Project Evaluation Report

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Notes:

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



Name of the project: Opportunity International: Empowerment for Girls Education

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List of Acronyms and abbreviations

A-level	Advanced level
APS	Affordable Private Schools
СР	Child Protection
CSA	Child Savings Accounts
DEO	District Education Officer
DES	District Education Service
DIS	District Inspector of Schools
ECD	Early Childhood Development
Ed	Education
EDQ	Education Quality
EFA	Education for all
EGE	Early Grade Education
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EPI	Expanded Programme for Immunisation
EPRC	Economic Policy Research Centre
FGDs	Focus Group Discussions
FI	Financial Institution
FM	Fund Manager
GEC	Girls Education Challenge
GESI	Gender Equality and Social Inclusion
GPS	Geographical Positioning System
GWDs	Girls with Disabilities
HH	Household
НоН	Head of Household
ICT	Information and Communication Technology
IMR	Infant Mortality Rate
10	Intermediate Outcomes
IRC	International Red Cross
KIIs	Key Informant Interview
MEL	Monitoring Evaluation and Learning
MIGMA	Middle Grade Mathematics Assessment
MIGRA	Middle Grade Reading Assessment
MMR	Maternal Mortality Rate
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NGOs	Non-governmental organizations
NURP	Northern Uganda Reconstruction Project
NUSAF	Northern Uganda Social Action Fund
OBUL	Opportunity Bank Uganda Limited
ODK	Open Data Kit

OI	Opportunity international
O-level	Ordinary Level
P2E	Pathways to Excellence
PAF	Poverty Action Fund
PAPSCA	Programme for the Alleviation of the Social Costs of Adjustment
PEDN	Private Education Development Network
PPI	Population Poverty Index
PTA	Parents Teachers Associations
PTC	Primary Teachers College
PTRI	Pincer Training and Research Institute
RA	Research Assistant
RCT	Randomized Control Trial
SD	Standard Deviation
SDG	Sustainable Development Goals
SDPs	School Development Plans
SEC	School Enterprise Challenge
SEGMA	Secondary Grade Mathematics Assessment
SEGRA	Secondary Grade Reading Assessment
SFLs	School Fees Loans
SMST	School Management Simulation Training
SRHR	Sexual and Reproductive Health Rights
ТоС	Theory of Change
TOR	Terms of Reference
UBOS	Uganda Bureau of statistics
UN	United Nations
UNDP	United Nations Development Programme
UPE	Universal Primary Education
USE	Universal Secondary Education
VfM	Value for money
WP	White Paper

Executive summary

To enable disadvantaged girls access and successfully complete full education, Opportunity international (Opportunity) is piloting an Education Financing intervention in selected schools. The project involves extension of financial services (school improvement loans, and School Fees Loans) to the selected schools and communities, training of their teachers, improving their Governance and management and introducing Girls Education Clubs in them.

To evaluate the effectiveness of the intervention, a formal tracking study was integrated into the project. Using a quasi-experimental design, segments of learners from six separate primary and secondary grades (P4, P5, P6 S1, S2, & S3) were sampled for follow up. Quantitative and qualitative data were extracted from the groups at (baseline-January-May 2018). More data will be collected at midterm (January-May 2019) and at the end of the study (January-May 2020) to determine the impact of the intervention. Three outcomes and five intermediate outcomes namely; learning, transition and sustainability outcomes and attendance, improved governance, improved teacher quality, increased life skills and aspirations and economic empowerment are to be tracked.

The scores in literacy were rather low in both groups. The performance trends in the two groups were similar for the three (EGRA, MIGRA and SEGRA) assessments. There was evidence of progressive growth in literacy scores as learners progressed through the school system. The EGRA scores were lowest in primary 4, while SEGRA scores were lowest in Senior 1. The same pattern was seen in the MIGRA test scores. Regarding, numeracy scores, the two groups were also comparable at baseline. The numeracy scores also did demonstrate incremental learning as children progressed through school. For instance, the P6 pupils had better grasp of some of the mathematical concepts than their counter parts in P5 and P4. With regard to transition, the in-school progression proportion in upper primary was 98.4% with a drop out proportion of 1.6 % compared to 95.8% and 4.2% respectively in secondary school. Re-enrollments were highest (4.0%) in the 16-17 year age group, followed by the 14-15 year age group (i.e. 3.64%).

A number of steps had been taken to enhance the sustainability of the intervention. Opportunity Bank Uganda Limited (OBUL) had strengthened its capacity to provide the loans as a result, the loans uptake by the schools and communities had increased; 88 local stakeholders had been sensitized, leaders from 53 EGE schools had been reached through two rounds of Leadership training, and 1,770 children had been sensitized about child saving accounts; 101 schools had joined the self-managed school clusters, 30 of which had been newly incorporated and 57 of them had met at least three times during the previous term. A digitized professional development resource that includes some aspects of girls' clubs had been introduced in the clusters; and 42 clubs had been formed in the 41 schools with 2487 girls & 248 boys as

members.

Regarding the intermediate outcomes, the standard P2E tool had been introduced in all beneficiary schools and most had completed their internal and external assessments with 42.9% of them in possession of SDPs. The tailored financial services are gaining popularity with many schools working at meeting the conditions set for accessing them. The majority of the respondents (90.4%) thought that the schools were well managed; 74.8 % of them thought the improvement had happened in the previous 12 months; 61.8% revealed that the innovations brought in by the project were helping improve education quality for girls; 58.8% had management committees that help with governance; 56.9% though that the performance of the school heads were excellent; 50.4% reported that the school had parents'-teachers' and 38.5% said their schools had boards of governors.

The average attendance per club session was 85%; 27.5% of club members had never missed school on account of school fees. 24.8% had missed for 5 days in the past 12 months due to lack of school fees. Forty percent of girls did miss school at least once in the school term; 80.6% of them missed for 1-5 days in the term, 9.9% for 6-10 days, 1.8% for 11-20 days and less than 1% for over 30. Nearly forty percent (39.8%) of the girls had specifically missed school because of health reasons. The key reasons for missing school included; lack of school fees (46.1%), inadequate sanitary pads (21.3%), lack of money to pay transport to cover the long distance to and from school (25.6%).

Regarding teaching quality, the study revealed 76 active clusters with volunteers offering leadership with support from the Education Quality Specialists from the project. EGE was active in 50 of these clusters. The anecdotes reveal that teaching practices in beneficiary schools had improved as a result of participation in the clusters. Among the notable innovations that had enhanced teaching quality was the introduction of digital content in the clusters and School Management Simulation tool to support the school leaders. Other digital innovations included a customised game designed for EGE schools.

The experiences of the Life skills especially with regard to how the girls felt about themselves (in terms of the sense of worthiness, efficacy and safety) were varied: some schools had success testimonies from girls living with disabilities. These girls reportedly became active in class and co-curricular activities. Many of them had developed clear ideas for their future. 2,411 girls from 40 schools had received training in financial literacy and life skills. 88% of them were able to set financial goals, 97% explain the benefits of saving and 95% the importance of planning how to spend. More schools had used the available financial services after receiving training from the project. They embraced the School Enterprise Challenge (SEC) by crystallizing their business ideas into bankable proposals. A total of 39 schools had already

completed stage 1 of the process while 7 had submitted their plans for review. 1,770learners adopted the idea of Child Savings with 375 opening accounts with OBUL. Of the schools that submitted business plans, 56% implemented the income generation ideas. The mean PPI score in the baseline study sample was 54.6, with a minimum of 3 and a maximum of 85. The distribution of the PPI score was generally normal in both treatment and control arms. There were no significant differences in the means of the intervention and control groups.

The findings indicate that the project is on for a good start. The processes seem to be aligned to its Theory of Change (ToC) especially provision of financial knowledge and services to affordable private schools as a means of improving infrastructure, governance, planning and education quality. These inputs are hypothesized to impact on learning conditions for girls and thereby occasioning improvements in their learning and transition outcomes. The learning conditions, according to the ToC would be reinforced through support to households by way of financial tools to assist them in meeting the cost of education.

However, negative views, perspectives and practices that could hinder project implementation still do exist among the stakeholders. They must be properly handled; otherwise they could negatively affect project targets. Among them is limited stakeholder involvement in management and governance of private schools and the glaring unavailability of school development plans to guide utilization of loans; safety and welfare challenges facing learners on their way to and from school and within school; the perception that education is too costly and perhaps unreachable; the belief that some children are unable to learn; the desire to have children work so as to contribute to their education and household incomes; and the belief in the right age a child should marry. How the above indicators will respond to the intervention will be the main subject of the midline and end-line evaluations.

For a more impactful project, we recommend the following:

- A stronger role for the regulator, MoES;
- Refinement of the financial empowerment strategies for the girls and their households to address household livelihoods and wealth as a whole;
- Tactfully manage the potentially conflicting faces presented to the schools by the same project;
- A stronger Advocacy and Public Relations component to increase the project appeal among the schools, among other things.
- Separate tracking of outcomes in the primary and secondary clusters
- A separate validation study for the sustainability score card

The GEC project is a ground breaking initiative for the girl child in the private schools domain of the Uganda Education System. We are hopeful that with the necessary reinforcements accorded to it, given the revelations of this report, the project goals will materialize.

1. Background to project

1.1 Project Context

Opportunity International has been involved in supporting education services in Uganda through various project interventions. The main objective of these interventions has been to enable marginalised girls hailing from disadvantaged backgrounds to access and complete with some measure of success the full cycle of education. A number of factors often constrain their access to, progression through education. Key among them is lack of funding for school fees, shortage of facilities that can provide high quality education services and negative sociocultural practices that impede on their chances of accessing and making it through school. These factors do not only limit their physical access to education but may also limit them psychosocially by affecting their sense of confidence, esteem and participation in school and community life. With specific regard to many of the private schools, these limitations to access and successful completion may also emanate from weaknesses in school governance, infrastructure and teacher quality.

In response to these challenges, Opportunity International (Opportunity) piloted an Education Finance intervention in selected schools in Central, Western and Eastern regions of Uganda. The project was designed to deliver low-cost, sustainable financial services to the participating schools and care givers in their catchment areas. The project was located in the areas where Opportunity Bank works. It delivers training in governance and teacher methodology alongside other extracurricular activities including life skills, financial literacy and vocational skills. In addition to the above, the project also offers financial services to the schools and parent to enable them improve their school environments as a way of enhancing the quality of their services. This in turn would enable girls study under conducive environments thereby giving them a chance to achieve their educational aspirations and goals. The intervention has five major components namely; (i) introduction of Girls Clubs in schools (implemented using the Aflatoun Curriculum together with the School Enterprise Challenge program); (ii) the training of teachers (through the selfmanaged school clusters); (iii) support to Governance and management of schools; (iv) provision of financial services to Schools (through school improvement loans), and (v) the provision of financial services and resources to households (through Opportunity Bank's School Fees Loans (SFLs), Child Saving Accounts (CSA), and Bursaries).

1.1.1 The main policy context influencing project development, design and delivery

Uganda introduced Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2005. These were strategic policy responses aimed at fulfilling its commitments to the Education for All (EFA) goals. However, huge challenges emanating from the socio-cultural, political and economic domains curtailed the realization of the full benefits of these policy reforms especially among the marginalized and disadvantaged sub-populations. Many schools lack the facilities to offer the required quality of education services; as a result the learners who go to them continue to under-perform nationally. Others simply drop out of the school system before completing the full cycle of education. The situation has been worsened by the failure of the key stakeholders to effectively play their roles and responsibilities in service delivery, policy formulation and implementation. This is partly attributed to their lack of understanding of the existing policy frame works (case in point is the policy on school feeding) as well as the weak management and governance systems in the schools. In some of the regions, the problems of education are compounded by the presence of war, and other social problems such as poverty, ill health (especially HIV/AIDS, and malaria), negative cultural practices such as child marriages, values and norms (especially gender norms), weak systems and inadequate human capacity.

Currently, Uganda runs a tiered education system that is structured into seven years of primary education, four years of lower secondary school, two of advanced secondary education and at least 3 of tertiary and 2 of vocational education. The recommended entry age for primary school is six years (Moyi 2013). Although primarily the responsibility and mandate of the Ministry of Education and Sports (MoES), government has embraced a public-private partnership in its pursuit of this mandate. Under this policy framework, other parties (including non-governmental organizations (NGOs) and private companies and individuals) were allowed to establish schools to fill in the gaps that exist within the structure. In addition to expanding the services, the private sector brings on board its unique strengths into the education services in the country. These strengths include its responsiveness to the growing demand for the service; its capacity to provide differentiated services in response to the market; its capacity to link prices to individual capacity to pay; its emphasis on accountability and cost effectiveness; its capacity to supplement the limited capacity in the public sector; its capacity to optimize the public subsidies that

may exist in education, and its emphasis on innovation (Karmokolias and van Lutsenburg maas 1997, James 1993, World bank, 1999).

This partnership has so far worked well, most especially in the pre-primary or nursery sections that have tended to be dominated by the NGOs and private providers. It has also worked well in the secondary and tertiary sub-sectors where the private sector has had a major stake. In the secondary education sub-sector for example, as of December 2009, government owned only 31% of the 3,149 registered secondary schools –the rest are owned by the private sector and local communities. This contribution from the private parties has helped free public resources for other pressing national priorities. The advent of USE has not changed this picture either (UBOS, 2010). In the primary school sub-sector the proportion of schools that is publicly funded stands at 72%, a lot higher than the proportion in the secondary school sub-sector. However even this figure represented a 10% decline from what it was in 2006which was 81% of the 17,127 registered primary schools in the country (UBOS, 2010).

These collective efforts notwithstanding, the need for empowering education services remains largely unmet for many of the Ugandans, especially those from marginalized communities, poverty stricken areas, war zones and ethnic minorities. Some of the serious gaps that have been documented in the existing services include limited stock of classrooms leading to overcrowding, poor teaching practices, poor quality of education and others (Ngaka 2010, Moyi 2013, Omona 2006). Arbeiter and Hartley documented incidents where some classes held between 70 and 150 pupils. Others were harboring many over-age learners. Other studies found significant disparities in enrolment rates in the primary and secondary school sub-sectors (UBOS, 2010). As a matter of fact, it has been estimated that, for every ten learners in primary school, only one progresses to secondary school (Kakuru, 2014). The negative consequences of these gaps are perhaps most apparent among the girls.

1.1.2 Does the geographical context of the project vary across countrywide?

The intervention is based in three of the five major geo-political regions of the country. There are major regional disparities among the three in terms of general development, availability, access to and quality of social services in general and education in particular. Some of the differences emanate from the underlying socio-historical, demographic and economic characteristics of the regions including

proximity to centers of power which have implications for access to resources, availability of opportunities and networks of essential services (including electricity, potable water, health centers and education infrastructure) and food. These factors have played out in the levels of poverty in these regions, socio-political climatic conditions, culture and the physical environment. With regard to education, these disparities manifest as differences in access to education, as well as differences in literacy, numeracy, completion, and transition rates. Again the consequences of the inequities are often worse among the girls. All over Uganda, for example, school attendance at all levels is much lower among the females than the males. Some of the studies have attributed this to poverty, inadequate infrastructure, social pressures, and early maternity. These and other barriers continue to disadvantage women throughout their lives, further constraining their participation in education (Atekyereza 2001).

Within the regions, there are also glaring educational differences in terms of availability, and quality of education services. Moreover these differences are further widened by rural, urban, or peri-urban location (UBOS, 2016). Ultimately, these disparities translate into disparities in participation in effective governance and development. In Uganda, for example, the numerous government initiatives such as the Entandikwa Scheme, Operation Wealth creation scheme, the Poverty Alleviation Action Fund, Northern Uganda Social Action Fund and others have failed to emancipate such marginalized communities due to these disparities. The situation gets worse where the communities are required to either contribute in part or refund the finances that might be advanced to them to help them get out of poverty. It is the same disparities that have caused the Northern region of Uganda to trail in poverty eradication (i.e. having recorded only a 17% reduction in poverty since 1992/93 as compared to the West and the Central regions that registered nearly 60% reductions in in the same period- World Bank, 2007b: 3 UBOS, 2006). Ironically, the same disparities are partly for the reason why the region was excluded from the current project (since it was not in Opportunity Bank's current service area network).

The project districts from Western Uganda are Ntungamo, Mbarara, Kabarole, Kibale, Buliisa and Hoima; those from central are Kampala, Wakiso, Mukono, Masaka, Buikwe, Mpigi, Luwero, Bukomansimbi, Masaka, Rakai, and Mubende; and those from eastern are Jinja, Luuka, Iganga, Bugiri, Mayuge, and Kaliro. The three regions are fairly distinct in terms of their socio-linguist characteristics. The central region is home to the Luganda speakers; Eastern has a mix of linguistic groups and western has mainly Runyankole-Rukiga and Runyoro-Rutoro speakers. Under Uganda's

current thematic curriculum, these local languages are the media of instruction in the ECD classes. Apart from Kampala which is the capital the rest of the districts are primarily agrarian. Districts like Jinja, Masaka, Mbarara, and Wakiso have large urban centers. The western also has a significant population of cattle keepers. Central Uganda is the most developed of the Country's regions. It is home to the central government, which comes along with access to large businesses, industry and foreign establishments and better employment opportunities. The city hosts a daytime population of 3 million, and a night time population of 2 million which explains the comparatively high number of education service points in it. The population of central region is 9,529,227, eastern is 9,042,422, and western is 8,874,862. Uganda currently has a youthful population with a growth rate of 3.0%. Slightly less than half (47.9%) of the population is below the age of 14 years (State of Uganda Population Report, 2017). Although most developed in terms of the key development indices such as IMR, MMR, Life expectancy at birth, Central region has many enclaves of urban poor living in the numerous slums around the city. These urban poor are the main targets of the current intervention by Opportunity International.

1.1.3 How do contextual gender inequalities and marginalisation impact on girls' education?

Whereas, the problem of educational marginalisation is generic to the Ugandan society, the situation tends to be worse among the girls and other vulnerable subpopulations in terms of the causes, impact and consequences. From a causal point of view, it has been linked to among others, gender based violence in the homes, early marriage, negative cultural practices, women's health issues, poverty, and gender roles in the home. According to United Nation's Girls Education Initiative statistics, literacy rates for young female's lags behind that of the boys by five percent. In addition to this, nearly half of all girls in Uganda are married before the age of 18 (UNDP 2007). Often times these marriages are precipitated by household poverty or other harmful cultural practices. In very poor families, the girls are sometimes forced to get married to help fend for their families. Another reason behind this alarming statistics is developmental, particularly menstruation management which has been shown to affect their access, retention and successful completion of the education. Indeed Uganda has been identified as one of the sub-Saharan African countries where menstrual hygiene management continues to be a challenge to the adolescent girls and women. A study by International Water and Sanitation Centre (IRC, 2013) found that nearly half of the adolescent girls did miss 1-3 days of school per month.

This translated into a loss of 8-24 school days per year which implies 11% of school days lost. In response, the Ministry of Education and Sports (MoES) in 2013 developed a Reader for Learners on Understanding and Managing Menstruation which has been disseminated to a number of schools for purposes of training of the girls, boys, Senior Women and Men Teachers.

Another determinant of educational outcomes among girls and women is culture especially the roles and expectations it places on them. Whereas in some cases culture has evolved to embrace the contemporary trends in the definition of roles of women, the speed at which this has happened in Uganda's education and productive sectors has been rather too slow. As a result many girls continue to be disadvantaged by these cultural role expectations many of which continue to define women's roles in terms of domicile and biological child bearing and upbringing functions. Misunderstandings regarding roles of boys and girls often play out in the way households manage different types of opportunities including those in education. This is the main reason why the women are often relegated to the traditional housekeeping, child rearing, water collection, cooking and household/ community care roles. Yet even such roles are known to be better accomplished with education. Women who are educated tend to handle their domestic responsibilities better. They also tend to fair better in competitive labor markets. Educated women have been shown to be better at handling the socio-emotional stresses of life, complex decision making processes, and family and community challenges (World Bank, 2017).

The policy context of the project

The project responds to Uganda's current policy objectives. These objectives have evolved over the years through a number of strategic milestones and reforms. Key among them was the introduction of UPE in 1997 (MoES 1997) as an outcome of the 1992 White Paper (WP) on Education. The WP was occasioned upon a series of sectoral reforms that were introduced in 1986. The key driver in those reforms was the desire for industrial transformation in the country, recovery from years of organized violence and other socioeconomic problems. These reforms saw government commissioning a 1987 National Education Policy Review Commission (EPRC) that produced the famous 1992 Government White Paper on Education. It is that document that laid the foundation for the introduction of UPE and much later, USE in Uganda. The White Paper defined basic education as the minimum educational package that would be offered to all Ugandans. This package was supposed to enable them to live good and useful lives. It stressed the promotion of citizenship (moral and ethical), spiritual values (scientific, technical and cultural), knowledge, skills, and attitudes (eradication of illiteracy, and equipping individuals with basic skills, knowledge and abilities) as a way of contributing to the development of an integrated, selfsustaining and independent national economy (Government of Uganda Education White Paper 1992). Some of the priorities were later funded by the World Bank through subsequent projects like the Northern Uganda reconstruction Programme (NURP, 1993 - 1997), the Northern Uganda Social Action Fund (NUSAF) (World Bank, 2002) which supported youth to acquire vocational skills, and the Northern Uganda Reconstruction Project (NURP, 1993 - 1997) whose education-sector component enabled purchase of construction materials for schools in the Greater North. Then there was the Poverty Action Fund (PAF, 2003) which targeted rehabilitation, provision of textbooks, and teacher development. The 1990 Programme for the Alleviation of the Social Costs of Adjustment (PAPSCA, 1990) included assistance to primary education rehabilitation in 12 of the poorest districts (4,266 schools were to be built) (PAPSA, 1993) contained ambitious plans to provide free education to four children per family, initially from P1 to P4, and to all school-age children by 2003. In that year alone, school enrolment shot up by 93.4 per cent; enrolment has since tripled from 2.5 million in 1996 to 6.8 million in 2001 and 7.2 million at present.

Today, Uganda continues to advance education as a basic human right and continues to strive to provide free access to both primary and secondary education to all its children; however, issues with funding, teacher training, rural populations, and inadequate facilities continue to hinder its progress in this regard. The challenges have been compounded by the limited capacity of the local governments to manage the basic education services that became part of their constitutional responsibility under the decentralization statute. As a result, education services continue to remain inaccessible to many Ugandans especially the sub-populations that have been marginalized by physical, political, socioeconomic and cultural impediments; including location, poverty, gender, and disability. Currently, the UPE and USE policies are facing significant financial and organizational problems. (Stasavage 2005)

With regard to the secondary school system, the structure Uganda uses today was inherited from her former colonial master, Britain. It is divided into the Ordinary level and Advanced level. The Ordinary level (O-level), also known as lower secondary consists of 4 years of schooling that end with a national examination where a student is required to sit for at least 8 and a maximum of 10 accredited subjects. Advanced level (A-level), also referred to as upper secondary, consists of 2 years of schooling that also ends with a national exam where a student sits for at least 3 subjects. A major limitation of this structure stems from its rigidity and inflexibility to the needs of special needs and other disadvantaged groups. It tends to promote the fittest; weeding out those that may need affirmative support. Girls have been victims of the system with many failing to compete and achieve their educational aspirations because of the rigidities of the system. These rigidities have been compounded by the negative cultural values and traditional practices that continue to discriminate against girls in some of the communities.

On the international scene, Uganda has committed to the 2030 UN Sustainable Development Goals (SDG) and is domesticating them in its National Planning Framework. These commitments are reflected in the sector's current strategic plan. Of particular mention are the ten UN-SDG 4 targets:

- free, equitable and quality primary and secondary education for all girls and boys by 2030, leading to relevant and Goal-4 effective learning outcomes;
- access by all girls and boys to quality early childhood development, care and pre-primary education by 2030;
- equal access by all women and men to affordable and quality technical, vocational and tertiary education, including university by 2030;
- substantial increase in the number of youth and adults with relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030;
- absence of gender disparities in education and at all levels of education and vocational training among vulnerable sub-populations, including persons with disabilities, indigenous peoples and children in vulnerable situations by 2030; the assurance of literacy and numeracy for all youth and a substantial proportion of adults, by 2030 (MOES, 2018).
- Universal youth and adult literacy
- Education for sustainable development and universal citizenship
- Effective learning environments
- Expanded number of scholarships available to developing countries
- Increasing the supply of qualified teachers

It is indeed these ambitious and bold policy commitments that the project complements with a special focus on the girl child. When completed the project will have made a significant contribution to this sectoral strategy and will have helped the country move towards fulfilling her global educational policy commitments regarding equitable access to quality education. The findings and experiences will also be used to inform the on-going policy dialogue and discussions regarding education financing, stakeholder engagement, role of private providers and other themes as applied in Uganda and other similar contexts.

1.2 Project theory of change and assumptions

The ToC envisages demonstrable improvements in learning outcomes and transition rates among girls in beneficiary schools, notable improvement in the quality of teaching/ learning environments, significant changes in the governance of the participating schools, and greater stakeholder involvement in the life of the schools consequent upon the introduction of above combination of interventions.

1.2.1 Outline of project's theory of change.

The ToC makes a number of key postulates: fundamentally, it asserts that: by providing affordable private schools with the knowledge and financial tools to improve their teaching/ learning infrastructure, governance, planning and education quality, the project will significantly improve the learning conditions of the girls and this will result in improved learning and transition outcomes. In addition to the learning conditions, the learning achievement outcomes would be reinforced through the support offered to the households in form of financial tools to assist them in meeting the cost of education.

Improved Learning and Transition Outcomes



Figure 1: The proposed action mechanism of the intervention

a) Improved Governance- Improved management, leadership and governance capabilities in intervention schools, with a focus on marginalised girls

A second dimension of the ToC has to do with the governance of the schools as an important aspect of the schools because it provides the appropriate environment for effective delivery of education services within the schools. Good governance is of particular importance to the Affordable Private Schools (APS) because it among other things helps the school management to maintain a healthy balance between its financial and educational objectives in a manner that ensures continuity, profitability and availability of high quality services to the girls. Often times, these APS are at greater risk of closure due to compliance and financial risks, particularly in the current policy context in Uganda. A number of APSs have already been closed on account of poor standards. Also, many of them are owned and run by sole traders without functioning management and parent teacher committees as required by the regulator (i.e. the MoES). Without these governance structures, it is usually difficult to hold these school leaders accountable for their practices. The Governance aspect of the programme includes the following thematic areas:

- 1. Environment & Physical Setting
- 2. Family & Community Engagement
- 3. School as an Organization
- 4. Pupil Interactions

- 5. Inclusive Learning
- 6. Program Structure & Curriculum
- 7. Health, Hygiene & Child Protection
- 8. Optional Specialized Services

Well governed schools facilitate both improved learning and transition outcomes by providing a solid foundation for learning to take place.

b) Improved Teacher Quality- Improved teaching methods within intervention classrooms with a focus on barriers faced by marginalised girls.

The third aspect of the ToC has to do with the quality of teaching which has consistently been reported as a major barrier to learning. This is of particular relevance to our context given the low levels of literacy and numeracy in the Ugandan schools, with challenges of professionalism being perceived as major contributors. According to education standards, all persons that wish to establish private schools in Uganda must show evidence that the proposed teaching staff list has well qualified teachers who are registered with MoES and possess registration numbers. While teachers may be qualified we know that in the APS sector there is little to no access to professional development after graduation. If teachers are well trained, they are more likely to follow the teaching curriculum, use the right teaching methods, work out the schemes and develop timetables for quality teaching and learning. Quality of teaching is therefore considered as one of the barriers targeted by the project.

c) Economic empowerment- Improved ability for households to meet the costs of education.

The fourth aspect of the ToC focuses on poverty which is consistently known to be one of the major barriers to the education of girls in Uganda. This is particularly relevant where there is a growing preference for the affordable private schools because of the fact that they tend to have better teaching/ learning conditions including class sizes and education quality. The drive to have more private schools is also associated with the sheer shortage of public sector schools, most especially in the secondary sub-sector. Most private schools send learners home if they are unable to pay school fees or if they arrive at school without the appropriate schooling materials. Also in times of economic shock, girl's fees are de-prioritized. We note from the Monitoring, Evaluation and Learning (MEL) guideline that the cost of education, including direct and indirect costs, such as fees, non-fee charges or levies, opportunity costs and costs of educational materials are all important aspects of this study. d) Increased life skills and aspirations- Improved life-skill awareness, capability and confidence amongst intervention students

The fifth dimension of the ToC is about life skills for the girls which are considered important aspects of their education. GEC-1 showed that life skills translated into increased personal agency while training promoted increased confidence and classroom participation as well as helping girls to set goals and apply themselves to achieving them, translating to improved transition.

Important aspects of these life skills include Child Rights and Sexual Reproductive Health training which is relevant to the transition of girls through school, preventing early marriage, abuse, teen pregnancy and absence from school during menstrual periods.

In addition, Financial Literacy training increases personal agency while allowing girls to make a small contribution towards their schooling, through using savings to purchase school supplies and make small contributions towards the costs of their schooling.

Vocational and entrepreneurship training foster personal agency, leadership and planning skills amongst girls which can be applied to their studies and later careers/ enterprises.

e) Improved attendance and enrolment amongst marginalised girls in intervention schools

The last focal area of the ToC has to do with school attendance which was considered to be a critical measure of project success. It promotes more time on task which directly translates to improved learning outcomes. We have also seen how prolonged absence from school increases the risk of drop out as children fall behind. In this context, we are measuring both the numbers enrolled in school or classroom, as well as how many of these children are regularly attending PEDN girls clubs. Evidence from GEC 1 showed that attendance was mostly affected by school fees but also by sickness and menstruation amongst girls. Other factors indicate that attendance of girls is affected by distance from home to school, the way girls are treated both by the teaching staff and their fellow learners. There are other distracters of girls on their way home from school; these include boys, taxi drivers and motorcycle riders. The projects targeted interventions will minimize these barriers and support greater learning and transition outcomes. Table 1: matrix summarizing intervention goal, type, intermediating outcomes and outcomes

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?
Life Skills	Girls Clubs formed to develop life skills and financial literacy (including SRHR and Child rights Programming)	 Attendance Increased life skills and aspirations- Improved life-skill awareness, capability and confidence amongst intervention students 	Improved sense of personal agency should translate into increased participation and motivation towards studies and better learning outcomes, attendance and transition.
Life Skills	Sexual Reproductive Health and Child Rights Programming	 Improved attendance and enrolment amongst marginalised girls in intervention schools 	SRHR and Child rights training will reduce drop out, absenteeism and confidence.
Vocational/ Life Skills	School Enterprise Challenge	 Increased life skills and aspirations- Improved life-skill awareness, capability and confidence amongst intervention students 	
Community Participation	Parent Sensitization sessions	 Attendance Increased life skills and aspirations- Improved life-skill awareness, capability and confidence amongst intervention students 	Increased household buy in towards girls education will help facilitate greater engagement in their learning, financial support and encourage girls to focus on their studies.
Teacher Training	The training of teachers through self-managed clusters	3. Improved teacher quality, improved effectiveness and inclusiveness of teachers through pedagogical development	Through completing the syllabi and curricula in time, teaching things that are relevant and observing Minis try of Education standards.

Governance Governance	School Leadership Professional Development Training Pathways to Excellence (P2E) self and external assessment and school development planning	4.	Improved Governance- Improved management, leadership and governance capabilities in intervention schools, with a focus on marginalized girls Improved attendance and enrolment amongst marginalised girls in intervention schools	Through equipping school leaders with knowledge and financial tools to provide a solid basis for learning to take place and protecting schools against closure, thus safeguarding transition.
Governance/Community Participation	School Management Simulation Training (SMST)			Through involving the community in the daily workings of the school
Government Engagement	Working with DES on refinement of P2E and SMST rollout			GEC-1 found that SILs promoted
Governance/ Infrastructure	School Improvement Loans			(particularly when investments were made in WASH, dormitories and school busses)
Material support	The provision of financial services and resources to households (through School Fees Loans (SFLs), Child Saving Accounts (CSA), and Bursaries).	6. 7.	Economic empowerment- Improved ability for households to meet the costs of education. Improved attendance and enrolment amongst marginalised girls in intervention schools	Through increased time on task gained through increased attendance at school
Economic Empowerment/ Life Skills	School and Child Savings Programmes	8. 9.	Increased life skills and aspirations- Improved life-skill awareness, capability and confidence amongst intervention students Economic empowerment- Improved ability for households to meet the costs of education.	Child savings promotes a sense of personal agency which can be applied to greater focus and attention to their studies. Savings may, in a minor way contribute towards the costs of education however this is a secondary objective as savings are

	small and traditionally used to buy
	school supplies.

1.2.2 Barriers to education that are targeted by the project

The project primarily seeks to address a number of key barriers to girls' education experience in Uganda: These include among others,

- lack of conducive environment for teaching and learning in schools. Such environments would ordinarily include the appropriate governance structures (School Boards, School management Committees (SMC) and Parents' Teachers' Associations (PTA) etc) to oversee management and administration of the schools and good infrastructure (including libraries, school fences, friendly toilets and changing rooms to support the teaching and learning processes.
- (ii) Lack of finances to pay for the education costs of the girls. It arises from the glaring poverty in the households. These financial challenges may cause interruptions in school attendance because the learners may be sent away from schools on account of nonpayment. Girls also need money to buy other personal effects such as sanitary pads, books and pens to ease their school life.
- (iii) Yet another barrier to the education of girls is lack of entrepreneurial and life skills to help secure their academic goals. These particular barriers manifests among others as inability to create wealth and save for the future. It renders them gullible and susceptible to deceptions from those who may wish to exploit them sexually by use of money and other gifts.
- (iv) Long distances to and from school have also been cited as key barriers to the education of the girls. This barrier exposes them to other safety and social risks on the way to and from school. The girls would also be physically more exhausted to study or do homework by the time the reach school or home.
- (v) Related to the long distances are the un-supportive learning environments in some of the homes. It is expected that girls who go to school should be supported fully by their parents or caretakers. This barrier manifests among others as excessive burdening of the girls with domestic chores (such as cooking, collecting water and /or firewood, washing clothes, carrying babies), which is a major concern of the current project.

These barriers directly impact on learning, transition and sustainability outcomes through school attendance of the girls, quality of teaching, school governance and management, attitudes and behavior of the community with regard to the girl child and her education, school related gender based violence, economic status of the households, the life skills of the girls, and the girls' self-esteem as detailed below:

Table 2. Project design and intervention	Table 2: Pro	ject design	and intervention
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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?
Establishment of a formal platform for advancing the interests of the special girls, mutual support, expression and learning	Formation of Girls Clubs in the participating schools	4. Attendance	The intervention will offer the girls a safe platform for experience sharing, communication, peer support and confidence building. It will help increase their knowledge in performing some of the tasks such as making of pads, starting and running of small businesses and savings.
Capacity building/ teaching inputs	The training of teachers through self-managed clusters	10. Improved teacher quality, improved effectiveness and inclusiveness of teachers through pedagogical development	Through completing the syllabi and curricula in time, teaching things that are relevant and observing Minis try of Education standards.
Governance	Improvement of school Governance and management	11. Improved school Governance and management. Compliance to educational standards	Through discussions, application of standards and school management meetings (SMC and PTAs) and advocacy.
School improvement scheme	Provision of financial services to Schools (through loans)	12. Improved teacher quality, improved effectiveness and inclusiveness of teachers through pedagogical development	Through Provision of Ioan for school improvement. External support for school improvement
Capacity building/ material support	The provision of financial services and resources to households (through School Fees Loans (SFLs), Child Saving Accounts (CSA), and Bursaries).	13. Economic empowerment increased awareness and use of financial services to fund education costs, particularly for girls.	Through provision of school fees loans (SFL), Child Saving Accounts and Bursaries. external support to households

1.3 Target beneficiaries

The beneficiaries of the intervention who are the subject of the current evaluation are described in the MEL guideline (pages 60-62). They comprise of individuals who are expected to benefit from the project at the level of the project outcomes- the key outcomes being; learning, transition, sustainability and the cluster of outcomes defined under the category called intermediate outcomes. They must be marginalized under the project's marginalization criteria, meaning they are at risk of experiencing long educational disadvantages on account of their age, gender, poverty status, level of education (within the primary secondary school structure), disability status, orphan hood, residence with special attention being given to slum dwellers, HIV/ AIDS victims, underage mothers and those with early or unwanted pregnancies. Others groups that have been included are those from street life, and displaced, ethnic minority and pastoral communities. They may be currently out-of-school, meaning that they may have never enrolled in school before or they may be current school dropouts or may even be in school. In terms of coverage, the project mainly operates in the areas where OBUL has existing service networks which explain why only south-central, eastern and western regions of the country are covered. However, all the households of the girls that end up in the cohort are tracked regardless of their distance from the schools (unless they are very far and traveling would involve over 100 km of movement or international travel. A decision in such cases is then taken by the Principal Investigator on a case by case basis).

Box 1: Project's contribution

Primary target groups

As guided by the MEL criteria, the project is targeting children 8 to 19 years, both girls and boys in intervention schools. The project measures not only their absolute numbers but also their learning achievement, attendance, psychosocial and economic growth/ development and other growth indicators. The learners in this category defined under GEC categories 1 (easier to reach), 2 (harder to reach) and category 3 (severely marginalized) who are the hardest to reach learners. Those in category 3 benefit from the bursaries to enable them continue with secondary education. This particular group of girls is deemed to be at the very bottom of the economic ladder. The project intends to reach a total of 55, 769 direct learner beneficiaries in the 132 project schools; 28,884 of these beneficiaries will be girls. 8,580 of the girls will be reached through the girls clubs and 8,010 (40%) of them through the SEC activities. All of them will however benefit from the child protection sensitization/ education programs. The indirect category of beneficiaries will be the boys. A total of 20,026 boys are envisaged in this category-they will benefit from aspects such as attitudinal change, and not necessarily improvements in learning outcomes. With regard to Child Protection, all the children in the project schools, teaching and none-teaching staff and parents will be reached through the different sensitization activities and platforms.

In addition to the girls, the project intends to work with Affordable Private Schools (APS) by offering them School Improvement Loans (SILs). 88 of these schools have previous or current SILs. The project works of the owners and managers of these schools with the aim of improving their governance and management practices as well as the general quality of educational offered by their schools. The support given includes training and mentoring of their governing bodies and strengthening of their systems through improved planning and evidenced decision making.

The project also targets the teachers with the aim of enhancing the quality of their work. Teaching Quality has been consistently reported as a major barrier to learning. In the project context, it is assumed that learning directly or indirectly depends on the quality of the teaching. When it is poor, it can discourage learners from schooling because they may not see the relevance of what they are being taught. As a result, they may be tempted to dodge or even abandon school altogether. The GEC-T projects are working with teachers to address the quality of teaching in the APSs. The quality of the teaching delivered depends on a number of factors including the amount of pre-service training teachers have obtained; the regularity and quality of in-service training and what it focuses on –knowledge of subject matter, pedagogical approaches, use of assessment etc.); others include the teachers' levels of motivation which in turn might depend on their terms and conditions of service, teacher absenteeism, the amount and type of support given to the teacher from peers and senior staff, the teaching resources available to them including ICT, and so on. To handle the current project, teachers may need specialist expertise in inclusive education, working with traumatized children, managing large class sizes or teaching children with different mother tongues.

Another category that has been targeted by the project is the household heads and community members. The project intends to specifically reach a total of 9,270 adult beneficiaries through the broader interventions such as community dialogue, advocacy, and economic empowerment. The project intends to increase their capacity to support the girls through school by among others, expanding their financing and livelihood options. One of the care givers of each of the 8,580 targeted girls will specifically be reached through the annual stakeholder meetings.

2. Baseline evaluation approach and methodology

Both quantitative and qualitative methodologies were employed in this study. This methodological duality was occasioned by the nature of the questions that needed to be answered in a holistic manner.

2.1 Key evaluation questions, why they are relevant to the project and role of baseline

The key questions for the entire evaluation project (baseline, midline and end-line) were the following: (i) what impact is the project expected to leave on the girls in terms of learning achievements, and transition proportions? (ii) How are the targeted intermediate outcomes (namely attendance, school leadership and management, teacher quality, life skills, economic empowerment) expected to change in response to the intervention, (iii) how sustainable is the intervention expected to be? These questions will be explored through the following viewpoints:

- Process view point which focuses on how successful the project design and implementation plans are
- Impact which looks at what impacts the project is expected to have on the girls in terms of learning outcomes and transition proportions; under this aspect, the study also plans to track any changes in the intermediate outcomes and how and why such impacts will be achieved or will not be achieved at the end of the intervention
- Value for Money (VfM) which focuses on whether or not the project will demonstrate good VfM approach
- Effectiveness which will look at what works (or does not work) in causing the desired changes in the targeted learning outcomes, transition proportions and intermediate outcomes
- Sustainability which will focus on how sustainable the cluster of activities funded under the GEC project will be and how successful the project will be in leveraging additional interest and investment from the other stakeholders

The above being the global framework and approach for the evaluation study, the baseline was specifically designed to provide the information needed to refine the project design, strategies, assumptions and outputs or outcomes and to contextualize the proposed project activities. It provides the estimates against which the mid-term and end-line performance of the project will be judged (in 2019 and 2020 respectively). The estimates generated at baseline will therefore be used to evaluate the projects theory of change and its hypothesized effects as at the end of the project. The baseline specifically responded to the following questions:

- What is the study cohort (in terms of the girls that will be sampled, the schools where they are currently studying and the households where they currently live), how will it be followed up and what are their sociodemographic characteristics and other pertinent pieces of exposure information?
- What are the current values of the outcomes and intermediate outcomes of interest (literacy, numeracy, transition, sustainability, attendance, life skills, especially the way beneficiaries feel about their worthiness, efficacy, safety, confidence, personal agency and ability to make it in life, and economic empowerment?
- What would be the appropriate targets for the outcomes and Intermediate outcomes measures at the mid-line and end-line phases?
- What was the context in which the project would be taking off at baseline?
- What were the profiles of the girls and the other beneficiaries at the onset of the project?
- How accurate were the project's calculations of beneficiary numbers?
- What were the key barriers to the education of the girls and how did they affect their learning and transition through the formal and informal education systems?
- How valid was the project's proposed theory of change; in terms of its assumptions and interventions?
- What were the key linkages between the project outputs, Intermediate outcomes and outcomes?
- What was the project's approach to gender equality and how was it integrated into the design?
- What were the gender gaps in learning and transition?

2.1.1 When and how evaluation took place

The baseline study was launched in March 2018 and was concluded in May 2018. This was the first part of the three-part longitudinal study that will run till May 2020. Because of its intention to measure effectiveness and impact, an experimental design was employed. The use of a pure Randomized Control Trial (RCT) design was not however possible because of the ethical, technical, operational and logistical challenges associated with it. For example, random allocation of participants was not feasible since it would disrupt the existing schooling arrangements. We

therefore resorted to a quasi-experimental design. To address the potential for contamination at this level, the school was identified as the unit of choice for randomization and thus also unit of analysis.

2.2 Outcomes and intermediate outcomes

2.2.1 Project's Outcomes and Intermediate Outcomes

The main project outcomes are three; and these are (i) learning, (ii) transition and (iii) sustainability. The learning outcomes that were specifically selected by the Fund Manager were literacy and numeracy; the transition outcome was defined as the proportion of girls who are able to make it to the next level of their education pursuit or the market place. The sustainability outcome was assessed through the level of buy in from the stakeholders especially the leaders of the schools; it was also assessed using the capacity of the households to sustain the support given by the project to the beneficiaries, the willingness of the stakeholders to adjust their existing gender norms on account of their exposure to the intervention and changes in the governance of the schools as a result of the intervention. In addition to the three outcomes, the project set out to track five intermediate outcomes. The five were (i) attendance (of school and girls' club activities by the beneficiaries), (ii) improvements in leadership and management of schools (as a result of the capacity building support offered by the project), (iii) improvements in attitudes of teachers towards the girls and use of better methods in the teaching of English language and mathematics, (iv) improvements in life skills (especially the way in which the beneficiaries feel about their own sense of worthiness, efficacy, safety, confidence, personal agency and ability to make it in life), and (v) economic empowerment (particularly the level of awareness with regard to the available opportunities for financing education, and use of personal savings to contribute to the education of the girls).

Outcome	Level at which measurement will take place	Tool and mode of data collection	Rationale	Frequency of data collection
Literacy	School/study clubs	EGRA/ MIGRA/SEGRA	Provides as appropriate baseline of gauging early reading skills acquisition, guides instructional material content development, and supports valid and reliable programme evaluation	Per evaluation point
Numeracy School/study clubs		EGMA/ MIGMA/ SEGMA	Provides as appropriate baseline of gauging early reading skills acquisition, guides instructional material content development, and supports valid and reliable programme evaluation	Per evaluation point
Transition	Household level	HH survey	Provides micro-level data that can be used to determine key determinants of access to education as well as other indices such as attendance and transition	Per evaluation point
Sustainability	Household level	Sustainability score card	To provide information about the suggested community, school level and systemic mediators of sustainability	End line and Midline
Intermediate outcome 1: Attendance	School level	school register, spot checks,	The registers are the beginning place to look for information on attendance. As source for secondary data, they offer a great opportunity to examine huge data at reasonable costs. However because of their challenges of reliability, completeness and timeliness, the spot checks will come in handy to offer real time snapshots on attendance	Per evaluation point
Intermediate outcome 2: School leadership and management	School level	Interview guide/ Pathways to excellence	To provide information on the changes happening in the school leadership and governance as a response to the intervention	Per evaluation point

Table 3: Project outcomes, measurement levels, tools and frequencies

Intermediate outcome 3: Teacher quality	School level	Interview guide/ pathways to excellence	To generate information required to track the anticipated changes in quality of teaching in response to the innovations introduced through the project	Per evaluation point
Intermediate outcome 4: Life skills	School	Girls' survey tool	To provide information to measure the progress of the girls in the areas of life skills including their levels of confidence, self- worthy, assertiveness and competitiveness.	Per evaluation point
Intermediate outcome 5: Economic empowerment	Household	Interview schedule/ guide/ Household survey tool/ PPI	To provide information to evaluate the extent to which the project has economically empowered the households to be able to afford the education of their children with a particular emphasis on the girl child.	Per evaluation point

- 2.2.2 Methodology for measuring the sustainability of the Outcomes and Intermediate Outcomes
 - a) How sustainability is measured and role and scope of the Sustainability Scorecard

Sustainability is the third outcome of the current study measured at multiple levels. The goal of the evaluation in as far as sustainability is concerned will be to find out if the registered gains in learning outcomes, transition and life skills will be sustained beyond the current beneficiaries. Right from its onset, the project was expected to show that it will be sustainable. To assess its sustainability with some level of objectivity, a standardized Sustainability Scorecard was developed by Opportunity. This scorecard was based on a number of assumptions that will be tested in the course of the entire evaluation process. The assumptions cover the entire span of the project from inception to conclusion. They include the fact that the key drivers of the hypothesized changes in learning and transition were identified and articulated within the log frame and the project's theory of change (as Intermediate Outcomes). The evaluation therefore seeks to find out if the anticipated changes happened and the extent to which the changes might be brought to scale or sustained beyond the current beneficiaries. Measuring this at the outcome level therefore necessitates an objective assessment of the nature and depth of the sustainability (and where appropriate the scalability) of the changes that would have been achieved at Intermediate Outcome level.

b) Quantitative and qualitative sources used to verify progress of sustainability indicators

The quantitative and qualitative data sources employed to track the sustainability outcome included households and the schools. The school based data were generated using the girl's surveys, the structured interviews with school managers, FGDs with teachers, head teachers and learners. The household based data were collected using the household surveys. These two sources provided primary data needed to track the three aspects of the sustainability index namely; the community aspect that is thought to be mediated through increased access to financial services to schools and households, changed attitudes towards girls' education and community participation in school development planning. The school level aspect would be mediated through the self-managed school clusters, better appreciation of life skills and GEC clubs among teachers and the adoption by schools of a systematic approach to school development planning. The system related aspect would be mediated through the girls' club curriculum hoping that
it would be able to influence and contribute to the national processes. Further, there would be a sustainable market for education finance and the proposed education quality model. The systemic indicator also envisages greater collaboration with the MOES.

Table 4: sustainability	outcome measurement
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Sustainability Level	Where did measuremen t take place?	What source of measurement/verific ation was used?	Rationale –how qualitative analysis were used to support measurement of the indicators.	Frequenc y of data collection
School	School	Structured & KII interviews with Head Teachers, Teachers, & Learners using P2E, sustainability scale & FGD & KII guide	Ideally since the project is at its formative stage, there is little to find out in terms of sustainability. The baseline study only looked at the early indications of sustainability from perspectives of the school leadership (Head teacher and teachers). Mid-term and end-line assessments will focus on the processes and the outcomes	Baseline, Mid-line and End line
Community	Community	Structured & KII interviews with Head Teachers, Teachers, & Learners using P2E, sustainability scale & FGD & KII guide	Again only early indications of sustainability were considered at baseline. Opinions of the parents on sustainability were collected at baseline. The mid-term and end- line assessments will address the processes and outcomes respectively	Baseline, Mid-line and End line
System	School	Structured & KII interviews with Head Teachers, Teachers, & Learners using P2E, sustainability scale & FGD & KII guide	Again only early indications of sustainability were considered at baseline. Opinions of the parents on sustainability were collected at baseline. The mid-term and end- line assessments will address the processes and outcomes respectively	Baseline, Mid-line and End line

2.3 Evaluation methodology

2.3.1 Design

The overall study design is a quasi-experimental. The choice of a quasi-experimental design instead of a pure RCT is based on the ethical, technical, operational and logistical challenges that constrain its applicability in the current study (for example, the need to leave the participants within their existing school arrangements). Both designs do however possess the capacity to detect causal relationships while concomitantly dealing with potential confounders. The project has adopted a joint sampling approach, assessing learning and transition amongst the same cohort.

2.3.2 Target and indirect beneficiary groups

The direct target beneficiaries of the project are marginalized girls who are currently receiving their education at the participating primary and secondary affordable private schools. The study also includes 10% boys who are indirect beneficiaries of the project. The other beneficiaries are the proprietors/ owners of the schools; the care-givers of the learners, and the teachers of the participating private schools. The boys from these schools are indirect beneficiaries of the project.

2.3.3 Study cohort

The study cohort is an artificial one composed of different segments of learners drawn from six separate enrolment cohorts namely those that are now in the three primary school grades of 4, 5 and 6 and the secondary school grades of 1, 2, and 3. These are the grades that will benefit directly from the multi-year Schools Enterprise Challenge (SEC) and Girls Club (PEDN) programming. Within the broader study framework, the unique identities of these sub-cohorts are maintained. The same sub-cohorts are used to track the targeted learning and transition outcomes. To ensure that the target beneficiary groups and subgroups are well represented in the sample, a stratified proportionate sampling strategy was employed. The criteria for defining the allocation of schools proportions included, type of affordable private school (primary or secondary), setting (urban, peri-urban or rural), regional location (central, eastern or western)

For the qualitative study, the categories of respondents that participated included girl- members of the girl's clubs who are from primary seven (P.7) and senior four (S.4), boys (who are from P4-P7 and S1-S4), Parents of the cohort members, head teachers, teachers (including those in charge of girls' clubs), members of the main

study cohort and district education officials. The choice of respondent for the different FGDs and KII was based on a number of considerations: firstly, the objective to be addressed ; secondly, the perceived complexity of the concepts and questions that were interrogated, and thirdly, the need for homogeneity within the groups given that some of the issues discussed were sensitive and personal to the respondents. In keeping with the equity principles espoused by local education system, the vulnerable sub-populations (persons with disability) were purposively sampled. The age cohort considered was that of adolescent girls from the selected grades. The full profile is summarized in table 5 below.

Table 5a: sample by region, location and school type

Region	Location	School type	Number of eligible Schools in data base	Number of schools to be selected from the data base	Number of students/ pupils to be selected (target)											Tot	tal							
					P	4	P	'5	Р	6	P	7	9	51	S	52	S	3	S	4	S	5		
					F	М	F	М	F	М	F	Μ	F	М	F	Μ	F	Μ	F	М	F	Μ	F	М
Central	Rural	Primary	4	3	9	1	9	1	9	1	3												27	3
		Secondary	2	1									3	1	3	0	3	0	1		1		9	1
		Subtotal	6	4																			36	4
	Peri-urban	Primary	13	12	36	4	36	4	36	4	12												108	12
		Secondary	6	6									18	2	18	2	18	2	6		6		54	6
		Subtotal	19	18																			162	18
	Urban	Primary	16	15	45	5	45	5	45	5	15												135	15
		Secondary	3	3									9	1	9	1	9	1	3		3		27	3
		Subtotal	19	18																			162	18
	Sub-totals	Primary	33	30	90	10	90	10	90	10	30												270	30
	for Central												3	1			3			1				
	region	Secondary	11	10									0	4	30	3	0	3	10		10		90	10
			44	40																			360	40
		•		•		-	ī		ī		r				T	r	r				r	1		
Eastern	Rural	Primary	2	2	6	0	6	1	6	1	2												18	2
		Secondary	0	0									0	0	0	0	0	0		-			0	0
		Subtotal	2	2																			18	2
	Peri-urban	Primary	0	0	0	0	0	0	0	0	0		-							-			0	0
		Secondary	3	3									9	1	9	1	9	0	3		3		27	2
		Subtotal	3	3																			27	2
	Urban	Primary	1	1	3	1	3	0	3	0	1		-	-						-			9	1
		Secondary	1	1									3	0	3	0	3	1	1		1		9	1
		Subtotal	2	2																			18	2
	61				<u> </u>								-	-						-				
	Sub-totals for Fastern	Primary	3	3	9	1	9	1	9	1	3												27	3
	region	Secondary	4	4									9	1	9	1	9	1	4	<u> </u>	4		36	3
		Subtotal	7	7																			63	6
	ļ	I	I		1	1	1		1		r	r	1	1	1	r	r	1	r	1	1	1		
Western	Rural	Primary	2	2	6	0	6	0	6	1	2		1	1	1	1	1	1		1	1	1	9	1

	Secondary	2	1								3	1	3	0	3	0			9	
	Subtotal	4	3																18	Τ
Peri-urban	Primary	0	0	0	0	0	0	0	0	0									0	Τ
	Secondary	0	0								0	0	0	0	0	0			0	
	Subtotal	0	0																0	
Urban	Primary	3	3	9	1	9	1	9	1	3									27	Ι
	Secondary	2	1								3	0	3	1	3	0			9	
	Subtotal	5	4																36	
																				Τ
Sub-totals	Primary	5	5	12	1	12	1	12	2	5									36	
for Western	Secondary	4	2								6	1	6	1	6	0	2	2	18	
region	Subtotal	9	7																54	

Overall	Primary	41	38	114	12	114	12	114	12	38									342	36
											4		4		4					
	Secondary	19	16								8	6	8	6	8	6	16	16	114	18
	Total	60	54																456	54

2.3.4 Roles of quantitative and qualitative data.

The quantitative data were used to quantify the baseline status of the key outcomes. The data ware analysed using the standard statistical methods-(mainly descriptive statistics especially measures of central tendency and spread as occasioned by the character of the specific objectives of the study). The baseline states of the outcomes will be used to gauge the amount of change that will have occurred in the sample over the project life. The qualitative data were used to provide perspectives, insights and views about the current state of the outcomes, their determinants and how they might evolve with time as the project progresses. This way, the Qualitative data provided the necessary context for making sense of the quantitative findings. It was also used to provide information on some of the intangible attributes of the sample such as attitudes, expressions of confidence and culture that may not be easily quantified in order to examine their linkages with the outcomes of interest. These concepts together with human behaviour are often difficult to model and measure quantitatively.

2.3.5 Evaluating the assumptions regarding the relationships between Intermediate Outcomes (IO) & outcomes.

The appropriate statistical tests will be used in the final evaluation of the hypothesized relationship between the intermediate outcomes and the final outcomes. Depending on the intra-relationships within and among the different groups, the decision regarding use of simply linear or logistic regression modelling on the one hand and multi-level modelling on the other will be taken. As for the baseline data, the basic descriptive statistical methods were used. In order to triangulate findings, linkages were also traced through the different qualitative data sets.

2.3.6 Integrating the GESI minimum standards.

With regard to Gender Equality and Social Inclusion (GESI), the recommended minimum Standards were factored into the design and administration of the study right from the sampling strategy, to the design and administration of the data collection tools and the analysis and reporting of the findings from the different datasets. The recommended girl: boy ration of 1:9 was maintained. The sociodemographic attributes of gender, age, disability status and other qualitative measures were integrated into the data collection tools. The disability profile of the sample is summarized in table 8.7; the most common of them being cognitive impairment, followed by vision and then self-care impairment. Noteworthy is the fact disability is a technical area; therefore diagnosing a disability may be challenging most especially for the less dramatic conditions in community settings. This perhaps explains why the different data sources (i.e. household and girls survey) came up with different prevalence estimates for the different conditions rendering their judgments unreliable. A significant proportion of the respondents (10%) were single orphans. Approximately 1% of the sample was double orphaned. Less than 1% of the girls were mothers. Close to65% of the girls in the sample hailed from households that could not afford to pay their school fees; nearly one quarter of the households did not own land. The proportions of the vulnerabilities were similar in both intervention and control groups

Another area where the GESI minimum standards were factored in was the recruitment, training and deployment of the RAs. Equal numbers of males and females were recruited to work as RAs. They were then deployed in pair with each team having one female and one male. The most sensitive aspects of the data collection tools were administered to the girls by the female RA. Their training included sensitization on the best practices in gender and child protection. At the end each of them were required to sign a commitments to child protection.

Table 5b below shows the disability profile of the intervention and control groups against some of the key barriers to the education of the girls in the project. The disability profiles of the intervention and control groups in as far as orphan hood is concerned were comparable (p-value 0.375 and 0.778 respectively). The same pattern applied to the barrier regarding living without mother and father, living in female headed households, being married, and being under age mothers. To the extent that the burden of disability is equally distributed among the intervention and control groups, we can conclude that the matching process was effective. The proportion of girls living without mothers and fathers tends to be higher among those with disabilities (33.33% and 56.25%) than those without disabilities (23.47% and 36.67%). It is not clear if this is related to the disability status of the girls.

Regarding the disability profiles of the treatment groups, the proportions (of GWDs in the households that are headed by the females are similar. It is not clear whether the reason why these particular households are headed y by females in a typically patriarchy is because of neglect of gender roles or mortality or separation or other factors

Category	Interve	ention	test stat	p value		
	Without disability	With Disability	Without disability	With Disability		
Orphans o Single orphans o Double orphans	10.34% 1.48%	8.64% 0%	11.76% 1.4%	9.38% 1.56%	z=0.89 z=-0.28	0.375 0.778
Living without mother	18.89%	20%	23.47%	33.33%	z=1.15	0.248
Living without father	37.78%	32.73%	36.67%	56.25%	z=1.27	0.204
Living in female headed household	89.67%	10.33%	86.63%	13.37%	z=-0.42	0.676
Mothers (total)	18.18%	13.46%	12.24%	13.04%	z=0.02	0.0985
Under 18	18.18%	13.46%	12.24%	13.04%	z=0.02	0.0985
Under 16	18.9%	13.33%	12.37%	13.64%	Z=0.02	0.981

Table 5b: Barriers faced by Girls with Disability

2.3.7 Sample for benchmarking scores

Two samples were designated for establishing benchmark values for the two main outcomes (learning and transition). The in-school sample was used for benchmarking learning and was drawn from primary 7, secondary 1, 2, 3 s 4 and 5 classes. The P7 and S1 classes sat for EGRA/ EGMA tests; the S1, S2 and S3 classes sat for MIGRA/MIGMA tests and S4 and S5 sat for SEGRA/SEGMA tests. Each of the listed grades provided one girl for this study sub-study. The total number of in-school learners that was benchmarked was 268 as detailed in the schedule in box 2.

The out-of- school sample was used for benchmarking transition and it was drawn from the community using the EPI survey methodology. This methodology has been successfully used to determine prevalence of EPI coverage in such community circumstances where the necessary information for drawing a valid sampling frame is challenging. It has a proven efficiency in estimating prevalence with a minimal sample size and logistical challenges. From a central location in the community, Research Assistants span a bottle to determine their direction before setting off in a straight path in search for the eligible households. This methodology was adopted because of its proven efficiency in estimating the prevalence of such measures. Every household along the chosen path that contains an out of school girl was then selected for inclusion in the sample. The household survey tool was administered in the eligible households.

The bench marking scores will be used to compare the midline and end-line scores of the cohort as it transitions through those key grades.

A.Learning outcomes								
Category/ data source	Actual sample	Target sample	Test administered					
Р7	77	76	EGRA & EGMA					
S1	36	32	EGRA & EGMA					
S2	35	32	MIDRA & MIDMA					
S3	33	32	MIDRA & MIDMA					
S4	31	32	SEGRA & SEGMA					
S5	33	32	SEGRA & SEGMA					
B. Transition outcomes								
Category/ data source	Actual	Target	Test administered					
Households	30	30	Household survey					

Box 2: Benchmarking for learning and transition

2.4 Baseline data collection process

2.4.1 Pre data collection

A key step in the pre-data collection process was sample size determination. We used the recommended formula (below) for the chosen study design. The following parameters ware adopted in the calculation: an allocation ratio of 1:1 (intervention: control schools), an attrition proportion of 5% (based on data from the P2E baseline study), significance (α) level of 0.05%, chance (β) of detecting of 20%, a standard normal deviate ($Z_{(1-\alpha)/2}$) for a one tailed test based on significance level of 0.05%, one tailed test ($Z_{(1+\beta)}$ based on a beta level of 0.2, between cluster variance (σ_b) of 0.5, proportion (p1) of outcome in the intervention group of 0.4 and proportion (p2) of outcome in control group of 0.37, number (n) of individuals in each cluster of 9, and hypothesized intervention effect (Δ) of 0.3.

$$C = (Z_{(1-\alpha)/2} + Z_{(1-\beta)})^{2} [2\sigma_{b}^{2} + (P_{1}(1-P_{1}) + P_{2}(1-P_{2}))/n]$$

C= number of clusters to be studied

α= significance level (0.05)

 β = chance of detecting a difference 20% or 0.2

 $Z_{(1-\alpha)/2}$ = standard normal deviate for a one tailed test based on significance level of 0.05% (1.96)

 $Z_{(1-\beta)}$ = standard normal deviate for a one tailed test based on better level of 0.2 giving statistical power of the study (0.8 or 80%)

 σ_{b} = between cluster variance (0.5)

 $P_{1=}$ proportion of outcome in the intervention group (40% or 0.4). The outcome of interest used here is the targeted change 0.2 standard deviation in the intervention group by the end of the intervention

 $P_{2=}$ proportion of outcome in the control group (37% or 0.37). The outcome used to calculate the sample size is the 2013 numeracy rates for girls in Uganda cited in the proposal

n= number of individuals in the cluster (cluster size= 9)

 Δ = hypothesized intervention effect or meaningful difference that the intervention produces between the treatment groups (3% or 0.3)

Basing on the above parameters, the total number of schools that were to be selected for tracking project effectiveness and impact was determined as 108 (54 in each of the treatment arms). Of the 54, 17 slots were allocated to the secondary schools and 37 to the primary schools. This proportion was derived from the relative numbers of the two categories of schools in the list of 60 that passed the preliminary screening exercise. The 60 were part of the original 132 schools that were targeted by the project. They meet all three inclusion criteria of: (i) being in possession of or having previously acquired a loan from Opportunity bank Uganda Limited (OBUL), (ii) having Girl's clubs during year one or two of the project and (iii) participation in the Education Quality enhancement activities in year one or two of the project. With regard to regional representation, the same relative proportions of the school were maintained in the sample (i.e. 73.3% central, 11.7% Eastern, and 15.0% Western). The intra-regional ratios of primary: secondary schools were also maintained in the sample (i.e. 31:11 for central; 3:4 for eastern and 5:4 for western regions). Regarding rural: urban: peri-urban representation the original proportions of 43.3%, 20% and 36.7% for urban, rural and peri-urban schools were also retained. In the Urban category the ratio of primary to secondary schools was 20:6, in the rural, 8:4 and in the peri-urban 13:9. The urban: peri-urban: rural [ratios of the schools] were 18: 18: 4 for central, 2:2:2 for eastern and 4:0:4, for western regions.

From each of the 108 schools, a total of 9 girls (three from each of the selected grades) were randomly sampled to take part in the quantitative study. In addition to the girls, a total number of 108 boys (i.e. 1 from each of sampled schools) were included in the study in compliance with the prescribed girl: boy ratio of 9:1. The total number of girls in the follow up study was to be 972 compared to the boys who were 108. Another group of 268 girls were selected from P7, S1, S2, S3, S4 & S5 classes for bench marking the performance of the cohort at midline and end line. The sample is summarized in table 4 below.

А.	STUDY COHORT						
Gender	Number of	Number of	Total	Number	Total	Number of	Total
	Grades	learners per	number of	of	number of	children in	number of
	contributin	Grade	Schools in	students	learners	the	learners
	g study		each	in the	assessed	benchmarkin	assessed
	cohort		treatment	treatmen	at midline	g group	at
			arm	t group	& end-line	(assessed	baseline**
						only at	
						baseline)	
Girls	3	3	54	486	972	268	1240
Boys	1	1	54	54	108	0	108
,							
Total				540	1080	268	1.348
, otai				740	1000	200	,,,,+0
				1		1	

Table 6: girls and boys in the cohort and benchmarking samples

B. BECHMARKING SAMPLE								
Assessment	Class	Number of	Number of	Total	Per Grade	Total To		
		Benchmarki	Schools In		Sample	Be		
		ng Girls	Treatment	Treatment		Sampled		
		-		group				
Primary EGRA/EGMA	P7	1	38	38	38	76		
	S1	2	16	32	32	64		
Secondary								
MIGRA/MIGMA	S2	1	16	16	16			
(S2,S3)	S3	1	16	16	16	64		
Secondary								
SEGRA/SEGMA	S4	1	16	16	16			
(S4,S5)	S5	1	16	16	16	64		
			54			268		

Boys were excluded from the benchmarking sample because of their small numbers

The qualitative sampling approach was purposive in nature to ensure that certain key attributes/characteristics of the various contexts are examined. Our understanding of the TOR is that the External evaluator would review the key project documents and offer suggestions regarding the technical dimensions of the study including design, sample size, data collection and analysis. Basing on this assumption, we did take note of the proposed sample and sample sizes for the different qualitative studies (listed on pages 22 and 23 of the MEL framework). We did recommend adjustments with the aim of reducing the sample size to a more manageable number. What was eventually adopted was a compromise between our recommendation and

the position articulated in the MEL framework. Although still too big, it was much smaller than the numbers listed on page 4 of the TOR and pages 22-23 and 28 of the MEL framework (see table 8 in annex C of MEL framework). The general stratification criteria that were used to guide the qualitative sample selection were the gender, location (rural/urban), regional and other differences that would shed light on the different stakeholder perspectives regarding the state and determinants of the project outcomes, and intermediate outcomes. The summary of the sampling approach used in the qualitative aspect of the baseline study is included in Annex 14 on pages 200 to 202.

The random sampling was only used to select schools from among similar schools in a given category. In total, Seven (7) out of the sixteen (16) project districts were selected to participate in the qualitative study. This provided us with a sample of more than one-third of the districts which is adequately representative.

Additionally, considerations were made for geographical balance in the qualitative sample; two districts selected from each of the participating regions for inclusion. With the exception of Kampala which is considered the capital, the remaining districts were further purposively selected to reflect distances to the city – one district in the region being nearest to the city and consequently the second being furthest from the city. The resultant districts included Kampala as the capital; Lwengo and Mukono in central Uganda; Jinja and Mayuge in eastern Uganda; as well as Hoima and Ntugamo in western Uganda.

The schools in the selected districts provided the pool of schools from which the sample was taken. A total of 32 schools were chosen for the qualitative study. All the 22 resultant treatment schools (both primary and secondary) from the selected districts were considered for the qualitative study. These were complemented by 10 control schools (6 secondary and 4 primary schools). Due to the small number of the secondary schools in the entire pool of schools, all the six secondary schools from the control pool of schools were considered. An additional four primary schools were selected from the pool of eligible control primary schools because of their academic performance; two good performers and two poor performers were selected. The proportion of children in division one during the most recent national examination was used as basis for judging academic performance. Efforts were made to ensure that there was regional balance in the sample.

A detailed outlay of the sampling framework for the qualitative study is provided in Annex 14. It had notable deviations from the position in the MEL framework in a number of technicalities. For example, while it proposes a 2-man FGD, the conventional number of between 6 and 12 participants was upheld. These modifications enabled the study adhere to the principles sound practice in scientific research and to optimize the outcomes of the data collection processes - taking into account the strict timelines as well as the similarity of the regional contexts.

a) How research instruments were designed

The recommended processes for the development of valid and reliable data collection instruments were followed based on guidance issued from the fund manager. This included brainstorm by the researchers followed by review by professional colleagues including practicing classroom teachers, curriculum specialists, and English language experts and finally by research assistants before formal pretesting in typical school and household environments. The feedbacks from each of the different reviews were used to improve the instruments. The upgraded tools were pretested before digitization in Open data Kit (ODK) software. The digitized versions were also taken through similar processes of testing and validation. Qualitative instruments were developed by a team of experts at Pincer for various groups of respondents. Both the quantitative and Qualitative research instruments were extensively discussed with Opportunity for concurrence and approval. In addition, both the quantitative and qualitative tools were pretested to ensure relevance of the questions included in the interview guides. The results of the pretest were used to moderate the learning assessment tools. Questions where ceiling and floor effects were detected were adjusted, while those that had clarity problems were modified or changed altogether as detailed in the Pilot Study report (Annex 9). The pretesting experience also provided the team with reliable estimates of the average length needed to complete a typical interview in the schools and household. The sensitive and culturally inappropriate questions were either modified or replaced after the pilot study-taking cultural and socioeconomic contexts into consideration. The MEL recommended FGDs for school leadership using specific guides; this was for example later changed to include school teachers because of the fact that the conventional number of participants for such studies ranges between 6 and 12 as opposed to the 2 in the MEL framework.

Learning outcomes were benchmarked at designated grades to help track the progress of the cohort. The specific grades used for this purpose depended on the type of assessment. P 7 and S1 grades were, for example used to benchmark the EGRA and EGMA scores; S2 and S3, MIGRA and MIGMA scores, and S4 and S5, SEGRA and SEGMA scores. Contrary to the learning outcomes that were benchmarked using inschool learners, the transition outcome was benchmarked using out-of-school learners from the community.

The assessment tools for the learning outcomes were locally developed. The FM produced the general guideline for these assessments recommending specific adaptation to the local project contexts. Among the things that needed consideration included: the local curriculum, the manner in which the local education system is structured, the learning outcomes prescribed in the local curriculum and the local literacy and numeracy levels. To implement these recommendations, four local teams of subject experts were constituted. The members were experienced subject experts with many years of experience in classroom teaching and assessing of learners. They were all recommended by their respective departments from their faculties of education.

The first team worked on the EGRA and MIGRA tests; they were teacher educators from the Core Primary Teachers' College (PTC) in Gulu. This team worked with Selected Primary Schools teachers from Northern Uganda. The second team was also constituted by teacher educators from the same Core PTC. They worked on the EGMA and MIDMA testes. This team also worked with selected Primary Schools. The third team was drawn from the faculty of education at Kyambogo University; they worked on the SEGRA tools. The fourth team also came from Kyambogo University and they worked on the SEGMA tools. The process was iterative, involving over 50 experts. The local team took note of the guidelines for the development of appropriate learning assessments for the structure reflected in the MEL guideline. For example, it has preprimary, seven years of primary, 4 years of ordinary level secondary and 2 years of advanced level secondary and at least three years of University education. These levels are distinct and have specific expectations for learning outcomes based on the national curriculum.

In the primary education sub-sector, early grade refers to P1-P3 which is outside of the classes that were targeted by the current study. This grade uses the thematic curriculum with local language being the media of instruction. P4 –P5 are considered mid-primary while P6-P7 is Upper Primary with English as the media of instruction. Because of these local peculiarities, the team had to create a third set of tests named MIGRA and MGMA (for Middle Grade Reading and Math). While these unique aspects of the local curriculum did occasion the said adjustments to the learning assessment tools, the recommended scope, format, and content were preserved. Another point to note with specific regard to the SEGRA and SEGMA tests was the fact that they had to capture the differences in content between primary and secondary school.

Instruments that required piloting; when, and what effects did pilot produce on them All the learning assessments (EGMA/ EGRA, MIGRA/MIGMA and SEGMA/SEGRA), together with the household and girls' survey tools had to be subjected to formal piloting. The learning assessments were specifically subjected to a pilot study to calibrate them to ensure that the three sets of tests were equivalent in strength and complexity and that they would capture incremental learning and that they would be appropriately pitched in terms of complexity so that there are no floor and ceiling effects. The household and girls survey tools were tested for appropriateness of language, flow of question, and ambiguity of question and time required completing them. The findings of the pilot were used to improve the design of the question as detailed in annex number 9. They were used to further refine the questions.

b) How cohort was prepared for tracking in future evaluation points

From each of the sampled schools, a random sampling process was employed to select the nine girls that would be tracked during the study. The selected students were then given general information about the objectives and nature of the study. They were informed that this was going to be a three phase follow up study that would run from January 2018 to May 2018. Included in the written information sheet were specific texts regarding potential risks and benefits that might accrue to them. Having understood this information, they were then requested to indicate their willingness to participate in all the three phases by signing the informed consent declaration. Those who signed this document were then included in the study. Their personal identifiers including names, ages, gender and other

characteristics were then recorded together with the locational attributes of their households (including their GPS coordinates) to facilitate their tracking during the mid-term and end-term phases of the study. Also recorded was information regarding their next of kin in terms of names and contact numbers and any significant land marks that might be used to locate the girls. The evaluator also kept the school contacts for future communication.

c) How enumerators were recruited

To ensure that the protocol was properly followed during implementation, the study had to pay particular attention to the quality of the RAs. A three step process was used to identify the enumerators. A job specification was first developed for the RAs. This document was shared with the project for comments. Once adopted, it was then circulated among the three Universities in the country that are known for their track record in education research. The three were requested to recommend candidates from possible inclusion in the study. The recommended candidates were then screened by the study coordinator before being subjected to an oral interview conducted by the principal and co-investigators. Those that qualified were subjected to a five day training course. The minimum qualification set for the RAs under this study was a Bachelor's degree in Education or any other relevant field but with experience in research. However, those who had master's degrees with previous experience in qualitative research were assigned extra responsibility of handling the qualitative aspect of the current study. After training, the RAs were deployed for field work in pairs. Each pair had a female. While one of them guided the discussions, the other recorded and took note of the contributions of the participants.

d) Enumerators training and preparation

The content of the training of the RAs included the generic information on study design in terms of objectives, design, duration and ethics. These aspects were deemed key in enabling them understand and appreciate the thought process that went into the project, it ToC, choice of the evaluation strategy and design and what these would necessitated in terms of quality and adherence to the prescribed processes, procedures and protocols. Also included in the training were the different data collection tools, the child protection requirements of the study and other aspects deemed important to the realization of the objectives of the study. Training included field testing of tools in a typical school environment. In the process, the data collectors familiarized with the different interview schedules and guides, as well as the child protection policy guidelines and the use of the technical equipment. They engaged in role play to increase their proficiency in conducting the different qualitative studies.

2.4.2 During data collection

a) When did quantitative and qualitative data collection take place across project sites?

The quantitative and qualitative data were collected between the last week of March and mid-April 2018. All the data collection instruments were administered simultaneously across the study sites. The two RAs assigned to the school would spend two days in each of the schools. Day one would be for the school based assessments including the administration of all the applicable learning assessments, FGDs, KIIs and girls survey. The second day would be for the household survey. The qualitative study findings were also analysed at the same time as the quantitative data.

b) What protocols were followed when collecting the data to ensure ethical and child protection standards as well as safety of enumerators?

In consistency with the existing research guidelines at the Institute as well as the child protection policy of Opportunity, all the individuals who participated in the study were subjected to a whole day of training in child protection and ethics as part of the five days of training. Among the topics that were covered during this one day of training were the generic ethical principles governing research in Uganda with special attention to the participants that qualify to be labeled as vulnerable (these include, children, the poor, and persons with disability who were part of the current intervention). Other areas addressed included the child protection policies of Opportunity and PTRI. At the end of the training, all the participants were required to sign Opportunity's Child Protection Code demonstrating their willingness and commitment to uphold the entire policy during their engagement with the current project beneficiaries. The signed forms were collected and stored in a cabinet in the Principal Investigator's office. The RA pairs were then deployed in clusters under the supervision a permanent PTRI field staff.

We ensured a high level of confidentiality in the interest of the study participants. This was critical for a number of reasons. First, a number of the schools did not actually meet the minimum standards needed to access operating licences. Therefore there was need for extra diligence with regard to the level of confidentiality to be employed. The existing national guidelines regarding research require that no harm befalls the respondents on account of their participation in research. The RAs were required to main objectivity throughout the process of data collection, without becoming judgmental. They had to adhere to all the existing standards regarding ethical conduct in research involving human subjects. With regard to the refusals, the RAs were required to honour and respect their decisions.

However, whereas most of the field work went on according to plan without major ethical challenges, we did encounter an unforeseen incident during the data collection process. The original research protocol did provide for the participation of the learners in the tracking of their households for purposes of time efficiency. We did not envisage that the interaction of the children with their parents might generate undue emotions between them. This was the case when one of the leaners who had missed her mother so much on account of being away from home in boarding school became so emotional. Separating the two after the interview became so challenging. Faced with two options of either forcefully separating the child from the mother so as to comply with the school regulation regarding her immediate return to the school or sensitively handling the emotional outpouring by letting the child spend the evening with the mother, the RA decided to act in what he thought was the best interest of the child. He allowed the child to spend the night and let the mother return her to school the following morning. This was an ethical and child protection dilemma that was not envisaged during the planning phase. While the involvement of the learners eased the process of locating their homes and resulted into more efficient use of RA time, a decision was taken to discontinue their participation in the household survey. The incident was used as a learning experience for the study. We had to modify the protocol and bar the learners from participating in the home visits.

c) How did sampling of schools/parents/children for both quantitative and qualitative studies happen?

On arrival at a school, the research team would report to the school authorities, introduce themselves by presenting the three official introduction letters from the Education Ministry, Opportunity and PTRI. The team would then introduce the study by presenting the written summary in the formal consent forms. This summary included a succinct statement about the study objectives, expectations, risks, benefits and roles of the stakeholders. After obtaining the consent of the school leaders, the RAs proceeded (with their guidance) to the participating classes where they identified the eligible girls and boys, drew a sampling frame and then the sample of 9 girls and one boy through a simple random process in conformity with the MEL guideline. The sampled girls were subjected to their own informed consenting process. Those that had not attained the age of majority by the time of the study assented; their legal guardians (the head teachers/ or care givers) were required to consent on their behalf. Only those who consented/ assented were admitted to the study. The same process applied to the boys and those that participated in the bench marking sub-study. Those who declined to consent/ assent were replaced through the same process. The sample was then subjected to the applicable learning assessment, FGD, KII and girls' survey.

The girls were then requested to provide direction to their respective households. Initially they physically participated in the location of their households. This was later modified. The RAs had to use the directions provided by them to trace their homes from where they would then administer the household surveys. In addition to the household interviews, the RAs also identified some none-project households to participate in the study to generate the benchmark values for the transition outcome. In order to do this, they used the EPI survey approach of spinning the bottle at the center of the village to determine the direction from which they moved out to select the participating households. The first household with a school age girl child was admitted to the study.

d) How was the quality of data assured?

The quality of data was assured through a multi-pronged and multi-layered process that covered the pre-data collection, data collection and post-data collection phases of the study.

Before data collection:

The pre-data collection phase targeted the study protocol, the data collection tools and the recruitment, and preparation of the RAs. The study protocol went through an iterated review process which removed any ambiguities in it. This was followed by a similar process targeting the data collection tools some of which had to go through formal piloting and field testing process. The RAs were carefully selected using a preset criteria that specified the minimum qualification required. The selection process had additional processes designed to ensure gender equality and regional balance in the group. The RAs were then trained before deployment in the field to make sure the team had the same understanding of the study protocol and data collection tools. The training covered a number of topics including but not limited to the following: making one's entry into the schools, the interviewing process, the research protocol, the ethical principles and issues at stake, the relevant child protection policies, the sample size and data collection instruments. The RAs were also taught how to use the technology (ODK) in collecting and cleaning data. Furthermore, they were instructed on how to conduct interviews and collect qualitative data.

During data collection:

During data collection, the entire study area was divided into regions and each region was placed under the supervision of a field assistant. Each region covered a number of districts. The number of RAs deployed per region depended on the number of schools and households in the sample. Each set of RAs was allocated a supervisor to oversee data collection exercise and ensure compliance to the policies and principles of the research including the quality of data. A secretariat was set up at the Pincer Office in Kampala to address all administrative, financial and technological issues including trouble shooting challenges of technological nature. A WhatsApp group was created for purposes of sharing of field experiences and support. The PI and Co-PIs met regularly to share field experiences including challenges and ways of mitigating them. Pincer also increased staffing to augment the capacity for data collection and analysis. Opportunity also assigned a representative to work directly with Pincer during this period.

During data analysis:

The quantitative field data were collected using tablet computers and transmitted in real time. This facilitated timely data cleaning. Inconsistencies were corrected in a timely manner. To rule out biases, we adopted intension to treat approach during data analysis.

Because of the iterated moderations that went into the process of protocol development, data collection tools development and pilot testing, the sampling strategy adopted for both the quantitative and qualitative studies, the quality assurance processes adopted and the soft-ware aided analysis processes, study can be deemed to be free of biases.

Phase/ Assessment type	Gender		Sample by Grade (intervention/ control groups)										and o
	1	1									Actual	Tar get	Diff
		P4	P5	P6	P7*	S1	S2	S3	S4*	S5*			
EGMA	Girls	229 (228)	223 (228)	230 (228)	76 (76)	64 (64)*					822	824	2
	Boys	24 (24)	27 (24)	27 (24)							78	72	[6]
EGRA	Girls	238 (228)	228 (228)	233 (228)	77 (76)	70 (64)*					846	824	[22]
	Boys	23 (24)	29 (24)	27 (24)							79	72	[5]
MIGMA/MiGRA	Girls					103 (96)	35 (32)	33 (32)			171	160	[11]
	Boys					12 (12)					12	12	0
SeGMA/ SeGRA	Girls						97 (96)	97 (96)	31 (32)	33 (32)	258	256	[2]
	Boys						8 (12)	12 (12)			20	24	4
Sub-total	Actual (EGMA/EGRA)	252 / 256	248 / 252	255 / 287	73 73	103/12	140/ 140	142/142	31/31	33/33	1361	1348	[22]

Table 7: Sample sizes for each of the different sub-studies and data collection tools

*Benchmark grades

In some cases, there more respondents than targeted as indicated in the column for the difference with the squire brackets. This situation arose as a result of refusals. In these particular situations, the children did consent to and participate in the learning assessment and girl's survey. But the parents refused to participate in the household survey. The process of replacing these respondents resulted in the extra respondents in the system. They have no negative consequences on the study. Table 8 below presents how respondents were sampled for the respective qualitative tools.

Qualitative Tool	Respondents to Consider
KII for DEO	Six (6) DEOs or District Inspectors of Schools in the absence of the DEO
KII for the Parents – Primary School	One Parent to a Pupil/student living with disability and two additional parents randomly selected from a list provided by the school
KII for the Parents – Secondary School	One Parent to a Pupil/student living with disability and two additional parents randomly selected from a list provided by the school
Focus Group Discussion – Girls in both treatment and Control schools	Select between 8 and 10 girls from P.7 or S.4 of varying ages as applicable. To the extent possible, ensure that one of the girls is living with a disability
Focus Group Discussion – boys in both treatment and Control schools	Select between 8 and 10 boys from P4 - P.7 or S.1 - S.4 of varying ages as applicable. To the extent possible, ensure that one of the boys is living with a disability
Focus Group Discussion for School Leadership	Respondents should include Director of the school, Head teacher, Deputy Head teacher(s), Bursar, Director of Studies, 1-2 members of the school management committee, Senior Men and Women teachers and other teachers
Focus Group Discussion for Girls Clubs	From a pool of girls' club members, select between 8 and 10 girls from P.7 or S.4 of varying ages as applicable. To the extent possible, ensure that one of the girls is living with a disability

2.4.3 Post data collection

a) Cleaning and checking of data for consistency

The data were automatically uploaded to a central server using the ODK software. From this central data base, the data were then down loaded as excel sheets and cleaned. The cleaning process was conducted by a team of two people constituted by the IT/ ODK Specialist and one of the Field Supervisors. The two reviewed each entry that had been successfully uploaded onto the server in the presence of the RA who had collected and uploaded it. Any obvious outliers, spellings inconsistences and double entries were identified and corrected by the three. From this point on, the cleaned data were then exported to STATA software for statistical analysis. Any inconsistencies identified during the analysis phase were then iteratively handled.

A similar process has instituted for the qualitative data to ensure that good quality data were available for analysis.

b) Storage and analysis of data

To store the data in a safe but accessible platform, a centralized data base was created on cloud. The raw EGRA and EGMA and household and girls survey data were uploaded instantaneously from the field into this data base. This was not however the case with the MIGRA/ MIGMA and SEGMA/ SEGRA data because they were paper based and had to be marked from the office by the different subject experts. They were then manually entered into the excel data base.

The qualitative data were recorded using the tabs after which they were transcribed before being analysed using ATLAS-T software. All the coded data were stored in one Hermeneutic Unit from which query reports were run. It is from these query reports that the data incorporated into the report were obtained. The analysis process was guided by the requirement for integrated results; as a result, the analysis of the qualitative datasets was serialized in such a way as to provide explanations to gaps and questions observed in the quantitative data. While the software aided analysis would minimize biases, the use of the gaps in the quantitative data as leads to guide the qualitative analysis does not completely rule out the fact that a different picture could have emerged if a different approach had been used to analyse it. Whereas this was the case, it did not however amount to systematic or differential error. At best, it could minimise the hypothesized intervention effect-which is a less worrisome dilemma.

- 2.5 Limitations, challenges, revisions to baseline methodology or risks and their implications for the monitoring and evaluation of the rest of the project
- 2.5.1 Methodological challenges to the approach (and how these were mitigated).

The main limitations of the study stemmed from the fact that it was purely a program evaluation and not research. The study was nested within a broader development project whose goals were directly linked to a specific need s of the communities and not necessarily an objective pursuit of knowledge through research. Consequently, the time lines needed to produce the specific deliverables of the project did not entirely favour those needed for setting up a scientific study. A second limitation had to do with the fact that the criteria used to select project beneficiaries may not necessarily meet the rigor that would have been employed if the entire intervention was a pure research project. By failing to adopt the advantages of randomization, the process did not therefore contribute to the screening of the extraneous determinants at this level. For example, part of the participants had already experienced at least one year of the project; others had even had three years of some of the components meaning those particular participants are not necessarily entering the study at the same level of exposure.

On the analysis plan, while a difference in difference approach was recommended for this kind of scenario, in the context of a quasi-experimental design, it is not expected to completely deal with the challenge paused by the absence of true between group comparisons that would have been possible in a pure RCT.

A third limitation associated with this design has to do with losses to follow-up that are usually occasioned by in and out migrations in this population. This threat has been addressed at several levels; first, at the level of sample size determination, a 40% attrition proportion has been factored which is also consistent with the recommendation of the MEL framework; secondly at the sampling stage, we have over sampled by at least 200 respondents (which is also consistent with the MEL framework) and thirdly, multiple unique identifiers (including the GPS coordinates of the households, telephone contacts of the respondents and other significant features and land marks) has been used to track the cohort.

With regard to the challenge of the refusals by some of the respondents to be captured on tape; it was not surprising. From our previous experience, we anticipated this and made contingency plans to deal with it. During the RA training of the RAs, were oriented in note taking and during deployment, they were paired. Each RA pair had one member who would then record the proceedings of the interviews while the other asked and engaged the discussants. These notes were later typed/ transcribed and integrated into the general analysis framework.

2.5.2 Summary of any limitations and challenges that were faced during pre-fieldwork, fieldwork, or post-fieldwork phases of baseline study.

Regarding the main limitations and challenges encountered during the study and the practical steps that were taken to address each of them, the following stand out as key. Most of them were however anticipated during the pre-data collection phase and specific guidance was given to the RAs on what to do in case they appeared in the field. The challenges were classified into two major categories; those that were logistical in nature were referred to the field supervisors; and those that were methodological in nature were referred to the principal and co-investigators. The common of them were the following:

- Some head teachers were difficult to find and yet the permission to carry on the study in their schools had to be obtained from them. The permission in question was different from the initial informed consent that enabled them to be included in the study sample. This was the permission needed by the RAs to proceed with the interviews. The RAs had to make several attempts including using cell phones to locate the head teachers and obtain permission to carry on with the research. Others had to make more than one trips to the schools.
- Some schools had had unpleasant past relationships with Opportunity Bank as a result of delinquencies and were therefore less willing to participate in the study. These schools had to be visited by the principal and co-investigators to disengage them in more detailed dialogue regarding the purpose of the study and the identities of the parties involved. We presented to them written letters of introduction from Opportunity Uganda and the MoES and assured them about our commitment to confidentiality.
- Some schools that were not selected to benefit from the scholarships complained of unfulfilled promises from the project. They were less willing to cooperate with the data collectors. These schools had to be visited by the principal and co-investigators to explain the purpose of the study, assuring them of the fact that it had nothing to do with the administration of the said

scholarships. They were referred to the project for more information on the scholarships.

- Some of the treatment schools did not fully understand the project. This was a major problem because of the unrealistic expectations that had been created by the information gaps. These particular schools were reported to the project managers for a programmatic response.
- Some of the parents declined to answer questions regarding PTA claiming private schools don't have PTAs. Under the study protocol, the views of the respondents had to be respected in accordance with the national guidelines relating to participation of human subjects in research.
- For the case of the teacher's FGDs, the participants were not happy that their participation was not facilitated. Some of them expected the project to provide them sitting allowances. Their expectations were noted and clear explanations were given to them regarding the approved research budget and study guidelines.
- Some of the respondents especially the parents and head teachers complained that the data collection tools were too long and therefore time consuming. Again this was reported to the principal and co-investigators who noted the complaint and advised the RAs to allow for health breaks for the children. The data collectors were however encouraged to ensure that all applicable tools were fully administered and all applicable questions responded to.
- Others complained that the timing of the baseline data collection process was not appropriate, given that it started in term 3. This was noted and discussed with the project managers. The schools await feedback from the project managers.
- There was a general misconception that the program would provide scholarship opportunities for the pupils. We explained the mandate of the study to them and passed on their queries to the programs to be addressed through their existing communication arrangements.
- Some schools claimed that since the research activities had interfered with their school programs, they needed some form of direct benefits from the project. Others were actually expecting material rewards including cash. This could affect their cooperation during subsequent project implementation and data collection processes. These concerns were noted; although the study does provide for material compensation of the schools for time spent in the study, the timing of this support could influence their decisions to participate and perhaps the study outcomes.

- The school administrators complained that the time spent with their pupils in conducting the different tests was too long. We did acknowledge that and explained the importance of all the data items to the project in particular and the girls education movement in general and encouraged them to allow the full process to go on as planned. This issue was also brought up to the attention of the project
- The girl's survey tool was very hard for the Primary four pupils; they could not comprehend some of the questions. Where necessary, the questions were rephrased or translated into local language to make them easier for the respondents to handle.
- Some parents asked for money in order to grant the interviews. We explained to them that the existing guideline under which the research project operated only allowed for transport facilitation. Those who understood and agreed to participate under those terms were interviewed. This was consistent with the provision in the study protocol
- Many parents were hard to find. Most of them were at their work places and getting them was not easy. As a result some of the RAs had to make multiple visits to their households.
- The research required a lot more time than that allocated because there were many data collection tools to be developed and tested before the actual study. This was compounded by the change of mode of administration of the EGRA assessment from written to oral. We had to double the number of research assistants; double the number of vehicles and other logistics needed, including the tabs. We also increased the number of field days per RA.
- Some control schools were hesitant and afraid to engage with us. We spent more time in these schools explaining the project to them together with the expected outcomes of the research. I very few cases, project staff had to make calls to facilitate entry of the research teams.
- Some parents were so suspicious and uncooperative. The research team spent a lot of time engaging them to create the necessary rapport.
- Unfavorable weather conditions. Data collection exercise took place during the rainy season which made some roads slippery and at times impassable. In areas of Eastern and South Western Uganda, some bridges were washed away by heavy equatorial rainfall. We had to use heavy four wheel drive vehicles to move the RAs through the difficult terrain.
- Some sampled children commute to school from very long distances; reaching them was a serious logistical challenge. We had to allocate more time to the RAs to get to those far-to reach households. The subsequent visits at mid-line

and end line will therefore need to learn from this experience and use it to make the subsequent data collection plans.

- The back and forth discussions that were held over the research tools, inception report and other preparatory processes took too long, they delayed the field data collection. We had to commit more human resource and time to ensure that the field data collection could be completed before the schools would close for the term.
- 2.5.3 How challenges affect/may affect the robustness and reliability of any findings, and the degree to which findings should therefore be caveated

In spite of the many challenges encountered during the study especially the data collection process, efforts were made to ensure that the processes were guarded against biases and that all applicable questions were administered and the responses obtained in the required quality and quantities. Where necessary, the Research Team had to carry out multiple visits to the schools and homes, maintain constant engagement with the school leaders and owners, and conduct more frequent support supervision visits to the field, offer closer monitoring and supervision to the research assistants. On a number of occasions schools that had committed to the study withdrew their consent. In order to maintain the statistical power, these schools had to be replaced through the same process.

Because of these measures, we were able to achieve good response rates well above the recommended response rates for similar studies which enhance the external validity and reliability of our findings, conclusions and recommendations. Noteworthy was also the fact that most of the challenges were not systematic

The above challenges did not affect the validity and reliability of the findings and conclusions. What were had to be changed were the logistics; the number of RAs and vehicles needed to complete the study had to be doubled. The extra RAs were given the same quality and intensity of training. These measures kept the non-response rate at a minimal. Moreover, most of the complaints raised had little or nothing to do with the research, they had to do with the way the bigger project was designed and implemented; they were way beyond the capacity the Research Team to solve. They were therefore referred to Opportunity. There is definitely need for greater information sharing between the project and the stakeholders.

The resilience of the team despite several refusals, use of information technology with which RAs would post real time issues on the WhatsApp group that would enable immediate responses to the challenges disclosed, our internal review structure; the PIs, the Field coordinators and the research assistants. We spent a lot of time training, 10 days of training which included role plays, the actual field experiences in non-project schools to help familiarize with the tools. We also had written operating guidelines that were distributed to the entire team. All these factors ensured robustness of the findings extracted from the study.

3. Key characteristics of the baseline sample

3.1 Project beneficiaries

The target populations and sub populations of the project are well described in the MEL framework (on pages 24-29). They were typically economically and socially marginalised girls from poor settings in Uganda. They are not however a homogeneous group: they are categorized by the project into three groups namely; GEC categories 1 (who are the easier to reach girls) and 2 (who are the harder to reach) learners. A smaller number fall in GEC level 3 category. These are the severely marginalised girls who come from the hardest to reach areas. Those in this category were offered bursaries under the project to enable them continue with their secondary education. This particular group of girls is considered to be economically at the very bottom of targeted population of girls. In addition to the marginalized girls, the project also targeted 132 Affordable Private Schools (APS) to benefit from its financial product: 88 of these schools had previous or current School Improvement Loans (SIL) from the project. Other financial services such as school fees loans were also extended to the communities within OBUL's network.

It was from the above subpopulations that the sample for the present study was drawn. It included marginalized girls who were enrolled at and were receiving education in the schools that were part of the project. The study adopted a rigorous sampling strategy to enroll those that would take part in the follow-up study. Where applicable, a random process was factored into their selection process. This enhanced the external validity of both the quantitative and qualitative findings. They can be considered to be a representation of the position in the general population of marginalized girls in the affordable private schools in Uganda. The accessible population was that which was enrolled at and was attending school at the 132 APSs.

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

In order to ensure that there is proper regional, gender and locational representation in the sample, a multi-stage stratified sampling process was adopted to reach the final study sample. Using the parameters recommended in the MEL framework, a cluster size of 46.7 or 47 schools was calculated using the standard formula for the chosen study designs-factoring an attrition proportion of 5% (basing on the P2E baseline study experience. Each of the treatment groups had 54 schools; 17 of which were secondary and 37 were primary schools in conformity with the relative proportions of the two categories of schools among

the 60 that qualified for inclusion in the sampling frame (i.e. they had to have current or previous school improvement loans from OBUL, existing Girl's clubs and Education Quality enhancement activities). The central region had the largest proportion of schools in the sample (73.3%), followed by western (15.0%) and then eastern (11.7%) as occasioned by their relative representation in the sampling frame. The intra-regional ratios of primary: secondary schools were 31:11; 3:4 and 5:4 (for central, eastern and western regions respectively) in consistence with their relative proportions in the sampling frame.

Regarding their rural: urban: peri-urban representativeness, 43.3% of the schools in the study were urban, 20% were rural and 36.7% were peri-urban with significant within group variations in the ratios of the primary: secondary schools (again these proportions were based on the existing pattern in the sampling frame). In the Urban category the primary: secondary school ratio was 20:6, in the rural, it was 8:4 and in the peri-urban setting, it was 13.9. These ratios were also maintained in the cohort. Basing on this, we ended up with urban: peri-urban: rural (school) ratios of 18: 18: 4, 2:2:2 and 4:0:4 n for central, eastern and western regions respectively.

The overall sample target for the school survey was 972 girls (486 in each of the treatment groups). The study reached a total of 488 girls in the intervention group representing a total reach of over 100% in the treatment group and 100% in the control group as detailed in table 8.1 The over sampling was mainly because of the refusals from among the guardians of the girls. The refusals mainly happened after the girls had already consented/ assented to and even provided interviews at their respective schools. Their responses could not be excluded from the rest of the dataset (because of our commitment to intention to treat approach to the analysis).

Region	Intervention		Cont	trol
	Actual (n=488)	Target(n=486)	Actual (n=486)	Target(n=486)
Central	67.62% (330)	70.01% (360)	70.58% (343)	74.07% (360)
Eastern	16.39% (80)	14.19% (66)	13.79% (67)	14.19% (66)
Western	15.98% (78)	15.8% (60)	15.64% (76)	15.9% (60)
Total	100.0% (488)	100.0% (486)	100.0% (486)	100.0% (486)

Table 8.1: Evaluation Sample breakdown by region (School survey -Girls)

With regard to the household survey sample, the overall target was 972 households (486 households in each of the treatment arms). The study reached a total of 452 households in the intervention group representing a total reach of 93 % in the treatment group and 457 households in the control group representing a 94 % reach in the control group as presented

in table 8.2. The short falls were due to the unavailability of the respondents to participate in the study. The RAs had to give up after several attempts to meet the household heads. In some cases they attempted to obtain telephone interviews to ensure that the views of those respondents were captured in the study.

	Intervention		Con	trol
Region	Actual (n=452)	Target (n=486)	Actual (n=457)	Target (n=486)
Central	69.47% (314)	74.07% (360)	65.65% (300)	74.65% (360)
Eastern	15.27% (69)	12.96% (63)	17.72% (81)	12.96% (63)
Wester		12.96% (63)		12.96% (63)
n	15.27% (69)		16.63% (76)	
Total	100.0% (452)	100.0% (468)	100.0% (457)	100.0% (486)

Table 8.2: Evaluation Sample breakdown by region (Household survey -Girls)

With regard to the school survey sample, on the over all, the study over sampled by 2 girls (the oversampling only happened in the intervention group). There were also small departures from the targets that had been set for each of the participating grades. In P4, the study over sampled by 1 girl while in the P 5, P6 and S2 classes, the study under sampled (by 9 girls in P5 and 1 girl each in the P 6 and S2.For the controls, the over sampling affected all the primary school classes by 6 girls in P4, 4 in P5 and 2 in P6. The secondary classes under sampled by 6 girls in S1, 1 girl in S2 and 5 five girls in S3 as detailed in 8.3. These differences were mainly due to refusals; where over sampling happened, it was because the schools withdrew their consent along the way. This mostly happened where the owner of the school came in the school much later and over turned the decision of the head teacher regarding the children's participation in the study Although these schools were eventually replaced, the data from the completed interviews had already been captured in the electronic data base.

Grade	Intervention		Cor	ntrol
	Actual	Actual Target (n=486)		Target (n=486)
	(n=488)			
Primary 4	23.77% (115)	23.46% (114)	24.69% (120)	23.46% (114)
Primary 5	21.52% (105)	23.64% (114)	24.28% (118)	23.46% (114)
Primary 6	23.16% (113)	23.64% (114)	23.87% (116)	23.45% (114)
Senior 1	11.48% (56)	9.88% (48)	8.64% (42)	9.88% (48)
Senior 2	9.63% (47)	9.88% (48)	9.67% (47)	9.88% (48)
Senior 3	10.25% (50)	49.88% (48)	8.85% (43)	9.88% (48)
Total	100.0% (488)	100.0% (486)	100.0% (486)	100.0% (486)

	C	I	(C . I I	C: 1-)
Table 8.3: Evaluation	Sample breakdown	by graae ((School surve)	/-GIRIS)

Regarding the sample for the household survey, we under sampled in the intervention group by 34 respondents and in the controls, by 29. These shortfalls happened fairly evenly across the six grades as presented in table 8.4 below. These differences were mainly due to refusals and inaccessibility of the households or respondents at the time of the field visits.

Grade	Intervention		Control	
	Actual Target (n=486)		Actual (n=457)	Target (n=486)
	(n=452)			
Primary 4	23.53% (107)	23.46% (114)	23.49% (108)	23.46% (114)
Primary 5	22.17% (100)	23.46% (114)	22.37% (102)	23.46% (114)
Primary 6	21.72% (98)	23.46% (114)	22.37% (102)	23.46% (114)
Senior 1	11.09% (50)	9.88% (48)	10.74% (49)	9.88% (48)
Senior 2	8.14% (37)	9.88% (48)	9.84% (45)	9.88% (48)
Senior 3	8.60% (39)	9.88% (48)	10.07% (46)	9.88% (48)
Total	100.0% (452)	100.0% (486)	100.0% (457)	100.0% (486)

 Table 8.4: Evaluation Sample breakdown by grade (Household survey -Girls)

In both intervention and control groups in the school and the household based surveys, the ages of the respondents ranged from 9 to 17 years. This age band accounted for 92.3% of the participants of the intervention group (of the girl's survey) and 97.1% of the controls in the same sub-study (see table 8.5). The same pattern was observed in the household survey where 91.2% of the intervention group was from this age band compared to 96.1% of those in the control group as presented in table 8.6 below.

Table 9 5. Evaluation	Camplo br	alldown h	11 100 1	Schoold	uruou Cirle
Table 8.5: Evaluation	Sample br	eakdown b	y age (S	School s	Survey -Girls)

Age group	Intervention (n=488)	Control (n=486)
Aged 6-8	4.71% (23)	1.44%(7)
Aged 9-11	48.36% (236)	50.82% (247)
Aged 12-13	18.85% (92)	22.63% (110)
Aged 14-15	16.29% (80)	15.23% (74)
Aged 16-17	8.81% (43)	8.44% (41)
Aged 18-19	2.46% (12)	0.41% (2)
Unknown	0.41% (2)	1.03% (5)
Total	100.0% (488)	100.0% (486)

Age group	Intervention (n=452)	Control (n=457)
Aged 6-8	4.87% (22)	2.19% (10)
Aged 9-11	50.00% (226)	45.51% (208)
Aged 12-13	17.26% (78)	21.88% (100)
Aged 14-15	15.71% (71)	20.35% (93)
Aged 16-17	8.19% (37)	8.32% (38)
Aged 18-19	2.21% (10)	0.22% (1)
Unknown	1.77% (8)	1.53% (7)
Total	100.0% (452)	100.0% (457)

Table 8.6: Evaluation Sample breakdown by age (Household survey -Girls)

On disability status, approximately 3.7% of the girls in the intervention group and 4.1% of those from the control group had disability. Apart from the cognitive, mobility and hearing impairments, the prevalence of the rest of the impairments was slightly higher among the controls compared to the intervention group (refer to table 8.7 below). Generally the same pattern was observed in the controls of the household survey where the prevalence of the different disabilities tended to be higher among the controls than the intervention grouping (see table 8.8 below). The difference between the two originated from the fact that the respondents were not the same. The respondents of the household survey were the household heads or care givers while those of the school survey were the girls themselves. The household heads tended to under report the prevalence of the different disabilities among their daughters. The girl's account could be more credible being the actual bearers of the problem. It is possible that the levels of awareness of the household heads or caregivers regarding the different types of disabilities among the cognitive impairments may be limited.

Category	Intervention (n=488)	Control (n=486)	(Source of data: Girls School survey)
Girls with disability (% overall)	3.69% (18)	4.12% (20)	Girls School survey
Vision impairment	0.61% (3)	1.23% (6)	Do you have difficulty seeing, even if wearing glasses? (CS_D1s)
Hearing impairment	0.41% (2)	0.21% (1)	Do you have difficulty hearing, even if using a hearing aid? (CS_D2s)
Mobility impairment	0.41% (2)	0.00% (0)	Do you have difficulty walking or climbing steps? (CS_D3s)
Cognitive impairment	1.64% (8)	1.23% (6)	Do you have difficulty remembering or concentrating? (CS_D4s)
Self-care impairment	0.61% (3)	0.82% (4)	Do you have difficulty with self-care eg washing all over or dressing? (CS_D5s)
Communication impairment	0.00% (0)	0.62% (3)	Using your I (customary) language, do you have difficulty communicating, eg understanding or being understood? CS_D6s)

Table 8.7: Evaluation Sample breakdown by disability (Girls' School survey)

Table 8.8: Evaluation Sample breakdown by disability (Household survey)

Category	Intervention (n=452) ¹	Control (n=457)	(Source of data: Household Survey and Girls School survey)
Girls with disability (% overall)	0.00%	2.98% (14)	Household survey
Vision impairment	0.00%	0.82% (4)	Does (girl) have difficulty seeing, even if wearing glasses? (pgd_ov12_1 &wg_cf3)
Hearing impairment	0.00%	0.43% (2)	Does (girl) have difficulty hearing, even if using a hearing aid? (pgd_ov12_2 &wg_cf6)
Mobility impairment	0.00%	0.43% (2)	Does (girl) have difficulty walking or climbing steps? (pgd_ov12_3 &wg_cf12)
Cognitive impairment	0.00%	1.30% (6)	Does (girl) have difficulty remembering or concentrating? (pgd_ov12_4 &wg_cf17)
Self-care impairment	0.00%	0.00% (0)	Does (girl) have difficulty with self-care eg washing all over or dressing?
Communication impairment	0.00%	0.00% (0)	Using her usual (customary) language, does (girl) have difficulty communicating, understanding or being understood? (pgd_ov12_6)

¹ These proportions are based on the household heads whose capacity to diagnose problems with their daughters is low

Generally, the vulnerability profiles of the intervention and control groups were similar. The greatest sources of vulnerability in both groups were the following; (i) poverty (especially the fact that a households could not meet their basic needs, did not own land as well as not being able to raise money to take care of their children's school fees and other related bills), (ii) the girls living in female headed households, (iii) the girl being a single orphan, and (iv) the fact that the girl lived without both parents. Table 9 below summarizes this vulnerability profile by intervention group.

Category	Intervention	Control	Source: (Household and Girls School survey)
Orphans (%)			
- Single orphans	10.04%	10.90%	GC_3
- Double orphans	1.23%	1.44%	GC_3
Living without both parents (%)	19.03%	24.62%	PCG_10g
	37.17%	38.90%	PCG_12g
Living in female headed household (%)	40.71%	40.92%	HH_8
Married (%)	0.00%	0.66%	PCG_22g
Mothers (%)	0.22%	0.44%	PCG_23g
- Under 18	0.22%	0.00%	
- Under 16	0.00%	0.44%	
Poor households (%)			
- Difficult to afford for girl to go to school	65.84%	67.11%	PCG_7enr
- Household doesn't own land for themselves	22.35%	25.71%	PCG_11econ
- ² Material of the roof	0.44%	0.00%	PCG_2econ
- Household unable to meet basic needs	46.2%	53.8%	PCG_5econ
- Gone to sleep hungry for many days in past year	3.32%	3.74%	PCG_7econ
Language difficulties:			
- language of Interview (LoI) different from mother	89.37%	93.06%	PCG_2enr
- Girl doesn't speak Lol (%)	2.13%	0.00%	PCG_3enr
Parental education			
- Household Head (HoH) has no education (%)	4.87%	8.53%	HH_13
- Primary caregiver has no education (%)	5.53%	10.55%	PCG_6

 Table 9: Sample by vulnerability category

² This percentage refers to the proportion of respondents that lives in houses that are roofed with either grass (thatch) or tins.
On the barriers to education, 12.1% of girls in the intervention group reported that traveling to their respective schools was either fairly or very unsafe. Only 8.35% of the girls in the control group responded in a similar way. A comparable number in both groups felt safe traveling to and from school. With regard to the school facilities, nearly one quarter of the girls in the intervention and control schools did not drink water at their school while 8.8% of the intervention group faced difficulties with movement around their schools compared to 9.3% who experienced similar movement difficulties around their schools in the control group. A number of reasons could account for the high number of learners that did not use the drinking water facilities at their school; key among them could be the fact that many of them actually come to school with packed water or juice. This is a common practice in many schools in Uganda. This is also in line with the current government policy that encourages parents to provide meals for their children. Only 13.7% of intervention and 16% of controls reported that they have sufficient time to study. A significant number of children do not use the areas were the learners commonly play or socialize. Almost all (96%) of those that did not use these facilities had safety concerns about their schools. Of special mention are those who do not use toilet facilities in school (i.e. 1.8% of intervention group and 0.4% of control group); whereas this proportion is small, it could be the girls who come from the nearby villages.

Category	Intervention	Control	Source (Girls survey)					
Safety:								
Fairly or very unsafe travel to schools in the area	12.17%	8.35%	PCG_9					
Doesn't feel safe travelling to/from school (%)	14.34%	14.81%	CSG_W13s					
Parental/caregiver support:	<u> </u>							
Sufficient time to study: High chore burden	13.72%	16.04%						
(evaluator to specify threshold, %)			PCG_26g					
School level								
Attendance:								
Attends school half the time (%)	6.11%	2.91%	PCG_6enr					
Attends school less than half time (%)	2.49%	2.01%	PCG_6enr					
Doesn't feel safe at school (%)	6.15%	2.47%	CSG_W14s					
School facilities:	11							
No seats for all students (%)	9.22%	5.56%	CSG_W5s					
Difficult to move around school (%)	8.81%	9.26%	CSG_W6s					

Table 10: Sample by key barriers to education

Doesn't use drinking water facilities	24.80%	26.75%	CSG_W7s
Doesn't use toilet at school	1.84%	0.41%	CSG_W9s
Doesn't use areas where children play/ socialise	17.83%	11.52%	CSG_W11s
Teachers:			
Disagrees teachers make them feel welcome	3.69%	1.65%	CS_WA
Agrees teachers treat boys and girls differently in the classroom	6.35%	6.17%	CS_1s
Agrees teachers often absent from class	2.05%	4.73%	CS_2s

3.3 Educational marginalisation

As far as educational marginalization is concerned, it was the main reason behind the current intervention. Understandably, the problem of educational marginalization is a globally concern. It refers to situations where some sections of the eligible population is subjected to acute and persistent educational disadvantages. A distinction is often made between such disadvantages and the general disparities in the distribution of educational opportunities (January 2009). Educational marginalization if a key concern of the Jomtien Declaration on Education-for-all which makes explicit commitments to the education of the 'under-served groups' such as "the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial and linguistic minorities; refugees; those displaced by war; and people under occupation." Also included among educationally marginalized people are "children in difficult circumstances and those belonging to ethnic minorities." The following have been previously identified as key sources of educational marginalization:

- (i) Gender-related factors:
- (ii) Culture-related factors, where some ethnic groups or tribes, religious groups, or children speaking certain languages may be disadvantaged,
- (iii) Location-related factors: examples being children in conflict settings, internal and external displacement, combat, nomadic communities, rural areas, pastoral communities, urban slums, street life;
- (iv) Poverty-related factors: including working children, over-aged children, poor/vulnerable children, single mothers;
- (v) Children with disabilities, specially gifted children, children living with HIV and AIDS, and orphans. These broad sources of educational marginalization is varying measures do prevail in the current project context.

The baseline study sought to determine the state of the key sources as educational vulnerability in the project area in order to track the impact of the interventions on them in accordance with the project's theory of change.

3.4 Barriers

The primary goal of the project under review is to deal with some of the key barriers to the education of the girls in the target communities. Notable among them is;

- (i) poverty which affects the capacity of the households to afford the girls scholastic needs including school fees and lack of financial tools to manage them
- (ii) Poor learning environments which interfere with learning and attendance, and lack of resources to improve them.
- (iii)negative cultural beliefs and practices which among others are gender discrimination, early marriages, negative attitudes towards certain sections of the community including persons living with disability;
- (iv)financial illiteracy which manifests among others as limited enterprise and poor saving culture in the households.
- (v) Low levels of confidence and life skills amongst girls which affect ambition and application during studies
- (vi)Low school management and teaching capacity amongst proprietors and teachers in APS.

Table 11: Examples of barriers to education by characteristic

Barriers:	Head of the Househol d Head is Female	Head of the HH has no education	Caregiver has no education	Girl does not speak LOI	Caregivers does not speak LOI	Househo Id is poor	Marri ed	Father not alive	Mother not alive	Without both parents
Home – community										
Fairly or very unsafe travel to schools in the area (%)	80.10%	11.01%	12.78%	3.23%	49.69%		2.53%	44.47%	48.54%	57.1%
Doesn't feel safe travelling to/from school (%)	36.6%	14.7%	15.0%	0.0%	18.1%		2.5%	7.0%	2.1%	1.4%
Parent/Caregiver support										
Sufficient time to study: High chore burden	39.26%	5.93%	6.67%	0.00%	25.38%		0.74%	17.95%	21.74%	
School Level:										
Attendance:										
Attends school half the time (%)	52.50%	7.50%	10.00%	0.00%	27.50%		0.00%	19.05%	30.00%	82.5%
Attends school less than half time (%)	50.00%	5.00%	10.00%	0.00%	25.00%		0.00%	0.00%	25.00%	2.4%
Doesn't feel safe at school (%)	3.70%							2.74%	6.90%	15.38%
School Facilities:										
No seats for all students (%)	4.76%							2.74%	13.79%	7.69%
Difficult to move around school (%)	5.82%							4.11%	13.79%	0.00%
Doesn't use drinking water facilities	25.40%							27.40%	31.03%	38.46%
Doesn't use toilet at school	2.12%							2.74%	3.45%	0.00%
Doesn't use areas where children play/ socialize	13.76%							15.07%	13.79%	7.69%
Teachers:										
Disagrees teachers make them feel welcome	80.9%							13.7%	5.5%	2.2%
Agrees teachers treat boys and girls differently in the classroom	84.4%							16.1%	7.8%	4.3%
Agrees teachers often absent from class	76.3%							14.5%	6.2%	3.8%

3.5 Intersection between key characteristics of study sample and barriers

From the sample characteristics there are significant interactions among the sample characteristics and barriers to education. For example the sense of insecurity while walking/ traveling to school in an area was highest among orphans (93.0%) followed by those from female headed households (80.1%), and then those whose household heads or care givers never went to school (23.8%). The effect of orphan hood on insecurity was higher (48.5%) where the deceased parent was the mother compared to the scenario where the deceased is the father (44.5%). With regard to the burden of household chores; it was highest in families that are headed by females (39.3%) and where the girls are orphans (the percentage was 17.9 where the deceased was the father and 21.7 where the deceased was the mother). The proportion of girls attending school half of the time was highest in the female headed household (52.5%) followed by households where the mother is deceased (30%) and then households where the fathers are deceased (19.1%). Those attending less than half of the time were also highest in the female headed households (50%). In both situations, lack of education on the part of the household head or care giver also had an effect on the attendance of the girls. 13.8% of the girls from female headed households do not get support from their parents to stay in school and excel. Not drinking water at school was highest among girls from female headed households (25.4%) followed by those from households where mother is deceased (31.0%) then those where the father is deceased (27.4%). Those who do not use school play areas to play and socialize were highest among female headed households (13.8%) followed by those from households where the father is deceased (15.1%) and then where the mother is deceased (13.8%).

From the findings, the three factors (namely coming from a female headed household, having household head or caregiver who is uneducated, one or both parents being deceased) tend to affect the girls sense of safety on the way to and within school, the attendance patterns and use of school facilities and this may negatively affect their self-esteem, confidence, assertiveness and ultimately performance in school.

3.6 Appropriateness of project activities to the characteristics and barriers identified

3.6.1 Formation of Girls Clubs in the participating schools

Since the Girls clubs offer them a platform for sharing experiences, information and knowledge as well peer support, this helps them build confidence, resilience, self-awareness and a positive winning attitude. These are some of the key attributes and life skills needed for successful navigation through the school system. To the extent that this activity is contributing to the project outputs, it is relevant to the current project context.

3.6.2 The training of teachers through self-managed clusters

Training improves knowledge skills and attitudes. Since teachers are supposed to be role models for the girls, it is therefore very relevant. Because of the special needs and vulnerability of the girls in the project, it is important that the teacher received specialised training and support to deal with these psychosocial and cultural issues that affect the learning of the girls. To the extent that the project promotes a community of practice among the teachers and offers them specialized skills to achieve high learning outcomes among the vulnerable girls, it is relevant to the project.

3.6.3 Improvement of school Governance and management

Good leadership and management improve accountability and stewardship. The role of governance in running of the schools is important for ensuring sustainable leveraging of the intervention efforts in the interest of the vulnerable communities. To the extent that the project is empowering the leaders and mangers of the schools in areas of engaging their stakeholders in identifying the local needs and priorities and involving them in implementations, it is contributing to their relevance to the project context.

3.6.4 Provision of financial services to Schools (through loans)

Although a good fall-back position for the disadvantaged girls (who may not afford long distance travels to the well-established schools), these private schools often face major challenges establishing the kind of infrastructure that can help them meet the desired standard of education. Any support to them for maintenance and expansion would help in taking good care of the vulnerable children. This also helps keep the costs within the limits of affordability.

3.6.5 The provision of financial services and resources to households (through School Fees Loans (SFLs), Child Saving Accounts (CSA), and Bursaries).

One of the major challenges faced by female headed households and orphans is the high level of poverty. The lack of sustainable income renders them vulnerable to dropping out of school because of the fact that they cannot afford tuition and other scholastic materials. In addition to this challenge, the girls are forced to invest extra time to support the households with labour in order to provide for their basic needs. This often takes off school time from them leading to high absenteeism rates among them. By offering financial support, the project improves their school attendance by reducing the families' reliance on their labour to raise their station and scholastic material needs.

4. Key outcome findings

The results section presents the key findings of the baseline study that was aimed at establishing the existing state of literacy, numeracy, transition, personal agency and empowerment among the girls in the project schools; the appropriate change targets for the key project indicators; "gendered" stakeholder perspectives, views and practices regarding the state of the learning, transition, and intermediate outcomes and how they might affect project processes, activities and outcomes; the key barriers that could impede learning and transition outcomes in the sample; the validity of the project's theory of change; the linkages that might exist among project outputs, intermediate outcomes and final outcomes; the project's approach to gender sensitivity and appropriateness of the project's strategies for dealing with the identified gender gaps.

4.1 The state of learning outcomes at baseline in the project area

4.1.1 Literacy

The summary of the state of literacy in the intervention and control groups as at baseline is as presented in table 12. An overall EGRA score was calculated out of 100%, by totaling the score in the reading comprehension and WPM sub-tasks. The means of the treatment groups and their standard deviations were then determined

From the table, the mean scores in the two groups were rather low although similar within each of the three (learning) assessment bands (i.e. EGRA, MIGRA and SEGRA). Generally, the absolute scores did show evidence of progressive increment in the learning as the girls advanced from grade 4 towards the higher classes. In the EGRA category, this was evidenced by the fact that the mean score was lowest in the primary 4 class, while for the SEGRA category; the mean score was least in the senior 1. The same pattern was seen in the cluster that did the MIGRA test. Generally speaking, this pattern was expected; it reflected differences in exposure times among the grades. It was also further proof that the assessment tools had been properly calibrated to discriminate among the different grades of learners. There were, however some exceptions especially in the transitional classes that represent a movement from primary to secondary and ordinary level secondary to advanced level secondary school i.e. P7/S1, S4/S5 and S2/S3 were the mean scores of the adjacent classes failed to show a significant difference. These particular transitions are the

ones where the learners are required to sit for national examinations. The observed fall in the scores of the learners from the classes to which they transition could be attributed to two main factors;

- (i) The general orientation of Uganda's education system which tends to prepare the learners to pass examinations especially the national examinations as opposed to encouraging understanding and acquisition of skills. As a result, the children would work so hard to pass the examinations without necessarily mastering the meanings of what is taught and its application. They tend to drop a lot of what they learn after using it to pass the exams.
- (ii) Because of the reason above, the learners often tend to relax when the national examinations are completed; any assessment given to them in that time would often find them less prepared to answer than their counter parts that still have to face the same examinations. Perhaps, this could have been the reason behind the fact that the learners had lower scores in the transitional grades of S1 and S5 compared to what they had obtained in their P7 and S4 classes. This pattern is consistent with what was observed during the pilot study.

The same picture emerged from the oral study where literacy scores although generally poor varied among the different grades. The majority of the P4 girls could not, for example read comfortably; as a matter of fact, they could hardly read basic written text. The P5 pupils could read better but many of them could skip some of the words, replacing them with their own imaginations. The P6 pupils were able to read and comprehend the passages in the EGRA test rather well. They could make more complex inferences from the passages, evaluating and critiquing their content and contextual elements. In response to the literal text, the P6 pupils were able to demonstrate inferences and deductions in relation to different characters. These attributes were inferred from the way in which the subtasks were set. Sub-task one represented the most elementary aspect of the assessment. The complexity of the reading assessments was incrementally hiked to help distinguish the different grades of learners that had been made to take the tests. The P6 girls were also more able to explain how events in a plot do impact on the characters' feelings and to identify the key points as required, which was not the case for the majority of the pupils in P4 and P5. While it was very easy for the majority of P6 pupils to explain authorial intent and techniques; how language is used to have a specific effect on the reader including use of metaphor, character development, persuasive techniques or strategies for building responses in the Ugandan context, it was very difficult for the

majority of the P4 pupils to do the same, again reflecting the incremental capacity differences among the three grades assessed. This was also proof that the learning assessments were working well in accordance to their design.

The average scores increased fairly steadily from primary four to primary seven in both intervention and control groups. From P7 & to S1, the averages showed a slight drop. The pattern from primary four to seven demonstrates the fact that incremental learning that the EGRA tests were designed to capture had actually happened. Children from lower grades were only able to answer questions that represented their current syllabus coverage. However, this incremental change was not seen between the scores of the primary seven and senior one girls. This can be attributed to the tendency by this group of learners to relax after completing the main transitional assessment point which is the Primary Leaving Examinations (PLE). The same patterns were also seen in the transitional points between lower secondary (i.e. S1 and S2) and upper secondary (i.e. S3 and S4) as well as the transition from Ordinary Level secondary (i.e. S1 to S4) and Advanced Level secondary school (S5 and S6). These observations raise a number of key questions; first, are the children learning to pass the national examinations; how effective is the early secondary school curriculum in ensuring a sustained progress in learning achievement? According to the KII, this behavior could be attributed to the general tendency of the learners to relax after passing the transitional examinations as reflected in the quote below;

"Some students even go ahead and burn their notes after finishing the transitional examination thinking they no longer need them" (Science teacher from Gombe a Control Senior Secondary School in Central Uganda)

The implications of this plateauing of the mean scores around the transitional grades for assessing progressive learning achievement are that; use of one standard assessment to measure learning achievements at both primary and secondary levels could be misleading. A number of factors confound the behaviour of the learners as they transition from primary to secondary school including change of schools, change of location, onset of puberty, the post transitional assessment inertia and others that were not specifically assessed during the current study. As such the project needs to adopt different assessment criteria for the two levels (EGRA/ EGMA for primary and SEGRA/SEGMA for secondary school) Information obtained from the FGDs with the teachers and parents revealed that the learner in upper classes p5, p6 and p7, often work harder because of the pressure to prepare for and pass the forth coming national examination (i.e. the PLE). Many of the learners attributed the poor performance in these examinations to much play and limited school work. This to them was a key reason behind their persistent failure of the final examinations as indicated in the quotes below.

"My friend repeated P5 class because she never wanted teachers who told her what she does like teasing and bullying others; and she failed." (Respondent 8, FGD, Mayuge Primary School)

Another pupil in the same FGD revealed that her friend repeated a class because she had spent too much time playing with younger learners in the P3 class. According to this respondent, as a P6 pupil, she should have settled for more serious work- in his own words:

"She was playing with young children when she was in P6, and those young children were in P3. She never used to go to class." (Respondent 3, FGD, Mayuge Primary School)

Grade	Intervention	Control Group	Standard Deviation in
	Group Mean	Mean	the intervention group
EGRA			
Primary 4	45.2	40.5	22.3
Primary 5	54.3	55.6	23.3
Primary 6	60.0	56.9	24.0
Primary 7	70.6	67.6	24.2
Senior 1	56.9	58.5	20.8
MIDGRA			
Senior 1	75.4	70.5	17.5
Senior 2	78.2	73.6	18.8
Senior 3	72.5	70.8	18.3
SEGRA			
Senior 2	15.5	15.1	55.9
Senior 3	17.2	17.9	7.5
Senior 4	21.3	21.9	8.0
Senior 5	21.4	21.2	9.2

Table 12: Literacy (EGRA/ MIGRA/ SEGRA)

4.1.2 Numeracy

The baseline numeracy outcomes of the intervention and control schools are presented in table 13 below. An aggregate numeracy score was generated as a percentage (out of 100) by summing the individual totals in each of the six subtasks. Each of the sub-tasks was weighed equally. The aggregated scores were then used to calculate the mean EGMA scores for the two groups together with their standard deviations as at the baseline phase.

From the table, the mean scores of the two groups were similar in all three assessment categories and bands (i.e. EGMA, MIGMA and SEGMA). Generally, the scores showed progression along from the lowest to the highest grade (i.e. primary 4 for the EGMA test cluster, senior 1 for the MIGMA test cluster and senior 1 for the SEGMA test cluster). The assessment revealed that the P6 pupils had appropriately grasped some of the mathematical concepts and were able to work through the principles of numeracy with ease. They were able to use variables to form or model a problem or situation, simplify algebraic expressions with or without brackets, using substitution to work out the value of an expression, and solving equations with one unknown value. The P5 pupils on the other hand were progressing well albeit with some difficulty and could not demonstrate the same level of numeracy understanding as their counterparts in P6, while the P4 pupils found substantial difficulties in answering questions especially those requiring them to simplify algebraic expressions and using substitution methods. This was expected given that it reflects the normal pattern concerning incremental learning that happens as children advance through the primary school system.

The baseline further revealed that majority of S2 and S3 boys did not have big challenges with arithmetic-based problems that employ whole numbers, decimals, fractions or percentages including content from the wider curriculum of secondary schools in Uganda. The same was true of the girls. Generally speaking, as was also the case with the literacy assessment, the pattern of the numeracy scores was according to the expected; it largely reflected the normal variations occasioned by differential exposure times among the learners in the school system. There were, however some exceptions in some of the transitional classes i.e. P7/S1, S4/S5 and S2/S3 where the mean scores were either similar or lower and these could be attributed to gaps in recall and lack of substantial differences in exposure to the core concepts in numeracy. The pattern of numeracy scores was also consistent with the one in the pilot study. It did reflect the incremental learning that happens as a learner

progresses through the academic ladder, meaning that learning assessments will be able to capture the hypothesized changes in the cohort in the area of numeracy that might be attributed to the intervention.

The same pattern of mean scores plateauing around the transitional grades was also observed in the numeracy assessments and the reasons behind this trend are likely to be the same. Again this implies that the use of a single criterion to measure changes in numeracy as the child progresses through the school system will not work. Separate assessments should be administered for the primary cluster (EGMA) and secondary schools (SEGMA).

Grade	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
EGMA	•		
Primary 4	65.1	67.1	12.3
Primary 5	71.1	72.3	7.5
Primary 6	73.9	75.7	6.5
Primary 7	76.1	76.7	6.1
Senior 1	76.1	74.8	5.1
MIDGMA			
Senior 1	61.8	58.3	18.9
Senior 2	60.7	50.6	14.4
Senior 3	56.1	53.1	21.8
SEGMA	·		
Senior 2	28.4	29.56	16.7
Senior 3	31.6	29.7	15.6
Senior 4	33.3	33.2	15.6
Senior 5	33.3	36.1	14.9

Table 13: Numeracy (EGMA/ MIGMA/ /SEGMA)

The pattern revealed by the average scores points to the appropriateness of the learning assessments used in demonstrating incremental learning as children progress through school. It specifically shows that the tools are able to distinguish between learners who are in different levels of education. They should therefore be able to show any gains the cohort would have made in the area of numeracy during the entire life of the project.

Regarding determinants of the scores, the FGDs had a number of views. At Modern Senior Secondary School, for example, it was revealed that majority of girls fail

numeracy and other science based subjects because they do not usually believe in themselves. They reportedly fear science subjects in contrast to the boys. On the question "how easy is it for girls to successfully pass through the levels of education". There were various answers from the learners as indicated in the quotes below.

"We have a belief that girls cannot pass science subjects that it is the boys who pass sciences. So we keep that habit of knowing that there is no passing for a girl which ends up pushing many of us towards not completing our education" (student, FGD, Modern Senior Secondary School)

Foundational numeracy and literacy skills gaps

Tables 14 and 15 present the relative proportions of learners in the different performance categories against the assessed subtasks. The subtasks are presented in increasing complexity from the most elementary (number identification) to the most complex (word problems) for EGMA; advanced multiplication and division for MIDGMA and advanced multiplication and division to data interpretation for SEGMA. The children are categorized as non-learners, emergent learners, established learners and proficient learners depending on their mastery of the different tasks.

From the findings, there were no non-learners in the elementary sub-tasks (1-5) of the EGMA tests. Non-learners only began showing up in the more complex subtask (i.e. the problem under EGMA right into the data interpretation subtask under SEGMA). The tendency in all subtasks is that there are more learners towards the proficiency category than at the non-learner end of the scale. The proportion of learners that demonstrated proficiency also decreased as one progressed from the simple tasks to the more complex subtasks. This implies that the children, although disadvantaged by different factors, have capacity to learn. Secondly, the pattern in the table is consistent with the normal expectation for learners as they progress through the Ugandan curriculum for primary and secondary schools which upholds the principles of progression from known to unknown and simple to complex tasks. It is also further proof of the effectiveness of the learning assessment tools to distinguish among different categories of learners.

As far as the literacy assessment was concerned, there were more learners who could comprehend the passage that had been read to them by the research

assistants than those who could not comprehend it at all. In each of the learner categories, there were more learners who could not read the passage given to them than those who could comprehend it. For comprehension (except for the MIDGRA assessment) the pattern of the scores reflects the normal trend in the schools. The majority of the learners tended to fall in the category of established learners (41-80%) in as far as the less complex tasks were concerned. They either dropped to the emerging learner category (1-40%) or maintained the same category in the more complex tasks. The implication of this finding is that the lack of reading skills could be an obstacle to the assessment of other competencies required of the child as he or she progresses through the school system. This is demonstrated by the fact that although a few learners (29.3%) were deemed established in as far as reading was concerned the percentage of those who fell in this category in the comprehension task was much higher (53.0%). The comprehension assessment was orally administered and more children were able to understand it even when they could not read the text.

Table 14: Foundational numeracy skills gaps

Categories	Egma Subtask 1	Egma Subtask 2	Egma Subtask 3	Egma Subtask 4	Egma Subtask 5	Egma Subtask 6	Midgma Subtask 1	Segma Subtask 1	Segma Subtask 2	Segma Subtask 3
	Number Identification	Quantity Discrimination	Missing Numbers	Addition	Subtraction	Word problems	Advanced multiplication, division etc.	Advanced multiplication, division etc.	Algebra	Data interpretation etc.
Non-learner o%	0.00%	0.00%	0.00%	0.00%	0.00%	2.59%	1.10%	1.43%	10.00%	43.21%
Emergent learner 1%- 40%	0.00%	0.23%	22.20%	0.79%	2.15%	25.03%	19.78%	36.79%	53.57%	51.79%
Established learner 41%- 80%	4.10%	11.83%	44.17%	10.19%	19.37%	32.92%	66.48%	58.57%	33.93%	5.00%
Proficient learner 81%- 100%	95.90%	88.17%	33.64%	89.01%	78.48%	39.46%	12.64%	3.21%	2.50%	0.00%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 15: Foundational literacy skills gaps

Categories	Egra Subtask 1	Egra Subtask 2	Midgra Subtask 1	Midgra Subtask 2	Segra Subtask 1	Segra Subtask 2	Segra Subtask 3
	Comprehension	Oral Reading Fluency (wpm)	Comprehension (+ analytical qs)	Comprehension (+inferential)	Comprehension (+ analytical qs)	Comprehension (+inferential)	Short essay
Non-learner 0%	4.52%	7.06%	1.10%	0.55%	1.79%	20.36%	49.64%
Emergent learner 1%- 40%	24.81%	42.45%	8.79%	2.20%	4.29%	52.14%	49.64%
Established learner 41%- 80%	53.03%	29.33%	46.70%	35.71%	67.14%	26.79%	0.71%
Proficient learner 81%- 100%	17.64%	21.17%	43.41%	61.54%	26.79%	0.71%	0.00%
	100%	100%	100%	100%	100%	100%	100%

4.1.3 Sub-group analysis of learning outcomes

The learning outcomes were also assessed among the most vulnerable of learner subgroups. The learners in this category who had significantly lower average literacy scores as compared to the rest included those with known cognitive impairments, histories of serious illness, those that were married by the time of the study and those that were under age mothers (below the age of 18 years). The rest of the subpopulations of vulnerability did not significantly differ in the mean scores from the general population of learners whose mean literacy and numeracy scores were 5.6 and 71.4 respectively.

The fact that there was some tendency towards parity in performance between the general population of marginalized girls and those who had the vulnerabilities highlighted in tables 16 and 17 was interesting. The reasons behind this are many; some of the FGDs attributed it to the increasing level of integration among the different subgroups and the rest of the school community. This could be a response to the numerous calls that have gone out to promote equality in Uganda's education system. One FGD specifically talked about a boy living with disability (at Mother Care, a treatment Primary School in Western Uganda) who seemingly overcame his vulnerability. He was a fan of football and other games. He was also very expressive, talkative and social. As a member of the debating club, he was always active in class. He would boldly ask his teachers to explain to him what he had not understood. He was friendly to the girls discussed freely with them. He came from a rich and supportive family which added to his level of confidence. His challenge was however not the disability per say but bed wetting, a challenge that tends to manifest among the able and disabled learners. Whereas this was the case, his disability status was simply exploited by his school mates to magnify the challenge. Yet he did not really know how to deal with it (FGD, Mother Care Primary School)

While generally positive, such isolated incidents of marginalization on grounds of disability did exist in the schools. Another FGD at Heritage of St. Stevens an intervention Primary School in Eastern Region of Uganda for example, revealed that some of the learners with disabilities did indeed experience some levels of marginalization at school. Citing the experience of a P7 boy who had lived on with his physical disabilities (a disabled limb in his particular case), they observed that although he had enrolled in the sports club as an active member, some of the learners simply never stopped making fun

of him. He found these negative attitudes of his classmates a big obstacle to his progress. They simply never stopped laughing at him whenever he raised his hand to answer questions in class. However he did not allow his predicament to destroy his dream of reaching University. The participants called for a stronger action against the problem of stigma before it impacts upon their performance in class. (FGD St. Stevens Primary School)

Characteristics	Average literacy score	Average numeracy
All girls	44.78 (sd=25.9)	60.91 (sd=20.8)
Living without both parents	45.0 (sd=25.3)	60.32 (sd=20.4)
Living in female headed household	44.65 (sd=25.6)	62.02 (sd=20.1)
Living with husband/ parents in law	55.06 (sd=32.9)	67.33 (sd=16.2)-
Mother tongue different to LOI	44.26 (sd=25.6)	60.48 (sd=20.9)
Vision impairment	45.55 (sd=28.8)	53.67 (sd=25.1)
Hearing impairment	35.06 (sd=27.8)	49.45 (sd=24.1)
Mobility impairment	30.43 (sd=19.4)	61.32 (sd=20.1)
Cognitive impairment	35.66 (sd=20.1)	63.94 (sd=18.6)
Self-care impairment	26.7 (sd=23.9)	61.94 (sd=17.7)
Communication impairment	50.31 (sd=33.7)	64.53 (sd=20.6)
Serious illness	36.19 (sd=26.1)	49.3 (sd=24.24)
HOH no education	48.37 (sd=25.5)	56.68 (sd=23.09)
Carer has no formal education	49.93 (sd=26.6)	56.89 (sd=23.6)
Poverty (PPI Score)		
• Min-24	41.66 (sd=27.3)	65.88 (sd=16.10)
• 25-29	-	-
• 30-34	40.81 (sd=24.0)	66.79 (sd=21.2)
• 35-39	41.39 (sd=28.2)	60.62 (sd=21.8)
• 40-44	43.49 (sd=24.3)	61.94 (sd=20.2)
• 45-49	39.31 (sd=24.4)	60.40 (sd=21.9)
• 50-54	44.28 (sd=26.6)	60.06 (sd=22.1)
• 55-max	46.98 (sd=25.9)	60.88 (sd=20.1)
Married	40.6 (sd=10.7)	66.65 (sd=18.8)
Mother	28.1 (sd=10.9)	58.5 (sd=30.41)

Table 16: Learning scores of key subgroups³

With regard to barriers to learning; the findings are summarised in table 17 below. As far as literacy is concerned none of the barriers listed received an average score below the sample mean. These diagnoses of vulnerability are based on subjective views of the respondents

³ Note that the scores presented in the table above are not comparable across variables and also columns because they do not fulfil the requirement of mutual exclusivity as well as within group exhaustiveness

regarding the different listed sources of vulnerability. Again using them to infer causality between these two learning outcomes and the listed barriers could be statistically fallacious.

Barriers	Average literacy score (aggregate)	Average numeracy score (aggregate)
_ All girls	44.78 (sd=25.9)	60.91 (sd=20.8)
Difficult to move around school	30.43 (sd=19.4)	61.32 (sd=20.1)
Doesn't use toilet at school	64.8 (13.0)	77
Doesn't feel safe at school	14.45 (sd=7.4)	59.2 (sd=20.9)
Doesn't feel safe travelling to/from school	31.28 (sd=31.4)	46.05 (sd=36.4)
Teachers do not know how to teach	47.5 (sd=54.1)	64.8 (sd=13.0)

Table 17: Learning scores of key barriers⁴

47.3 22.00685One of the main barriers to girls' education attainment highlighted in the discussions with parents was the low levels of their income. This constrains their ability to obtain school fees for the girls. While some of the girls have missed school as a result of that, some of the parents indicated that the schools extend patience until funds can be obtained. The limited availability of funds was also highlighted by parents as a constraint to the availability of the necessary scholastic materials for their girl children. In addition, the interviews revealed that girls from low income families are sometimes compelled to help out their mothers at home as opposed to concentrating on their education. This mostly affected girls in day school as reflected in the quote below.

"Before, she was a day scholar and it was affecting her. As you see me I use my hands to pay for my children school fees, I work in people's gardens to get money. After school she would reach home, she would start on housework since am in the garden trying to finish up with work and she would end up not reading her work. I had to come, talk to the headmaster that I want my child to be in boarding and negotiate on the payment terms..." (Parent at Modern Secondary School, a control secondary school in Ntugamo-Western Uganda)

The problem of poverty tended to be compounded with gender discrimination/ preference and role assignment to disadvantage the girls. A number of key informant interviews especially those with the school leaders and teachers indicated that many of their parents could not actually afford to pay school fees in time. Poverty did not only affect the way they

⁴ Note that the scores presented in the table above are not comparable across variables and also columns because they do not fulfil the requirement of mutual exclusivity and within group exhaustiveness

paid school dues but also treatment of the girls whenever they fell sick, as illustrated in the following quote.

"I think our greatest challenge is school fees. If may be, such people could be helped in terms of school fees, and like in the case of the day scholars, if they could be pushed to the boarding section.... Then in cases, where we don't have enough money to buy medication, we could get some in kind for these girls who cannot afford. Then the school can cater for their medication by booking a nurse and making sure that there is enough medication around. But the challenge of fees, if a girl fails to get money, at times the school is private, we get challenged. So we have no option but to send her back home, though unfortunately, some of these girls do have parents and when we send them back, they just go to the community." (A Teacher 6, FGD, Modern Senior Secondary School, Ntungamo)

In one of the FGDs involving school leaders and teachers in one of the rural secondary schools in Ntungamo, the participants did confirm the differential application of the meagre resources to the education of the boys instead of the girls as illustrated by the two quotes below.

"Challenge number one is school fees, brought about by ignorance of parents, that is, when a parent has brought two children at school, they normally tend to educate boys and they leave girls" (Teacher 1, FGD, Modern Senior Secondary School, Ntungamo). "

"For me, what I am going to talk about is that they like to pay in time but this depends on the income of parents. As the head teacher has said, most of them depend on perennial crops which are harvested once in a year. So you find someone who is a school fees defaulter being disturbed so much because the crops they grow cannot facilitate them to meet the school requirements termly." (Teacher 2, FGD, St Peters College, a control school in Buweera-Western Uganda)

Moreover; nearly two thirds (60.6%) of the girls reportedly spend time caring for younger or older family members; 87.9% doing housework (e.g. cooking or cleaning); 85.0% fetching water; 48.8% helping out with agricultural work (e.g. guarding livestock; planting, watering or harvesting crops), and 28.1% helping out with family business or work outside the home In agreement with this, one of the teachers in the FGD added that the housework is actually differentially distributed among the boys and the girls arguing that this contributes to late coming among the girls as summarised in the quote below:

"When you try to ask some girls why they are declining in performance, they tell you that they have a lot of home activities in case they are day scholars compared to boys.

As they are doing domestic work, boys are busy revising." (Teacher 6, FGD, Modern Senior Secondary School, Ntungamo)

Yet another constraint cited by the FGDs to the education of the girls was distance. The study found that to a lesser extent the distance from home to school counted. At London Life Junior School, for example, none of the 8 girls in a FGD reported to have been escorted/ taken to and from school. They personally walk to and from school. However, in other schools such as Nagalama Junior School, an intervention school in central region, all the 11 girls in a FGD indicated that they are usually escorted/ taken or brought to and from school on a daily basis. Three (3) reported being escorted by their sisters, two (2) by their fathers, two (2) by their mothers and two (2) were transported to and from by the school van which is paid for.

Regarding negative aspects of culture, one FGD with school leaders and teachers observed that it was actually evident in their schools. They thought that these negative cultures did interact with poverty to promote or abate practices that disadvantaged the girls educationally as summarized in the following quotation.

"I see two reasons that would have led the parents not to pay. One is ignorance among the parents. As I told you, it is very difficult for someone who doesn't know the value of education to inject money. They don't have prior knowledge of someone who has gone through education. Another factor causing that is over production. You may find that, may be, a family has got seven children, four of the children are in candidate classes, so you find it difficult for one to pay fees for all the children. Finally, they may end up valuing only side and causing a problem on another side." (Teacher 2, FGD, St Peters College Buweera-a control school in western Uganda).

Another determinant of educational marginalization was negative attitudes. Several FGDs with teachers and leaders thought the problem was most acute in the rural areas of Uganda, where some communities even still have outright negative attitudes toward the education of the girl child. Sometimes, these negative attitudes fuel disagreements among the parents further instigating violence in homes. Many girls continue to be victims of these negative attitudes which eventually affect their learning outcomes as illustrated in the quote below.

"There is a lot of domestic violence in homes. You find that the mother and the dad are always fighting and even the father is not supporting the mother in educating this child. This affects the child too much in that when they come to school they are not even able to concentrate and this mostly affects girls than boys" (Teacher 1, FGD, Brilliant Tinckles, a control group Primary School, Western Uganda)

4.2 The status of within and beyond school transitions of the girls

The transition outcome was measured as the number of marginalised girls who successfully transitioned through the key transitional stages of their education, training or employment. During the current baseline, the focus was on the transitions from upper primary to lower secondary, and lower secondary to upper secondary. Table 18 presents the transition experience of the learners as seen from the view point of the household survey. This particular transition profile is based on the relative proportions of the cohort (that currently is in school against their registration status in the previous year). The girls were asked whether they had been in school during the previous year. Their response to this guestion was used to infer their registration status and determine their respective transition proportions. According to the findings, their in-school progression proportion in upper primary was 98.4% (N=627) with a drop out proportion of 1.6 % compared to the one in secondary school (of 95.8% (N=262) and a dropout proportion of 4.2%). Reenrollments were highest (4.0%) in the 16-17 year age group, followed by the 14-15 year age group (i.e. 3.64%). These proportions must, however, be interpreted with caution because of the fact that they do not reflect the experiences of a true historical cohort. For example, the 20 girls were recorded in table 18 as being out of school. That was indeed their status during the previous year; currently, they are in school. It is their response to the question on their registration status during the previous year that determined their categorization as out of school (this analysis is based on the guidance released by the FM on the 18th of January 2018 in the Q &A document regarding the baseline report). Agreeably, a prospective approach to determination of transition would offer a more valid and reliable estimate.

Table 18: Transition pathways (Source: Household survey)

Category	Group	Baseline	Successful Transition from	Unsuccessful Transition
	point the previous school year		the previous school year	
Upper primary (P.4 - P.6)	Intervention	323	In-school progression (96.4%)	Drops out of school (3.6%)
				Moves into work, but is below legal age (0%)
	Control	321	In-school progression (98.8%)	Drops out of school (0.9%)
				Moves into work, but is below legal age (0%)
Secondary school (S.1- S.4)	Intervention	129	In-school progression (95.3%)	Drops out of school 4.7%
			Enrols into technical & vocational education & training (TVET) (0%)	Moves into employment, but is paid below minimum wage (0%)
			Gainful employment (0%)	
	Control	136	In-school progression (96.3%)	Drops out of school 2.9%
			Enrols into technical & vocational education & training (TVET) (0%)	Moves into employment, but is paid below minimum wage (0%)
			Gainful employment (0%)	
Out of school				
Aged 6-8	Intervention	0	Re-enrol in appropriate grade level in basic education 0%	Remains out of school 0%
	Control	0	Re-enrol in appropriate grade level in basic education 0%	Remains out of school 0%
Aged 9-11	Intervention	7	Re-enrol in appropriate grade level in basic education 100%	Remains out of school 0%
	Control	2	Re-enrol in appropriate grade level in basic education 100%	Remains out of school 0%
Aged 12-13	Intervention	3	Re-enrol in appropriate grade level in basic education 100%	Remains out of school 0%
	Control	0	Re-enrol in appropriate grade level in basic education 0.00%	Remains out of school 0%
Aged 14-15	Intervention	0	Re-enrol in appropriate grade level in basic education 0%	Remains out of school 0%
	Control	2	Re-enrol in appropriate grade level in basic education 100%	Remains out of school 0%
Aged 16-17	Intervention	0	Re-enrol in appropriate grade level in basic education 0%	Remains out of school 0%
	Control	0	Re-enrol in appropriate grade level in basic education 0.00%	Remains out of school 0%
Aged 18-19	Intervention	0	Re-enrol in appropriate grade level in basic education 0.00%	Remains out of school 0%
	Control	0	Re-enrol in appropriate grade level in basic education 0.00%	Remains out of school 0%

NB. To the extent that the goal of the project is to increase girl's access to school, a repeat was considered staying in school. We included them among the successful transitions. Moreover the existing government policy (under UPE and USE) provides for automatic promotion of learners from one class to another, it does not allow students to repeat classes. While this is the case, the actual practice in the APS was not explored. In response to your concern on number 16 of your feedback on Baseline Report dated 6th of August, the figures in table 18 you referred to were meant to show that the same girls who are now in school today were out of school in the previous year. The 20 has been adjusted to 14 and this is the actual number of girls who according to the household heads were out of school during the previous year. The figures (i.e. 889, 20 and 974) do not add up because of the question specific non-response rates. Regarding school enrolment in table 18, the dropout rate was established through the household survey using a question on whether or not the girl was in school during the previous year. We have disaggregated the data by treatment group. Please note that the household survey was about girls; it did not include boys.

Regarding the out of school girls, all those who had been out of school during the previous year were back in school. Apart from the fact that it informs the program about the willingness of this category of dropout to return to school, there is little else one can infer from it because we did not sample fairly from the population of school dropouts in the community but perhaps that of re-entries. The zeros in columns that represent the status of the girls after missing school in the previous year

4.2.1 Benchmarking

Unlike the learning outcomes which used facility based grades to generate the bench mark values, the households were used to generate the values for the transition proportions. In addition to the 999 households, an additional 30 households were surveyed to determine the benchmark values for the transition outcome. The main purpose of this particular sub-study was to validate the enrolment status of the girls in the community and make some inference into their transition proportions as obtains in the project area. The assessments focused on the key transition points in Ugandan's education system namely primary to secondary school and ordinary to advanced level secondary education. Over one third (38.7%) of the sample that was used for generating the scores for benchmarking transition were from female headed households. Sixty one (61.3) % of these household heads were unskilled sales or service workers including peasants and fishermen; 61.2% had completed up to primary seven, and 9.6% had completed higher education. Three quarters (76.4%) of the households had five and more members (41.9% of them had over eight members).

		Benchmark group						
Age	Group	Ba	seline		Benchmarl	<pre>< transition</pre>	pathway	Transition rates
		Sample	Currently	In-school	Moves into	Enrolled	Drops out of	Successful
		SIZE (#)	III SCHOOL	progression	school	course	school	age (%)
Aged 6-8	Interventio n	0	0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Control	0	0%	0,0%	0.0%	0.0%	0.0%	0.0%
Aged 9-11	Interventio n	292	100%	99.2%	0.0%	0.0%	0.8%	99.2%
	Control	268	100%	96.5%	0.0%	0.0%	3.5%	96.5%
Aged 12-13	Interventio n	104	99.0%	100.0%	99.0%	0.0%	1.0%	99.0%
	Control	123	100%	98.0%	98.0%	0.0%	2.0%	98.0%
Aged 14-15	Interventio n	21	100%	90.0%	90.0%	0.0%	10.0%	90.0%
	Control	22	100%	100.0%	100 %	0.0%	0.0%	100.0%
Aged 16-17	Interventio n	4	100%	100.0%	100.0%	0.0%	0.0%	100.0%
	Control	2	100%	100.0%	100.0%	0.0%	0.0%	100.0%
Aged 18-19	Interventio n	1	100%	100.0%	100.0%	0.0%	0.0%	100.0%
	Control	1	100%	0.00%	100.0%	0.0%	0.0%	100.0%
Overall	Interventio n	429	100%	99.0%	99.0%	0.0%	1.1%	98.
	Control	437	100%	96.9%	96.9%	0.0%	0,0%	96.9%

Table 19: Benchmarking for the Transition Outcome

4.2.2 Cohort tracking and target setting for the transition outcome

Table 20: Target setting

	Evaluation point 2	Evaluation point 3
Target generated by the outcome spreadsheet		
Alternative target proposed by project (if	95.9%	96.0%
applicable)		
Adapt as required		

Basing on the exiting transition patterns in the households and also in the data from the transition benchmarking sub-study; we propose a 2.4% target for improvements in transition proportions within the cohort. Data from the households had indicated that approximately 2.4% of the respondents had been out of school in the previous year. This translates into a hypothesized intervention effect of 95.9% and 96.0% in terms of successful transition proportions in the cohort at mid-and end line evaluations respectively. Along with the learning outcomes, these transition proportions have been reflected in the updated log frame. Assuming that the contextual factors remain this will translate into a survival proportion of at least 8 out of the 9 girls selected from each of the intervention schools by the mid-term evaluation. While a bigger sample size might have given a more accurate estimate of the population value of the transition

proportions, the more important consideration should by the question of design. As already stated, a prospective approach to the determination of the transition proportions would have provided a more valid and reliable estimate.

Regarding the determinants of successful transition, most of the participants of the FGD and KII tended to focus on individual effort and determination as key drivers of transition as illustrated by the quote below:

The learner only needs to remain focused... paying school fees on time, does not by itself deliver the required progression through school; a learner must do whatever it takes to remain in class. This may mean going to speak with the school authorities to be allowed to attend lessons whenever fees delays." (PTA member, Fairmont High School) The same principle applies to the boys.

Another respondent in a KII suggested that talking and discussing with the child could help the girl to complete her studies. In her words, she said,

"First of all, I speak to her to read hard and that when she is studying she doesn't involve in other things until when she is done with studies because if she adds other things, it may kill the zeal of studying" (Respondent Fairmont High School).

On the children living with disability, majority of parents reported that they would give more support to those children. The PTA member said,

"A child with disability is different, there is incapacitation on the body like walking or when the problem is with the brain. So a child needs special care from me the parent giving them what they need. If it's about movement I have to get faster means of transport." (PTA Member Fairmont High School)

4.3 Sustainability of the intervention

Sustainability is one of the three outcomes is set to be tracked throughout the study. It is tracked under the three thematic areas of community, school and systems using the sustainability score card which was specifically developed for this purpose. Under this score card, the performance of the project in each of the three areas is assessed and ranked on a four point Likert scale running from o for the worst case scenario to 4 the best case scenario. The evaluator uses his/ her objective and subjective judgement to assign the appropriate score. From the three scores, the mean is then calculated as composite score of sustainability.

Table 21 provides a narrative of the key findings regarding the state of the three themes at the baseline time point. Generally, none of the themes received a 0 score meaning some work has already begun in the three thematic areas. A lot more work seems to have been done under the theme of the school, followed by that of community and lastly systems. Of the school level actions, more seems to have been achieved in the area of life skills development and girls' club activities, followed by the area of self-managed school clusters and then access to education finance (school improvement and school fees loans). The findings on sustainability are summarized by thematic area and indictors in table 21 below.

4.3.1 Community

4.3.1.1 Indicator 1: Increased/sustained access to financial services by schools and communities/ parents

More schools accessing education finance services from OBUL to help improve their teaching/ learning conditions. Reports from OBUL indicate that, for the year ending December 2017, 7 new schools received school improvement loans while 31 received repeat loans. The FGDs and KII revealed that the schools had used these loans to build boarding facilities and classrooms among other things. These facilities would partly address the existing challenges of safety, long travel to and from school and early reporting time. With the children in boarding, the schools are in better position to supervise their home-and weekend school work. According to the reports, OBUL intends to strengthen its sales team this year. The bank has already introduced incentives for performance and this has been on-going for the past six months of 2017/18 and the feedback from the schools is positive.

With regard to the school fees loans, a total of 963 households reportedly accessed this facility from the bank; 96 of them were new clients while 567 were repeat users. The majority of the FGDs found the service useful, having showed timely to address a felt need. In the past, parents who face such challenges would helplessly watch their children either delay to start school or dropout completely. Others were gratified to note that it was not only OBUL that was now offering school fees and school improvement loans; their options had increased. The community experiences regarding access and use of the services however varied. One parent had this to say,

"Yes, my husband has ever tried using them though he failed to pay the money back in time and they came and took away the security he had pledged. Personally, I have never used them." (Parent, Modern Secondary School, a control secondary in Ntungamo- western Uganda)

When the parents used loans to pay fees, they did not necessarily share this information with the children. The girls' FGD at Brilliant Tinkles exposed this; the girls reported that they did not actually know whether their parents used fees loans or other sources to pay their fees. It was not clear at this point how awareness of the source of their fees would affect or influence them.

4.3.1.2 Indicator 2: Changed attitudes towards girls education

With regard to the attitudes towards girls' education; the monitoring reports reveal that the project continued to hold engagement meetings with parents and

community members, each time reminding them of their roles and responsibilities in the education of their girls. They were sensitized about how the skills gained by the girls in school translate into benefits for the girls themselves, their brothers, households and the entire community. According to the FGDs, the community had come a long way in changing some of the negative attitudes that use to disadvantage the girls in the project area. A case in point is the tendency to treat boys better than girls when it comes to opportunities in education- this has reportedly reduced very significantly. As a matter of fact, all the ten (10) members of the FGD at Mother Carea treatment school in Ntungamo, Western Uganda agreed that the boys no longer receive preferential treatment in education; even the way teachers handle them in the classroom has improved. Some of the schools have even put in place creative ways of ensuring girls stay in school by allowing those with financial challenges to do part payments. However, this being the case, it was difficult at this stage to attribute this development in entirety to the current intervention.

Another respondent gave his views on the same saying: "I think there isn't any segregation between boys and girls, they are all treated the same way."(*Parent, Heritage of St. Steven*) One of the measures that the schools have put in place to ensure this happens is community sensitization. They often do this during the scheduled engagements such as PTA meetings and visitation days as indicated by one of the respondents who said: "on the visitation days, we often hold general meetings." He went on to explain that, "during these meetings, the director and the teachers would talk to us about the importance of supporting our children in school. Some of the ways in which we are required to support them often sounded small, but were actually very vital." (*R1: FGD Heritage of St. Steven*). At Heritage of St. Steven- a treatment school in Lwengo Central Uganda, the participants had this to say.

"...So far our village here is good. The perception of the girl child education is a little bit better compared to other places. May be it's because we are close to Masaka a bigger town and there is a number of prosperous women and the fact that we are next to Hon. Kabanda, she has really done a great job in inspiring girls around here. And so far, the community perception about girl child education is improving. This can even be seen in the enrollment... girls are many." (R1: FGD Heritage of St. Steven).

"On supplementing what he has been saying, most of these girls have been inspired by Hon. Kabanda. She always gives out books, pencils and some sanitary pads, as you used to do which can keep some girls in school." (R2: FGD Heritage of St.Steven). In Mukono Junior- a control school in Central Uganda one parent reported that they always reviewed their girls' performance during the visiting days.

4.3.1.3 Indicator 3: Community participation in school development planning

According to data from the P2E baseline study, 57.1% of the schools did not have SDPs. Of those that had, 26.3% were developed by the schools leaders alone, 13.5% with participation of entire school staff and only 3% with input from both staff and community stakeholders. From the monitoring report, by December 2017, a total of 88 local stakeholders had been sensitized about the GEC-T project; SMST had been rolled out in 7 of the schools and the feedback from the field regarding these project actions is positive. A greater level of stakeholder participation in school governance is expected in the medium term as a result of these project actions.

Regarding dissemination of the SDPs, in 66.7% of cases, the community members had not been informed about the SDPs. In 18% of cases, they are informed through the appropriate community engagement fora but are not involved in planning; in 12.4%, they are requested to provide inputs that are integrated into the SDP and in only 3% of cases, the inputs have been accompanied by actions that advance those contributions. Again we found a growing level of engagement between the schools and the communities which could result in greater participation of the community stakeholders. This was corroborated by most of the FGDs who reported that, on the one hand, the communities had become more and more interested in the daily affairs of their respective schools, while the schools, on the other; had become more deliberate in their efforts to improve the working arrangements and relationships between themselves and their catchment communities. At Mayuge Primary –an intervention school in Eastern Uganda, for example, one participant noted that,

"The school had begun offering bursaries to some of the girls- an example of the beneficiaries being Patience. These bursaries have all been about girls' education." (T5: FGD Mayuge Primary School).

Some of the schools have continued to interact regularly with their catchment communities; a case in point being Mayuge Primary School where a participant revealed that, "The school regularly organizes functions within its premises where they invite the community including community resource persons (powerful ladies) to come and give motivational and inspirational talks to the girls" (T2: FGD Mayuge Primary School). In some instances, the emerging relationship had translated into better resource sharing between the schools and their communities. The schools would typically allow their communities to use some of their facilities like play grounds, compounds and classrooms while the communities would share their water and other resources with the schools. Other avenues through which the parents participated in school activities were PTA, school sports days and visitation day platforms.

4.3.2 School

4.3.2.1 Indicator 1: Self-managed school clusters established

Regarding the Self-managed school clusters, the KIIs and FGDs revealed that the level of buy-in from the school stakeholders especially the leaders had increased. This was corroborated by the monitoring report 2017 which showed that 30 new schools had been incorporated into the existing pool of self-managed school cluster arrangements (bringing the total number of EGE schools in these clusters to 101). Over one half (57) of the clusters had met three times in a period of three months. Some of the schools had taken up the responsibility of facilitating their teacher by providing transportation to and from the cluster meetings.

According to the many of the school leaders interviewed, the schools are ready to adopt and implement the good practices that had been introduced through the project. They expressed willingness to continue with them beyond the life of the project. A deputy Head Teacher for example had the following to say in response to this question:

"We have built the cluster together, with all members willing and ready to participate and we are already enjoying the benefits. We cover the little costs that are incurred ourselves, we decide on when to meet and decide on what challenges to tackle as well as identifying the challenges that arise for our attention. Given our own participation and the growing interest by all our stakeholders, this initiative will move forward as long as the schools are operating." (Deputy Head Teacher, King Phahad Primary School- adopted from the monitoring report)

Regarding the specifics of the support given to the teachers; the participants singled out curriculum completion, scheming, learner assessment and feedback as some of the areas where the support offered was particularly useful as exemplified in the quote below: "We have a teaching syllabus for every subject. So during the holidays, teachers scheme work for 12 weeks and bearing in mind that we have exams. For assessments, students do them at the beginning of the term, middle of the term and the end to check how far they have gone and we normally give feedback always immediately." (FGD, Fairmont Mukono)

At Modern Senior Secondary School Ntungamo, the response was not any different from other districts. A participant of the FGD for example said:

"As professionals, when we are beginning the term, we are compelled to make plans by making schemes. We are supposed to have the lesson plans, we are supposed to take records, we are supposed to know how many students we have in our classes and in the middle of the term, we give them midterm tests to evaluate their performance and when we are about to close the term, we also give them end of term exams to assess and close the term." (FGD, Modern SS, Ntungamo).

The same answer was received from Albert Secondary School where one respondent said:

"We have first of all developed the lesson plans. When we are in class we usually conduct the teacher centered lessons that are conducted. We give students discussion lessons and at the end of it all we give some tests to assess the performance and from there we grade them and then take them back to class and make some revisions." (Respondent, Albert Secondary School)

As far as professional teaching standards are concerned, according to the P2E baseline data, all except 10 % schools had instituted professional teaching standards to guide their teachers. However, in 36.7% of the schools, these standards were not well defined, in 40%; all the teachers had developed a shared understanding of the contents and expectations of these standards and were actually developing portfolios of evidence to illustrate their capability. Only 13.3% of schools had subjected their professional teaching standards to a continuous improvement process involving a formal teacher appraisal system together with collaborative guidance mechanisms. Thirty eight % of the school leaders observed classroom lessons on irregular basis, 43.9% observed them systematically and provided feedback and guidance to teachers on the professional teaching standards while only 15.9% involved the school leaders and the Peers in the process of review and feedback and guidance sessions.

4.3.2.2 Indicator 2: Appreciation for life skills and GEC clubs by liaison staff

Again from the monitoring reports, a total of 2,411 girls from 40 schools had been trained in financial literacy and life Skills. One thousand seven hundred and seventy (1,770) of them had adopted the idea of child Savings and 375 had actually implemented it by opening savings accounts with OBUL. The School Enterprise Challenge had been rolled out in 42 EGE schools; 39 of them had completed stage 1 while 7 had submitted business plans for review. The qualitative experiences of the Life Skills component were however mixed: a number of FGDs revealed that their schools had not yet received the financial literacy and savings training. Other children were already saving without receiving any training from the project. At St. Jude Primary School, Jinja for example, all the boys in the FGD revealed that they did save. Others had been taught to save by their parents especially their mothers suggesting that there could be community practices or initiatives that could be leveraged by the project to promote the savings culture among students.

Although the majority of the savers understood the need to save, very few would apply their savings to support their own education. All 8 participants of the FGD at Mother Care Primary School for example would never use their savings to pay for school fees. All the boys in a FGD at Nagalama Junior School answered in chorus, "Nooooooooh!" to the question on whether they would use their savings to settle their school dues which meant, they never considered school fees payment as a child's role and responsibility. A few savers would however use their savings to buy scholastic materials. Regarding the use of the savings for investment, only one girl indicated that she had actually used them to invest in poultry and piggery.

With regard to Girls' clubs, the reports had revealed that a total of 42 clubs had been formed in 41 of the participating schools by the time of the baseline study. The clubs together held a total learner population of 2,735; 2487 of them were girls and 248 were boys. The majority (96.9%) of the girls in the club had received training in financial education and Life Skills. The project had also completed the full review of its Sexual and Reproductive Health and Rights curriculum. The revised curriculum had been rolled out by the time of the baseline study. These actions, according to the stakeholders were already impacting on the confidence of the beneficiaries as evidenced by the manner in which they expressed themselves in the schools and homes. Some of the girls had reportedly transferred some of the financial literacy skills gained to their parents. Others had actually opened savings accounts with OBUL. One of the respondents reflected on this in the following quote; "... Like I was telling you, the girls were challenging boys and these girls can stand and speak and you can really wonder. It has built confidence in our girls now some parents were giving us testimonies like "my girl was taught how to make chips and I don't know how those things are made when she came, she told me let's buy some oil and get some Irish potatoes, she made everything and we were all amazed." Whatever they are learning from school, they transfer it into their homes, and they can even make a living out of it. People sell chips isn't that really good?" DEO Respondent

On the saving skills, the same DEO respondent commented as follows;

"They are saving for the future and one of them was telling me "for me my target for saving, I want to help my siblings and am not going to touch that money that am keeping in opportunity bank. I want it to be school fees for my brothers and sisters and where they don't have uniforms; we can withdraw from the bank and get them uniform." Their mind-sets are changing ... in that way, if a child drops out of school, she can survive and those are the survival skills I was talking about... These people are doing very well and the Parents are really happy even some parents had not known that it was good to save, they are just learning from these people to save"

However, schools have to ensure that the life skills lessons are equitably distributed to girls across all the classes and age groups. In one of the secondary schools, it was reported that the opportunities to learn life skills were only available to girls from senior five and senior six classes.

"The club was useful but to some extent we were not considered. Seriously I learned nothing in that issue of life skills because they were giving most of the chances to students above us or upper classes" Girls' Club FGD respondent

The project continues to encourage liaison teachers to recruit more members into EGE clubs so as to keep it vibrant and sustained. The schools are also encouraged to duplicate the EGE club activities in the rest of the school community.

4.3.2.3 Indicator 3: Schools adopt a systematic approach to school development planning Regarding the systematic approach to school development planning, the report indicates that the P2E tool was successfully rolled out in all the project schools. This tool has a number of beneficial templates including one that feeds into the proposed systematic development planning of the school. So far, 50% of the schools had completed their internal assessment by the end of the baseline study, but few of them had progressed to the point of using the generated information to develop a comprehensive, participatory and inclusive SDP. From the monitoring report, the next set of actions to be implemented by the schools under the project will include the School Management Simulation Training (SMST); community involvement in the process will be critical. Currently, the majority of the schools simply follow the program set by the MoES which specifies when the term begins and when it ends, when midterm and end term examinations are to be conducted. A lot remains to be done to make this systematic approach to planning a culture in the schools.

4.3.3 System

4.3.3.1 Indicator 1: Girls Club curriculum influences and contributes to the national curriculum

From the KIIs with the school leaders and district education officials, the idea of having functional girls' education movement clubs in schools is clearly gaining wider acceptability in the education sector. Several schools have already set up functional girl's education movement clubs. In addition to these school level actions, the project is also well represented (through PEDN), at a higher policy level in the ongoing collaboration with the National Curriculum Development Center (NCDC). This collaboration is working at integrating the identified life skills into the national curriculum.

4.3.3.2 Indicator 2: Sustainable market for education finance created and replicated

Based on the early indications of success, Opportunity has expanded its model to work with three other financial institutions (FI's) in Uganda which are; Centenary Bank, DFCU, and Stanbic bank. Although too early to tell, this could be an indication of its attractiveness and proof of business case. Opportunity is currently working with 25 mission oriented FI's globally to rollout this model (with another 10 FI's who have expressed interest; negotiations are currently underway). 4.3.3.3 Indicator 3: Prospective financial sustainability of Ed Quality model (as defined by created value for financial institutions)

According to the monitoring report, the education quality model is currently costed at £1,000 per year which is considered too high for FI's to cover. FI's are seeking access to the service and it has been self-funded in Zimbabwe although it is still self-funded in other locations

4.3.3.4 Indicator 4: Collaboration with MoES on Pathways to Excellence

The project has established formal partnership with the MoES at all levels including the national and district levels. The project has used this partnership with the Districts to solicit the participation of the district Inspectors of Schools (DIS) - together with the District Planners - in the monitoring of the project activities. So far 2 schools have been monitored per district in Year 1 under this framework. This framework has helped integrate project activities into the district work plans.
Table 21: Sustainability indicators

Community		School		System	
Indicator	Observation	Indicator	Observation	Indicator	Observation
Increased Sustained access to financial services by parents and schools	 Opportunity Bank recruited and deployed 17 new sales executives tasking them to deliver on SILs, SFLs, and CSAs and also to mobilise learners and communities to save and make use of the availed financial services. Seven (7) more schools have received school improvement loans while 35 have received repeat loans. School fees loans were given out to 96 new households while 567 received repeat loans The sourced funds are being used to address the challenges of safety, long travel distance, early reporting time and homework supervision. 1,770 school children have been sensitized about child saving accounts and 375 actually proceeded to open these accounts. 	Self-managed school clusters established	 101 schools have so far joined the selfmanaged school clusters (30 of them are newly incorporated). 57 clusters have so far met three times in the term. Some even facilitate their staff by giving them transport money to help them, attend the cluster meetings. 2 teachers from 40 of the 42 schools that have on-going girls clubs been trained in facilitating the clubs and the school enterprise activities. A digitized professional development resource including aspects of girls' clubs has been introduced in the clusters 	Girls Club curriculum influences and contributes to national curriculum	 The idea of having functional girls' education movement clubs in schools is gaining wide acceptance in the education sector. A customised Girls Club Application has also been developed to reinforce girls' clubs Several schools do have functional girl's education movement clubs
Changed attitudes towards girls education	 Up to 88 local stakeholders has been sensitized. Some of the school currently mitigate the fees challenges by allowing learners pay by instalments as they continue attending school. Such stakeholders should find the school fees loans appropriate since it eases their financial pressures while realising funds to the schools to implement their respective SDPs 	Appreciation for life skills and GEC clubs by liaison staff	 Many teachers encourage participation of girls in school activities. 42⁵ clubs have been formed in 41⁶ schools with 2487 girl & 248 boy members. 2,411 girls from 40 schools have been trained in Financial and Life Skills School Enterprise Challenge was rolled out in 42 EGE schools, 39 completed stage 1 7 schools submitted business plans; 22 more are set to submit by end of April. The full review and adaptation of the Sexual and Reproductive Health and Rights (ASRH) curriculum was concluded and rolled out. A full time CP Coordinator was appointed under the Global CP Specialist. Three project staff received formal training. All partner CP policies have been reviewed and updated. 	Sustainable market for education finance created and replicated	 Many more schools are seeking to access the tailored education support financial services. Some are working hard to meet the conditions set by the financial institutions for accessing them

⁵ One of the schools already has 2 clubs.

⁶ One school that stopped participating in EGE (promising to take part next starting in term 1) already had a club formed and one module was already tackled.

			 Enhanced CP modules have been integrated in Aflatoun Curriculum and popularized through posters and T-shirts including the reporting channels. 15 cases have been followed up and referred. 		
Community participation in school development planning	 Following the successful launch of project, most schools have completed their self and external assessments Most of them have developed their SDPs and their first drafts are currently under review by the EdQ team. Leaders from 53 EGE schools have benefited from the two rounds of Leadership training that have so far been organized by the project. 	Schools adopt a systematic approach to school development planning	 The standard P2E tool was introduced into all the beneficiary schools Most of the beneficiary schools have completed internal and external assessments 42.9% of schools do have SDPs, although only 3% arrived at them through an evidence led, and collaborative process involving, the staff, cluster members and community LCD facilitated the piloting of the School Management Simulation Tool. A customised game was reviewed and pilot tested at one EGE school and rolled out to 7 schools. 	Prospective financial sustainability of Ed Quality model (as defined by created value for financial institutions)	 The institutions that offer such services exist; they already do have the infrastructure to handle such services. The consumers of these services are many and their need for the services will never run out; government is has been discussing the subject of education loans
				Collaboration with MoES on Pathways to Excellence	 The education sector in Uganda is open to and supports collaboration with different actors in the provision of education services The project has formed a strong working relationship with the Department for Education Standards (DES) having had three formal meetings, leveraging strong ties with LCDU.
Baseline Sustainability Score (0-4)	1		1		1
Overall Sustaina	ability Score (0-4, average of the three lev	el scores) 1	·		

Table 22: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period	 Our project will foster community-level sustainability through facilitating; Fostering links to financing through OBUL and supporting sustained access to financial services for parents and schools Whole school engagement in development planning. Changed community attitudes on the importance of girl's education 	 Our project will foster school- level sustainability through establishing/enabling; Self-Sustaining school clusters run by volunteer teachers; Improved capacity of School Leaders through the School Leadership Professional Development Programme (including gender sensitivity and child safeguarding) Self-sustaining GEC Girls clubs by run by volunteer liaison staff. Fostering links to financing through OBUL who are positioned to provide long term access to school improvement loans to fund infrastructure development. 	 Our project will foster system-level sustainability by; Promoting our Girls Club curricula – Aflatoun and Aflateen – to contribute to the national curriculum. Creating a sustainable market for education finance, which has since been replicated by other financial service providers. Regularly (semi-annually) engaging with government officials to share programme learnings with particular focus on promoting the Pathways to Excellence tool to further the scale of self-improving, affordable private schools.
Activities: What activities are aimed at this change?	Parents and households are sensitized about the available financing solutions Parents and households are given financial literacy training	Schools are given access to education improvement loans Introduction of Girls Clubs in the schools the training of teachers through the self-managed school clusters	Policy dialogue Policy advocacy Lobbying

	Parents are empowered through specific livelihood enhancement support programs Parents are given access to loans Girls are taught entrepreneurial and saving	Improvement of the Governance and management of the schools	
	skills		
Stakeholders: Who are the	Learners	Learners	
relevant stakeholders:	Teachers	leachers	
	Schools owners	Schools owners	
	Civic and opinion leaders	Civic and opinion leaders	
	Policy makers	Policy makers	
	Local governments	Local governments	
	Legislators	Legislators	
	Financial institutions	Financial institutions	
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Negative attitudes Poverty Negative cultural practices Policy and legal gaps Lack of information Limited scope of intervention	Lack of enabling policy environment Excessive profit motivation which may result withholding of funds to important aspects of the service Negative attitudes Policy and legal gaps Lack of information Limited scope of intervention	Lack of active platforms for effective engagement of the key stakeholders at all the applicable levels (national, local government, household and community levels). Lack of evidence Limited scope of intervention

4.4 The intermediate outcomes as at the baseline evaluation time point

4.4.1 Attendance

4.4.1.1 Indicator 1.1 Attendance among marginalised girls

Data for assessing this indicator was not available by the end of the baseline study because the project is still concluding the process of establishing the necessary mechanism for collecting it. This data could be collected during the scheduled spot checks later in the year. A central data base where this data will be collated is already being created by the implementing partners. In the meantime, they are using a manual system to record attendance of all clusters events. However according to the project log frame the average attendance among marginalized girls at base line was 97.5%; it is expected to increase to 97.92% at mid-line and 91.14% at end-line.

4.4.1.2 Indicator 1.2 Attendance of girls clubs

According to the project monitoring report, the average attendance per club session was 85%. Of these, 27.5% have never missed school on account of school fees while 24.8% missed school for 5 days in the past 12 months due to lack of school fees. The reasons for missed sessions include: schools sending away children for school fees; schools where sessions are after 5pm have low attendance rates because girls have to return home early; examinations period (esp. mid-term exams) means girls prioritize reading for exams as opposed to attending EGE sessions. Estimates from the log-frame show that the average attendance of the girls clubs is 85% and it is expected to increase to 85.1% and 85.25% at the mid-term and end-line time points respectively.

4.4.1.3 Indicator 1.3 Percentage of girls absent from school

According to the household survey, forty percent (40.3%) of the girls did miss school at least once in the course of the school term; 80.6% of them for 1-5 days in the term, 9.9% for 6-10 days, 1.8% for 11-20 days and less than 1% for over 30 days (see table 26 below). The qualitative dwelt on the reasons behind this absenteeism: the parents' FGDs cited long distance to and from schools, unnecessarily early departure time, and lack of school fees and other menstrual hygiene management issues as key reasons behind it. Some of their views are captured below.

"Good enough, she is in a boarding school. I put the child in a boarding school because of the fact that the time they are required to leave for school was too early. In addition to this, since I did not have all the time to be home with my child, I did not want my child to be under the care of the maid." (KII, parent 2 Heritage of St. Steven Primary School)

".... I know some girl who misses school... that girl studies from the other school School fees makes her sit at home much of the time" (KII, Parent 1 London Life).

Menstrual hygiene management issues were mentioned in some schools as factors that hinder girls from attending school. One parent responded as follows:

"If she does not have pads and also if she has abdominal pain, she misses....and also school fees, she can stay for 2 to 3 days". (KII, Parent 1 St. Peters College Buweera)

Regarding the perceived justifiable reasons for absenteeism, nearly one quarter (23.6%) indicated that it is okay when education is too costly; 19.9% thought once the child becomes a mother; 19.8% thought if a child has physical or learning needs that cannot be met by the school; 13.89% thought if there indication that the child could be physically harmed or teased at school or on the way to or from school; 17.9% thought if the child is married or planning to get married; 16.3% if the child is unable to learn; 13.9% if there are legitimate concerns that the child could physically harm or tease other children at school; and 13.6% if the child is required to help at home as indicated in table 23. Most of these perceptions are included in the project's theory of change as targets for redress. The challenge perhaps is the extent to which the project will go to ensure that these perceptions are dealt with comprehensively. Aggressive community dialogue, policy advocacy, and programming activities might be required if changes are to be registered.

From the project log frame, the percentage of girls absent from school on account of school fees is expected to reduce from the baseline estimate of 27.5% to 27.4% and 27.3% respectively at midand end-terms respectively.

4.4.1.4 Indicator 1.4 Percentage of girls absent from school on account of health concerns

Nearly forty percent (39.8%) of the girls had specifically missed school because of health reasons. Key reasons for missing school included lack of school fees (46.1%), inadequate sanitary pads (21.3%), lack of money to pay transport to cover the long distance to and from school (25.6%), lack of scholastic materials (6%) and menstruation related health reasons (5.6%) as presented in table 23 below. From the log frame, the percentage of girls who miss school on account of female health concerns is expected to reduce from the baseline estimate of 39.8 to mid- and end-term values of 39.6 % and 39.5 % respectively.

4.4.1.5 Indicator 1.5 Percentage increase in enrolment

The last enrolment data were collected in November 2017 during the P2E assessment and is therefore not current. The project will collect and updated enrolment data during the next round of P2E in November 2018. This will shed light on any changes in enrolment. The number of beneficiaries as of the baseline time point was 28,884 girls and 26,026 boys. This number is expected to rise to 31,769 (combined) and 32, 087 (combined) at mid-and end-terms respectively.

Category	Proportions
Missed any days of school this term	40.55%
Number of days missed on average	
1-5 days	84.56%
11-20 days	1.77%
21-30 days	0.25%
6-10 days	9.87%
Above 30	0.25%
Not sure of the number	3.29%
Reasons for missing school	
Lack of school fees (chased for fees)	46.08%
Personal/female health reasons (i.e. menstruation (including no sanitary wear, cramps), pregnancy)	5.32%
Other health reasons	39.75%
Lack of school materials/ uniform	6.33%
Inadequate sanitary facilities at school	21.27%
Natural factors e.g heavy rains	0.79%
Lack of money for transport fares/ Distance was too long	25.57%
Conditions under which it is acceptable for a girl not to attend school	
The child may be physically harmed or teased at school or on the way to/from school	19.4%
The child may physically harm or tease other children at school	13.89%
The child needs to work	12.57%
The child needs to help at home	13.56%
The child is married/is getting married	17.97%%
The child is too old	9.48%
The child has physical or learning needs that the school cannot meet	19.85%
The child is unable to learn	16.32%
Education is too costly	23.59%
The child is a mother	19.96%

Table 23: attendance patterns in the cohort

- 4.4.2 School governance and management
- 4.4.2.1 Indicator2.1 percentage of schools implementing community owned improvement plans

It was clear from the FGDs and the monitoring reports that more and more schools were beginning to integrate their stakeholders from the community in the development and management of the schools. Fifty eight (58.8) % of respondents reported that the schools have school management committees that help with school governance matters. Half (50.4%) of them reported that the schools have parents'-teachers' association that help with school related governance matters and 38.5% said that the schools have board of governors that helps with school governance matters as summarized in table 25a below. Some of the schools had established good working relationships between management and their parents such that even when the learners had not cleared school fees, they would be allowed to continue attending school to avoid missing lessons. One parent said;

".....She is regularly here because, like yesterday, they first rang me before they could send them from school. I rang the director of the School that you leave her I will come in the evening to pay... and the director agreed" (KII, Parent 1 Mayuge Primary School)

A parent in another school attested to the good working relationship between the school leadership and the parents in the following quote:

"..When I come to school, they tell me her attendance is good. That she goes for prep, "winter" and classes. May be if she falls sick...., they call me to the hospital." (KII Parent 1 Parent Mother Care Nursery and Primary School)

4.4.2.2 Indicator 2.2: Percentage of schools showing evidence of governance improvement as measured by Pathways to Excellence External Assessment (target: at least 1 level in targeted improvement area for 50% assessed school.

Generally, the majority of the respondents (90.4%) reported that the schools were well managed. Seventy four (74.8) % of them said the management of the schools had improved in the previous 12 months; 61.8% revealed that the initiatives received were useful for improving the quality of schooling of girls; 58.8% reported that the schools have school management committees that help with school governance matters; 56.9% reported that the performance of the head of the school was excellent; 50.4% of them

reported that the school have parents'-teachers' association that help with school related governance matters and 38.5% said that the school has a board of governors that helps with school governance matters as summarized in table 25a below. These observations are not surprising because they are in line with the standards set by the ministry of education and sports. They reveal compliance on the part of the private schools with the statutory requirements for private schools. However, areas that require additional support may include involvement of community members in the effective management of the schools. This may require a well-planned engagement process that will reach out to the school owners/ directors and the parents of the schools. This may necessitate the establishment of more active linkages among the school stake holders for sharing key information including among others, school development and operational plans (see table 24). In addition to these preliminary observations on the data generated through the P2E tool, more work may be necessitated on the tool itself. For example we may need to know more about its psychometric attributes and how these attributes might help shed more light on the issues under study. Such a study might also help weed out any unnecessary questions and might therefore help shorten the data collection tool and process which is already attracting complaints from some of the schools.

Perceptions on school governance	
The school that girl attends is well managed	90.44%
The management of the school improved in the last 12 months	74.80%
The performance of the head of the school is excellent	56.92%
The school has an SMC that helps with school-related governance matters	58.83%
The school has PTA that helps with school-related governance matters	50.39%
The school has a board of governors that helps with school-related governance matters	38.47%
The school has another group that helps with school-related governance matters	17.66%
Are parents/involved in the governance of the school	9.00%
The initiatives received were useful for improving the quality of schooling of girls	61.75%
Have been involved in developing a School Development Plan for the school where the girl	
studies	20.58%

Table 24: stakeholder perceptions on school governance (source: household survey data)

When triangulated against the P2E baseline assessment; the majority of the schools (92.6% had not conducted the proposed self-assessment. Only 4.5% had done anevidence driven one only involving the school leadership as summarized in table 28 below. Over one half (57.1%) of the schools did not have School development Plans (SPDs); 26.3% had development plans developed by school leadership, 13.5% had development plans developed through collaboration with entire staff while only 3% involved entire staff and their respective school communities.

School Self-Assessment	% of schools that achieved action
No school self-assessment has been conducted.	92.6
Self-assessment done by leadership, without data & involvement of teachers.	2.6
Self-assessment done by leadership, using data with input from teachers.	4.5
Self-assessment done using formal criteria & data, & verified externally.	0.4
No SDP exists	57.1
An SDP has been developed by the school leadership only	26.3
SDP has been developed through consultative process amongst staff.	13.5
An SDP has been developed through a collaborate process amongst entire school staff, with input from clusters and community members	3.0
External experts not informed of SDP	69.4
External experts are informed of SDP, but are not involved in the planning.	14.6
External experts are asked to provide inputs, which are integrated into SDP	14.6
External experts' inputs have been integrated into the SDP, and subsequent actions have been taken to advance their inputs.	1.5
Community members not informed on SDP	66.7%
Community informed of SDP objectives through appropriate community forums, but are not involved in the planning.	18.0%
Community members asked to provide inputs for integration in SDP	12.4%
Community members' inputs have been integrated into the SDP, and subsequent actions have been taken to advance their inputs.	3.0%

Table 25a: School development planning by schools (source: P2E baseline study data)

4.4.3 Quality of teaching

4.4.3.1 Indicator 3.1 Percentage of schools showing evidence of improved teaching quality as measured by Pathways to Excellence External Assessment (target: at least 1 level in targeted improvement area for 50% assessed schools).

Monitoring reports reveal that, to date the project has a total of 76 active clusters with active volunteers leading them. By the end of the baseline study, EGE was actively operating in 50 of these clusters. All the participating schools had volunteer leaders who were being assisted by the Education Quality Specialists from the project. The anecdotes from the reports reveal that the teaching practices in the beneficiary schools had improved as result of their participation in the clusters as indicated in the quotes below:

"The walls have been decorated with learning materials well displayed, strings hanging space for display of learners' work; there is enough light and children sit in a way that enables them to see everything." (Annual Report 2017, EdQ staff in cluster meeting reports)

"The round table layout has been adapted accordingly to facilitate active learning, promote discussions, encourage group activities, or solve any behavioural problems etc. among teachers and learners." (Annual Report 2017, EdQ staff in cluster meeting reports)

"The joint engagement of teachers has promoted professional benchmarking among the partner schools, and she has seen marked improvement in her teachers' effectiveness in the classroom." (Annual Report 2017, EdQ staff in cluster meeting reports)

"Clusters have participated in teacher exchange model enabling teachers from the various schools to visit and observe other classrooms and exchange teacher practices and ideas." (Annual Report 2017, EdQ staff in cluster meeting reports)

4.4.3.2 Indicator 3.2: Evidence of improved teaching methodologies being applied in the classroom.

With regard to the improvements in the teaching methodologies, a number of innovations have been reported; notable among them was the integration of digital content in the clusters. Through the Whatatool, the project is able to deliver professional development resources to the participating teachers. The project is also been able to deliver a customised Girls Club Application through the same tool to help reinforce the

content that is being disseminated through the girls' clubs. The reports further reveal that a School Management Simulation tool has been developed and introduced by the project to support the school leaders. Other digital innovations introduced included the customised game designed for use in the EGE schools. It has been reviewed and piloted in one of the EGE schools. The game has now been rolled out to 7 of the schools.

4.4.3.3 Indicator 3.3: Girls and boys participate equally in the classroom

As noted in the section on community attitudes change (on pages 82 & 83), both the KIIs and FGDs generally agreed that the gender norms in most of their communities are generally changing at a societal level. According to them, it is these changes that have even reduced the tendency to treat boys and girls differently both at home and in the schools. Whereas this is happening in the project area, it is difficult at this stage to attribute it to the intervention. It is also not possible to tease out the exact contribution of the project activities to the observed trend.

4.4.4 Life skills

4.4.4.1 Indicator 4.1: Percentage increase in GEC Life Skills Index score

Life skills were assessed by asking how girls felt about themselves in terms of worthiness, efficacy and safety. The findings were varied; at Bright Future Lumuli, for example, a girl living with disability shared how the project has helped inspire her to work hard to become a nurse. The FGD revealed that the girl actively participates in class and asks questions where necessary, and also participates in other co-curricular activities such as games and plays netball. In a FGD at Mother Care Primary School in Ntungamo, half of the participating girls (4 out of 8 girls) shared their educational goals; they wanted to become medical doctors, 2 wanted to become journalists and 1 wanted to become a lawyer when they grow up. At the nearby control school-Global, the situation was not very different. Out of the 10 participants, 2 girls aspire to study medicine, 1, engineering, 1 nursing. One (1) aspires to be a member of parliament, one (1) a house wife, one (1) a pilot and one (1) a police constable.

4.4.4.2 Indicator 4.2 Percentage increase in financial literacy score

According to monitoring reports, a total of 42⁷ clubs have been formed in 41⁸ schools with 2487 girls and 248 boys enrolled. 2,411 girls were trained in financial education and

⁷ One of the schools already has 2 clubs.

⁸ One school that stopped participating in EGE (promising to take part next starting in term 1) already had a club formed and one module was already tackled.

life skills in 40 schools in Mukono, Jinja and Wakiso districts. Out of those trained, 88%⁹ are able to set financial goals, 97% agree that there are benefits of saving money and 95% usually make a plan for how to use money before it is spent. According to the monitoring reports, bank exposure visits have helped girls to gain confidence to utilise financial services while financial literacy and life skills trainings have inspired girls to start thinking about their future by setting up their future goals and working towards achieving it. 95.8% felt if they stick to their plans, it will be easy to accomplish their goals.

Monitoring reports indicate that Child Savings have been adopted by 1,770 school children with 375 opening accounts.

4.4.4.3 Indicator 4.3: Increase in sense of personal agency (including aspirations)

Girls' self-esteem was assessed by asking girls questions whose responses were used to gauge their subjective views regarding their ability to make it and succeed in life. Seventy eight (78.6) % of the respondents said they felt confident about speaking in front of a group of people, which was also observed during some FGDs. Because of the mentorship talks, Child Protection sensitisations and ASRH trainings, the girls noted that they had developed more confidence and were able to speak out about issues affecting them. The majority (99.9%) wanted to do well in school and 96.6% of them agreed that they could do as well as the rest of their friends. Nearly half (49.9%) reported that they get nervous when they have to read in front of others while 51.6% feel the same way when required to do mathematics in front of others. Slightly over three quarters (84.2%) of the girls feel confident answering questions in class while a similar proportion (83.7%) revealed they could stay focused on a goal even if other things get in their way. Well over three quarters (88.3% of the girls) agreed that they could stick to their own plans; 88.5% could tell that their decisions will impact on their lives in future. Eighty seven (87.6) % of the girls agreed that they could describe their thoughts to others whenever they speak; 81.3% would try to find different ways of expressing themselves in case a listener could not understand them. The summary of responses to the personal agency questions is presented in table 25b below.

⁹ All statistics: PEDN cross sectional survey 2018. *Sample size 332 (F=310, M=22)

#	Category	Proportion of girls that feels	
		that the following statements	
		are true	
		Treatment	Control
1	I can always manage to solve difficult problems if I try hard	70.13%	55.10%
2	enough	69.10%	67.97%
	If someone opposes me, I can find means and ways to get what I		
3	want	59 . 55%	58.32%
4	I am confident that I could deal efficiently with unexpected events	54.48%	51.95%
5	Thanks to my resourcefulness, I know how to handle unforeseen	73.37%	71.45%
6	situations	66.26%	61.60%
	I can solve most problems if I invest the necessary effort		
7	I can remain calm when facing difficulties because I can rely on my coping abilities	68.70%	68.18%
8	When I am confronted with a problem, I can usually find several	77.85%	76.39%
9	solutions	64.23%	62.81%
	If I am in trouble, I can usually think of something to do		
	No matter what comes my way, I'm usually able to handle it.		
		Proportion of	girls that agree
		with the follow	ing statements
1	l am able to do things as well as my friends	96.54%	97.00%
2	I want to do well in school	100%	99.57%
3	I get nervous when I have to read in front of others	50.65%	48.50%
4	I get nervous when I have to do mathematics in front of others	53.00%	40.93%
5	Leap stay focused on a goal despite things getting in the way	80.95%	0/.55%
0	I call stay focused off a goal despite things getting in the way	03.55%	04.12%
/	vear	99.14%	100%
8	I can put a plan in place and stick with it	88.74%	87.98%
9	I recognise that the choices I make today about my studies can affect my life in the future.	90.91%	86.27%
10	I can describe my thoughts to others when I speak	86.14%	89.27%
11	If someone does not understand me I try to find a different way	83.12%	89.69%
	of saying what is on my mind		
12	When others talk I pay attention to their body language, gestures and facial expressions	78.79%	84.97%
13	I can work well in a group with other people	92.20%	94.85%
14	When I have the opportunity, I can organize my peers or friends	85.28%	87.99%
	to do an activity		
15	I often feel lonely at school	23.38%	27.90%
16	I ask the teacher if I don't understand something	94.37%	97.27%
17	When I succeed at school it is because I worked hard	98.70%	95.28%
18	If I do well in a test it is because I am lucky	37.23%	25.07%

Table 25b: Sense of Personal Agency (source: girls' survey data)

Regarding listening skills 82.0% reported that they do pay attention to the body language, gestures and facial expressions of those who talk to them; 93.5% would work

well in a group; 86.5% would organize the peers if the opportunity to do so came up. One quarter (25.8%) of the girls often feel lonely at school; 93.5% would ask the teacher if they do not understand something and 97.0% would attribute their success in school to their hard work.

Some of the schools had put in place structures and systems that address this aspect of the education of the girls. For example, all the schools that participated in the FGDs had designated senior woman teachers to, among others, support the girls in ways that build their self-esteem. The senior woman teacher was required to, among other things, teach the girls how to maintain personal hygiene and offer specialized guidance and counselling to the girls on emotion control. She also takes time to handle moral education in the school and community. These supportive activities were partly responsible to the appreciable level of their participation in the different school activities including the governing councils of the students. According to one of the FGDs, for example, their participation in the councils had helped enhance their leadership skills and discipline thereby contributing to the general wellbeing of the schools. This however was not the situation in all the participating schools. Schools like Brilliant Tinkles did not have council.

4.4.5 Economic Empowerment

4.4.5.1 Indicator 5.1: Increased knowledge and understanding of how financial products can be used to finance education

Following the training of the school leaders, more and more schools were able to use the knowledge gained to take advantage of the available financial services. Several schools embraced the School Enterprise Challenge (SEC) component and actually crystallized their business ideas into bankable business proposals. By the end of the baseline study, a total of 39 schools had already completed stage 1 of the process while 7 had submitted their plans for review and consideration by the project.

4.4.5.2 Indicator 5.2: Percentage use of financial services/products to fund girls education costs

With regard to the use of the existing financial services to fund girl's education, the monitoring report shows that several schools and communities were reaching out for them. By the end of the year, 7 new schools had accessed the SILs while 31 had accessed the repeat loans bringing the total number of schools that had accessed the SILs by the baseline study to 94 out of the 132 GEC schools. As far as the households were concerned, 96 new households received new school fee loans while 567 accessed repeat school fees loans. 1,770 learners adopted the idea of the Child

Savings with 375 of them proceeding to open accounts with OBUL. Of the schools that submitted business plans, 22 (56%) implemented the income generation ideas.

These loans have been used to finance their SDPs by among others things; improving sanitation. Other schools built teacher's houses as a way of increasing their stay on the job, while others used the loans to furnish their classrooms. In total, 118 sustainable scholarships were disbursed to the needy girls.

4.4.5.3 Indicator 5.3: Girls use personal savings to contribute towards their education

From the FGDs, it is clear that the culture of saving is beginning to grow in the project area. The glaring gap was in the use of the funds to pay for school fees. Many of the learners perceived the payment of school fees as a parental responsibility. They had previously limited their contribution to other minor scholastic materials. By the end of the baseline study, a total of 1,770 beneficiaries had adopted the practice of active saving through the live-in-school framework. By the end of the first month of its implementation, over 772,000 Uganda shillings had been realized through this scheme. During the same period, 375 new CSAs were established to grow the savings. The beneficiaries of EGE were taken on a field visit to OBUL branches where they attended seminars on benefits of utilising child friendly bank services like CSAs and school fees loans. Children were also able to ask questions about bank operations, and employment in the banking sector. Indicator 5.4 Increase in Household PPI

The mean PPI scores in the baseline study sample was 54.6 (sd=11.1), with a minimum of 3 and a maximum of 85. The distribution of the PPI score was generally normal in both treatment and control groups. There were no significant differences in the means of the intervention and control groups (t = 0.8435, p-value=0.399). The distribution of the PPI scores by treatment group is presented in table 25c below.



Table 25c: showing the distribution of PPI scores by treatment group

PPI Score	Intervention group		Control group	
	Frequency	Percentage	Frequency	Percentage
0-4	1	0.11	0	0.00
15-19	1	0.11	0	0.00
20-24	2	0.44	1	0.22
25-29	3	0.66	3	0.66
30-34	6	1.33	16	3.50
35-39	26	5.75	24	5.25
40-44	33	7.30	34	7.44
45-49	75	16.59	69	15.10
50-54	74	16.37	88	19.26
55-59	65	14.38	62	13.57
60-64	92	20.35	80	17.51
65-69	54	11.95	67	14.66
70-74	9	1.99	8	1.75
75-79	11	2.43	5	1.09
Total	452	100	457	100

5. Conclusions and Recommendations

5.1 Conclusions

This section reflects on the primary objectives of the baseline study in terms of how the findings help shed light on the pertinent issue facing girls' education in Uganda. It factors underpinning the prevailing levels of literacy, numeracy, transition, personal agency and empowerment among the girls in the project area (as at baseline). Basing on the findings, context specific change targets have been proposed. The stakeholder perspectives, views and practices that do impact on girls' access to and persistence in school have been considered in the process of formulating project goals, activities, processes, outputs, intermediate outcomes and final outcomes. The key barriers to learning and successful transition of girls in school have been explored; the validity of the projects theory of change has been reviewed; the linkages between the outputs, intermediate outcomes; the project's approach to gender analysis and social inclusion have been considered. The reflections are divided into two; the first cluster are the specific conclusions related to the key issues above and the second cluster focuses on the generics issues encountered in the course of the study.

5.1.1 Specific conclusions

a) The cohort

Given that the learner profiles in the report do reflect those of the targeted beneficiaries (as defined in the project proposal, and MEL guideline), the findings therefore point toward the fact that the process of beneficiary selection was successfully done. To the extent the socio-demographic attributes of the sample do reflect those of the targets, we concluded that the sampling process was also successful in identifying a representative cohort. This success could be attributed to the tightness of the multi-layered matching process that stratified the population by region, locality, school category and gender. The process worked well and produced treatment groups that were largely equivalent at baseline on all the key learning, transition and sustainability measures as well as the key sociodemographic attributes. This paves the way for a valid follow up of the cohort to track the targeted outcomes as recommended in the MEL framework.

b) The current levels of literacy, numeracy, transition, personal agency and empowerment

Regarding the baseline levels of literacy, numeracy, transition, personal agency, empowerment and other attributes, the study findings do reveal two key issues. First, the scores were generally low across the intervention area. This was not

surprising because the project was designed for educationally marginalized beneficiary groups, poor educational performance being a key manifestation of this marginalization. This result again points to the effectiveness of the project processes in locating the rightful candidates to be included in the intervention. Secondly, the lowness of the scores was equitably spread among the intervention and control groups further adding to the evidence regarding the appropriateness and effectiveness of the sampling strategy as well as the processes that had been employed to identify the beneficiary and the study cohort. With the two shown to be equivalent at baseline, the context is therefore set for a valid tracking of the hypothesized intervention effects in the intervention group. Whereas several other changes that may impact on the outcomes such as the statistical regression to the mean may happen in the course of the study, they will be deemed to be random perhaps equitable in the both groups. Should they be proven, more robust statistical procedures will be used to deal with them. The findings shed particular light on the learners with histories of cognitive impairment, serious illness, current marriage engagement and those who are under age mothers (below the age of 18 years). They had significantly lower scores than the rest of the sample making them doubly marginalized; they have a greater risk of falling short of the learning and transition targets set by the project

c) The appropriate change targets for the intermediate outcomes in the current context

Given the existing levels of attendance, life skills, personal agency and empowerment, it is important that more modest and achievable targets are set for the intermediate outcomes- a participatory process for arriving at them is recommended. Whereas the combination of interventions goes a long way in addressing the root cause of absenteeism, poor quality of teaching, poor leadership and governance of the schools, economic marginalization, and others, these are only part of the proven array of the barriers that affect the status of the intermediate outcomes. This is particularly key- because the current project scope does not cover all the determinants; notable among the excluded factors is the living conditions within the different households.

The targets should even be revised further in situations where learners with known histories of cognitive impairment, serious illness, current marriage engagement and who are under age mothers (below the age of 18 years) exist. This group of learners has a demonstrably higher risk of missing the project targets; literacy, numeracy, life skills and other intermediate outcomes. The targets must therefore make provision.

d) Stakeholder perspectives, views and practices that could bear on the project processes

The baseline findings do confirm that some negative views, perspectives and practices do exist among the stakeholders and if they are not properly handled, they could negatively affect the project targets. Among the issues of particular concern are the limited stakeholder involvement in the management and governance of the private schools; the glaring lack of collective development plans to guide the utilization of the school improvement loans, the stakeholder concerns about the safety and welfare of their children as they move to and from school and also within the schools; the perception that education is too costly and perhaps unreachable; the belief that the some children are simply unable to learn; the desire to have children work so as to contribute to their education and household incomes; and when a child should marry. The project needs to keep a keen eye on these and other similar views and address them timely through its different components.

e) The key barriers to the learning and successful transition of girls through the school system have been appropriately identified and targeted by the project as stated in the ToC. The core barriers in question include lack of school fees, poor leadership at school level, lack of appropriate and stimulating school infrastructure, poor life skills, poor entrepreneurial and saving skills and culture and long distances between homes and schools. Through its different components, the project has tried to respond to all these constraints. It is therefore clear that the project is set for a good beginning. What the project needs to keep under close watch might be the social determinants of the educational challenge at hand. Being social in nature, they are bound to change in response to the contextual dynamism in the country. The project will therefore need a commensurate dynamism that will enable it stay on the winning course. Our current judgement is based on the state of affairs as at baseline; a better picture will emerge as we continue to interrogate the intervention.

f) The validity of the projects theory of change Regarding the project's theory of change; on the macro level, the findings do show that the project activities, strategies, intermediate outcomes and outcomes and assumptions are appropriate and perhaps spot on. However the project needs to keep a close watch on any emerging contextual factors that affect efficacy. The project will need to maintain some level of flexibility in order to respond to such

challenges. The findings also point out a few though major gaps that need to be addressed if the hypothesized changes are to be realized in accordance with the stated action mechanism (in the theory of change). Key questions remain; at what time would the schools receive the funding; can the cash injection be conditioned on verifiable comprehensive and participatory SDP; what other inputs might the schools need to make the dream of better teaching and learning environment achievable? These and other technical decisions are best arrived at in a participatory retreat with all the key stakeholders. They would then influence the way the SILs are structured and synchronized with the rest of the interventions. The conditions attached to some of the loans do not allow them execute the appropriate, holistic, structural and psychosocial reforms that would be part of the standard environment for teaching and learning. These may include the actual amounts that the schools might qualify for and the repayment plans. What the schools may qualify for might not be sufficient to create the required environment; keeping in mind that this environment might well be the very thing that will enhance the school's competitiveness which would then influence its ability to repay the loan. The modular funding arrangements based on the schools capacity to pay rather than its need may not work for the neediest APSs. Inadequate funding has in some cases ended up creating poorly planned and uninspiring schools that have failed to improve their educational offerings.

With regard to the fees loans to the parents /households, the intervention does not largely address the livelihood issues that underpin the financial problems households face. This could easily reduce them into perpetual dependency on the education finance loans given that the school fees obligations do not end until children finish school. Additionally, meaningful saving schemes necessitate a sustained source of income which needs to be looked into seriously. There is therefore need for a more robust strategy that will respond to the livelihood and household income challenges facing the different school communities so that the loans become short term funding interventions and not long term solutions to their education financing needs.

On the empowerment of the girls, again the project assumes that knowledgeable and skilled learners /girls will translate their learnings and skills into savings and these savings will then be used to contribute to the girl's education. Again this assumption may fall short within the current context. The girls are often constrained by their schedules at school. They do not often find time to translate their learnings into economic productivity independent of their parents. Even savings that would be credited to them are often gifts received from their parents/ guardians to pay for their scholastic needs. They hardly reflect an increase in total household income; rather a growth in understanding, appreciation and practice of a saving culture.

g) The key linkages between the projects outputs, intermediate outcomes and outcomes

From the baseline study findings and the monitoring report, it is clear that the project is off to a good start. The different aspects of the project have been launched in the project area: examples include Pathways to Excellence; self and external assessments; stakeholder led School Development Plans (SDP); training of school leaders and establishment of functional linkages between the project and the Education sector. However the monitoring data is still scanty so we could not carry out a comprehensive assessment of the Intermediate outcomes. There is need for better synchronization of the different activities so that the components can synergize and leverage each other's strengths to deliver the project outputs. Some schools showed tendencies of resisting the baseline study because of their experiences with the SILs in particular. It is therefore important to ensure that achievement in one area does not turn out to be an obstacle in another. Of specific mention is the loan administration that could become a challenge to the rapport between the schools and the rest of the implementers.

h). Gender equality and social inclusion

To the extent that the project has created platforms for stakeholder engagement on gender issues including the existing stereotypes and norms, the project can be considered to be gender transformative and socially inclusive. Through the girl's education movement clubs, the project has identified this as key and the process of transforming the existing relations between the boys and girls through among others, changes in roles, status and redistribution of resources.

5.2 Recommendations

5.2.1 Project design

 Although largely a private sector project, there is need for stronger role of the regulator (the MoES) for two major reasons: first, the intervention is testing an innovative education financing alternative approach that could have a wider applicability for a resource constrained setting like Uganda. If proved effective it will have major ramifications for policy. It is important that the ministry is involved early in the process. Secondly, the challenging aspect of loan management could occasion premature exits of some of the school. The overt presence of the regulator in the project could help mitigate this.

5.2.2 Project strategies and assumptions

- Among the most critical stakeholders is the MoES. This actor needs to be brought on board as a matter of urgency to mitigate the high risk of losses to follow-up that could be occasioned by the challenges associated with the loan management processes. The MoES needs to be integrated into the entire implementation process.
- The listed financial empowerment strategies of the girls and their households seem appropriate to the challenges at hand however; they may need to be refined to address the whole issue of household livelihoods and wealth. Teaching children how to save is important as a skill or virtue but it works better if they are also taught to produce what they must save.
- The mere disbursement of school improvement loans without a proper utilization plan implies that the funds meant to better school infrastructure with good learning condition may not be realized. The giving out of school improvement loans may need to be linked to the existence of an inclusive, participatory and comprehensive development plan. The P2E framework provides a workable guide that can help schools set for themselves both short and long term improvement plans. They will need to be reminded to use it to address their specific needs.
- There is need to manage wisely the potentially conflicting faces presented to the schools by the same project. The loan recovery function and process may present a less pleasant face to the schools and this might affect their willingness to continue with the other aspects of the intervention. A broader dialogue among the participating schools and the implementing partners facilitated by the regulator (i.e. MoES) is recommended.
- Opportunity International may have to consider including a deliberate Advocacy and PR component to the project to increase its appeal among the schools.

 Learners with known cognitive impairments, histories of serious illness, who are married and who are under age mothers (below the age of 18 years) may need additional interventions to help them realize the same learning and transition targets as their other unaffected counterparts.

5.2.3 Project evaluation

- Because of the plateauing of the mean scores of the learning outcomes around the key transitional grades of P7-S1 and S4-S5, we highly recommend that the tracking of the outcomes in the two groups (i.e. primary and secondary school) be separate to avoid statistical fallacy with regard to this known "dipping" of performance in S1 and S5. The evaluation should stick to EGRA/ EGMA for all Primary School Assessments and SEGRA/ SEGMA for Secondary School Assessments.
- The schedules of the mid and end-line evaluations need to be discussed with the schools way before the actual exercise to help them integrate the reviews within their crowed plans.
- A separate structural validation sub-study is needed for the sustainability scorecard

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Annex 3: Key findings on Output Indicators

This annex should be completed by the project.

Table 1: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency		
Output 1: Children Provided with Financial Education and Life Skills Training				
Output Indicator (OI) 1.1 Percentage of girls who complete all three life skills training modules.	PEDN MIS	Weekly during live in school sessions		
Output Indicator 1.2	TAMTF, review of SEC participants' Final	Annually		
Number of schools that implement an income-producing business	Reports (Qualitative and Quantitative)			
Output Indicator 1.3 Percentage of children with knowledge of the correct channels to report child abuse	PEDN in-school monitoring (qualitative and quantitative)	Quarterly		
Output Indicator 1.4 Percentage of beneficiaries reading supplementary reading materials	PEDN in-school monitoring (qualitative and quantitative)	Quarterly		
Output 2: Improved education qua	lity through Self Improving School System me	odel (cluster model)		
Output Indicator 2.1	Education Quality database	Ongoing basis		
Number of active clusters with volunteer leaders				
Output Indicator 2.2	Education Quality database	Ongoing basis		
Average attendance rate per school at cluster meetings				
Output Indicator 2.3	Interviews and case studies (M&E team)	Per quarter		
Evidence of changed teaching practices as a result of cluster participation				
Output 3: Improved School governance through School Leadership Professional Development Programme and Development Planning				

Output Indicator 3.1	Education Quality P2E tool independent	Annually	
Number of schools using school development plans to guide improvements in schools	evaluation, Education Quality Database		
Output Indicator 3.2	Post training evaluation and follow up	Once per term	
Percentage of school proprietors agreeing that SLPD helped them to identify a clear pathway forward to school improvement	attendee case studies.	semi-annual (case studies)	
Output Indicator 3.3	Interviews and case studies gathered by	Semi-annually	
School and community members engaged in school development planning.	Link (M&E team)		
Output Indicator 3.4	Education Quality Database	Annually	
Percentage of Schools completing pathways to excellence assessments			
a. Self-assessment			
b. Independent assessment			
Output Indicator 3.5	Pathways to excellence evaluation,	Quarterly	
Number of schools demonstrating	displaying posters		
safeguarding in schools (e.g. child protection policy, employment references, reporting mechanism, code of conduct)	(Education Quality and PEDN Child Protection Specialist)		
Output 4: Schools Supported with	n School Improvement Loans		
Output Indicator 4.1	OBUL Loan release report- filtered by client	Ongoing	
Number of schools accessing school improvement loans	number- manually sorted for new GEC schools		
a. First loans			
b. Repeat loans			
Output Indicator 4.2	Case studies with proprietors and head	Quarterly	
Proprietors are able to draw the connection between loan use and better student outcomes	teachers		
Output 5: Households supported with repeat SFLs, CSA and bursaries			

Output Indicator 5.1 Percentage of Households using financial tools to fund Education	OBUL client master list for repeat clients OBUL new client registers PEDN monitoring household survey	Quarterly
Output Indicator 5.2 Number of sustainable scholarships supporting transition of marginalised girls.	Sustainable scholarship application, disbursement records and case studies	Annually
Output Indicator 5.3 Number of girls saving money at least once every term (disaggregate: formally (OBUL non-OBUL/in-school/ at home)	PEDN monitoring household survey PEDN in-school monitoring (teachers & girls)	Quarterly

Report on the Baseline values/Baseline status of each Output Indicator in the table below. Reflect on the relevancy of the Output Indicator for your Intermediate Outcomes and Outcomes and the wider Theory of Change based on the data collected so far. Are the indicators measuring the right things? What do the Baseline values/Baseline status mean for the implementation of your activities?

Table 2: Baseline status of output indicators

Number and 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.
Logframe Output Indicator	Baseline status/Baseline values Relevance of the indicator for the project ToC	Baseline status/Baseline values
Output 1: Children Prov	ided with Financial Education and Life Skills Training	3
Output Indicator (OI) 1.1 Percentage of girls who complete all three life skills training modules.	This indicator tracks completion of the Girls Club Curriculum. Completion of which should lead to increased financial literacy and personal agency (Outcome 4) as well as equipping girls to make use of financial services (Intermediate Outcome 5)	
Output Indicator 1.2 Number of schools that implement an income- producing business	This indicator tracks successful participation in the school enterprise challenge activities. Completion of this should contribute towards personal agency and life skills (Intermediate Outcome 4)	

Output Indicator 1.3 Percentage of children with knowledge of the correct channels to report child abuse	This measures girls comprehension of programming focused on Child Safeguarding. Know the channels to report child abuse is the first step in protecting children contributing towards life skills (Intermediate Outcome 4)	
Output Indicator 1.4 Percentage of beneficiaries reading supplementary reading materials	This measures the applicability of the books and Newspapers in education programming introduced as a part of the clubs. Supplementary reading should reinforce life skills (Intermediate Outcome 4) and feed directly into increased literacy (Outcome 1)	
Output 2: Improved educ	ation quality through Self Improving School System me	odel (cluster model)
Output Indicator 2.1 Number of active clusters with volunteer leaders	This measures the uptake and sustainability of the school cluster approach. Active clusters should encourage joint practice development and result in increased teacher quality (Intermediate Outcome 3)	
Output Indicator 2.2 Average attendance rate per school at cluster meetings	The measures the level of engagement of GEC schools in ongoing clusters. Active engagement should result in increased teacher quality (Intermediate Outcome 3)	
Output Indicator 2.3 Evidence of changed teaching practices as a result of cluster participation	The qualitative indicators captures specific teaching practices that have changed as a result of participation in clusters which will assist in drawing the connection between cluster participation and behavioural change in the classroom.	
Output 3: Improved Sch Programme and Develo	ool governance through School Leadership Professi pment Planning	onal Development
Output Indicator 3.1 Number of schools using school development plans to guide improvements in schools	This captures schools application of P2E tools and lessons into the school planning context. A well- developed school development plan ensures resources are appropriately assigned to maximise learner outcomes. (Intermediate Outcome 2)	
Output Indicator 3.2 Percentage of school proprietors agreeing that SLPD helped them to identify a clear pathway forward to school improvement	This captures the extent to which attendance at governance training assists school heads in improving their school environment and therefore improving their governance (Intermediate Outcome 2)	

Output Indicator 3.3 School and community members engaged in school development planning.	This captures the extent to which the community have been involved in the development of plans. Involvement is believed to result in improved, more targeted plans and increased accountability to carry them out.	
Output Indicator 3.4 Percentage of Schools completing pathways to excellence assessments a. Self-assessment b. Independent assessment	This captures school participation in assessing their schools. These tools will give school heads and insight into strong and weak areas of their school and guide planning decisions, which should lead to an improved learning environment.	
Output Indicator 3.5 Number of schools demonstrating a commitment to child safeguarding in schools (e.g. child protection policy, employment references, reporting mechanism, code of conduct)	This captures school uptake of child safeguarding activities rolled out as a part of the project. A strong policy environment will be a first step in ensuring learning spaces are safe for girls.	
Output 4: Schools Supp	orted with School Improvement Loans	
Output Indicator 4.1 Number of schools accessing school improvement loans a. First loans b. Repeat loans	School improvement loans help resource school development plans, specifically infrastructure improvements. In GEC-1 these improvements were seen to increase teaching quality (de-cluttering classrooms, improving classroom conditions) and attendance (WASH facilities for menstruating girls, dormitories and buses to help with long distances travelled to school)	
Output Indicator 4.2 Proprietors are able to draw the connection between loan use and better student outcomes Output 5: Households s	This is a qualitative indicator to capture the impact of improved infrastructure and learning and transition outcomes. upported with repeat SFLs, CSA and bursaries	
	-	

Output Indicator 5.1 Percentage of Households using financial tools to fund Education	Affordability of school fees affects 65% of targeted households resulting in absence and dropout including exposing girls to stigma. The use of financial tools will help smooth income and increase households ability to pay and invest in business at the same time.	
Output Indicator 5.2 Number of sustainable scholarships supporting transition of marginalised girls.	This indicator measures the number of girls directly supported to meet school fees. This avoids absence and eventual drop out, aiding transition.	
Output Indicator 5.3 Number of girls saving money at least once every term (disaggregate: formally (OBUL non-OBUL/in- school/ at home)	This indicator measures the uptake of school savings programmes contributing towards personal agency, financial literacy and formalisation into the financial services industry.	

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

Table 3: Output indicator issues

Logframe Output Indicator	Issues with the means of verification/sources and the collection frequency, or the indicator in general?	Changes/additions
Number and Indicator wording	E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues?	E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is.
Output 1: wordir	ng	
Output 1.1: wording		
Output 1.2: wording		
Output 2: wordir	ng	
Output 2.1: wording		
Output 2.2: wording		
INSERT ROWS AS NEEDED		

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 1: 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.	28, 898	28,898	This data comes from actual school enrolment data from November 2017 Pathways to Excellence surveying. This is subject to changes in school enrolment over the project lifecycle as registers are held and managed by the schools. Aside from overall beneficiaries computed from school based activities 15,444 girls and 1,716 boys will be serviced through the girls clubs. (17,160 in total and 90% girls) these clubs will take place in the same 132 schools that have the School improvement loans so have not been double counted.

Table 2: 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.	26,028	This data comes from actual school enrolment data from November 2017 Pathways to Excellence surveying. This is subject to changes in school enrolment over the project lifecycle as registers are held and managed by the schools
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.	0	
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.	0	

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.		Due to high turnover in teachers in the APS sector our database does not track teacher level attendance only attendance per school. Target beneficiaries are computed using a proxy of X teachers per school.
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	4,000	Target of 25% of all girls club member parents attend community engagement activities.

- Tables 3-6 provide different ways of defining and identifying the project's target groups. They each refer to the same total number of girls, but use different definitions and categories. These are girls who can be counted and have regular involvement with project activities.
- The total number of sampled girls in the last row of Tables 3-6 should be the same these are just different ways of identifying and describing the girls included in the sample.

Table 3: Target groups - by school

Note: We do not collect project level data at this level and rely on data from the external evaluation

	Project definition of target group (Tick where	Number targeted through project interventions	Sample size of target group at Baseline
School Age	appropriate)		
Lower primary	\checkmark		
Upper primary	✓		
Total Primary		19,096	333
Lower secondary	✓		
Upper secondary	~		
Total Secondary		9,802	155
Total:			488

Table 4: Target groups - by age

Note: We do not collect project level data at this level and rely on data from the external evaluation

Age Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Aged 6-8 (% aged 6- 8)	~	N/A	23
Aged 9-11 (% aged 9- 11)	~	N/A	236
Aged 12-13 (% aged 12-13)	\checkmark	N/A	92

Aged 14-15 (% aged 14-15)	\checkmark	N/A	80
Aged 16-17 (%aged 16-17)	1	N/A	43
Aged 18-19 (%aged 18-19)	✓	N/A	12
Aged 20+ (% aged 20 and over)	✓	N/A	2
Total:			488

Table 5: Target groups - by sub group

Note: We do not collect project level data at this level and rely on data from the external evaluation

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
			Girls with disability 3 69% (18)
			Vision impairment- 0.61% (3)
			Hearing impairment-0.41% (2)
Disabled girls (please			Mobility impairment- 0.41% (2)
disaggregate by disability type)			Cognitive impairment-1.64% (8)
			Self-care impairment-0.61% (3)
			Communication impairment- 0.00% (0)
Orphaned girls			
Pastoralist girls			
Child labourers			
Poor girls*	~	26,028	488
Other (please describe)			
Total:		26,028	488

*there is not standard determination for poverty- the project assumes all students in affordable private schools face some aspect of economic marginalisation.

Table 6: Target groups - by school status

Educational sub- groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Out-of-school girls: have never attended school			

Out-of-school girls: have attended school, but dropped out			
Girls in-school	\checkmark	26,028	488
Total:		26,028	488

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.

- Control schools were selected using a one to one matching system. Evaluators identified private schools within a reasonable geographical area servicing the same grade range and with a similar school fee structure. Using this method we are confident that the general profile of our treatment and control schools will allow for appropriate comparison. Girls from targeted grade levels were identified using a simple randomisation process by the research assistants.
- We are not currently aware of any systemic risks that could impact the comparison of treatment and control schools at this point of time but will continue to monitor the operating context for signs of this change. Factors to be considered during mid and baseline activities include:
 - a. Opportunity International are expanding the reach of their education finance activities so it is possible that some control schools may be granted access to financial services or education quality services offered by OBUL or other financial service institutions within the Opportunity network. Evaluators should be sure to screen for this during school leader KIIs.
 - b. PEDN and Teach a Man to Fish are both expanding their network of operating schools in Uganda. Other NGOs such as Educate and BRAC also offer similar programming activities to both partner organisations so accommodations should be made in reviewing mid and end line results to account for this.

Although the intervention and control samples selected by the external evaluators seem appropriate, only limited information has been provided which makes further probing difficult. For example, it would have been useful to have written analysis of disability, age and gender, and to have disaggregation of data for girls and boys. Additionally, the is a lack of clarity in some areas; for example, there is no explanation where there are differences between actual numbers and targets of girls reached, and there is no expansion where differences occur between responses from girls to the school survey and the household survey.

There is also a lack of follow-up and further consideration in some areas. Findings show that there were some reports of movement difficulty around the school and areas where learners commonly play or socialise were not being used, but neither of these areas was followed up qualitatively to gain further insight. For the question on cognitive impairment (i.e. do you have difficulty remembering or concentrating), there were differences between the self-reporting of girls and what was reported by household heads and caregivers. It was felt that there may be some misunderstanding around this question (indeed, members of the project team felt that there would be occasions in which they themselves would respond in the affirmative to this) but this was not investigated any further.

These areas will need to be followed-up on during the midline and the project will work with the external evaluator to ensure greater investigation of areas that merit this and further breakdown of data.

Annex 11: Control Group Approach Validation

Sampling approach for the control group

Original framework

A total of 108 schools were selected for the study; 54 in each of the treatment arms. Unlike the intervention schools, the controls were non-project schools meaning none of them were part of the cluster of interventions that were being implemented under the GEC-T project. This ratio was chosen for its efficiency in matching different schools on the basis of selected qualitative attributes. Each intervention school was matched with a similar control school. The regional, urban, rural, and peri-urban mix in the intervention group was also maintained in the control group and so was the primary: secondary school ration. Of the 54 control schools, 16 were therefore secondary schools and 38 were primary schools.

Process

A designated research assistant traversed the study area and asked the intervention school directors to recommend two other schools that are similar to their own on key characteristics including school enrolment, location, and number of teachers, academic performance and other attributes deemed important for stratification. The nominated schools were then visited by the research assistant to verify their appropriateness for the study. The schools were then taken through an informed consenting process. Those that agreed to participate were then recruited in the study. Those that refused to grant consent were then replaced. The alternative school was given first priority in the replacement process. Efforts were made to ensure that the intervention and control schools were sufficiently apart to prevent obvious contamination but not too far apart to constitute geo-politically and socioeconomically and demographically distinct settings, locations or contexts.
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RESEARCH TRAINING, EDUCATION, RESEARCH, CAPACITY BUILDING, ORGANIZATIONAL DEVELOPMENT, PROGRAM DEVELOPMENT, COMMUNITY MOBILIZATION

Thursday, June 14, 2018

Destined to win

Philippa Walker, Programme Manager GEC, Opportunity International.

Dear Madam:

SUBJECT: REPORT ON IMPACT OF THE OPPORTUNITY INTERNATIONAL'S EDUCATION FINANCE PROGRAMS ON SELECTED SCHOOL IN UGANDA

In October 2017, The Pincer Training and Research Institute (PTRI), was contracted by Opportunity International to undertake a range of activities related to evaluation of the above captioned project. We have since undertaken the following activities:

- o Conducted a baseline survey for the P2E component
- Written an inception report
- Developed and piloted the required data collection tools to be used at baseline, midline and the end line phases
- Submitted electronic copies of all the developed tools
- o Collected baseline data for the GEC-T evaluation
- Analyzed the baseline study data whose report is hereby submitted together with the raw data sets.

In performance of this responsibility, we made use of our professional and technical expertise to arrive at our objective assessment of the issues that the project seeks to address, assessed the appropriateness of the methods adopted, the assumptions made and the theory of change. We are confident that our findings do reflect a true picture of the project as at baseline as well as the state of the issues it sought to address. From our findings, the project is off to a good stat. Our recommendations are included in the main report. We are confident that the findings set good ground for tracking project outcomes at midline and endline.

Thanking you for the partnership in this project.

Yours truly,

Milton Mutto, PhD (PI) (Director Pincer Training and Research Institute)

Annex 13: Project Management Response

This annex should be completed by the project.

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

What is the project's response to the key findings in the report? Make sure to refer to main conclusions (Section 6)

The key findings align with the project's own thoughts on progress and potential issues and have served to confirm existing knowledge and understanding.

The evaluators suggested that more modest targets should be set for intermediate outcomes; however, they were not able to make any specific recommendations for the indicators in the log frame or to make reference to the intermediate outcomes. It is noted though that the targets in place may have greater impact on those with known histories of cognitive impairment, serious illness, who are marries or are underage mothers. Steps are being considered to look at the economic empowerment, in particular, of vulnerable girls.

The evaluator seems pleased with the overall progress of the project and report that we are on the right track, and the baseline findings provided no surprises to the project. Although some concerns have been raised, these are already being addressed or were things the project was already aware of and has come up with adaptations to address these (see sections below). As such, the project's theory of change remains valid and we continue to work from this.

What is the project's response to the conclusions and recommendations in the report?

Given that the findings suggest that there are sub-groups of learners who could be further marginalised through cognitive impairment, serious illness, being married, or being underage mothers, there may be more that can be done to ensure that learning and transition are not unduly impacted and to enable greater social inclusion. The project is making an adaptation to help in addressing this through greater economic empowerment of the most marginalised and vulnerable girls. A pilot will be run to extend the current practices of vocational skills training and enterprise development to the household in order for girls to set up business with the support of members of their household.

In regards to some negative perspectives among stakeholders, the project is aware of these and is constantly developing its practices around stakeholder management. There have been issues where the loan recovery function is viewed negatively, but a representative is present at school leadership training sessions to answer any questions and to explain their role as a financial institution as the school leaders are looking at school development plans.

Other steps are also being taken around stakeholder management through ensuring the sessions run by partners have minimal impact on school time. For example, teacher training occurs during school holidays and the planning in of girls' clubs is done in conversation with the schools. It is also recognised that more needs to be done to bring the MoES on board and steps are being taken to develop a greater advocacy component to the project.

In terms of planning and governance, the use of Pathways to Excellence (P2E) approach helps schools to develop school development plans and training sessions around this bring the school leadership and stakeholders together to develop these plans. Although the evaluator makes reference to P2E, it is not clear how far they think this goes in regards to addressing some of their concerns around school governance and how this links to managing school improvement loans. This further insight would be useful as the project feels that, although it may be that this alone is not sufficient and more can be done, P2E does address some of the issue around governance and linking school improvement loans to development plans.

It is recognised that, with the number of partners involved in the project, that conflicting faces can be presented to schools. Steps have already been taken to look at aligning partner activities to ensure minimal impact and confusion to schools. Additionally, M&E tools will be reviewed to bring them into alignment and streamline these as much as possible to minimise the impact to schools.

Unfortunately, the external evaluator drew limited conclusions on the projects' approach to gender to determine whether these correspond to the project's gender ambitions and objectives.

What changes to the logframe will be proposed to DFID and the Fund Manager?

Adaptations have already been suggested to the Fund Manager through the RAM process. These will largely result in changes to work-plans rather than the log frame as they are extensions of existing activities. Two of these have already been mentioned above: the strengthening of economic empowerment activities (extending this to cover girls and a household member) and the strengthening of government engagement with strategic advocacy objectives.

Another adaptation will be whole school Child Protection awareness, whereby all pupils and al staff at the school will be taught about child protection and will then adopt the School Child Protection Policy.