within their beneficiary populations. The beneficiaries of this project are currently not divided into subgroups.

Each enquiry into the barriers that the beneficiaries face in order to attend and perform well at school produces a wide range of sources and causes of difficulties. The most commonly cited is the cost of attending school. Sometimes this is expressed in terms of poverty and

⁷³ The difference is not significant – a chi-squared test of Agree and Strongly Agree results gives a p-value above 0.2.

the difficulty of finding the money to pay for “fees”, meals and school materials and other lesser costs. This tallies with the identification of the beneficiary group being from poorer families.

Learning Levels

The Mean results for Learning Tests are low across all grades as has been found by other research and reported in Chapter 1. The Mean Learning Test results by grade show a gradual increase which flattens out at high Senior grades as we would expect. Standard Deviations are large and most grade means are not different from the neighbouring grades.

Girls perform well in Quantity Discrimination, Missing Numbers and in Word Problems during numeracy tests. Results in addition and subtraction are low and very low in multiplication and division with correct answers below 10% in both these subtasks. Girls do very poorly in the third SeGMA task with correct answers below 10% in almost all cases.

The girls do well and results show significant ceiling effects in most literacy subtasks (EGRA) but score very poorly in Letter Sound Identification which suggests that “phonics” is not taught or taught weakly. Oral reading and Comprehension levels are better but are mostly only just above 50% correct. SeGRA tests lead to very low scores especially the final task of the short, written essay where few grades score above 10%.

There are few significant differences between girls from different administrative districts; rural or urban settings; or most of the “subgroups” that have been investigated. The overall difference between rural and urban, for example, seems to disappear when the data are disaggregated by grade. A few “subgroups” should be investigated where very low scores have been noticed and where negative attitudes appear in some of the Life Skills questions. The investigation may lead to the identification of specific needs of some families or a better understanding of the barriers faced by girls and the creation of more functional subgroups for further analyses at Midline.

Transition Rates

Transition rates, as calculated by the Transition Benchmarking, appear to be virtually 100% for girls in school with almost all of them progressing normally since 2017. The observations are based on the recall of the respondents and more reliable transition data will be obtained at Midline. The numbers who diverge from transition up a single grade since last year are too small to justify analysis.

The information on the grades that girls are in this year compared with last year that was provided by parents and primary care givers is very variable and gives some results which seem impossible – for example, some girls are said to have jumped 6 grades forwards and others to have made equally huge jumps backwards. Nevertheless, a very large proportion of the results show girls to have made routine transitions of one grade since last year.

The only way to make use of these data in order to arrive at an apparently sensible assessment of baseline transitions is to reject the extreme and incomprehensible cases. By ignoring cases where girls are said to have remained in school but in a grade more than 3 grades different from last year, we are able to arrive at the suggestion that successful transitions are around 70%. This includes treating those who are in school this year but were not last year as successful transitions and the opposite as dropping out, that is a failed transition (except for girls who were in S6 last year).

The process of rejecting some data and using other data is extremely uncomfortable and the result has to be treated with great caution. 70% is probably too high an estimate because it includes so many in-school girls in grades where transition to the next grade is common.

Baseline Sustainability Score

The project logframe could provide baseline score of zero for all the eleven indicators of the Sustainability Outcome. There are reasonable grounds for adopting this approach.

The Sustainability Scorecard requires more work to be done for its completion at Baseline. The development of seventeen scales to replace the three in the draft Scorecard provided by the Fund Manager offers the possibility of fine and detailed interpretation of changes but requires more inputs than have been possible at the time of writing. The Household Survey offers a range of observations that can be added to the thinking on the scales but cannot replace the monitoring work that will be carried out by the CRANE project staff. The HHS was designed separately and the overlaps with the Sustainability Scorecard are such that the findings from the survey are only obliquely relevant to the way the scorecard scales have been set up. The survey observations provide challenging insights but not guidance to setting the score on each scale.

It would be possible to say that the scores for the three levels according to the survey results are: Community Parents = 2.5; Community Leaders = 0.5 and Schools = 1.7 in each case out of 4⁷⁴. The only reason for doing this would be to promote a discussion with project staff who would have to provide evidence to change this scoring to something more accurate.

Intermediate Outcomes

Attendance

Spot checks in schools during Baseline surveys gave rates of absenteeism of 8% for boys and 10 to 15% for girls. The surveys were taking place in the first weeks of the school year and registers were not always prepared or accurate. The rates vary a great deal between grades for both boys and girls. It seems unwise to use the spot checks in February to set the baseline. It will be useful to examine the spot checks each time they are repeated. The Household Survey suggested that about 15% of girls in Intervention and Control areas were not present on almost all days in the last term of 2017. However, the figures are based on the assertions of the Primary Care Givers and need to be checked at Midline.

The EE team is not convinced of the value of collecting general attendance data and see only weak links between project activities and overall levels of attendance. It is more important to focus on the attendance of the beneficiary population where the project can take some responsibility and modify its operational work if changes in rates of attendance make it necessary.

Teaching Quality

Baseline survey work provides some starting points in terms of levels of appreciation of teaching quality by girls and their carers. These are in terms of frequencies of approval of issues like treating girls and boys differently and focusing on high performing students. The survey does not provide insight into issues of teaching for girls with disabilities. The value of the survey observations will become clearer at Midline when we will be able to see which have moved and provided insight into the results of the project work. It will also be possible to triangulate the findings from the lesson observations on teaching quality, lesson plans and the characteristics of individual lessons.

Life Skills

The questionnaire survey work produces interesting and challenging results with some clear identification of areas for specific follow up in Midline surveys. Questions about facing new challenges, the results of attending school and whether life is harder for girls open up areas for further discussions with girls and follow up at Midline. The real value of the questions will

⁷⁴ Similarly, the System level would be scored: Local =0; District = 2 and National = 3. That is a combined score of 2 out of 4.

become clearer with the repeat questionnaire results in 2019. Conversely attitudes to education in principle produced almost unanimous responses in favour of girls' education and do not help us understand the issues or the life skills that girls need to succeed. Reading at home seems to correlate with high Learning Test results and it would be interesting to see if there is a causal link.

School Governance

Baseline levels of school governance are presumably zero for the indicator that measures the number of schools that have achieved accreditation at either level in the QIS system. The Household Survey provides some background levels of approval of the management of the headteacher and some baseline observations on child safety. The answers given by carers and by girls in the survey suggest that the safety of girls is an important issue that has to be kept under scrutiny.

Gender Approach

The project works only with girls. This approach is rooted in the project Gender Framework which is a thorough and detailed examination of the position of girls in Uganda and the effects on their access to and performance in education. Girls out-perform boys throughout early years in literacy and from Primary 5 in numeracy but become increasingly unable to attend school and their absences lead to lower performance and higher dropout rates. The project focus on girls who are dropping out and the devotion of almost all resources to this area of the imbalance seems to be a legitimate response to the problem analysis.

The "GESI continuum" does not provide an easy categorisation of the work of this project which is clearly "Transformative" in its aim and its acknowledgement of the disadvantages girls face in access to education. The project contains in its many lines of activities an acknowledgement of the complexity of the issues that interact to deny girls a fair chance of an education. The entire purpose of the project is Transformative. Project staff are aware that there are boys who also face barriers in their struggle for a good education but the current approach is to focus on girls who overall face more and greater barriers. The focus on girls is informed, examined and deliberate – the opposite of gender-blind.

Overall effectiveness and impact

Assessments of impact are almost always retrospective and definitions of impact are in the past tense⁷⁵. It is odd therefore to be asked to assess the impact of a project which has barely started operational work. It is however possible to make some guesses about the likelihood of effectiveness based on early observations and recollections of GEC1. The most robust and positive indications of effectiveness come from the results of the CLCs which show girls making huge strides in literacy and numeracy during their short time at the centres⁷⁶. In GEC1, we found that these huge improvements in basic skills were followed by attendance at school with over 80% of CLC graduates still in school one year later. The skills themselves were important but were also associated with greater confidence to succeed in school. It is not easy to make assessments of the effectiveness of other project areas of work which tend to be longer term and, in many cases, had not started by the time of the Baseline work. One might guess that the Learning Support Teachers were very likely to be effective since staff shortages and lack of training for teachers were raised as significant issues by Headteachers but such speculation does not seem justified in a baseline report.

⁷⁵ See for example OECD DAC definitions – "What has happened as a result of the programme or project? What real difference has the activity made to the beneficiaries? How many people have been affected?"

<http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

⁷⁶ See Tables 46 and 47.

6.2 Recommendations

MEL IN THE GEC-T

A terribly high proportion of the time and resources of the EE team has been taken up with the high numbers of interviews and the process of administering, uploading and analysing the Learning Tests. The focus on learning test results has dominated all other MEL work. Many more interesting and useful areas of learning have had to be abandoned in order to focus on the collection and management of the learning test data. The threat to end funding if progress is not made in Learning Tests makes the situation worse⁷⁷.

Recommendation

The emphasis on learning test results should be reduced and a more balanced approach to learning in other areas of girls' education from other evaluation tools be pursued.

THEORY OF CHANGE AND OPERATIONAL WORK

The Viva and CRANE project is made up of a large number of components each of which contains a wide range of activities. This means that there is a great deal of work in monitoring and a sense of overwork. It also means, as outlined in Chapter 1, that it is not easy to link specific activities with changes in the beneficiaries' experiences in education and possible impacts on their attendance and performance.

Recommendation

Viva and CRANE should prepare a review of the project activities to be carried out directly after the Midline evaluation event. Areas of work should be examined with a view to making the theory of change easier to articulate and the results easier to associate with specific activities. Closing some areas of work should not be ruled out.

TARGETED FOLLOW UP

The survey work has allowed the identification of potential subgroups and small numbers of individuals who could be at high risk of dropping out of school. For example - families who say that their only source of income is farming may be a potential subgroup. Some of the 107 girls who said that schooling does not influence what you end up doing in adult life could be visited to assess their attitude and motivation.

Recommendation

We would like to recommend the additional focused follow up work described above but we are aware that the sense of overwork and stretched resources make it difficult to insist on what could be an interesting development of the work.

IO INDICATORS

We find the logframe over-complicated mostly because it contains too many indicators. At Intermediate Outcome:

Attendance should not contain an indicator for overall levels of attendance which is beyond the influence of the project and largely meaningless⁷⁸.

Teaching Quality needs only one indicator relating to the performance of teachers in individual lessons rather than the current three which overlap. The work on teachers' attitudes to teaching overlaps with the Sustainability Scorecard.

⁷⁷ Earlier versions of this report were criticised for being "quant heavy" but this seems a virtually inevitable result of taking this threat at face value, assigning staff time to qual and quant work and then following the report guidelines.

⁷⁸ We understand that the project may have no choice in this and we know it is not considered good practice to make recommendations that cannot be implemented. This is therefore a gesture – an attempt to point out what is good practice in M&E.

Life Skills similarly needs only one indicator relating to the Life Skills index which can cover the other areas of IT and financial skills if these are both necessary for some other purposes.

Work at Midline should include efforts to link these components in order to address the issue raised in Chapter 1 as the assumption that attendance leads to better performance. Though this seems almost a truism, it would be good to be able to present data that demonstrate the link and take account of the other main factors that influence performance.

The situation is repeated at Output level with 27 indicators for four outputs. We understand that this fits with the project Theory of Change but it creates an unnecessary work load⁷⁹.

Recommendation

After the Midline surveys there should be a period of reflection in which indicators are assessed on two criteria: how easy it is to collect data or observations for the indicator and how reliable and useful the indicator is. Indicators which require inputs and efforts that are not rewarded by robust findings should be abandoned.

SUSTAINABILITY SCORECARD

The Scorecard is now a large structure requiring a lot of observations. The purpose of a scalar indicator is to provide easy assessments of change and easy calculations of an aggregate score for the state of affairs. Project staff, especially Mentors and Field Officers should report on how easy or otherwise it is to assign scores in specific situations and compare their scoring with each other as a form of calibration of scoring methods. The specific concern that parents, carers and community leaders may not see the usefulness of education in fitting girls for better livelihood chances is raised in Chapter 1 under Assumptions and the interviews to collect scorecard findings on attitudes should lead to learning on this issue.

Recommendation

Viva and CRANE need to check how much of the required information is already being collected and how much use can be made from the findings of the Household Survey. Project management should have a review of the scorecard and learn from community level staff how well it works and if it is easy to use. In the preparations for Midline, there needs to be a review of assessments of sustainability and a rationalisation of methods so that a good review can be carried out, partly by the project and separately by the External Evaluation team, to reach sound evaluation of progress made in promoting sustainability.

MIDLINE QUESTIONNAIRE

It is clear that some of the questions in the HHS have not delivered useful learning and some can be formulated more clearly. The routing in order to speak to the Primary Care Giver and the Head of the Household has created complications during the analysis of results.

Recommendations

The EE team and CRANE staff must review how the interviews should be carried out at Midline – in particular we need to agree if a Head of Household can answer questions about the girl and if the Primary Care Giver can answer questions about the HoH. The EE should then redesign the questionnaire to allow a simple routing so that all responses to the same question are covered by a single variable.

THE SAMPLE

There is no need to address the issue of beneficiary numbers. The numbers and the individual girls are known. The potential for subdivision should be examined and tested

⁷⁹ We are aware that the Baseline Report Template does not mandate work from the EE at Output level.

before Midline. This work would be carried out by the EE alongside examination of the possibilities of creating subgroups in wealth and in positive attitudes to girls' education based on the findings of the Household Survey. These two approaches to subdividing the GEC population would improve monitoring and evaluation work.

Recommendation

Viva and CRANE should complete the tracking of GEC1 girls so that the locations of as many as possible of the 9,980 girls are confirmed;

The subdivision of the sample into CLC girls and their sisters and others should be carried out as far as is possible so that analyses can be done to see if there are important differences or not;

The question of work with boys should be closed and removed from future reporting requirements.

SUSTAINABILITY

The sustainability scorecard distracts attention from more routine assessments of sustainability according to more conventional assessments of economic, social and environmental sustainability.

Recommendation

Viva and CRANE staff should prepare a Value for Money assessment of the key areas of work with a special focus on high external inputs. This review should be completed so that the results can be addressed at the same time as the overall review of activities after Midline. The EE is concerned that some areas that include transport are (IT bus, library bus, GwD transport) have conventional sustainability issues that need to be addressed during the next phase of the project.

Annexes

Annex 1: Logframe

Include the latest version of the project logframe (supplied by the project) along with targets, achieved outputs and outcomes. The column for the Endline 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.

Attached

Annex 2: 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.

Attached

Annex 3: Key findings on Output Indicators

This annex should be completed by the project.

Table 94: Output indicators

Number	Logframe Output Indicator	Means of verification/sources	Collection frequency
Number	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.
1.1	# targets achieved in IEPs that contribute to lifelong learning pathways	I can journal. IEPs	Monthly reports from teachers. Termly review with teacher/mentor. Annual review with Viva and CRANE staff at annual reunion
1.2	# people saving more and report that their girls going to school	Interview questions; Savings books; School reports	Monthly savings book updates and mentor reports Annually in December against the school annual report
1.3	Guardians (M/F) who say they are more involved in their child's education and are now sharing more activities and decisions with their child than before	Interviews using Video diary of 2-3 informal questions	Videos taken at parent/family activities. Sample of video interviews at each event per year. We still pursue the video diaries but the filming and editing of this work is very time consuming. It is likely that the project needs to contribute to the honorarium of the trainers.

1.4	# competency-based life skills	"I can..." journals; skills certificates individual education plans, Testimonies/ demonstrations from girls	Pre-and post-training baseline and evaluation. End of the academic year progress report. End of qualification certificate.
2.1	# teachers trained and delivering quality inclusive gender sensitive education (disaggregated by gender and age)	Classroom observation form of teacher activity; lesson plans; IEPs	Pre- and post-training evaluations One observation per teacher in the term subsequent to the training
2.2	% girls sampled who describe their school as a safe and inclusive place in which to learn (disaggregated by disability or special need, age and gender)	Child happiness tool; video diaries	Informal interviews by CRANE staff on site visits/activities Once a term reviews
2.3	# schools that improve accessibility for girls with special needs (girls with disabilities and child mothers)	Photos; engineering reports; Field visit reports; Disability screening tool	Engineering reports at predefined points of construction and completion; Field visit reports after each block of visits
2.4	# strengths found by government during school inspections relating to CRANE interventions	Government inspection report + interview of government inspectors	At the point of government inspection, possibly once a year
3.1	% trainees interviewed who describe knowledge and understanding of child safeguarding (disaggregated by gender and age)	Training evaluations	Pre- and post-training evaluations. Reviewed once a year
3.2	# communities around the schools with functional child protection committees that involve parents	Minutes of CP committees with attendees listed. Interviews with the committee members	Pre- and post-training evaluations. Reviewed once a year
3.3	% trainees interviewed who can describe their role in safeguarding children after they have attended project training (disaggregated by gender and age)	Training evaluation form; videos; counsellor's reports	Pre- and post-training evaluations. Reviewed once a year
3.4	Members of the network describe a sense of organisational strength and wellbeing as a result of being in the CRANE network (disaggregated by gender and age)	Member interview that asks qualitative questions about strength and wellbeing	Pre- and post-training evaluations. Reviewed once a year
4.1	# Child Protection policies	QIS indicators (now in KoBo) policy development; evidence of policy implementation (now in KoBo)	Pre- and post-training evaluations. Reviewed once a year
4.2	# Financial policies	QIS indicators (now in KoBo) policy development; evidence of	Pre- and post-training evaluations. Reviewed once a year

		policy implementation (now in KoBo)	
4.3	# HR Policies	QIS indicators (now in KoBo) policy development; evidence of policy implementation (now in KoBo)	Pre- and post-training evaluations. Reviewed once a year

Table 95: Baseline status of output indicators

Number	Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Number	Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the Baseline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the Baseline value/status of this indicator? Provide short narrative.
1.1	# targets achieved in IEPs that contribute to lifelong learning pathways	Critical for teachers to plan, deliver and record individual progress in learning	CLC teachers generally using IEPs. New LSTs are still adapting to IEPs. 1,738 girls planned for their annual learning pathways using the I Can journal (Target # of 9890)
1.2	# people saving more and report that their girls going to school	Income raised as a significant barrier to education, so this is critical for learning, attendance, transition	988 (821 women and 167 men) are saving more and their girls are going to school (Target 30% in savings)
1.3	Guardians (M/F) who say they are more involved in their child's education and are now sharing more activities and decisions with their child than before	This should contribute towards learning, attendance and transition, but the link might be hard to prove	1,450 (1285 women & 165 men) parents of the girls say that they are more involved in their children's education and are sharing more activities with them. (Target 30%)
1.4	# competency-based life skills	IO Life skills – critical for income generating – attendance – learning - transition	2,694 girls engaged in ICT skills development. 296 girls were trained in making reusable sanitary pads 196 girls were trained in financial literacy skills 314 girls participated in sports and league activities 301 girls were involved in vocational skills of hairdressing, catering, tailoring among others 229 (189 able-bodied & 40 GWD) were involved in educational music and dance. 1378 boys engaged in ICT skills development 11 boys were involved in educational music and dance (Target # of 9890)
2.1	# teachers trained and delivering quality inclusive gender sensitive education (disaggregated by gender and age)	Critical in the development of improving the quality of teaching	Overall, we are scoring 0.42 out of 1 for all 25 lesson observation points and for the 10 essentials. Our first task is to get the 10 essentials up to 1. (Target 10% with 10 essentials)

2.2	% girls sampled who describe their school as a safe and inclusive place in which to learn (disaggregated by disability or special need, age and gender)	This soft indicator links to teaching quality, attendance and learning	A sample has been taken in videos. See the links below (Target 20%)
2.3	# schools that improve accessibility for girls with special needs (girls with disabilities and child mothers)	Critical for attendance of GWD and inclusion = quality teaching	6 Demonstration Centres and 10 schools are accessible for CWDs 12 CLCs are able to provide emergency baby daycare to the babies of the (Target: 10 accessible CLCs for CWD 18 CLCs able to provide emergency baby daycare)
2.4	# strengths found by government during school inspections relating to CRANE interventions	Links to developing a sustainable project at a system level	There was evidence that instructional materials provided by CRANE was being put into proper use. Improvement on sanitary facilities. Improved classroom environment. Daily attendance captured on attendance board. Community involvement in school activities. (Target: 2 strengths)
3.1	% trainees interviewed who describe knowledge and understanding of child safeguarding (disaggregated by gender and age)	This indicator links to attendance and learning and sustainability at a community level	48 (26 females & 22 males) Mentors and Managers were trained and can now describe knowledge and understanding of child safeguarding (Target: 50%)
3.2	# communities around the schools with functional child protection committees that involve parents	This indicator links to attendance and learning and sustainability at a school and community level	20 communities have functional child protection committees (Target: 18)
3.3	% trainees interviewed who can describe their role in safeguarding children after they have attended project training (disaggregated by gender and age)	This soft indicator links to attendance and learning and sustainability at a community level	147% (reached 295 (213 females & 82 males) & plan was 200) VSLA leaders trained in child safeguarding. (Target: 50%)
3.4	Members of the network describe a sense of organisational strength and wellbeing as a result of being in the CRANE network (disaggregated by gender and age)	This helps to develop a cross-network educational partnership which is a part of the social infrastructure that is needed to embed improved practices into the education system	We normally do a full assessment of the member stakeholders in April – June before the AGM so we do not have all this data post-GEC-T start. Some videos noted below do give some indication (Target: 5/10)
4.1	# Child Protection policies	Links to IO teaching quality and school governance which in turn helps build sustainability at a school level	46 schools/CLCs (Target: 18)
4.2	# Financial policies	Links to IO school governance which in turn helps build sustainability at a school level	21 schools/CLCs (Target: 18)
4.3	# HR Policies	Links to IO teaching quality and school governance which in turn helps build sustainability at a school level	22 schools/CLCs (Target: 18)

Table 96: Output indicator issues

Number	Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number	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.
1.1	# targets achieved in IEPs that contribute to lifelong learning pathways	Teachers find it challenging to do IEPs for all girls	We cannot give up on this; we will provide more training and monitoring
1.2	# people saving more and report that their girls going to school	Monitoring savings is time consuming. School reports are not always easy to get hold of	Field officers have been given new guidelines to work with mentors to monitor progress. Where school reports are not available, transition will provide evidence
1.3	Guardians (M/F) who say they are more involved in their child's education and are now sharing more activities and decisions with their child than before	We have put these questions in a KoBo tool that should be used at each event	Staff to collect a sample of 10 per event
1.4	# competency-based life skills	Measured in the I Can Journal	This has been well received but it is too early to judge how much use children and teachers will make of them
2.1	# teachers trained and delivering quality inclusive gender sensitive education (disaggregated by gender and age)	Learning observation tool is being used. RAM meeting concluded we revised it in line with MoES	Ongoing
2.2	% girls sampled who describe their school as a safe and inclusive place in which to learn (disaggregated by disability or special need, age and gender)	Video diaries are quick to gather and slow to edit	Make more use of media interns
2.3	# schools that improve accessibility for girls with special needs (girls with disabilities and child mothers)	All tools working well	Ongoing monitoring of identification of CWD
2.4	# strengths found by government during school inspections relating to CRANE interventions	Government inspection reports all seem to use different formats	We could negotiate for a common template and scoring in advance of next visits
3.1	% trainees interviewed who describe knowledge and understanding of child safeguarding (disaggregated by gender and age)	We have put these questions in a KoBo tool that should be used at each event	Staff to collect a sample of 10 per event
3.2	# communities around the schools with functional	It might be a challenge to evidence with minutes and	This will be monitored at least by central CRANE

	child protection committees that involve parents	reports because of confidentiality	reporting records by the child protection coordinator
3.3	% trainees interviewed who can describe their role in safeguarding children after they have attended project training (disaggregated by gender and age)	KoBo tool and video diaries	Issues as noted above
3.4	Members of the network describe a sense of organisational strength and wellbeing as a result of being in the CRANE network (disaggregated by gender and age)	Annual visits and review meeting are used to assess this.	KoBo tool to be developed for greater speed
4.1	# Child Protection policies	No issues identified	No issues identified
4.2	# Financial policies	No issues identified	No issues identified
4.3	# HR Policies	No issues identified	No issues identified

Annex 4: Beneficiary tables

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 97: 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.	9890 in year 1, decreasing year-on-year as they transition up	9890 decreasing year-on-year as they transition up	All girls were identified in GEC1 and are now being worked with in GEC-T. Once they are stable after transition, we will graduate them off the project, unless they are the 777 in the evaluation sample who we will follow for the duration of the project.

Table 98: 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.	Nil	We are not tracking boys
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.	11034	We have an approximate roll of 22,067 in the 42 schools that are being supported by the project, not counting girls in the 10 CLCs that are not attached to schools. We can estimate 50% of this

		population might be indirect beneficiaries
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.	11033	We have an approximate roll of 22,067 in the 42 schools that are being supported by the project, not counting girls in the 10 CLCs that are not attached to schools. We can estimate 50% of this population might be indirect beneficiaries
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.	<p>2.1 Teacher Training: Project teachers. 30 days of teacher training (highest attendance was 53 females & 38 males)</p> <p>2.2 Teacher training: TT colleges: 8M, 12F staff from MoES Department of Teacher Education were trained in identifying learning needs using CRANE's assessment tool. TIET staff requested CRANE to share it with all TTs. 33M 22F principals from Teacher training Colleges</p>	<p>2.1 We have trained CLC teachers and learning support teachers to use child-centred methodologies in numeracy and literacy. LSTs are being trained to actively support girls in mainstream. They have been taught to integrate reading in to every lesson. We are helping teachers to integrate ICT into the teaching and learning, Continuous teacher trainings has led to a greater acquisition of creative teaching approaches required for supporting girls to develop numeracy and literacy skills. There is increased understanding of SNE among teachers from the non- SNE services.</p> <p>2.2 trained on early identification of learning needs using the learning needs screening tool.</p>
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	Exact number unknown	This is extremely hard to measure. We work in 52 communities and hope that the whole community is impacted. We could count a minimum number of 988 (821 women and 167 men) in VSLAs, or 9890 parents of each girl, or one parent per child in a school (22,067), or 2.3 million who are said to have watched various talk shows and adverts we have done to promote girls' education.

Note for the following tables: At the end of GEC1 we had a list of 9890 girls who had been engaged in the project through CLCs, IT, library or other interventions, plus the identified sisters of the girls who were still out of school and needed help in getting back to school. In preparation for the baseline and annual report, we did a face-to-face visit with all girls we could to that point in time, a total of 8,134 girls, and ran out of time to finish the other 1,756 girls. The real-life situation is that they are now spread all over the country. We are aware of 2 who have died. **The tables below give the updated figures for the 8,134 who were met face to face since November 2017 and gives data for the academic year of 2018 rather than giving a proportional figure or old data from the point that we first met them as this would cause confusion in ages and grades, mixing more than one point in time.** We expect to complete this tracking task by the end of July 2018. It will remain an ongoing task with data being updated annually.

Table 99: Target groups - by school

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
School Age			
Lower primary	✓	2605	1794
Upper primary	✓	3029	2963
Lower secondary	✓	1516	1177
Upper secondary	✓	43	117
Tertiary	✓	766	263
Finished education	✓		11
In school class not mentioned	✓		229
Out of school		OOS 1466	1497
Apprenticeship			17
At home			561
Farming			21
Married	✓		37
Refugee camp			1
Volunteering			2
Working		Work 465	261
CLC			608
Girl identified by untraceable	✓		81
Died			2
Total:		9890	8134

Table 100: Target groups - by age

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Age Groups			
Aged 5	✓	91	6
Aged 6-8 (% aged 6-8)	✓	151	187
Aged 9-11 (% aged 9-11)	✓	1939	2137

Aged 12-13 (% aged 12-13)	✓	2545	2133
Aged 14-15 (% aged 14-15)	✓	1938	1528
Aged 16-17 (%aged 16-17)	✓	3195	1012
Aged 18-19 (%aged 18-19)	✓	31	588
Aged 20+ (% aged 20 and over)	✓		300
Died			2
Not known	✓		1
Not mentioned	✓		159
Girl identified by untraceable	✓		81
Total:		9890	8134

Table 101: 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 B10seline
Disabled girls (please disaggregate by disability type)	✓	170	328
Orphaned girls	✓		1397
Pastoralist girls			0
Child labourers	✓		69
Poor girls			0
Other (please describe)			0
Children infected & affected by the HIV/AIDS	✓		109
Survivors of sexual violence, children at risk of murder	✓		61
Children unable to provide a regular meal	✓		2016
Street children/abandoned children/neglected children	✓		725
Children in conflict with the law	✓		7
Children from child headed households	✓		2
Children from war affected areas	✓		18
Young mothers or expectant young mothers	✓	449	370

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at B10seline
No defined group other than marginalised and vulnerable	✓	9271	3030
Died			2
Total:		9890	8134

Note: The subgroups above to enforce that a girl falls in to one category or the other is artificial. Many girls are in multiple categories and so the impact of her situation is lost by forcing her into one group only

Table 102: 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	✓		90
Out-of-school girls: have attended school, but dropped out	✓	3262	1497
Girls in-school	✓	3696	6543
Sisters who are out of school/marginalised	✓	2932	
Died			2
Total:		9890	8134

Annex 5: MEL Framework

Provide latest, FM-approved version of the MEL Framework as a separate document.

Attached

Annex 6: External Evaluator's Inception Report (where applicable)

Provide latest version of the External Evaluator's Inception Report as a separate document.

Attached

Annex 7: Data collection tools used for Baseline

Provide all data collection tools as separate documents.

Attached

Annex 8: Datasets, codebooks and programs

Submit all the cleaned and labelled datasets, specifically the school girls' survey data, the household survey data, and learning test data. The datasets should be fully anonymised before submission. Ensure all datasets are clean and clearly labelled so individuals, and school/communities can be matched across datasets. Accepted formats are Excel, STATA, SPSS and R.

Provide all codebooks and STATA and R programs (where available). This will facilitate the replication of the key baseline learning and transition findings (e.g., outcomes spreadsheet). In the codebooks, clearly mark the following variables:

- IDs: individual HH/girl ID number, sex, region, district, school, community, group, age, grade
- Raw learning scores (subtask scores, WPMs, and aggregate scores)
- Raw transition scores and transition successful/unsuccessful variable

Attached

Annex 9: Learning test pilot and calibration

The following activities were carried out for the development, testing and calibration of the learning tests:

Activity
Developed five sets of each of the following: EGRA, EGMA, SeGMA and SeGRA according to the FM guidelines for their development
Review of tests by the FM learning consultant
Developed marking guides for both early grade and secondary grade Numeracy and literacy tests.
Round 1 piloting of the tests
Marking, data entry and analysis of test scripts
Adjustment of tests
Round 2 pilot of the tests
Marking, data entry and analysis of test scripts

Designing of materials

Development of the tools was done by a team of teachers and assessors. There were two (2) teams, one team developing Literacy tests and another team developing Numeracy tests. All materials developed were edited and sent to Viva for quality control and sent back to incorporate the suggested changes in the materials.

Materials used were:

- Guidelines for SEGMA SEGRA: Blue print for Designing tests and process for piloting and sign off.
- Learning Tests Development and Design supplement Note August 2017
- Curriculum for Primary and lower Secondary level (P.1-P.7, S1 and S.2) – Ministry of Education and Sports.
- Text books for English and Mathematics used for teaching all the above grades in Uganda.
- Examples of EGMA, EGRA, SeGMA and SeGRA tests developed for different regions and points.

Piloting exercise.

Enumerators:

- Enumerators included 4 assessors, 20 teachers/learning support teachers (LSTs), and a team from DRT.
- All were oriented and taken through the tools and guidelines before the exercise. They were briefed of the process of administering the tests.

The process:

- All children who were on a camp participated in the exercise, either through oral and/or written tests.
- On day 1, enumerators had round one of oral assessments, then they were gathered to give feedback of the process and to de-brief, before they continued with the exercise.
- 88 children were assessed orally, though a big number of them were not assessed though all sets as required. About 100 children did the written assessments.
- Enumerators were paired up so that one is administering the test as the other is timing and recording on the assessment sheet.
- CRANE monitored the process for all the days.
- This process was repeated at a second camp after adjustments had been made to the tests.

Results:

- Out of 5 sets, set 4 brought back slightly lower results across the tasks and therefore in agreement with the FM, Set 4 was dropped, retaining one sort for each of 4 evaluation points.

Seven subtasks in EGRA and eight subtasks in EGMA were designed and three subtasks in both SeGRA and SeGMA.

SeGMA had increasing difficulties of maths in accordance with the guidelines given. SEGRA subtask 1 was a Comprehension (+ analytical), subtask 2 a Comprehension (+inferential) and subtask 3 a Short essay.

EGRA subtasks	Max score	Timed
Section 1. Letter Name Knowledge	100	Yes
Section 2. Initial Sound Identification	10	
Section 3. Letter Sound Knowledge	100	Yes
Section 4. Familiar word reading	50	Yes
Section 5. Invented word decoding	50	Yes
Section 6a. Oral passage reading	140	Yes
Section 6b. Reading comprehension	5	

EGMA subtasks	Max score	Timed
Number identification	16	Yes
Quantity discrimination	10	
Missing number	10	
Addition	20	Yes
Subtraction	20	Yes
Word Problems	6	
Multiplication	20	Yes
Division	20	Yes

All sets for future evaluations are ready and held securely by one person each in Viva, CRANE and the Senior Evaluator.

Pilot and pilot results are submitted as a zip file.

All the seven subtasks in EGRA and eight subtasks in EGMA were used and the three subtasks in both SeGRA and SeGMA. Rates were calculated for all the timed subtasks. Following advice from the FM evaluation officer we calculated Aggregate Marks by two methods: one using raw scores and one using rates for timed tasks. Rates were converted to percentages by creating a nominal maximum rate for each subtask. The nominal maximum for Oral Reading Fluency was fixed at 150 after obtaining permission from the FM

evaluation officer. This rate cap was above the observed rates and fits with current research on reading rates.

We were advised to calculate Aggregate Marks using two methods: In the first, the Rates Method, Scores are converted to Rates for all timed subtasks and added to the Scores for untimed tasks before calculation of the Aggregate Mark. In the second, the Scores Method, the raw scores are used to calculate the Aggregate Mark.

- Methodology for marking the test, creating subtasks scores such as Words Per Minute, aggregating subtasks scores, trimming/truncating/winsorizing scores, etc. (only if these details cannot be provided in full in Section 2 and 4).

Annex 10: Sampling Framework

Provide updated and final excel file. The final selection of the schools/communities for the evaluation should be clear.

Attached

Annex 11: Control group approach validation

This annex serves to reflect on the adequacy of the learning and transition cohort samples, particularly the control group one, for the evaluation of outcomes at midline and endline.

- Explain the approach to select and identify the (learning and transition) cohorts of girls for the intervention and control group
- Identify any risk to comparability of the intervention and control group at midline and endline, e.g. different processes to select samples, exposure to different government policies, contamination or spill-over effects.
- Show and comment on tables displaying intervention and control samples composition by region, age, grade and the subgroups identified in Section 3.
- Analyse any difference between the two groups and summarise any issue in comparing them according to the Difference-in-Differences approach.
- Provide any mitigation strategy for the issues identified.

Attached

Annex 12: External Evaluator declaration

Attached

Annex 13: Project Management Response

This annex should be completed by the project.

It is with much gratitude that we receive this baseline report from John Rowley and the evaluation team. John has invested a huge amount of time and energy into understanding the complexities and details of the Viva and CRANE GEC-T project. We feel that the evaluation report gives a very fair and balanced assessment of the position of the project at a point in time, namely February and

March 2018. It helps the project staff to see through our work from a different perspective and helps to bring clarity, challenge, insight and direction for moving forward.

Below is our response to the conclusions and recommendations, following the paragraph headings as given in the evaluators report.

The project beneficiaries

The Evaluator has identified that the project is working with 9,890 girls as per the project proposal. This is based on a list given to the Evaluator as per the end of GEC I. In preparation for baseline and the annual review, the field officers and mentors began a process to meet every girl face to face and to update key data about these girls. The girls are spread across over 500 schools throughout Uganda which makes tracking them extremely demanding and time-consuming. It is, however, vital to the work of supporting all these girls from GEC I, wherever they may be. As is indicated in the tables in Annex four, 8,132 girls have been met face to face whilst 2 have died. The task of finding the remaining girls is continuing and is expected to be completed around the end of July 2018. The Evaluator has worked on the basis of the GEC one list. It is worth emphasising that almost all of the beneficiary girls have multiple barriers that hinder their educational pathway is. The beneficiary tables in Annex four do not pay adequate attention to multiple barriers and multiple sub groups that individual girls could fall into.

Learning levels

We note from this section that results in addition and subtraction are low and multiplication and division are very low. It is well documented that girls have been underperforming in maths in Uganda and we will double our efforts to provide teachers with strategies to teach maths successfully, whilst also ensuring that girls have access to additional support and learning resource materials. It is also of great interest that the girls who seem to perform best in the literacy tests are girls who describe reading for one hour a day at home. This strongly emphasises the need to invest resources in the purchase of books and to make them available to beneficiary girls, even though that has risks attached to it of some books getting damaged, lost or stolen.

We note that the control groups almost always score better than intervention group girls with the exception of girls in SI, and that these differences are statistically significant. Whilst the Evaluator finds it reassuring that the project has identified the correct girls for the project in GEC-T, we need to be reassured that this will have no adverse effect on any gains that intervention girls might make in comparison to control girls.

Transition rates

The project has identified A total of 593 girls who have transitioned on to the next level of education at baseline stage. This represents 6% of the beneficiary population. It is comprised of 17 girls who are now undergoing apprenticeships, 464 girls who completed primary seven last year, and 112 girls who completed senior four O-level examinations. The project was designed to follow all such girls for at least one more year to be sure that the girls' situation is stable and will only let go of the girl when there is adequate assurance that she is safe and will remain in school.

Baseline Sustainability Score

The sustainability scorecard in the log frame has been the subject of much discussion and revision between the Evaluator and the project staff. Whilst we are submitting a revised log frame, neither The Evaluator or Viva or CRANE are yet happy with the sustainability scorecard and we intend to revise it further after receiving feedback from the fund manager on this outcome level evaluation.

Intermediate outcomes

Attendance

We appreciate the observation that the project is not in a position to impact attendance registration and evaluation of the 52 schools and Creative Learning Centres as a matter of course. We will continue to undertake termly spot checks, with at least one spot check per year being undertaken with the Evaluator, but we will place the emphasis on checking the attendance of beneficiary girls. Teachers who are employed as a part of the project have now been taught to register attendance of their girls on a daily basis through their phones. This should mean that we have a more accurate source of attendance data to compare spot checks against by the time of midline.

Teaching quality

As noted by the Evaluator, the quantitative nature of this evaluation limits the learning assessment of girls with disabilities. We will work with the evaluation team to ensure that we follow the learning journey of girls with cognitive disabilities and present learnings and progress in a way that will be useful to other projects.

Life skills

It is interesting that the issue of reading at home is raised under life skills. Possibly this is an indication of the lack of opportunity for children to read at school. Our project design is beginning to place increasing evidence effort on ensuring that literacy and numeracy are taught through every activity, whether in the classroom or not. We will use the teaching of other life skills as an opportunity to help girls to see the value of numeracy and literacy.

School governance

The Evaluator describes the limited overlap between the project evaluation process and the quality improvement system. Within QIS is an external evaluation process which accredits an organisation as working at foundational levels or higher accountability levels. We will discuss with the Evaluator the possibility of the Evaluation team participating in the external verification process of QIS during the coming planning period as we move towards midline.

Gender approach

The project staff have struggled to fully understand the GESI process set out by the Fund Manager because gender equity seems like bread and butter work to us. However, having studied it carefully, we graded ourselves at the gender transformative level. It is reassuring to see that the Evaluator agrees with this assessment since the work that we are doing is making deliberate and sustained efforts to ensure that girls and children with disabilities are given equal access to learning opportunities in Uganda.

Recommendations

MEL in the GEC-T

The observation of the EE team about the huge volume of work in the project evaluation process and the heavy emphasis placed that success is measured through the learning tests is an accurate one. We are keen to continue to work with the same Evaluator because of the immense effort of helping any other consultant group to get to the same level of understanding about the project.

Theory of change and operational work

As a part of this review process, the project staff have been considering the various options for streamlining activities. To date, there are minor changes that we intend to make, such as merging different meetings with the government offices. Whilst we have looked for radical measures that

could be taken to have new activities or remove activities, these are only minor changes at this stage. However, we are putting the greatest level of efforts on the development of teaching strategies that are engaging and creative for students and are working on enhancing the learning developments.

We appreciate the new look of the Theory of change diagram presented by the Evaluator. This is an extremely helpful design for us to use internally as a part of our planning, learning and delivery. However, the majority of beneficiaries and their caregivers would have limitations in their understanding of project management and yet we are very keen that they understand the vision to Live, Learn, Laugh and SCHIP towards transformative education that sees girls transitioning up through primary, into secondary and even on to tertiary education. The diagram that we have submitted in the main report is a visual illustration of the project's Theory of change that we hope will help people to envision what we are trying to achieve. We will use both images to help us develop the project further.

Targeted follow-up

We appreciate the analysis that the Evaluator has done of the sub groups and we agree that defining sub groups for the uniqueness of the Viva project is not easy. We have noted the finding of 107 girls who seem rather despondent about what education can achieve for them and will search for them and discuss with them how we can assist them further.

Intermediate outcome indicators

We appreciate the Evaluator's analysis of the log frame and are grateful for the many hours that he has spent with us seeking to revise it subsequent to us reading the draft baseline report. Together we have refined and reduced the indicators, but both parties recognise that there is still more work to be done. We will do this subsequent to feedback from the Fund Manager on this evaluation.

Sustainability scorecard

We agree with the evaluator that the sustainability scorecard needs review. This process has begun but there is a need to continue this with the evaluator after feedback from the Fund Manager on the adjustments that we have made this far.

Midline questionnaire

We recognise the value of reviewing the survey as soon as possible rather than leaving it to just before midline when memories will have faded. We will agree a timeline with the evaluator for undertaking this task.

The sample

As mentioned above, the project is continuing to track the girls and hopes to finish the tracking of every one of the 9,890 girls by the end of July or early August.

Sustainability

The Evaluator is seeking for the project to consider traditional sustainability, particularly regarding the financial investment of certain activities that might not continue beyond the duration of the project. The IT bus, library truck, GWD transport have been identified as particularly costly investments, which may be true but in the case of GWD transport, all beneficiary families testify that their girl is in school because transport is provided. The IT bus and Library truck are providing enormous benefit in terms of sharing resources and opportunities across the 52 schools. It was

noted in the proposal that quality education will cost money, and this even more so when educating children with disabilities. Therefore, we will reflect on how over the years we can transition to a more low-cost strategy, but for now there is great appreciation of these resources amongst the schools.

Miriam Friday, 17th June 2018

Appendix B: MEL Framework template

Project number: 6595

Project name: Building girls to Live, Learn, Laugh and SCHIP
in Strong, Creative, Holistic, Inclusive,
Protective, Quality Education

Implementing agency: Viva in partnership with CRANE

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External Evaluator: To be appointed

Version number: ~~Two~~ Three

Date: ~~31st August 2017~~ 30th April 2018

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I Introduction

Start date and length of the project: Start date: 1st April 2017 End date: 31st March 2024

The project's objectives: Our vision is to see 9,890 girls who Live, Learn, Laugh, and SCHIP in Strong, Creative, Holistic, Inclusive, Protective, Quality Schools, fulfilling their potential. We want to demonstrate that it is possible to accelerate learning and achieve good examinations. These girls are all marginalised. A third of them have been out of school and are currently stabilising in mainstream school after 6 months catch up education. A third of them are their sisters and are still out of school. A third of them have been assisted in their learning in GEC-I but are still in need of support to complete a level of education.

The main contextual factors that have influenced the project design: 55.1% of Uganda's population is under 18 years (UBOS, 2014). 96% of them are at risk in some way.ⁱ Only 11% are reached with external support services (MoGLSD, 2011). Child marriage impacts 49% of girls under 18 years and 15% under 15. 24% of girls bear children before the age of 18 (UBOS, 2012). 10 percent of 6-12 year olds and 4.1 percent of 13-18 year olds have never attended school (UNICEF, 2015). At primary level, proficiency in numeracy has declined from 45.2% to 40.8% between 2012 and 2013 whilst proficiency in literacy also declined from 39.4% to 38.3%. At secondary level, the proficiency level of Senior 2 student in mathematics declined from 46.9% in 2013 to 41.5% in 2014. Between 2014 and 2015, the survival rate from Primary 1 to Primary 5 declined from 60.6% to 59.9%, and from Primary 5 to Primary 7 from 32.9% to 30%. (GoU, 2016).

A brief summary of the project activities: Interventions have been grouped into four outputs carrying the headings: **Live, Learn, Laugh** and **SCHIP**. '**Live**' focusses on giving opportunities to girls and their families to develop competency-based skills through family, mother-daughter, sports clubs and music, dance, drama and career development. '**Learn**' focusses on cognitive learning through catch up classes and learning support, specifically in literacy, numeracy and through piloting competency-based learning in a model primary and secondary school and vocational school for girls with disabilities. In-service teacher training will continue to be given for teaching catch up education, accelerated numeracy and literacy teaching, and inclusive education. '**Laugh**' focusses on the protection, mentoring and support of girls and the strengthening of links between the school and community to protect children from abuse. '**SCHIP**' focusses on leadership and learning in the schools by inspiring head teachers to be better leaders. All four activity groups run concurrently, with different emphases for girls, families, schools and duty bearers.

An overview of the Theory of Change (ToC) and underlying assumptions: Our ToC journeys a girl through five stages: '**Get in**' to education through a Creative Learning Centre; '**Stay in**' through catch-up learning in the centres; '**Transition on**' to mainstream or vocational; '**Transition up**' to the next level of education or work; '**Stay up,**' pursuing lifelong learning. The core of our ToC is that education must be in a Strong, Creative, Holistic, Inclusive and Protective environment that provides quality education for all. This means that teachers, parents, schools and communities need to collaborate to promote safe learning environments in which children can learn, free of fear, and be motivated to keep on learning throughout life, and to see that learning should not be limited to the classroom. This will result in 9,890 girls showing accelerated progress in their learning, transitioning on to the next level, and sustaining their learning. Key assumptions are that we can continue to work with the girls within their mainstream school and continue to work with the families to help them to raise funds for continued education.

Transition: We have looked at the current grade of each girl and therefore predicted the year in which they will transition. Therefore in each year there will be a number of girls who transition off the project. This project covers the full range of abilities of girls from girls with profound and multiple physical and cognitive disabilities to girls who are performing well at school but were excluded because of pregnancy. Every possible circumstance for girls between the ages of 10 and 18 are within our project. Therefore transition will look different for every girl, based on their own specific need. However, we have 173 girls who were registered in GEC-I with one of the two projects that provide day support to children with disabilities. Each of these will be transitioned out of the CLCs that they enrolled in. They will be helped to find other opportunities for life beyond the CLC, based on their own individual needs.

The expected transition of girls to different learning institutions can be seen in table 6.3. The girls with disabilities are included in this. For those who enter primary, they will transition to secondary. We are expecting 5,634 girls to go to secondary school during the 7 years. We expect 1,559 girls to transition from secondary school to higher education. We expect 465 to go to work. We expect 766 to go to vocational college. We have 1,466 sisters who are still out of school whose transition pathway is still uncertain.

The key factors affecting transition for our girls appear to be a combination of child abuse and poverty. Whilst the initial presenting factors in the Baseline of GEC-I was poverty, once the teachers and mentors began to counsel the girls, most of them had underlying abuse issues, whether from neglect of the parents, abandonment, or sexual abuse that led to their exclusion from education. The endline also identified poor quality teaching as a factor for girls not transitioning (p39).

A brief description of the areas and beneficiaries with which the project will work: We will work in five districts in Central Uganda: Kampala, Wakiso, Mukono, Nakaseke and Buikwe. 9,890 girls who are beneficiaries of GEC-I have been identified as beneficiaries for GEC-T. In GEC-I, these girls were at risk of underachieving in school, had dropped out of school and needed support to transition into mainstream education. These 9,890 girls remain at high risk of failing to successfully complete primary or secondary education, they come from homes impacted by poverty. Many have suffered abuse and other factors have excluded them from education or have been on the margins of success.

Overarching principles and aims of our MEL framework: A Quasi-Experimental longitudinal study, tracking a representative sample cohort of intervention and control girls will be tracked throughout GEC-T. A mixed methodology will be used that combines quantitative and qualitative data. We will measure the difference in progress between a sample of ~~48+~~751 treatment girls and ~~48+~~260 control girls who are selected by the External Evaluator and who are attending one of the 52 treatment schools/CLCs or 10 control schools.

2 Learning from GEC I

The table below gives lessons we learned in our MEL work from GEC I that are helping us to formulate a stronger MEL Framework for GEC-T.

Lessons Learned	Actions we will take to mitigate against similar problems	<u>End of Year I Update</u>
Regular monitoring data was collected from multiple sources. Not all of it was used and some of the tools did not clearly answer the questions of the External Evaluator.	We will review all tools from GEC I to see whether they are still needed for GEC-T and whether they are asking the right questions to contribute to an evaluation based on the logframe. We will also review all the tools with the External Evaluator.	<u>The content and structure of our MEL has changed in order to meet the rigour and design of GEC-T. All reporting data is now collected in soft form which primarily uses KoBo.</u>
There were challenges in matching the girl from baseline to midline and endline because of different enumerators with different languages interviewing different households. Particularly, the r and l are used interchangeably in some languages, and names often have a suffix added. For example:- BL:Ruth = ML:Luce = EL:Lucie	We will work with a consultant to design a data collection tool that is collected in soft format. For the treatment girls, we will already know the name of the girl with a Unique ID number. Therefore, when a girl's name is entered, the spelling can be checked against the records. Soft data collection will also help to reduce errors between evaluation points.	<u>Every girl has a unique ID. We are currently in the process of creating identity badges for each girl to ensure that she is always logged at the point of project interaction. Every girl and parent was tagged with their UID in the baseline. These numbers will continue with the girl throughout the duration of the project.</u>
Many people are not clear about the age of a child. The Head of Household might guess at the age and give a different answer to the girl.	With soft data entry, if a different age is given between the HOH and the girl, this problem can be alerted and further questions can be asked to see that there is agreement within the household on the girl's age. We could also confirm this with school records.	<u>Soft data entry at baseline will most certainly eliminate the concern of tracking progress against age. The sift fields now limit the options that can be given in the future based on what was said previously.</u>
There have been challenges with control schools remaining receptive to the research process.	We will offer the control schools some basic training that will not affect the outcomes so that we can maintain an adequate control over 7 years.	<u>Control schools were very accommodating during baseline, but with some expectation of support for their schools and communities given what they have seen happening in other local schools. For now we have only trained them in child protection and human resource management, but will not closely monitor the impact of their implementation. Consideration does need to be made as to what we can and cannot do to retain the favour of these schools and parents over a long period of time.</u>
The teacher and mentor reports on children's IEPs and learning progress have not brought out the key points for the evaluation process.	We will look at the reports again and adjust so that the most important and relevant data is collected.	<u>Teachers have been taught how to use IEPs, but it is a relatively new concept to them. Therefore we need to continue training and supporting them. They now collect all their child progress records in excel.</u>

<p>The enumerators were generally young people on a long vacation after A Levels or recent graduates. They had minimal experience in child protection issues.</p>	<p>It is unlikely that we will be able to find or afford people with a lot of research experience, but we will ensure that we train those who the Evaluator selects so that they know how to handle disclosures and child protection concerns.</p>	<p><u>The best of the enumerators we used last time were referred to DRT who used some of them. However, there were some challenges with the dynamics of DRT enumerators, some of whom seemed a little over confident. We are going to review these challenges with the EE to find a solution for midline. CRANE trained all enumerators in child safeguarding and ethics before the evaluation training started.</u></p>
<p>Generally communities in Uganda are research fatigued and only take part when they think they are going to get some sort of remuneration for their time, whether in cash or in kind.</p>	<p>We will work with the local community leaders and mentors to talk to the community in advance of the enumerators coming to collect data.</p>	<p><u>There are concerns that parents believed when they came to baseline that they were signing up their child to a school sponsorship programme. We now need to manage the communication and relationships carefully so that expectations are not raised except that the parent can expect the education of their child to improve in quality.</u></p>
<p>Girls who have not been able to master numeracy and literacy are at a distinct disadvantage when it comes to taking learning tests. Many either refuse directly, or their caregiver answers for them that they cannot participate.</p>	<p>A refusal should be counted as a refusal and not as a zero. This needs to be made clear on the data collection tools.</p>	<p><u>The EE solved this issue in the design of the tool.</u></p>
<p>Girls with disabilities are unable to participate in EGRA EGMA</p>	<p>We need to develop an assessment tool for children with disabilities so that there is a baseline measure of their ability rather than a zero score.</p>	<p><u>We agreed in advance of Baseline that children with severe cognitive difficulties would not be subject to EGRA and EGMA tests and that their journey of progress would instead be measured qualitatively and through video diaries.</u></p>
<p>Conducting long surveys in the household meant that sometimes the girl was interrupted in the middle of the survey and sent to do chores, thus ending the interview early</p>	<p>We need to ensure that the questionnaires are not too lengthy and that we warn people ahead of time about the expected length of time that the survey will take</p>	<p><u>The baseline was conducted at the school or in the organisation hosting a CLC. This was also used as an opportunity to engage the parents in positive parenting discussions.</u></p>

Table 1: Lessons learned

3 Monitoring

Table 1 below lists the internal monitoring system at the output level.

All staff will have clear job descriptions, key performance indicators and reporting guidelines referenced against project outputs and logframe indicators and will have associated reporting templates. All staff will be trained to report using these tools. The reports will be fed into a central MEL Management Information System (MIS). The MEL team will analyse the reports, identify issues that need a rapid response, and refer these to the Project Senior Management (PSM).

All staff will submit monthly reports to their line managers on lessons learned in their work, identifying the context, the intervention made, the outcome and the way forward. This will be discussed in a monthly face-to-face review meeting. In between there will be continuous observation and rapid learning cycles so that there is no quarterly delay in identifying issues.

Year 1 end: staff submit their use of time using Kimai to record time. All staff also submit field reports in soft form using KoBo.

Teachers, Community Mentors and Field Staff will submit monthly reviews on the IEPs of children they have supported. These will be submitted to the person responsible for the project management in the learning institution. These will be reviewed central project staff on site visits at least once a quarter.

The 9,890 girls will be tracked by the teachers, community mentors and field staff. Basic biodata (based on the HHS tool) will be collected for every girl. This will include disaggregation by disability and vulnerability. We have much of this data from GECI but a full listing is being currently being compiled – full analysis by situation, grade, age and disaggregation will be provided in due course.

All activities will be subject to concept notes and requisitions that will be reviewed against timeline and budget. Narrative and financial reports will be submitted within 7 days of the activity.

The PSM will meet monthly to review progress against a Results Framework, which will incorporate timelines, budgets, milestones and indicators. An indicator chain on this tool will be used for reporting progress. Quarterly reports will be prepared for the donor and for the Board. Both will review the reports and agree actions for slippage or adjustments where there are challenges.

Viva Oxford senior managers review the project through calls at least once a fortnight, through quarterly reviews, and by regular visits to Uganda to review progress against the project plan and budget.

Quarterly meetings with downstream partners will be held to review progress. Regular field visits will be made by project staff to ensure that change is being realised and to verify reports that are received from partners.

The measurement listed below will be distributed amongst team members and will be incorporated into their monthly, quarterly and annual workplans. This will help us to measure the delivery rate and quality of intervention and to share learning and finding with stakeholders from the internal monitoring employed for each output.

Output	Indicator	Level at which measurement will take place, e.g. household, school, study club etc.	Tool and mode of data collection	Rationale, i.e. why is this the most appropriate approach for this output	Frequency of data collection, i.e. annually, per term
I.1	# targets achieved in IEPs that contribute to lifelong learning pathways	18 groups of CLC girls: with CLC teachers. 34 groups of school girls: from Learning Support Teachers. Local girls not in 52 centres: mentors. Distant girls: field officers.	I can journal; Individual lifelong learning pathway. This has now been completed, printed and is being disseminated amongst all project girls. (Under development)	The journals cover the holistic development of the girl and gives some way of recording holistic progress	Monthly reports from teachers. Termly review with teacher/mentor. Annual review with Viva and CRANE staff at annual reunion

1.2	% increase in household income demonstrated through saving and increasing expenditure on education	Savings groups	Interview questions; Savings books; School reports	Savings groups are a project intervention; School reports provide evidence that the child is in school and as they get older education gets more expensive	Monthly savings book updates and mentor reports Annually in December against the school annual report
1.3	Children and guardians who say they are now sharing more activities and decisions with their child than before	Mother-daughter clubs or Family learning days or school Sports/MDD days	Interviews using participant evaluation (see Field MEL Tool tab)(now in KoBo) Video diary of 2-3 informal questions	First-hand record that captures emotions and conversations	Videos taken at parent/family activities. Sample of video interviews at each event per year. We still pursue the video diaries but the filming and editing of this work is very time consuming. It is likely that the project needs to contribute to the honorarium of the trainers.
1.4	# competency-based lifeskills	18 groups of CLC girls: with CLC teachers. 34 groups of school girls: from Learning support teachers Local girls not in 52 centres mentors. Distant girls field officers. Skills certificates from vocational schools. ILPs from teachers: schools. Testimonies: schools/clubs.	"I can..." journals; skills certificates from institutions; individual education plans (now in KoBo)(see Field MEL Tool tab); Testimonies/ demonstrations from girls participant evaluation(now in KoBo)-(see Field MEL Tool tab).	Certificates give evidence of knowledge and skills acquired. Testimonies and learning journals: qualitative triangulation of the certificates	Pre-and post-training baseline and evaluation. End of the academic year progress report. End of qualification certificate.
2.1	# teachers trained and delivering quality inclusive gender sensitive education	Classroom/CLC	Classroom observation form of teacher activity; lesson plans (now in KoBo)-(see Field MEL Tool tab)	Lessons are conducted in the classroom	Pre- and post-training evaluations One observation per teacher in the term subsequent to the training
2.2	% children who describe their school as a safe	School level with teachers absent or peer clubs	School records/biodata for disability	Simple tool using grades or smiley faces	Informal interviews by

	and exciting place in which to learn (disaggregated by disability or special need)		(see biodata form embedded below) and SEN Assessment tool for screening (see biodata form embedded below); Ranking exercise for children to grade 'safe' and 'exciting' (now in KoBo) (see Participant Evaluation form in the Field-MEL tool below); Focus groups; video diaries	that will allow every child to participate	CRANE staff on site visits/activities Once a term reviews
2.3	# schools that improve accessibility for girls with special needs (girls with disabilities and child mothers)	School	Photos; engineering reports	Hard evidence of work done	Engineering reports at predefined points of construction and completion
2.4	# strengths found by government during school inspections that the government then promotes in other project schools	Schools	Video interviews; minutes of meetings attended; event reports (now in KoBo) (see activity report in Field-MEL Tool); Government inspection report + minutes of partner meetings	Direct report from government of what they have observed and encourage	At the point of government inspection, possibly once a year
3.1	% girls interviewed who describe knowledge and understanding of child safeguarding	Peer Ambassadors Kids Clubs	Interviews with girls	First-hand information from the girls in the environment in which they are learning about safeguarding	Pre- and post-training evaluations. Reviewed once a year
3.2	# school communities with functional child protection committees that have parents (M&F) engaged in them	Community CP groups	Minutes of CP committees with attendees listed. Interviews with the committee members	Hard evidence of work done in the community	Pre- and post-training evaluations. Reviewed once a year

3.3	# guardians, civil servants, counsellors, parents who can describe their role in safeguarding children after they have attended project training (disaggregated by gender)	After the training	Training evaluation form (now in KoBo) (see 'participant evaluation' in Field-MEL tool below); videos; counsellor's reports	Helps to evaluate the immediate learning as a result of the training and adjust for future training	Pre- and post-training evaluations. Reviewed once a year
3.4	Members of the network describe a sense of organisational strength and wellbeing as a result of being in the CRANE network	In a visit to the organisation	Member interview that asks qualitative questions about strength and wellbeing	Annual onsite meeting on their territory will help identify areas for improvement	Pre- and post-training evaluations. Reviewed once a year
4.1	# CP policies	School	QIS indicators (now in KoBo) (See below); policy development; evidence of policy implementation (now in KoBo)(see below)	A measure of action taken at policy level	Pre- and post-training evaluations. Reviewed once a year
4.2	# Financial policies	School	QIS indicators (now in KoBo) (see below); policy development; evidence of policy implementation (now in KoBo)(see below)	A measure of action taken at policy level	Pre- and post-training evaluations. Reviewed once a year
4.3	# HR Policies	School	QIS indicators (now in KoBo) (see below); policy development; evidence of policy implementation (now in KoBo)(see below)	A measure of action taken at policy level	Pre- and post-training evaluations. Reviewed once a year

Table 2: Output measurement

4 Key evaluation questions

We will discuss the evaluation questions with the External Evaluator. Some suggested questions for each level in our Theory of Change are included.

Barriers

1. What barriers has the project been able to address?
2. How did the project identify and determine the more critical barriers to address?
3. To what extent did the interventions address the barriers identified by the project?

Outputs

4. Which interventions do the beneficiaries feel brought about the most significant change?
5. What new skills have beneficiaries gained from the project?
6. How do the project activities address the aspirations of change identified in the logframe that girls would Live, Learn, Laugh and SCHIP?
7. What changes were made during implementation? Why were they made and with what effect?
8. To what extent have children with disabilities been able to access education?
9. Are there now better safeguarding procedures in place in the school and community?
10. **What changes can beneficiaries describe in the gender norms experienced by boys and girls? Can they identify changed attitudes, perceptions and practices over time?**

Intermediate Outcomes

11. What are the most important factors in improving attendance rates?
12. How has the quality of teaching changed in the partner schools and with what effect, e.g. school attendance, retention, grades, teacher student relationship, school based violence, etc.?
13. What was the impact of the learning approaches in schools/style of teaching?
14. How have life skills (cognitive and non-cognitive) interventions affected the education of the girl child? Is there a correlation between increased life skills and learning, transition or sustainability?
15. To what degree has improved school governance affected child protection, gender equality and child satisfaction in school?

Outcomes

16. To what extent has ICT affected learning outcomes? **Is there a difference in ICT skills development between boys and girls?**
17. How did the project make an impact on the learning outcomes of the marginalised girls?
18. How did change in the teaching pedagogy impact on girls' educational choices, aspirations and future?
19. What were the most significant numeracy interventions?
20. What were the most significant literacy interventions?
21. To what extent have the transition points helped to move girls closer towards their chosen pathway?
22. To what extent are girls now less marginalised?
23. What are the results of the project's engagement with the government?

Learning from the Model

24. How did girls re-engage with education and was this sustainable?
25. **What identifiable changes have been realised in seeking to achieve gender equity? How many people describe this change as transforming?**
26. What are the most critical aspects of this Model (e.g. Mentors, Teachers, CLC, Parents) and why?
27. Did the model have to be adapted? What aspects of the model had to be adapted?
28. Did the project have any unintended consequences?
29. How has the project impacted the networking dynamics between the CRANE members?
30. How can this model be scaled up within the educational sector?
31. How well did you engage stakeholders and allow them to drive change?
32. Did the project deliver value for money?

Feedback from the External Evaluator on Questions

1. The key evaluation questions are whether girls in intervention schools attend more regularly, make more and faster progress in literacy and numeracy and achieve better transition at important points in their school careers. The most important issue facing the EET is how to compare the intervention girls with control girls. The essential point here is that the Viva-CRANE project is specifically targeting girls who are likely to drop out of school or otherwise fail to make the best of their educational opportunities. They need to be compared with girls in similar situations in control areas. This provides the EET with the challenge of identifying girls who are likely to be comparable with the GEC girls and also with the requirement to check results of literacy and numeracy tests for consistency and comparability.
2. PwC has mandated the use of learning tests in numeracy and literacy as the key means of assessing project impact. These two elements require massive resources from the EET and effectively rule out or significantly diminish the amount of time and attention EET members can provide to other evaluation questions. The other questions that are mandatory include data on attendance and transition through key stages in education and between education and adult life. It is also required to report against a sustainability scorecard although much of the work on this is done by the project routine monitoring.
3. Better literacy and numeracy teaching appears in only one (of 6) output indicators for Output 2 (of 4 Outputs) in the Viva-CRANE project logframe.
4. The Viva-CRANE project invests in literacy and numeracy teaching not only in interventions schools but also in Creative Learning Centres where teachers assess girls' competencies when they arrive and provide teaching that takes into account their skills and their needs. Literacy and numeracy are often supported because it enhances confidence in these areas and more generally. Confidence is key in entering or re-entering mainstream school. Literacy and Numeracy skills are a means to increasing confidence not just educational achievements. Changes in levels of literacy and numeracy levels in girls attending a CLC will be checked as part of the routine monitoring by Viva-CRANE project staff.
5. At Outcome level, the project logframe specifies (as mandated by PwC) improved learning outcomes in literacy and numeracy. It is important to note that the indicator specifies that this applies to "Marginalised girls". It is important that the Control sample is made up of girls who correspond as closely as possible to the GEC girls. A representative sample of girls in a control school would contain some high-performing girls which might reduce the overall differences between the average scores of Intervention and Control groups. We are aware that girls tend to increase their literacy and numeracy scores as they get older, even when girls are out of school. The learning tests must demonstrate that scores are increasing faster than they otherwise would.
6. The timing of the literacy and numeracy tests may not detect changes in literacy and numeracy achieved by girls in the CLCs. It is clear from GEC1 that girls increase their scores in literacy and numeracy tests over their time in the CLCs. But these increases are unlikely to lead to significant differences being observed when comparing the mean scores of intervention and control groups at two-yearly intervals. A girl might, for example, be tested at Midline, three months after she starts at a CLC, and then again at the second Midline, 21 months after she left the CLC.
7. The Viva-CRANE focus on girls who are most likely to fail in education¹ means that their scores in literacy and numeracy tests are likely to be below average whenever they are tested. Success for the Viva-CRANE project should be assessed on how well the girls do compared with girls who fall out of school or remain out of school. This may become possible if a significant number of girls from the Baseline group drop out of school but remain available for interview at later stages of the project. This, however, cannot be guaranteed.

¹ This focus was corroborated by interviews during the Endline evaluation of GEC1 where respondents consistently identified beneficiaries as coming from the poorer households in their community.

5 Evaluation design

5.1 Research design

A longitudinal quasi-experimental approach will be followed throughout the project, measuring individual level outcomes between a treatment and a control sample. A counterfactual approach will measure change that can be rigorously attributed to the interventions. This will be done by using a difference-in-difference analysis between treatment and control compared to benchmarking data that will be taken at baseline.

The main feature of the evaluation will consist of comparing a sample of girls and households of the 9,890 girls in one of 52 schools the Treatment group, with girls and households in communities who are not impacted by the project, the Control group. From GEC I, we have 9,890 girls that we continue to engage through GEC-T in various ways.

We are focussing on 52 schools/CLCs where more girls are than other schools. Girls are actually scattered over 500 schools in Uganda, who we will bring back together three times a year. The controls will be in similar geographical areas to the treatment and we hope will remain constant throughout the seven years.

Learning: It has been recommended by the Fund Manager that we choose a sample group of girls under the age of 14 in order to achieve more valid longitudinal learning results. Therefore, we are taking the sample size in primary schools and out of school girls for the learning sample. This will be compared against a sample from control schools.

Transition: 9890 girls across the project are recommended for transition sampling. We will be using a quasi-experimental research design.

We ~~will use~~ a mixed methodology evaluation. The main quantitative tools that will be used will be a household survey (HHS) and literacy and numeracy tests for a sample of girls from both treatment and control. The HHS has been provided by the Fund Manager. The learning tests will be designed by a learning consultant. They will be similar to EGRA/EGMA, SeGRA, SeGMA that were used in GEC-I.

Because we have data from GEC I on each sample girl we know both their school location (if they are in school) and where they live, particularly in the case of the 52 treatment schools. We therefore do not have the situation where we need to 'follow girls home' and can conduct the different tests in any order on different days. ~~Whilst HHS will clearly be conducted in the home, the school surveys and the learning tests can actually be conducted in either home or school location. Having said that the proposed process is described in more detail later and will need the EE to agree the final methodology. The baseline engagement took place in the school where the child and the parent came and met the enumerators.~~

Boys: No boys were included in the project design for GEC I, therefore we have no recorded beneficiaries that are boys that we can bring forward to GEC-T. To introduce them now into the programme design will introduce new beneficiaries and increase the budget. Whilst we could conduct additional surveys and tests with boys it would be unfair as no intervention would then be proposed. We therefore do not propose to include boys in any sampling.

Qualitative research will be carried out in a sample of the communities via interviews with parents and focus groups with community leaders, girls in CLCs, schools, PTAs and income and savings group members.

Additional qualitative work will include using group and individual interviews with out of school girls; counsellors; girls that had graduated from CLCs; mainstream teachers; CLC teachers; mentors and CRANE partners and community leaders. Interviews will be carried out with staff in the Ministry of Education, the police and university-based advisors to the Ministry.

As well as the statistical analysis and review, we will tell the story of children's lives that have been changed. The Theory of Change is that girls will Live, Learn, Laugh and SCHIP. We will show how the different interventions build those outputs into the lives of the girls and ensure that girls can tell their story of transformation through their learning journals, through video diaries, and through appropriate storytelling so that from a place of destitution, their hope is restored and their life trajectory is good.

5.2 Measuring outcomes

Outcomes

Learning, Transition and Sustainability will be measured by the External Evaluator at Baseline, Midline Point 1, Midline Point 2 and Endline. The indicators for each of these can be seen in the logframe which is embedded in the Annexes.

Learning will be assessed at Baseline, Midline and Endline External Evaluation points. The External Evaluator will test a cohort of girls on numeracy and literacy. A non-cognitive test will be used for children with disabilities who have no functional literacy or numeracy and limited communication skills. They will first be assessed using the CRANE-Kyambogo University Disability Assessment Tool and by using another more appropriate learning assessment tool which has yet to be developed.

Please find below the screening tool designed by CRANE with Kyambogo University and cleared for use by the Ministry of Education and Sports. This gives an initial assessment of disability, but does not conclude as to whether the child would be able to complete the EGRA EGMA.

Girls who have profound multiple and physical disabilities and will never be able to participate in EGRA EGMA should not be subjected to it - this causes upset to the family.

~~We need to design EGRA EGMA SeGRA SeGMA were designed, and another form of learning test that will capture results for it was agreed that children with disabilities will be measured qualitatively. We are happy for this alternative tests to be administered to all children, but they have not been designed yet. We want to do this with the EE who has not yet been appointed. If the EE cannot do these tools, we will have to recruit another company to design the tests in order for them to be objective and external. A discussion has been going on between the Ugandan GEC partners as to how we can collaborate on this. We have agreed that we will work with OBUL and PEDN on this.~~



SCREENING TOOL
FOR CHILDREN WITH

Also added is the tracking tool we intend to use for CWDs. This will be used for all girls where disabilities have been identified. Further detailed assessments are still being designed.



Monitoring
objectives SEN.xlsx

Numeracy will be measured using an Early Grade Mathematics Test (EGMA) and Senior Grade Mathematics Test (SeGMA). This will be conducted at a household level as a part of a household survey. The test will measure progression from numbers, to addition/subtraction, and multiplication/division. A SeGMA extension test will allow girls who completed EGMA with speed and accuracy to evidence mastery in numeracy skills.

Literacy will be measured using an Early Grade Reading Test (EGRA) and Senior Grade Reading Test (SeGRA). This will also be conducted at a household level as a part of the household survey. The tests will measure progression from letters, to words, to comprehension. It will involve timed reading and more complex reading to accommodate fluency. A SeGRA extension test will allow girls who completed EGRA with speed and accuracy to evidence mastery in literacy skills.

A learning target of 0.25 standard deviation will be set for between each external evaluation point using a difference-in-difference methodology of treatment versus control based on the baseline averages on a grade-by-grade basis.

These tests will be designed by a Learning Expert prior to the Baseline. ~~54~~ learning tests ~~will be~~ designed, one for each evaluation point plus one spare. These will be piloted and calibrated on a range of grades that reflect the project beneficiaries to ensure that they give the same results for the same girls. The design of the learning tests will incorporate a requirement to make them accessible, using straightforward language, inclusive language, and clear layouts. Early Grade Learning Tests will be available in English ~~and the predominant local language of the area, with the choice being given to the girl as to which language to be tested in.~~ Senior Grade Learning Tests will be exclusively in English.

Transition

Transition will be measured by the number of girls in the cohort who transition through key stages of education, training or employment. Every out-of-school girl will have two transition points to be counted as a success. The first part will be from out-of-school to a CLC. The second part will be from a CLC to Primary School, Vocational Training College, or vocational work based placement that provides training and a fair wage. Depending on the level of entry to education, some girls will achieve a third transition to secondary, vocational or work based learning.

The transition target will be set after baseline as a percentage achievement or completion over and above the control group. However, we know that all girls in the project will be out of school and will access accelerated catch-up classes in a CLC and will then transition on from there. Until baseline, we will estimate a three-way split to primary, vocational or work based learning.

Transition will be measured quantitatively as a 'survival rate' whereby a girl's current enrolment will be compared to her enrolment in the previous evaluation point. We will compare the transition rates between treatment and control cohorts. It will be measured as a binary 'transitioned/not transitioned' judgment.

Qualitative research with the same cohort will seek the views of the girl, caregivers, family members and community leaders on the transition as to what were the barriers and enablers to the transition and to what extent the project interventions have affected the girl's ability to pursue her education and empower her to succeed. Barriers that were not addressed by the project and other unavoidable barriers will be identified.

A girl who is currently in a CLC will go into primary or secondary or vocational school, depending on her age and situation. These are the sisters of GEC-I girls or those who dropped out in GEC-I, normally for reasons of poor health within the family. They have been divided proportionately.

Successful transition is defined as:

- Girls in primary who are of a primary age will transit to secondary.
- Older girls in primary will transition to secondary or vocational or work
- Girls in lower secondary will transition to upper secondary or vocational or work
- Girls in upper secondary will transition to vocational or work or higher education
- Girls with disabilities will transition to primary or vocational

Sustainability

We will measure how sustainable interventions are by measuring at a household, community, school and system level. We will look for gender sensitivity, potential for scaling up, change in Government policy, change in attitudes, development of teaching and learning. Scoring will be at 4 levels: Latent: develop knowledge and change in attitude; Emerging: changes in behaviour; Becoming established: critical mass of behaviour change; Established: changes are institutionalised.

At the community level, we will measure changes in attitude and behaviour of a critical mass at the household, community leadership, and local business level using informal interviews. This will help to see the extent to which people are supportive of girls' education.

At a school level, we will measure which project methodologies are integrated into mainstream education. We will look at the development of school governance, leadership, policies and procedures. We will compare lesson observation reports and school inspection reports over time to measure change in pedagogy in schools.

At a system level, we will measure the contribution of the project to bringing about policy change. We will keep records of government working groups to evidence the contribution we made to change. We will measure how the project has been able to encourage increased investment in education by public-private partnerships. We will make a series of adverts that will be aired on radio and TV to influence traditional cultural values and norms. The impact of these will be measured by us running focus group discussions before and after people watching the IEC materials.

Financial sustainability will be measured by the amount of time and money that has been spent on the project.

Intermediate Outcomes

Four intermediate outcomes have been chosen as a way of measuring progress towards the outcomes: Attendance; Teaching Quality; Life skills; School governance and leadership.

Attendance will be measured using school registers, confirmed by at least annual spot checks by the External Evaluator who will compare the number of children present with the register for that day. We will triangulate these with school reports and study journals. Assistance will be given to treatment schools to improve the quality of their registration data. Schools which have computers will be helped to set up a computerised registration system that comes to the central office on a monthly basis.

Quality teaching will be tracked from lesson observations, school inspection reports, lesson plans and differentiated teaching. This will be compared to student learning and achievement in lessons. Inclusion and gender indicators will be added to a pre-existing lesson observation form. We will triangulate this with interviews with children. Inclusive Education will be measured by how many new children with disabilities have been received into school and by interviewing children and parents about their experience in mainstream education.

Lifeskills will be measured using the Life Skills Index Scorecard. Financial literacy, ICT knowledge, skills and usage, and income generating skills for girls and caregivers will be tracked. We will measure self-confidence in the girls by using soft indicators. This will be triangulated with interviews and video diaries. [Children with significant cognitive disabilities who cannot attend mainstream schools will be monitored using an assessment standard developed by the two CLCs for girls with disabilities in conjunction with Kyambogo University. This can be seen below:](#)



Monitoring objectives SEN.xlsx

School governance and leadership will be measured against the QIS standards that can be seen in the annexes. Before training in each module, the school/CLC will self-assess themselves against the international standards. They will then be trained in the topic. After training, they will set out an action plan that describes the most important tasks that are to be undertaken in response to the training. Subsequent reviews will measure the schools/CLCs against the standards and the action committed to in the action plan. An external verification will take place to verify the level of policy development and implementation that has taken place. This external verification will only happen after 2-3 years of consistent and deliberate improvements being made in the school's policies and procedures.

Outcome	Level at which measurement will take place, e.g. household, school, study club etc.	Tool and mode of data collection	Rationale, i.e. why is this the most appropriate approach for this output	Frequency of data collection, i.e. annually, per term
Literacy	School	EGRA & SeGRA <i>Quantitative</i> Inclusive learning assessment test (see teacher tool in the Field MEL Tool below)	Required	4 evaluation points 2017-2023
Numeracy	School	EGMA & SeGMA <i>Quantitative</i> Inclusive learning assessment test (see teacher tool in the Field MEL Tool below)	Required	4 evaluation points 2017-2023
Transition	Household	Household survey <i>Quantitative</i>	Required	4 evaluation points 2017-2023
Intermediate Outcome I: Attendance	School	Hard school registers Spot checks Learning journal survey response	Registers are taken in schools	Termly (3x/year) registers v spot checks in 52 CLCs/schools

		<i>Quantitative and Qualitative</i>		Annual spot checks for EV Termly spot checks for the Project Termly review of girls journal
Intermediate Outcome 2: Teaching Quality	School	Training venues-summary of skills and attendance Comparison of lesson plans Lesson observation resource (see Lesson Obs in the Field MEL Tool below) Children lesson feedback (FGDs) <i>Qualitative</i>	It will help to verify whether the skills acquired in training are appropriately implemented	Every training event Review of daily lesson plans and lesson observation in the term after the training A child discussion group in the term after the training
Intermediate Outcome 3: Life Skills	School and household survey	Life skills tool ICT log records Financial literacy tool (see QIS Tool below) Internship register <i>Qualitative</i>	Objectively generate the appropriate information required to evaluate the outcome	All reviewed annually
Intermediate Outcome 4: School Governance	School	QIS evaluations in each module (before and after) with schedule of improvements (see QIS Tool below)	Practical improvements are targeted and evidenced	6 months after training of each module

Table 3: Outcome measurement

Sustainability

Below is a description of how we will measure the sustainability of the project. It shows the regular data collection that will be done. The External Evaluator will develop other independent measures for verifying the sustainability indicators.

Sustainability level	Where will measurement take place?	What source of measurement/verification will you use?	Qual/Quant	Rationale – clarify how you will use your qualitative analysis to support your chosen indicators	Frequency of data collection
Community	Bucks Farm	Funds generated and invested in supporting the girl. Income verified by QuickBooks Reports and Income to CRANE	Quant	Interview the girls supported by Bucks Farm	Annually
	Agricultural Vocational College	Vocational Certificates	Quant	We will ask the girls to share how they are developing their skills	Annually

	Household	Increased household income spent on the girl child education taken from savings books and school progression reports	Quant	Establish the relationship between increase in income and expenditure on education of the girl child.	Termly
	Girls	Number of girls that are financially independent.	Qual	The girls are involved in income generating initiatives and are able to transition to higher levels	Annual
	Community Groups	Number of groups in the community involved in cooperative business	Quant	Reflect community commitment and social change	Annual
School	Classroom	Use of new learner-centred and inclusive pedagogy for literacy, numeracy, ICT, competence based learning resources and creative, child centred inclusive pedagogy # teachers using child-centred pedagogy	Quant	Review the adaptation of creative teaching styles as a result of resources provided	Every term
	Classroom or home	"I can Journals" completed	Qual	Identify talent, nurture excellence and track learning.	Termly
	Governance systems	QIS Certification and verification of standards reached	Quant	Children will be asked if they have seen any changes at school	Annually
System	National Curriculum Development Council	Minutes of agreed resolutions/developments actioned	Quant	The decisions made at this level have a national level impact on materials used in children's learning	Annually
	Child Safeguarding policies and procedures	QIS Certification People signing policy Viva Online Tool	Quant	Children will be asked to share whether they are safer	Annually
	LC level; community group level; government	Number of schools with community and government partnerships for child safeguarding	Quant	Stakeholders are key duty bearers in creating a safer environment. This partnership will impact on Child safeguarding	Quarterly

Table 4: Sustainability outcome measurement

5.3 Ethical protocols

5.3.1 Child protection

Viva and CRANE will ensure that children's participation will be approached with the utmost care to ensure that inclusion is meaningful and that children are not put at risk through their participation

Viva and CRANE will ensure that all evaluation activities are conducted in the best interest of the children involved, and that the children will be safe through the different evaluation activities, which include data collection, data storage, data analysis, report writing and dissemination

Viva and CRANE will ensure that all child protection standards are upheld across all project partners and contractors, which includes external evaluators. This will be taken into consideration while drafting TORs, advertising and selecting the external evaluator. We will ensure that the selected external evaluator has the appropriate expertise to research sensitive topics with children, that enumerators are recruited with the correct skill set and appropriate safety checks. Limiting data collection on sensitive topics only to what the programme can realistically make use of, ensuring that questions are framed sensitively and are age appropriate to minimise distress to children.

Viva and CRANE will ensure that the selected evaluator has their own child protection strategy and code of conduct in place which we will approve before contracting.

Viva and CRANE will ensure that in addition to the external evaluator having a CPP in place; they will adhere to the safeguards that include: recruitment of all research team members being guided by safe recruitment practices, evidence that all members of the research team have had CP training to confirm that they understand how CP features in different evaluation aspects, including developing tools and research methods, informed consent, code of conduct, incident reporting mechanisms, data protection. A reporting and response mechanism will be in place to respond to children in distress or to a researcher breach of the code of conduct.

Viva and CRANE have trained staff and a sub-contracted counsellor in place to cater for children who may become distressed or re-traumatised in the collection of data about violence, sexual and reproductive health and rights and other sensitive topics. We will continue empowering girls on safeguards, who to report to about any issue that could come up that infringes on their rights.

5.3.2 Ethics

Viva and CRANE shall ensure that the research is guided by international best practices and that the highest ethical standards are upheld at all times in order for ethical principles and practices to be implemented throughout the research.

All of our monitoring and evaluation will be done in the best interest of the child and be subject to robust safeguards

Ethics will be the responsibility of the Evaluation Steering Group. They will have overall responsibility for adherence to international best practice, including:-

1. Identifying the need for and securing any necessary ethics approval for the study they are undertaking.
2. Ensuring the evaluation is relevant and high quality with clear developmental and practical value
3. Avoiding harm to informants in studies, including those conducting them
4. Ensuring that participation in research and evaluation is voluntary and free from external pressure
5. Ensuring confidentiality of information, privacy and anonymity of study informants.
6. Ensuring that evaluators should operate in accordance with international human rights conventions and covenants to which the United Kingdom is a signatory, regardless of local country standards.
7. Ensuring that the evaluation respects cultural sensitivities.
8. Ensuring the appropriate publication and communication of evaluations.
9. Ensuring the evaluation is independent of those implementing an intervention or programme under study.
10. Ensuring participation from women and socially excluded groups

Specifically,

- There will be named individuals with responsibility for the ethical protocols from each of:
 - Viva
 - CRANE
 - External Evaluator
 - A Child Protection Champion who will oversee the case management of any issues that are detected.

- There will be a binding requirement on the External Evaluator to comply with ethical standards
- A risk register that lists all identified risks in the research will be created. This will be reviewed every quarter by the Evaluation Steering Group. Particular risks to be discussed will include:
 - Child mothers
 - Children with disabilities
 - Children living on the streets
 - Children who have survived violence and sexual abuse
- The Evaluation Steering Group will ensure Cultural appropriateness of the research
- The Evaluation Steering Group will review the Child Safeguarding measures proposed by the EE
- Ethical protocols will be agreed in advance of the final sign-off of the proposed field strategy
- All tools will be reviewed by the Evaluation Steering Group

The External Evaluator must have a comprehensive child protection policy and ethical framework that follows international best practices

- References of all enumerators will be called for
- We will train the EE team in our child protection standards
- We will get the EE team to complete the Child protection self-audit form
- The External Evaluator must meet the 'Do No Harm' minimum standards
- The External Evaluator must have expertise in research work with children
- The External Evaluator must consider how to include children with cognitive disabilities
- The External Evaluator must identify and mitigate against safety risks for enumerators

Preparation for data collection

- The External Evaluator will ensure the survey instruments adhere to best practice and are sufficiently tested before being used to ensure they are age and culturally appropriate.
- Development of tools for the field will be reviewed by the Evaluation Steering Group for ethical protocol
 - It will check whether the questions are appropriate and necessary
 - Build in consent questions to all research design at several points in the data collection.
 - Only engage people once informed consent has been granted
 - Only speak to children once informed consent has been granted by the primary caregiver and from the child
- Recruitment of enumerators will be subject to safe recruitment practices, including calling for references
- All enumerators will be trained in child protection and conducting the evaluation with at-risk children
- All enumerators will sign a Code of Conduct for how enumerators should behave
- Enumerators will be trained to help them avoid interviewer biasing of responses
- Enumerators with the right skills set will be recruited
- Enumerators will be helped to acknowledge and reflect upon the differential, in terms of education, wealth and status, which will often exist between themselves and those they are talking to.
- Enumerators will be trained in how to work with children with disabilities and their caregivers
- Consideration will be given to the opportunity costs of people participating in the evaluation, for example, taking people away from IGAs; childcare needs; homework domestic chores, etc.
- We will prepare households in advance of the enumerators coming by asking for consent for them to come and giving them information about who to call if they have any concerns
- Invitations to participate in the evaluations will demonstrate that research is voluntary and not coerced
- The selection of informants on the basis of the "do no harm" principles will be agreed before enumerators go to the field
- An Incident reporting and response mechanism for children in distress that is in line with Viva's and CRANE's Child Protection policies will be agreed and adhered to. All Enumerators will be trained in this.
- An Incident reporting and response mechanism for an enumerator suspected of breaching the code of conduct will be agreed and adhered to.

Data collection

- No enumerator will be allowed to spend time alone with a child or vulnerable adult.

- All data collection will happen in a safe environment where informants can participate without fear.
- We are considering the implications of the safety issues in conducting interviews in vulnerable households where enumerators may be left alone with children or vulnerable adults. We are considering alternative data collection points, such as going equipped to conduct the research in the compound of the household rather than in the closed rooms.
- The informants will be told that they have the right to privacy, to know the aims of the study, the research methods, the consequences of our findings, to feedback, to confidentiality, the right to be compensated for their time and effort, and to withdraw from the study at any time and for any reason.
- If no compensation will be made in return for their participation, the enumerator will make this explicit from the beginning.
- Informed consent from all informants will be strictly adhered to. Consent will be granted by the adult, and assent by the child. Informants will be told:
 - The purpose of the evaluation
 - The funder of the evaluation
 - Contact information for the evaluation team
 - Why the individual has been selected for participation
 - What participation in the evaluation will entail
 - Any risks or benefits of participating in the evaluation
 - Provisions for privacy, confidentiality and anonymity and any limitations
 - Future use of information given
 - Right not to participate and to withdraw at any point
- We need to agree with the External Evaluator how child headed households will be engaged
- Any disclosure from a child will be handed immediately to CRANE and the local member and not dealt with by the enumerators or the Evaluation team. These will then be subject to normal reporting procedures, as outlined in the Viva and CRANE Child Protection Policies.
- Identification in groups will be by using numbers rather than names in the tags
- Photographs of individuals will only be taken in a way that adheres to the Viva and CRANE Child Protection Policies and will have been reviewed to ensure it will do no harm before it is used publically.
- All data will be collected in soft format and will all be password protected. Data will be collected offline but taken off the portable machines at the end of the day to be stored centrally under a restricted access area
- Viva and CRANE will monitor work in the field by checking with a sample of informants after the visits to ensure that it was conducted appropriately
- An Ethics escalation process where a breach of ethics arises or where there is a possible breach that requires investigation will immediately be referred through the Child Protection Reporting Structures, and to the Child Protection Champion for CRANE who will also sit on the Evaluation Steering Group and will follow up on the cases.
- Permission to re-contact girls in the future will be asked for.

Data review and analysis

- Privacy and protection of identities will be maintained by using unique ID numbers (UIDs) for each informant. The actual names of informants and other sensitive data will only be stored in one central database which will have restricted access
- Information will only be shared on a need-to-know basis, with prior approval of the Evaluation Steering Group
- Data storage and data protocol will follow the Viva and CRANE data protection policies
- The External Evaluator will be subject to the Viva and CRANE data protection standards and will be required to release all data to the client. Upon completion of the submission, all data will be erased by the External Evaluation team.

Report writing

- The External Evaluation team will be tasked to avoid data manipulation in the report writing
- All informants will be anonymised
- No informant will be locatable

Dissemination

- The evaluation findings will be shared with the client, the beneficiaries, and the back donors in a way that is appropriate to their level of understanding and in their local language.
- The implications of the findings will be discussed with the informants

Please find policies embedded below



Viva Child



CRANE Child

Safeguarding policy -Protection Policy Upd.

- Viva and CRANE will carefully consider which data must be collected and why it is needed, if sensitive subjects such as experiences of violence and/or SRHR must be included; then safeguards protecting the subject will be observed throughout the research and appropriate intervention if needed will take place through resource personal as noted above under child protection.
- Viva and CRANE will ensure that the external evaluator has processes in place to select enumerators and researchers based on: safe recruitment practices; previous experience of collecting data with children/ vulnerable children; experience of conducting research on itemised topics, and that they have the appropriate socio-demographic profile where this is appropriate (such as ethnic belonging, gender and age where either the context or the research topic make these pertinent). Viva and CRANE and external evaluators will develop an approach to research ethics and ensure that we have considered risks across the different research activities, including both quantitative and qualitative research methods.
- The external evaluator will identify a named individual who has overall responsibility for ethics within the evaluation team.
- A comprehensive risk register will be developed showing the identified appropriate mitigating actions which could include: potential risks for informants who are involved in the GEC-T evaluation, any potential physical, psychological or disclosure dangers that can be anticipated, which procedures have been established for the protection of informants and the oversight of any information gained from them or about them, marginalised groups that have been identified to take part in the research,
- The relevant local authorities will be informed about the research to allay any fears and suspicions.
- Enumerators will be oriented in the principles of conducting research among vulnerable people with emphasis on children.
- The external evaluators shall ensure that the survey instruments and data collection methods are age, gender and culturally appropriate and tested; that the survey instruments adhere to best practice and are sufficiently tested before being used. They ensure that all researchers are appropriately trained before they begin data collection.
- Enumerators will be trained to detect signs of distress or trauma and to pause or stop data collection activities as appropriate. If concerns arise enumerators will report it to the designated CRANE child protection officer at the conclusion of the interview. The CRANE Child Protection Officer will then follow procedures laid out in the CRANE Child Protection Policy and follow up with the local organisation.

Viva and CRANE will task the external evaluator to explain how their approach to research ethics informed the selection of methods used for data collection and analysis were arrived at including considerations related to privacy.

- The external evaluator will ensure that critical incident protocols are in place before data is collected, that no harm is inflicted on the informants, as well as ensuring that the inclusion of stakeholders is meaningful and not discriminatory.
- The external evaluator will ensure that the informants' participation rests on informed, voluntary and ongoing consent/assent: define meaningful process for gaining informed, voluntary and renegotiable consent from adults and assent (agreement to take part) from children under the age of 18.

- Informed consent scripts (written in the local languages i.e. Luganda, Runyankole, Lusoga, Lutoro and Luo) will be read to the participant by the interviewer. Any questions from the respondents will be addressed before the interview begins.
- The evaluator will ensure that sufficient information is provided to potential informants, namely that they take part anonymously; the limits of confidentiality will be defined and explained to informants (e.g. where there is a safeguarding concern); why the information is being collected and how it will be used.
- Viva and CRANE and the external evaluator will ensure confidentiality of informants' data at all times and ensure that strict data protection protocols are in place.
- The external evaluator will articulate how physical and electronic data will be stored and disposed off to maintain the privacy and confidentiality of all project informants as well as ensuring that the data shared with DFID is anonymised at all times.
- Viva and CRANE will ensure that any identified limitations or biases are outlined in the evaluation reports and the research findings should be located within these reports with any necessary caveats noted.

Viva and CRANE will ensure to the greatest extent possible that research informants and communities are informed about the evaluation findings; including the children who participated, illiterate individuals and community members with impairments.

From the Evaluator

3 CHILD PROTECTION

27. CRANE is a lead agency in child protection in Uganda and has a finely detailed and comprehensive Child Protection Policy (CPP). More importantly, it has a strong internal culture of child protection. CRANE staff are fluent in child protection protocols and quick to identify potential areas of concern. All members of the EET have been introduced to the CPP and have signed copies of the document making a personal undertaking to keep children safe and to manage situations in which children are present to minimise risks. Viva-CRANE were insistent that members of the EET brought signed copies of the CPP with them on their first visit to the CRANE offices regardless of the likelihood of them encountering children on that visit.

28. CRANE will manage two days of training for members of the EET and enumerators in child protection and awareness of other ethical issues and risks.

29. The greatest area of risk is probably during interviews of girls by enumerators. This area of work will be a major focus of the training and a strict protocol of behaviour will be established. The enumerators will be supervised in the field and risks will be minimised.

30. Risks will be reduced where the survey interviews are carried out in the school context as part of a School Open Day or equivalent event. This approach will also reduce issues in logistics and overall levels of disruption to school and family life. The key issue for child protection is that the Open Day approach makes it very rare that an enumerator would interview a girl in her home. This can, of course, be safely done but supervision and openness will be improved where interviews are taking place in the school space.

4 GENDER APPROACH

31. The project works almost exclusively with girls and has made the approach its speciality. We understand that the Viva-CRANE staff have had repeated discussions with the Fund Manager (FM) concerning the overall approach and the issue of working with boys has been debated and rejected on a number of occasions.

32. The EET discussed the possibility of carrying out a small input in assessments of boys' issues in education and in boys' progress in learning tests. This might provide some useful observations to compare with the work on girls' attendance and performance. However, the demands of the work mandated by the FM in assessing girls' performance make it impossible to consider any additional work with boys regardless of the possible merits. The quantitative survey work of the EET will only cover attendance and performance achieved by girls.

33. The project has recently (August 2017) prepared a Projects Gender Analysis. We believe this has been approved by the Fund Manager. The analysis provides a comprehensive and well researched assessment of the socio-cultural and socio-economic background to the issues of girls' education. The analysis makes it clear that the project design is firmly based in an understanding of the gender context and is an attempt to respond to the complexity of the situation.

34. The overall project approach is not only to focus on girls but also, importantly, to focus on girls from poorer households who are at greater risk of missing out on education.

5 ETHICAL ISSUES

35. The MEL framework devotes five pages to the ethical issues in MEL work on this project. The main headings are: child protection; protecting the identity of participants in surveys and correct behaviour in interviews. These areas will be covered in the selection and training of enumerators and enforced through supervision during the survey work. A reporting protocol will be established so that concerns over particular interviews or specific incidents are reported and effectively investigated. The negotiation of prior, informed and ongoing consent will be practised during the training of enumerators. Scripts will be provided to enumerators and the tablets will prompt them to check with interviewees at appropriate moments.

36. The sheer weight of the interviews mandated by the FM create ethical issues and raise the risks. The HHS and GSS and the Learning Tests are very long and take time to administer correctly. Our piloting suggests that the entire suite of tools requires unusually long periods of time. The EET has tried to reduce the number of questions required and will continue to do this before the Baseline surveys start.

37. The ethical stakes are raised at Baseline because it is not obvious at this stage if certain areas of questioning will provide information that can be used effectively in monitoring or evaluation purposes. This means that there are greater risks in collecting information that will not be used which is an abuse of the interviewees' time and trust.

6 Sampling framework

See Sampling Framework template appended

6.1 Target group

From GEC I we have 9890 girls that benefitted from at least one form of intervention. This is our current target group. All fulfilled the definition of marginalised girls in GEC I and are known to us by name and by situation/location.

Our GEC I focus was out-of-school girls from our target communities. Having helped these girls over 4 years through our Creative Learning Centres and partner organisations they have since dispersed and registered in many mainstream schools throughout the region.

Whilst we will attempt to track all these girls in GEC-T, our new treatment group will involve 52 schools in proximity to our 18 GEC I partners who will continue to have coordinating roles for their area.

In addition to the girls who are in school, our target group still includes siblings that are yet out-of-school girls and some girls who dropped out of GEC I process which we hope to re-engage. These girls will be enrolling through our existing Creative Learning Centres run by the 18 partners into main stream school.

In addition to girls out of school and in school we also have girls in vocational and tertiary institutions and girls who have started employment.

The chart below shows the full distribution of girls by situation and school grade at the end of GEC I.

-	Target Group	6 groupings by stage of learning
Not yet in a CLC or school	1,066	1,466
Out of School going through a CLC	400	
Primary 1	410	2605
Primary 2	541	
Primary 3	793	
Primary 4	861	
Primary 5	1,107	3,029
Primary 6	1,073	
Primary 7	849	
Senior 1	610	1559
Senior 2	411	
Senior 3	351	
Senior 4	144	
Senior 5	39	
Senior 6	4	
Vocational	632	766
Training Institutions	121	
Training as teachers	13	
First Employment	465	465
Totals	9,890	9,890

Table 6.1

6.2 Control groups / Counterfactual scenario

Given our past concerns with the ethics and motivation that control school have for allowing access to their students, together with a very clear government position in Uganda opposing such approach, we are proposing that we maintain the 10 control schools from GEC-I and will offer them a limited training programme. We

trust that in doing so the doors will remain open for us to conduct the evaluations there for the coming seven years. Clearly his training must be carefully considered so as to not influence outcomes in the control groups. This approach has already been agreed in principle with the fund manager.

Viva has a Quality Improvement System (QIS) that it has designed and used for over 10 years to train and mentor organisations working with children. All standards are based on appropriate international standards and have been agreed by their international standard bearers as an acceptable standard.

For the Control schools, we are proposing to train just three of the QIS units (usually 6 units), namely Child Protection, Financial Accountability and People Care. In addition to training, we would assist in setting of targets for improvement, but we would not offer further support or mentoring. We would be open to verify improvements made up to 12 months later. We would ensure that any targeted improvements made in these areas would have no connection to children's learning, children's transition, or quality of teaching methods or approaches.

To be clear, Viva and CRANE have no oversight or management control over any of these schools, either in treatment or control groups. CRANE is a voluntary member-based network. There are certain conditions for membership. All member organisations are entirely autonomous. All organisations, including schools, that we work with, do so on an entirely voluntary basis. The schools must first sign MOUs and contracts with us if they are to receive any resources or financial investment. The control schools would not have any MOU or any other investment from GEC-T except training in three modules. We will run this training separate from the training of the 52.

The detail of the Control schools & their communities are described in the full Sampling Framework.

As our target group also includes girls that are not in school or have moved to further education or employment we will have to work with the Control communities to identify girls in respective situations and fulfilling similar criteria to be used as comparison to the treatment girls. This will include identifying out of school girls, girls in vocational training and girls in employment.

These control groups and communities were deemed suitable comparisons for our treatment groups in GEC I and as our work is still focussed in the same locations, and there have been no significant changes, then they should clearly continue to be acceptable for GEC-T.

We will use the counterfactual data from control to compare against treatment and measure additionality between the two cohorts of the GEC-T intervention. We will do this by:

- Difference-in-difference: comparing the before-and-after difference for the group receiving the intervention to the before-after difference of those who did not
- Instrumental variables: estimating the causal effect of an intervention
- Propensity scores: statistically create comparable group based on the analysis of the factors that influence people's propensity to participate in the project.

We will ask the mentors in the treatment and head teachers in the control to report on any activities that are being implemented by other development partners in order to record any possible contamination of the evaluation sample.

6.3 Power calculations and sample sizes

Using the online Raosoft sample size calculator we have:

Used our target group size of 9,890 girls

A 5% margin of error, a 95% confidence level

In terms of response we are confident of a 100% response in the first year as we will continue to select girls to fulfil the sample size. In subsequent years there is a replacement strategy to maintain numbers. However, it is reasonable to assume an attrition rate of 10% per year for the subsequent 6 years. Compound attrition results in approximately, 50% hence the value used here.



Sample size calculator

What margin of error can you accept? <small>5% is a common choice</small>	<input type="text" value="5"/> %	The margin of error is the amount of error that you can tolerate. If 90% of respondents answer <i>yes</i> , while 10% answer <i>no</i> , you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55. Lower margin of error requires a larger sample size.
What confidence level do you need? <small>Typical choices are 90%, 95%, or 99%</small>	<input type="text" value="95"/> %	The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer <i>yes</i> would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone. Higher confidence level requires a larger sample size.
What is the population size? <small>If you don't know, use 20000</small>	<input type="text" value="9890"/>	How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000.
What is the response distribution? <small>Leave this as 50%</small>	<input type="text" value="50"/> %	For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under More information if this is confusing.
Your recommended sample size is	370	This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey.

Online surveys with **Vovici** have completion rates of 66%!

Alternate scenarios

With a sample size of	<input type="text" value="100"/>	<input type="text" value="200"/>	<input type="text" value="300"/>	With a confidence level of	<input type="text" value="90"/>	<input type="text" value="95"/>	<input type="text" value="99"/>
Your margin of error would be	9.75%	6.86%	5.57%	Your sample size would need to be	264	370	622

Table 6.2

This calculator concludes a sample size of 370

We will use this as our starting position for learning and transition in both Treatment and Control groups.

The sample should be representative of the different situations of the 9890 girls, reflecting the various transitions and levels of education currently attained. We therefore propose that the sample in both treatment and control is proportionally to the starting distribution of the target group – see table below (Note that figures in the right hand columns are totals of the coloured band and not specific to any one grade).

	Target Group	6 groupings by stage of learning	Proportional Sample Distribution	Proportional size (using minimum size = 30)
Not yet in a CLC or school	1,066	1,466	65	65
Out of School going through a CLC	400			
Primary 1	410	2,605	97	97
Primary 2	541			
Primary 3	793			
Primary 4	861			
Primary 5	1,107	3,029	113	113
Primary 6	1,073			
Primary 7	849			
Senior 1	610	1,559	57	57
Senior 2	411			
Senior 3	351			
Senior 4	144			
Senior 5	39			
Senior 6	4			
Vocational	632	766	29	30
Training Institutions	121			
Training as teachers	13			
First Employment	465	465	17	30
Totals	9,890	9,890	370	392

Table 6.3

As shown by the final column we have increase the sample to provide a minimum individual group size of 30 to ensure statistical significance.

6.4 Cohort tracking

Simplified Sample Framework:

Communities	Potential # Schools/locations	Suggested # schools/ locations to be selected	Girls
Treatment			(sample of 370)
18 communities based around the location of partner institutions	Out of school in 18 Communities	8 communities	65
	40 Primary schools	10 primary schools	210
	12 Secondary Schools	3 secondary schools	57
	10 Vocational/further education schools	3 vocational schools	30
	Employment	8 communities	30
			392
Control			
8 communities where the 10 control schools are located	Out of school in 8 Communities	8 communities	65
	6 Primary schools	6 primary schools	210
	4 Secondary schools	3 secondary schools	57
	3 Vocational/further education schools	3 vocational schools	30
	Employment	8 communities	30
			392

Table 6.4

From the simplified sampling framework table above the respective number of learning institutions are shown.

Treatment Cohorts: Due to the disbursement of girls, only approximately 40% of them will attend the 52 treatment schools in GEC-T selected so pure random selection of girls out of the 9,890 will not be an option. On that basis, selection of control girls would be very difficult if required to be based on comparable personal criteria.

If sampling involved all 52 **treatment** schools and 10 **control** schools then the number of girls per grade per school would be small so in line with the guidance it is assumed that the External Evaluators will apply some form of selection of school/institution to narrow down the sampling process.

The guidance proposes a geographical approach based on location - situation, affluence etc and/or through comparison of schools – size, status, achievement etc. Because, in our case, the control schools are set we assume that, although unusual, the treatment schools that are actually the closest comparison to the control schools will be selected. In table 6.4 we are suggesting a likely number of institutions to provide the basis for the sampling – the exact number will be determined by the External Evaluator.

The most critical factor Viva and CRANE have found in tracking the girls when they are not all in one location is the work of community mentors and social workers who know their communities and regularly go to visit the families. The mentors in each school will continue to fulfil this primary function of linking the family to the organisation and through them into the project evaluation system.

7 field staff will be responsible for tracking girls who move away from the local communities from where they were first found. This will help to reduce the risk of attrition. All lost girls at the interim evaluation points will be substituted in a one-for-one replacement strategy by another beneficiary girl with as similar socio-economic

and marginalisation characteristics and learning profile as possible to the lost girl. We will design a prosperity score matching tool to help to do this.

Once selected learning tests can be conducted and followed by household surveys for the same girls.

Girls and their families will also be tracked through group activities, ensuring that the mentors follow up on people who have been away. We have included money in the budget for each of the 18 partners to ensure that there is adequate field coverage for tracking and supporting girls and their families.

Once a girl has gone through school, moved school, graduated into work or is successfully settled and remaining in a higher level of education, tracking of the girl will be done by calling them back for alumni activities or community events, with annual tracking to confirm her current status.

6.4.1 Learning cohort

During the MEL induction process, we were encouraged to focus on the girls in the earlier years of their education in order to have a longer period to track their education journey.

For a shorter programme period the distribution in Table 6.3 would be satisfactory. However, in respect to a programme period of 7 years we propose to modify the distribution of our sample size to accommodate this focus by applying it to just the girls out of school and in primary school. By applying the full sample size to the early years we get the following distribution.

-	Target Group	6 groupings by stage of learning	Proportional Sample Re-distribution
Not yet in a CLC or school	1,066	1,466	76
Out of School going through a CLC	400		
Primary 1	410	2605	135
Primary 2	541		
Primary 3	793		
Primary 4	861		
Primary 5	1,107	3,029	158
Primary 6	1,073		
Primary 7	849		
Senior 1	610	1559	
Senior 2	411		
Senior 3	351		
Senior 4	144		
Senior 5	39		
Senior 6	4		
Vocational	632	766	
Training Institutions	121		
Training as teachers	13		
First Employment	465	465	
Totals	9,890	9,890	370

Table 6.5

Through this redistribution we will ensure that minimum sample will remain of sufficient size throughout the lifespan of the project even though each year a proportion transition out of the school system.

We do not propose separate learning and transition sampling and so refine our sample size by combining Table 6.3 and Table 6.5

-	6 groupings by stage of learning	Proportional Min Sample for Transition	Proportional Min Sample for Learning	Final sample size (using highest value)
Not yet in a CLC or school	1,466	65	76	76
Out of School going through a CLC				
Primary 1	2,605	97	135	135
Primary 2				
Primary 3				
Primary 4				
Primary 5	3,029	113	158	158
Primary 6				
Primary 7				
Senior 1	1,559	57		57
Senior 2				
Senior 3				
Senior 4				
Senior 5				
Senior 6				
Vocational	766	30		30
Training Institutions				
Training as teachers				
First Employment	465	30		30
Totals	9,890	392	370	481

Table 6.6

The final sample size proposed will be 481 in both treatment and control distributed as shown across the 6 stages of their education journey. This sample will be used for both learning and transition giving a total sample size of 962.

The External Evaluator decide the final selection of named girls within each band. After considering selection of community and school according to table 6.4 the EE can further narrow selection by choosing particular grades or distribution across the grades within the band. He will then be presented the names of sample girls in that grade to make the final selection.

'Out of school girls' and 'in employment girls' will be selected by the EE from the named list of sample girls in each community.

The selection for 'in school girls' will therefore be based in the first instance on school grade. The EE may also be mindful of the disaggregation by disability and vulnerability to ensure that the final selection provides sufficient data to sufficiently track the different categories.

Learning will be primarily measured through literacy and numeracy testing using EGRA, EGMA, SeGRA and SeGMA in all locations. 'In school girls' will generally be tested in school but out of school girls will have to be tested at the same time as the HHS in the home.

Tracking of the treatment girls will be a continuation of our existing process, tracking girls individually by name. This equally applies to girls out of school, in school and having left school. The more we know these children over time the relationship should grow stronger will enhance out tracking efforts. Equally experience has shown that girls do suddenly move with or without their family without notification or any forwarding details which obstructs and prevents our tracking.

Tracking control girls will be harder as by necessity we have no relationship with them. We will draw upon experience of GECl to ensure that we maintain sufficient individual information on each girl to give us the best chance to locate them at each evaluation point.

6.4.2 Transition cohort

The final sample size and specific selection of sample girls has been described in the above sections.

Each girl selected will be followed up with a visit to their home to conduct the household survey.

At the baseline there is the potential of not being able to find the girl's home through the address given but the girl can be easily be followed up through the school to establish the correct location.

Tracking of both treatment and control groups will be the same as described above.

A girl who is currently in a CLC will go into primary or secondary or vocational school, depending on her age and situation. These are the sisters of GEC-I girls or those who dropped out in GEC-I, normally for reasons of poor health within the family. They have been divided proportionately.

Successful transition is defined as:

- Girls in primary who are of a primary age will transit to secondary.
- Older girls in primary will transition to secondary or vocational or work
- Girls in lower secondary will transition to upper secondary or vocational or work
- Girls in upper secondary will transition to vocational or work or higher education
- Girls with disabilities will transition to primary or vocational

6.4.3 Replacement strategy

For treatment girls, replacement can be made by selecting another girl from the Target group (part of the 9890) either in the same community if still out of school; from the same class/grade in the same school, vocational or tertiary institution; or from the list of girls who have moved to employment.

In control areas girls will be replaced in a similar way by location and grade and level of attainment.

In each case the selection be follow the same randomised process implemented at baseline.

6.5 Benchmarking

Benchmarking for Learning is to be conducted at the same time and same school locations as the baseline.

The objective is to establish the current background level of achievement at each grade – specifically in relation to literacy and numeracy. Through this exercise the literacy and numeracy of a sample girl in P3 could be compared with the benchmark score generally achieved by a P3 girl at baseline and then more importantly her improved score a year later can be compared with the benchmark score at P4.

Benchmark sampling would need to be conducted in the same treatment institutions selected in section 6.4. We propose a minimum sample of 5 girls in each grade (7 primary grades and 6 senior grades) of each selected institution. We propose benchmark sampling in 5 primary schools and 5 secondary schools that would give 25 samples from each grade. Appropriate literacy and numeracy test would be conducted. From the results the benchmark level of attainment for literacy and numeracy for that grade would be derived. (Note this involves a total of 325 surveys – this is a one-off event with no measurement in control schools)

Benchmarking for Transition can be conducted before or at the same time as the baseline and is more general in nature relating to the general district rather than any institution.

The objective is to establish the current background position of how many girls achieve the various transitions and at what age they do so.

A shorter version of a household survey would be compiled to collect the minimum necessary data in relation to transitions. The sampling would be specific to the treatment communities selected for sampling but not related to actual target girls or treatment schools. Households would be randomly selected within specific communities with the only condition being that they include a girl between the age of 11 and 19 to be eligible.

We would propose 3 groupings by age: 11-13, 14-16, 17-19

Assuming 10 communities we would propose 8 completed survey per age grouping per community, providing a total 80 responses per age grouping from which derive typical profiles in relation to transitions (Note this involves a total of 240 surveys – this is a one-off event with no measurement in control schools)

6.6 From the Evaluator

Sampling framework

This document follows on from the MEL Framework approved by PwC. The basic elements including the use of the same sample for Learning and Transition and basing the sampling on Clusters remains unchanged. Modifications are mostly due to the requirement to carry out Benchmarking at Baseline; a decision to use sample sizes well above the size required for statistical significance and a decision to work with unequal T and C sample sizes²

Sampling is based initially on the Clusters of work in different administrative districts. Primary and Secondary schools were sampled separately. Two additional criteria were considered important to the study: 1. the rural or urban setting and, 2. government or private management of the schools.

Buikwe and Napak Clusters were eliminated from the sample as they covered only six of the 54 institutions and were likely to increase variability of results without adding value to the analyses. Two CLCs that work with children with disabilities were also removed as the children in those centres could not be assessed in terms of attendance or performance by the same criteria as the other centres and schools³. The role of these two CLCs is extremely important and the EET will report on progress made using different methods from those used in the mainstream centres and schools.

The remaining schools and centres were categorised according to their location in either rural or urban settings and their status as either government or private. We hoped to identify two schools in each of the eight sub-categories in order to be able to examine the most important factors and to work with sixteen of the 54 intervention schools and centres.

Ideal sampling framework

	Primary		Secondary	
	Govt	Private	Govt	Private
Rural	2	2	2	2
Urban	2	2	2	2

² The over-sampling in Treatment allows a reduction in size of the Control sample.

³ Schools and centres removed before sampling: Centres specialising on CWD - T29 and T40; Napak cluster - T8 and T24; and Buikwe cluster - T25, T26, T37 and T44.

The actual distribution of schools and centres made it impossible to follow the ideal arrangement and we had to include some schools in peri-urban settings in order to create the necessary number of schools in the sub-categories. The project is not, for example, working in any Rural Government Secondary Schools or any Urban Private Secondary schools.

Actual distribution of intervention schools

	Primary		Secondary	
	Govt	Private	Govt	Private
Rural	1	8	0	2
Peri-Urban	5	5	2	4
Urban	10	5	2	0

Some sub-categories required no further selection; for example, Government Secondary schools, where the subdivision produced only four schools. Peri-urban schools were used to substitute for urban or rural where necessary. In large classes (for example - private rural primary schools or government urban primary schools) a random selection of two schools was achieved using a random number generator.

The point is that the project has evolved from a predominant focus on primary schools and on urban settings. The selections were made with respect to

The distribution of schools according to the criteria is shown in the following table. The numbers refer to specific schools. The highlighted numbers are those selected for the intervention sample. Almost as soon as the random selections had been made, one of the selected schools withdrew from the project and was replaced by the only possible substitute with the same characteristics.

Actual Sample of Intervention Centres and Schools

	Primary		Secondary	
	Govt	Private	Govt	Private
Rural	34	6, 12, 14, 15, 16, 28, 36, 41,		11, 32
Peri-Urban	18, 31, 45, 46, 47,	1, 4, 7, 9, 10	19,	5, 35, 42, 49
Urban	3, 17, 20, 22, 23, 27, 30, 33, 39, 48,	2, 13, 21, 38, 50	52, 53, 54	

The Intervention Schools and Centres

No	Name of school	Cluster	Location	P/S	Govt/Private	Pupils
T23	Kitebi Primary School	Kampala	Urban	Primary	Government	1713
T48	St Paul Kyebando C/U Primary School	Kampala	Urban	Primary	Government	1998
T13	Good Samaritan Primary School	Kampala	Urban	Primary	Private	347
T53	Old Kampala Secondary School	Kampala	Urban	Secondary	Government	
T54	Our Lady of Fatuma SSS	Kampala	Urban	Secondary	Private	
T9	Earnest Primary School	Kampala	Urban	Primary	Private	
T46	St Mark Kikandwa Primary School	Mukono	Peri-urban	Primary	Government	700
T5	Central College Secondary School Kabimbiri	Mukono	Peri-urban	Secondary	Private	1364
T34	Namasumbi C/U Primary School	Mukono	Rural	Primary	Government	157
T16	House of Joy Primary School	Mukono	Rural	Primary	Private	287
T52	St Charles Bukerere SS	Mukono	Urban	Secondary	Government	
T11	Fort Jesus Secondary School	Nakaseke	Rural	Secondary	Private	139
T14	Goshem Christian Primary School	Nakaseke	Rural	Primary	Private	272
T19	Kasengeje Secondary School	Wakiso	Peri-urban	Secondary	Government	664
T32	Mwebaze High School	Wakiso	Rural	Secondary	Private	150
T42	Rock of Jehovah Secondary School	Wakiso	Peri-urban	Secondary	Private	64

Control Schools

The schools for the Control group were recruited by the project over the last year and are being supported by a minimum of inputs. The support will be enough to create sufficient access to the schools but is not likely to influence the results in terms of attendance or performance of girls.

The selection of control schools is based on the clusters already selected for the intervention sample.

The Control Schools

No	Name of school	Cluster	Location	P/S	Govt/Private	Pupils
C53	St Jude Bugala Primary School	Nakaseke	Rural	Primary	Government	215
C54	Future Hope Primary School	Kampala	Urban	Primary	Private	102
C55	Hope Masanafu Primary School	Kampala	Peri-urban	Primary	Private	182
C56	Hope Primary School Kasengejje	Wakiso	Peri-urban	Primary	Private	174
C57	Joy and Paul Memorial Primary School	Mukono	Rural	Primary	Private	250
C58	Kapeeka Secondary School	Nakaseke	Rural	Secondary	Government	557
C59	Kawoomya Primary School	Kampala	Urban	Secondary	Government	278
C60	Kisowera C/U Primary School	Mukono	Rural	Primary	Government	469
C61	Kisowera Secondary School	Mukono	Rural	Secondary	Government	900

Matching between Treatment and Control

	Primary				Secondary			
	Govt		Private		Govt		Private	
	T	C	T	C	T	C	T	C
Rural	T34	C53	T14 T16	C57 C60		C58 C61	T11 T32	
Peri-Urban	T46		T9	C55 C56	T19		T5 T42	
Urban	T23 T48		T13	C54	T52 T53 T54	C59		

It will not be possible to carry out equally valid comparisons across the different sub-categories. There are, for example, no Private Urban Secondary schools and no Government Urban Control schools. However, it will be possible to aggregate the sub-categories and look for differences between the higher level divisions, for example, between Private Primary Schools and Government Primary Schools or between Urban and Rural primary schools. As mentioned above, the project has

grown organically making the best of opportunities to work with different schools rather than in order to create the best possible quasi-experimental approach to M&E.

Sampling within selected schools

Our sample is taken from within the 9890 girls who were contacted during GEC1. We understand that PwC advisors have insisted that no new girls can be added to this population. The names of the GEC1 girls are known and in each intervention school in the sample we will select girls using an element of randomisation.

We have decided to use the Benchmarking exercise to create a Baseline sample that is larger than the size required for statistical purposes. We will create groups of at least 25 girls in every grade in intervention schools to serve the Benchmarking exercise. The sampling sizes for the Primary grades in intervention schools are greater than 25⁴ and we will interview the higher number of girls suggested (see Table xx). In Secondary grades we will interview 25 girls in each grade which is a larger number than indicated by the sampling system.

Sample Numbers

	Six groupings by stage of learning	Proportional Min Sample for Transition	Proportional Min Sample for Learning	Final sample size (using highest value)	Benchmark	Baseline per grade	Baseline T	Baseline C	Midline
Not yet in a CLC or school	1,466	65	76	76			40	40	40
Out of School going through a CLC							76	76	
Primary 1	2,605	97	135	135	25	34	68	35	68
Primary 2					25		25		
Primary 3					25		25		
Primary 4					25		68	35	68
Primary 5	3,029	113	158	158	25	53	78	30	78
Primary 6					25		25		
Primary 7					25		78	30	78
Senior 1	1,559	57		57	25	9	53	30	53
Senior 2					25		53	30	53
Senior 3					25		25		
Senior 4					25		25		

⁴ Viva CRANE MEL Framework (p27)

Senior 5					25		25		
Senior 6					25		25		
Vocational									
Training Institutions	766	30		30			30		30
Training as teachers									
First Employment	465	30		30			30	30	30
Totals	9,890	392		370			751	260	576

Overall sample numbers

The numbers of girls who are Out Of School, in vocational training and in First Employment remain the same as in the sampling system described in the MEL Framework.

The selection of individual girls in intervention schools for Baseline follows two stages. First, the GEC1 girls will be selected and where there are more of them in a particular Grade than we require, we will select among them using a random number generator (RNG). The Second stage will occur where we need to recruit girls for the Benchmarking exercise. All girls selected at this stage will be chosen at random from the non-GEC1 girls in each Grade. A random selection from the Grades is the approach most likely to deliver a representative sample and therefore, more reliable benchmarking scores.

Overall this gives us a larger sample in Intervention schools than is required for statistical analyses.

This allows us to reduce the size of the sample in Control schools which will create an economy of resources and reduce the ethical jeopardy of working with Control cases. Our research suggests that a sample of 260 Control girls will be adequate to ensure the level of statistical validity that is specified by PwC in the guidance notes⁵

The extra-large sample will also help in protecting the M&E work from attrition as girls are lost to the project over the years.

⁵ [GEC-T MEL Guidance Part 2, May 2017](#)

Girls included in the Benchmarking will carry out the same HHS and GSS as the Baseline girls. This will potentially provide us with better information on the girls' backgrounds than would have been obtained from the proposed lighter household survey. It would also allow us to recruit substitute girls should the ban on new girls be lifted.

It will also allow us to test the effectiveness of the suggested sample size for Benchmarking. The EET has reservations about the usefulness of the Benchmarking which are made more severe by the small sizes of the classes in each Grade. We think it is very unlikely that robust estimates for literacy and numeracy can be obtained from 25 girls in each Grade. We fear that the mean values will not be significantly different between Grades and the targets that could be set from the Benchmarking exercise will be largely meaningless.

Nevertheless, the larger Intervention sample, especially the over-sampling from Secondary grades may allow us to test the hypothesis that greater engagement with the project will lead to greater success in transition. That is, the girls in later Secondary will have had a lower dose of project inputs than those who start the project in Primary grades. Our ability to track the girls through transition may reveal greater impacts for those who have experienced more exposure to project work. It may be necessary to correct for the fact that girls who are currently in later Secondary grades have already demonstrated an ability to make a success of education while those more recently recruited to the project are those who would always struggle to attend, perform and transition. The targeting of girls who are on the margins of education is a feature of the CRANE project and comparisons with representative or arbitrary samples of girls in school are always likely to confront this difficulty.

Out of School (OOS) girls

Out of School girls in Intervention areas will be selected from two different sources. First, the girls who will have been recruited to CLCs which are adjacent to or affiliated to a Primary School in the intervention sample. A sample of 60-80 girls will be made at Baseline which will be just as they are starting their time in the CLCs. This will form an important cohort that will be followed throughout the project as the girls make their way into, through and possibly out of education.

Second, a smaller group of girls will be selected from among the siblings and neighbours of girls who were recruited to CLCs during GEC1. These girls may or may not be recruited to a CLC but are likely to be the focus of some attention from the project Mentors in each intervention location.

OOS girls in Control areas will provide an interesting comparison in that they are unlikely to be offered the kind of attention and support that the CRANE Mentors can provide and they are not likely to be offered a place in something like a CLC.

In all three cases (CLC debutants; OOS girls in Intervention area and OOS girls in Control areas) the girls will be selected at random from lists of girls provided by the Mentors in Intervention areas and Guides in Control areas.

Girls in training institutions

Thirty girls are already identified by the project in the category as entering a training institution. They are training to become teachers and will be followed through the project.

Other in vocational training will be identified by Mentors in Intervention areas and by Guides in Control areas. The EET will sample at random among those girls identified in both cases.

This is an important area for the project as girls who leave school often do so in order to gain some income from working with practical skills like hairdressing, baking or crafts. We will be able to follow girls who adopt this course from Baseline and those who adopt it over the years. We may be able to make an assessment of how following the need for immediate income compares with a longer investment in education.

7 Baseline study

A sample of girls from the treatment and control communities will be selected by the External Evaluator.

Learning and transition samples will be separate with some links between. The learning sample will come from primary school children in order to be able to follow the girl for the following seven years. The transition sample will come from all cluster samples. There will be some overlap in the learning and transition sample.

The sample will be drawn from a list of 9,890 girls in the treatment communities and from the control communities, which will be the same as in GEC-I. The External Evaluator will select the cohort to be a representative sample of the population and that is large enough to be statistically significant. The suitability of the sample to be tracked and re-contacted at future evaluation points and to be an unbiased sample will be judged by the External Evaluator who must propose the methodology for this in their proposal and contract. This will include comparing the key demographics and environmental context between the sample populations.

The sampling framework will be as suggested above, taken from the range of classes and from different communities impacted by the project. This sampling by grade is expected to capture the full range of age and vulnerability. One of the sampling sites will be one of the centres for children with disabilities so that the range of disabilities is captured. The sample will also come from across the 4 years of operations of GEC I.

The sampling points will be in the 18 communities in which the 52 treatment schools/CLCs are located and the eight communities in which the control communities are located.

The breadth of our sample in terms of age and location will require pre-baseline work to be undertaken. This will mean bringing the girls together before the baseline to confirm their availability, ability and willingness to participate in the baseline evaluation.

In order to ensure we have the same girl each time and not a sibling, we will provide the Evaluation Team with several points of information about the head of household, primary caregiver and the girl to ensure that the validation of the girl is anchored with several pieces of data.

The final sample size proposed was 481 in both treatment and control distributed as shown across the 6 stages of their education journey. This sample will be used for both learning and transition giving a total sample size of 962.

The External Evaluator will decide the final selection of named girls within each band. After considering selection of community and school according to table 6.4 the EE can further narrow selection by choosing particular grades or distribution across the grades within the band. He will then be presented the names of sample girls in that grade to make the final selection.

'Out of school girls' and 'in employment girls' will be selected by the EE from the named list of sample girls in each community.

The selection for 'in school girls' will therefore be based in the first instance on school grade. The EE may also be mindful of the disaggregation by disability and vulnerability to ensure that the final selection provides sufficient data to sufficiently track the different categories.

Learning will be primarily measured through literacy and numeracy testing using EGRA, EGMA, SeGRA and SeGMA in all locations. 'In school girls' will be tested in school but out of school girls will have to be tested at the same time of the HHS in the home.

8 Evaluation governance

Evaluation steering group

The Evaluation Steering Group (ESG) will guide the evaluation process to ensure that the work is robust and of high quality. They will ensure that appropriate qualitative and quantitative methodologies are used, data is reliable, analysis is rigorous and results are credible.

The ESG will clarify with the External Evaluator how the project evaluations will take place and that all necessary documents, information and access to beneficiaries are made possible.

The ESG will meet every 6 months, and more often as necessary. It will receive reports and plans from the MEL team and will review GEC-T quarterly project reports, annual reports, and evaluation reports.

The ESG will be comprised of:

- The current CRANE Board Chairman, Samuel Mayanja Ssekagga, an academic;
- Nathan Nshakira, the trustee of Viva Africa. He has undertaken various evaluations, including the 'Qualitative evaluation of the Teenage Mothers Project in Uganda: a community-based empowerment intervention for unmarried teenage mothers';
- Mark Stavers, Brian Wilkinson, Mim Friday and Paul Kabunga from Viva;
- Faith Kembabazi, Julie Kanya, Susan Naigaga from CRANE;
- Once appointed, the External Evaluator.

a. External evaluator

We will put the position of external evaluator out to tender to secure a new evaluation company. After approval from PwC of the ToRs for the evaluation, we will send these to a number of companies that have experience in conducting detailed and robust mixed methodology evaluations.

Interested companies will be required to submit a proposed strategy for the evaluation. A comparison will be made between the companies who bid for the work based on experience, proposed methodology and cost. Before coming to a decision, we will discuss the details of the evaluation process and its requirements in detail with any company who has expressed interest, seems to fit the profile required, and has necessary experience to conduct the GEC-T evaluation. Value for money will also be a factor for consideration as to which company can offer the best delivery within the budget constraints. The two best options will be reviewed by PwC.

The external evaluator will be contracted before the Baseline takes place. It will be the responsibility of the Evaluators to analyse the data and write the report to us. We will then comment on the findings and request further points of analysis if there are any gaps in the submission. The contract with the external evaluators will run to the end of each major evaluation point: baseline, midline and endline, being renewable after each if the research and report has been delivered to the expected quality standards.

External evaluators will lead in the baseline, midline and endline process, having constructed tools that will adequately analyse the progress of learning, transition and sustainability outside of the regular quarterly tracking that the project team will undertake. The GEC-T team will make available to the evaluators all field reports, stories, video diaries, teacher reports, mentor reports, admissions data, school reports, for the Evaluators as needed to verify the data.

b. Data validation

The External Evaluators will be required to conduct professional internal quality assurance of their tools and deliverables. They will be required to pilot all the tools that they intend to use.

The External Evaluator will be required to submit a detailed training and ethics plan for how they will conduct their qualitative and quantitative data collection, verification, back-checking, quality control, data cleaning, storage, editing and usage. They will also be required to train the enumerators in the agreed ethics protocols. The External Evaluator will train the enumerators in how to administer the tools.

Viva and CRANE will discuss these matters with the External Evaluator in advance of work beginning. We will observe the training, data collection and data handling to ensure that the agreed processes are happening.

9 Data quality assurance

9.1 Training

Viva, CRANE and the External Evaluator will work together to design training for enumerators. The External Evaluator will be responsible for training the enumerators in data collection and its associated ethics. Viva and CRANE will ensure that the Evaluator has carried out adequate child protection screening of all enumerators has been carried out.

The training days will allow for a thorough appraisal of the competence of the research team where enumerators will be observed by Viva and CRANE staff to assure that each one is adhering to and complying with the requirements that have been set out in the training. Each enumerator will be provided with a guidance manual covering all aspects of administering the HHS and the learning tests. After training, all enumerators will sign an agreement with the Evaluator to abide by the ethical, child protection and evaluation guidelines.

Monitoring will be carried out via in-field spot checks by an Evaluation team leader. Each page of the HHS will be checked and signed off by the team leader. The completed questionnaires will be checked again for completeness and consistency, especially on following skips, on arrival at the offices. The questionnaires will be given a unique number and stored in batches of 50 by unique ID numbers in order to facilitate retrieval of individual forms.

Training in data entry will be provided by the External Evaluator. Data entry will be carried out by pairs working on separate computer terminals. Data will be consolidated and backed up each day. Checks will be carried out by comparing data in a small number of randomly selected questionnaires with that already entered in the database.

Qualitative researchers will be trained, during which the interview methods will be piloted in a treatment area. The researchers will be supervised during community visits and there will be checks on the interview reports while in the field and end of day debriefs. The daily feedback sessions will be important for checking quality at the same time as checking up on learning.

9.2 Piloting

Viva and CRANE will ensure that the external evaluator will go to the field to pre-test the tools in a community with similar characteristics as the project communities. The Evaluation Steering Group shall then meet to reflect on the process, the methods, questions and the tools. The gaps shall be identified and recommendations for change made. The ESG shall also discuss such elements as the language used, the duration and initial feedback from the respondents. The tools shall then be adapted to increase the efficacy and accuracy of the tools.

The new sets of tools shall then be revised and printed ready for use for the next phase.

9.3 Data cleaning and editing

The data cleaning shall involve looking for consistency and detecting and removing errors and inconsistencies from data in order to improve the quality of data. Once the data has come back from the field, the External Evaluator will assess the data for missing data or invalid data including possible coding errors, such as code I entered as code II where code II does not exist.

The quantitative data tools shall be in soft format to aid records being pre-coded with the identification (IDs) numbers and names of the girls. These IDs shall also correspond to the project Identification codes. The first process of ensuring clean data shall be that the automated data entry at source shall be able to disregard any information that is not within the acceptable field (answers).

Data cleaning and editing will also include contingency cleaning; identifying inconsistencies in data such as an age being entered differently in several places on the tool or identifying logical inconsistencies such as a girl of 8 years listed as being in Senior 6.

10 Risks and risk management

We will review our risk and risk management with the External Evaluator before and after each evaluation point. The project staff will also review it separately each quarter as a part of the review and reporting process to the Fund Manager. The table below lists key risks identified for achieving a robust MEL strategy.

Potential Risks	Probability of risk occurring over the course of the project	Potential impact on the project's success	Proposed actions to mitigate risks that have both significant probability and impact/importance
	Low/Medium/High	Low/Medium/High	
Control schools will not allow access to girls and give information when there is no felt impact	High	High	We will offer basic training in child protection, financial management and leadership to control schools as a way to keep the doors of the school open to us.
Parents are not willing to take part in the household survey because of the lengthiness and personal nature of it and because there is no benefit, such as paying school fees	Medium – treatment Control – High	Medium – treatment Control – High	We will visit the communities/households in advance to ask for their participation. We will use pre-existing community relationships to discuss the benefits for participation. We will develop a substitution strategy from the girls we are already working with.
Enumerator decoding of questions into the local language and back into English misrepresents the original meaning of the question	High	High	English translated to local language and then translated back into English by another translator to eliminate errors. Training of enumerators to test use of English and local languages. Enumerators to speak English, Luganda and possibly one other language.
Quality of data collection deteriorates with time because of the substantial nature of the research	Medium	Medium	The enumerators will be thoroughly trained to understand the importance of their work. The CRANE and Viva teams will conduct spot checks on the enumerators to ensure that they are collecting data accurately and ethically. This will cover all tools and all enumerators. They will be paid for successfully completed work only.
Education authorities do not allow access to government schools	Medium	High	Get MOUs with each District Education Authority that outline how we will work together
Officials ask for payment for helping us to access the people	High	Medium	Agree working relationships. We will ask for a written funding strategy duly signed by officials prior to commencement of the work
External evaluator fails to comprehend the implications of working with children who are	Medium	High	Include safeguarding in the ToRs. Train Evaluation company. Require detailed safeguarding strategy from the enumerator. Monitor their work for child safeguarding.

in high risk situations			Enumerators to sign detailed CP agreements.
Enumerators harm children in some way	Low	High	Screening of enumerators. Training of enumerators in safeguarding. Signing of CP policies. Viva and CRANE supervise the movements of the enumerators in the field and monitors them throughout the data collection. Enumerators sign comprehensive code of conduct. Train local leaders in safeguarding issues in advance of evaluation.
Risk to households because of exposure through the study	Low	High	Train and prepare parents and children to keep children safe. Train the enumerators to know how to conduct themselves child friendly research techniques. Ensure evaluator has expertise in handling children. Ensure questions are framed sensitively
Loss of sensitive personal data of children	Medium	Medium	Soft data collection where possible, password protected and anonymised by using unique IDs. UIDs matched to children held only by MEL team and SMT – password controlled. Hard data collected in the field at the end of every day and brought back to a secure location. Restricted access.
Staff / enumerator wellbeing put at risk from the strain of increasing demands of the evaluation process	High	Medium	Plan leave before and after. Train staff in stress management. Ensure people are given sustenance in the field. Plan field data collection over a period of time with adequate budget in place to cover eventualities. Ensure the evaluator budgets sufficient HR capacity to cover all their responsibilities
Girls move schools/home and do not leave any contact details	Medium	High	We will substitute lost girls with the most similar girl available. We will meet girls in year 1 and give them CRANE contact numbers to urge them to stay in touch over the years. The field officers will visit the girls on a regular basis.
Additional evaluation requirements requested by DfID that are not budgeted for	High	Medium	Negotiate with the Fund Manager for increased MEL budget
Pollution of treatment and control samples	Medium	Medium	Review other interventions with the partners on a quarterly basis.
Difficulties in EGRA EGMA SeGRA SeGMA giving a genuine reflection of a girl's progress,	High	High	Supplement the EGRA EGMA SeGRA SeGMA results with an analysis of exam performance and of the progress made by an individual girl as logged against specific success criteria outlined for each girl and recorded in her learning journal / teacher monitoring report

especially, for girls with disabilities			
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Table 7: Risks and mitigations

11 Learning

11.1 Learning strategy

General Staff Rapid Response Monitoring and Evaluation

Viva and CRANE carry out internal and external approaches to learning together in Kampala. Internally team meetings occur every two weeks to share learning. Monthly reports (see below 'Monthly and Quarterly Report') are sent to line managers and reviewed together at the beginning and end of the month to adjust working plans according to the current needs. Plans are made according to the given job description, activities, outputs and indicators. The Senior Management Team meet fortnightly to review staff plans. Quarterly external reports are made to the Board and to donors. These log actual against planned activities and budget. Each of these reports look at lessons learned in terms of the context of the situation in which learning took place, the interventions made, the outcome of the interventions and conclusions about positive or negative outcomes. External learning occurs in quarterly meetings with partners, at the AGM where lessons learned are shared and in joint monitoring with the MoES, MoGLSD, government working groups and District Education Officers.

A new SUMMIT meeting for Senior and Middle Managers has been created to allow for tighter logistical planning and coordination between different project players.

Learning Mechanisms

Each staff member is required to note learning, challenges and a way forward. They do this in KoBo reports and are also asked to express these things orally to the team.

Lessons learned are shared in the fortnightly team meetings as well as smaller group team meetings.

Theme	Name of cluster	Areas Critical to its Success
Learning Cluster 2	Teaching, learning and assessment – Numeracy	<p>Teacher Education There is a big gap in quality education and with a severe lack of well-trained, well-supported teachers, and it is the presence of quality teachers that determines how much children learn. Therefore schools will be asked to invest time in teacher development, especially for children with disabilities. We will work with the Government to ensure we are aligned with Government strategies. We will share our project learning with educationists. Teacher Training needs will be assessed by VIVA/CRANE before training. Teacher observation reports and child progress reports will be used to measure the change and effect of the training. Teachers will be asked to share what methodologies have worked well and which have not worked well so that a reflective learning process can help to develop future strategies. VIVA/CRANE Secretariat will collect and review reports about children’s learning. The most successful learning strategies will be shared with the schools and government stakeholders on a quarterly basis.</p> <p>Key Actions</p> <ul style="list-style-type: none"> - Work with visiting teacher trainers and Trained local teachers to identify strategies for teaching numeracy - CRANE Teaching specialists write up the strategies into working instructions - Working instructions will be shared with the learning cluster - Design creative numeracy (and literacy) activities for each term to share with schools for family learning days - Create resources for each World Maths Day (and each World Book Day) - Collate working instructions and share them with the National Curriculum Development Council

Learning Cluster 4	Non-cognitive skills	<p>After an initial needs assessment, we will design individual learning tools and processes for students that they can self-assess, acquire and then reassess non-cognitive skills. This will be outlined in a girl's 'I can...' journal where a girl can keep her learning record. Teachers will verify the skills the girl has mastered. There will be ongoing assessment of how learning process can be refined. When we have successfully modelled this in and out of the classroom in the model schools, we will share it with educational stakeholders.</p> <p>Key Actions</p> <ul style="list-style-type: none"> - First Draft of 'I can...' journal by close of Nov 2017 - Pilot of the journal in Dec 17/Jan 17 - First print for the academic year 2018
Community and Household Learning		
Learning Cluster 6	Gender Equality & Inclusive Education (includes boys, girls with disabilities etc.)	<p>Uganda is a patriarchal society where masculine roles are usually associated with strength, aggression and dominance, while feminine roles are associated with passivity, nurturing and subordination. Gender norms and inclusive approaches to living and learning will be taught to teachers, discussed with parents, and communicated to children in an age-appropriate way. This will be integrated with awareness raising and training on child safeguarding.</p> <p>We will support all partner organisations to develop gender-sensitive policies, language and implementation. These policies will include mechanisms for how to report gender based violence and how to support victims. We will promote gender integration by identifying and addressing gender inequalities at all stages of project design, implementation and monitoring and evaluation. We will train teachers in inclusive, gender-sensitive pedagogy and support them to understand that they must adapt the way they teach children with different types of learning needs. The CLC model has been particularly helpful in attending to the needs of individual girls. The principles behind individual learning strategies and differentiated teaching will continue to be developed and integrated into mainstream education.</p> <p>Where there is no infrastructure available for adolescent girls to change, we will construct hygienic and accessible toilets. In working on a competency-based methodology for the delivery of the National Curriculum, we will ensure that materials are gender sensitive and inclusive. We will help teachers to be aware of how to identify gender stereotyping in the resources they use and if they have no alternative, to raise such issues with children as a discussion point. Children's support groups, PSHE lessons and counselling will help children to understand about SRH.</p>

Table 8: Areas learned that are critical success

11.2 Stakeholder engagement, dissemination and influencing Within the Network

The nature of VIVA/CRANE being a voluntary membership of a network means that the Secretariat must remain very deliberate and diligent about sharing learning amongst members. GEC-T partners will be invited to quarterly meetings where they All member organisations come together at least once a year at the AGM where headline lessons are shared can share learnings and gain insights from other organisations.

There are also different working groups that function within the network to bring together special interest groups so that learning and resources are shared. For example, teachers, community mentors, directors, social workers, foster parents, demonstration centre managers, all come together on different occasions.

The interaction between the network members is growing stronger as the Secretariat is able to identify those who are capable of organising cluster level initiatives between local schools. This then allows the secretariat staff to assist in monitoring more than when direct implementation happens.

The quarterly shared learning events are also gaining in strength as people share strategies that have worked with each other.

GEC-T Beneficiaries

All of the GEC-T girls will be invited to various reunions at least once a year. These will be a time for us engage with them and them inputting into the project design. The girls in the 52 SCHIP schools will have multiple opportunities every term to come together for various activities and learning, as laid out in the workplan. The parents and families of the GEC-T girls are indirect beneficiaries. They will also have multiple opportunities to come together for training and shared learning, for income generating, family bonding and child protection training. This will happen at the local community level.

Government Stakeholders

VIVA/CRANE Secretariat ensure that government stakeholders of each of the districts in which GEC is operational are informed every quarter by means of a written report and a face-to-face meeting. Various members of the VIVA/CRANE Secretariat participate in government working groups for the Ministry of Gender, Labour and Social Development and the Ministry of Education and Sports. VIVA/CRANE is also a member of UCRNN (Uganda Child Rights NGO Network) where learning is shared and actions are influenced.

General Public within Uganda

We have a state-of-the-art music and media studio and a mobile studio. This allows for professional quality songs and videos to be made with children and other stakeholders to share news on a wide scale. Radio, TV and social media will continue to be used to communicate with the general public. These methods are particularly effective for advocating for the rights of children, for sharing success stories, and for demonstrating parts of our model in order to encourage people to find out more. The VIVA/CRANE child protection policies ensure that the images of children are not misused.

Global Network

VIVA/CRANE is one of 37 networks that Viva is partnering within 22 different countries. There is an annual Africa Network Conference where the Heads of Networks meet to share learning with each other.

These networks are linked together through Viva's in-country staff through the office in Oxford. Each of the in-country staff work with the staff in Oxford to develop best practice into benchmarks, policies and programmes that can be rolled out in any of the networks doing similar work. These global perspectives help with the development and honing of materials that can be used in the GEC-T project and shared in other cities around the world.

I2 Evaluation workplan

I2.1 Timetable

	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	
MEL Framework Development	x	x																							
Procurement of External Evaluator		x	x																						
Tool development and testing			x	x	x																				
Enumerator training			x				x																		
Data collection				x			x	x																	
Data Analysis					x	x		x	x		x														
Report writing						x	x	x	x																
Report submission									x		x														
School term dates	x	x		x	x			x	x	x		x	x	x		x	x				x	x	x		x
Examination dates				x	x											x	x								
	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	
Tool editing and testing			x																						
Enumerator training			x																						
Data collection				x																					
Data Analysis					x	x																			
Report writing						x	x	x																	
Report submission									x																
School term dates	x	x		x	x			x	x	x		x	x	x		x	x				x	x	x		x
Examination dates				x	x											x	x								
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	
Tool editing and testing		x																							
Enumerator training			x																						
Data collection				x																					
Data Analysis					x	x																			
Report writing						x	x	x																	
Report submission									x																
School term dates	x	x		x	x			x	x	x		x	x	x		x	x				x	x	x		x
Examination dates				x	x											x	x								
	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24																
Tool editing and testing		x																							
Enumerator training			x																						
Data collection				x																					
Data Analysis					x	x																			

Report writing						x	x	x																				
Report submission																												
School term dates		x	x			x	x																					
Examination dates																												

12.2 Responsibilities

MEL roles are varied and carried by various members of the Viva-CRANE partnership as detailed below:

Head of M&E (Mark Stavers – Viva’s CEO assumes overall responsibility for the Viva-CRANE partnership)

- Oversight of MEL staff and processes
- Engagement and reporting to Viva Board and Management Team
- Chair regular management monitoring review meetings
- Participate in In-country MEL review meetings with PwC at least one of the two per year.
- Monitor Risk and report to Viva-CRANE Boards and GEC

Evaluation Steering Group – as described in section 8.1

External evaluator – as described in section 8.2

Lead In-Country Staff (Viva). This is an additional role deemed necessary due the complexity of the revised MEL guidance & required procedures

- Tender, appointment, briefing of External Evaluator
- Oversee Evaluation processes and liaison with EE
- Compliance with MEL requirements
- Liaison with PwC - communications, reporting, monitoring visits
- Data analysis, storage & report writing skills
- Monthly and quarterly monitoring

Lead In-Country Staff CRANE – (Faith Kembabazi – Director of CRANE)

- Management of CRANE M&E staff and processes
- Manage Evaluation processes
- Manage reporting processes
- Monitoring of Ethical standards, Values & Behaviour
- Quarterly Reviews with Partners Stakeholder meeting to share learning

In-Country M&E Staff CRANE - additional roles deemed necessary due the complexity of the revised MEL guidance & required procedures

- Design of Output and Outcome monitoring tools and processes
- Tracking systems for all girls particularly remote target group girls outside of the treatment communities
- Attendance processes, monitoring, together with annual Spot checks not conducted by the EE.
- Data collection systems and processes, storage and analysis.
- Logistical support to EE at evaluation points – management of enumerators, training, IT support, locations, transport, data collection & storage.

Quality Assurance M&E & Quality Assurance Assistant (Viva)

- Oversee the design & review of measurement tools
- Oversee the design & review of systems to store & collate data feeding into reporting processes
- Review data collection processes and quality of data collected
- Review quality of data analysis and feed into reporting processes

Network M&E (Viva)

- CRANE is dependent on the strength of the voluntary network – part of our M&E includes the monitoring of the growth/sustainability of the wider network through Viva’s Network Health Tool and shared learning with Viva’s other 36 partner networks.

Child Safeguarding Trainer and M&E (Viva)

- Technical support in relations to Do no Harm and Gender Analysis.

Shared learning and documentation (Viva)

- Technical support to document programme approaches and record learning

13 Annexes

13.1 Logframe



6595 Appendix B
MEL Framework Logfr

13.2 Draft evaluation tools (if already available) (see below)

13.3 Completed ToR for evaluators



Terms of reference
for an External Evalua

13.4 Draft Sampling Framework



6595 GECT MEL
Guidance Part 2_samp

13.5 Any other relevant details

13.5.1 QIS for schools standard checklists



QIS for schools.xlsx

13.5.2 Gender analysis framework



Viva-CRANE GEC-T
Gender Analysis Fram

We have developed a number of tools already but this is an ongoing task. The table below shows where we are up to so far, with completed tools embedded below. All staff have been trained in how to use the embedded tools. All tools will be completed by the end of November. This includes finding a way to make the tools from the Fund Manager ready for use in soft form.

Tool	Create it	Under review	Ready in soft
Registration lists – Children; Adults			P
Activity Evaluation			P
Staff Monitoring Reports			P
Family Building Tool			P
Children's happiness tool			P
Lesson Observation			P
QIS Standards			P
Individual Education Plan			P
Documentary Qs/Critical factor			P
CP log + Records			P

Lifeskills - Home, school			P
Evaluation Girls @ school			P
Evaluation Girls @ home			P
Viva Network member check			P
Biodata			P
Tracking tool for Girls			P
Lesson plans			P
Disability Screening Tool			P
Success criteria (competencies) monitoring			P
ICT Teaching log			P
Economic empowerment		P	
Family Assessment tool		P	
Gov't Inspection tool/ assessment tool		P	
Structural Inspection Tool		P	
Exit Assessment Non- Cognitive test		P	
Library		P	
Field officer Observation Tool		P	
Mentor Observation Tool		P	
IGA progress tool		P	
Individual Lifelong Learning Plan	P		
Attendance @School/registers	P		
Financial Investment reports	P		
EGRA EGMA SEGRA, SEGMA	P		
Inclusive Learning Test	P		



Monthly and Quarterly Report Final

Staff reports

- monthly
- quarterly



Field MEL Tool
Finalv1.xlsx

Field Activity Reports and Evaluation forms for all activities. Tabs include:

- Tab 1 Activity Report – this is only one line for each activity and replaces long narrative reporting. By collecting data in this way, we will be able to compare and easily collate information.
- Tab 2 Registration – Fill this in with people at the event. Therefore make sure you have a person allocated to this task. They can then just sign a separate paper with their name. You can copy-paste column A-F from the activity report B-G
- Tab 3 Activity Evaluation - At each activity, collect some activity evaluations, no more than 10 adults and 10 children. This is in three parts. You can copy-paste column A-F from the activity report B-G. Columns G-R is the primary evaluation piece that you will do with maximum 10 people, one person per line. Then if it is a parent-child event, please also ask them S-X. If it is a child, ask them Y-AH.
- Tab 4 is the Child Protection Reporting form if you pick up a case about a child
- Tab 5 is the lesson observation form if you are doing a lesson observation
- Tab 6 is the QIS standards if you are doing a QIS mentoring visit
- Tab 7 is the teacher's tracking tool for children with special educational needs. We are still to do these for PI-P7.

- Tab 6 is the Child's Individual Education Plan that the teachers are responsible for



Monthly reporting
template for CLC Men

Report for mentors



Girls tracking
form.docx

Tracking form for girls



New Lesson
Observation Sheet Au

Lesson observation tool



Bio-data tool.docx

Biodata updating form for girls



LEARNING NEEDS
SCREENING TOOL FO

Disabilities Screening Tool

ⁱ Critically vulnerable as defined by the NSPVC 2011/12-2015-16: (1) The orphans (lost mother, lost both mother and father); (2) Children infected and affected by HIV/AIDS; (3) Children with disabilities; (4) Children in Worst Forms of Child Labour (sex workers, in armed conflict, bonded labour, illicit activities, work that stops school attendance, cattle rustling, and other intolerable forms of work); (5) Survivors of sexual violence; Children at risk of murder (child sacrifice); (6) Children in households unable to provide a regular meal; (7) Street children/abandoned children/neglected children; (8) Children in conflict with the law; (9) Children from child headed households; (10) Children in war affected areas.

Moderately vulnerable as defined by the NSPVC 2011/12-2015-16: (1) Out of school children and teenage mothers; (2) Children in poverty stricken (impoverished) households; (3) Children involved in hazardous work (other than worst forms of child labour, domestic service, informal sector, commercial agriculture); (4) Children living with the elderly; (5) Geographical/locality: Children in Hard to Reach Areas; Children in fishing communities.

Generally vulnerable as defined by the NSPVC 2011/12-2015-16: (1) Children in extended and polygamous families and those staying with step mothers; (2) Children in elderly headed households; (3) Children in households vulnerable to disease; (4) Children living in slum communities; (5) Children looked after by the elderly; (6) Children who live in bad housing conditions like leaking houses; (7) Children ignorant of their rights; (8) Children without freedom of expression; (9) Children in polygamous families; (10) Children whose parents have divorced/separated; (11) Children with unknown paternity.