

Project Evaluation Report

Report title:	Empowerment for Girls' Education (EGE) GEC-T Midline Report
Evaluator:	Jigsaw Consult (in conjunction with RDM)
GEC Project:	Girls' Education Finance: Empowerment for Girls' Education
Country	Uganda
GEC window	GEC-Transition
Evaluation point:	Midline
Report date:	November 2019

Notes:

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

Empowerment for Girls' Education (EGE)

GEC-T Midline Report

November 2019

Date	18 Nov 2019
Version	Final
Owner	Preeti Dhillon
Email	p.dhillon@jigsawconsult.com

Contents

Contents	1
Cover sheet	4
Acronyms	5
Executive Summary	6
1. Background to the project	8
2. Context, Educational Marginalisation and Intersection between Barriers and Characteristics	13
3. Key Outcome Findings	20
3.1 Learning Outcome	20
3.1.1 Literacy	23
3.1.2 Numeracy	29
3.2 Subgroup analysis of the Learning Outcome	36
4. Transition Outcome	41
4.1 Transition	41
4.2 Sub-group analysis of the transition outcome	43
4.3 Target setting for the transition outcome	43
5. Sustainability Outcome	44
5.1 Community	45
5.2 School	48
5.3 System	50
6. Key Intermediate Outcome Findings	53
6.1 Attendance	53
6.2 School governance and management	58
6.3 Quality of teaching	63
6.4 Economic empowerment	72
6.5 Life skills	76
7. Conclusion & Recommendations	83
7.1 Conclusions	83
7.2 Recommendations	85
Annex 1: List of annexes	89
Annex 2: Intervention roll-out dates	89
Annex 3: Midline evaluation approach and methodology	90

EGE GEC-T Midline report	2

Annex 4: Characteristics and Barriers	113
Annex 5: Logframe	116
Annex 6: Outcomes Spreadsheet	116
Annex 7: Project design and intervention	116
Annex 8: Key findings on Output Indicators	118
Annex 9: Beneficiaries tables	126
Annex 10: MEL Framework	129
Annex 11: External Evaluator’s Inception Report	129
Annex 12: Data collection tools used for Midline	130
Annex 13: Datasets, codebooks and programs	130
Annex 14: Learning test pilot and calibration	130
Annex 15: Sampling Framework	131
Annex 17: Project Management Response	135
Annex 18: Theory of Change	141
Annex 19: Sustainability Scorecard	141
Annex 20: Life Skills Index	141

Cover sheet

- Project: Empowerment for Girls' Education (EGE)
- Authors: Preeti Dhillon, Joel Mitchell, Bethany Sikes
- External Evaluator: Jigsaw Consult (in conjunction with RDM)
- Version number: 5
- Date: 18 November 2019

EGE GEC-T Midline report	4

Acronyms

BoG	Board of Governors
CSA	Child Savings Accounts
DEO	District Education Officer
DiD	Difference-in-difference
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FGD	Focus group discussion
FM	Fund Manager
GEC-T	Girls' Education Challenge - Transition
GESI	Gender Equality and Social Inclusion
GPS	Geographical Positioning System
GWD	Girls with Disabilities
HH	Household
HoH	Head of household
IO	Intermediate Outcome
IRR	Inter-rater reliability
KII	Key informant interview
MEL	Monitoring, evaluation and learning
NCDC	National Curriculum Development Centre
NGO	Non-governmental organisation
OBUL	Opportunity Bank Uganda Limited
OECD DAC	Organisation for Economic Co-operation and Development, Development Assistance Committee
OI	Opportunity International
P2E	Pathways to Excellence
PEDN	Private Education Development Network
PTA	Parent-teacher association
SD	Standard deviation
SDP	School Development Plan
SLPD	School Leadership Professional Development
SEC	School Enterprise Challenge
SeGMA	Secondary Grade Mathematics Assessment
SeGRA	Secondary Grade Reading Assessment
SIL	School Improvement Loan
SFL	School Fee Loan
SMC	School Management Committee
ToC	Theory of Change
ToR	Terms of reference
VfM	Value for money

Executive Summary

The Empowerment for Girls' Education project works in Affordable Private Schools in Uganda to improve learning and transition outcomes for marginalised students. The overarching assumption of the Theory of Change is that economic challenges, poor education quality and societal gender norms are the main barriers to girls' education in Uganda. The EGE project reports 28,898 direct beneficiaries across 132 schools. These are predominantly in-school primary and secondary school girls, ranging from six years old to over twenty years of age.

The midline adopts a quasi-experimental approach. Data is collected from 'intervention' and 'control' groups in order to identify the average intervention effect with a difference-in-difference (DiD) estimation. The midline aimed to sample 1,406 girls across 74 schools, and 1,406 households, split equally between intervention and control cohorts. The same sample was used to assess learning and transition outcomes.

There were three key changes from the baseline methodology. Firstly, the sampling approach was changed to reduce the number of schools and increase the sample size per school. Secondly, the middle grade learning assessments (MiGRA/MiGMA) were removed and only EGRA/EGMA and SeGRA/SeGMA administered. Lastly, three subtasks were removed from the EGMA test due to a ceiling effect. Due to the changes at midline, comparability to baseline is limited.

The intervention sample scored an average of 48.57 in literacy and 53.81 in numeracy. The scores were higher at the primary level than the secondary level. At the primary level, the average EGRA score was 49.48, compared to 46.45 in SeGRA. For numeracy, the average score at the primary level was 64.30 for EGMA, and 29.32 in SeGMA.

Outcomes are significantly lower in the Eastern region at the 5 per cent level. The Eastern region of Uganda has higher levels of poverty compared to the Central and Western areas and is more affected by population flows. Students with cognitive difficulties i.e. difficulty remembering things or concentrating had a statistically significant lower result in literacy. Married girls and girls who are mothers scored higher than the average, although the sample sizes are too small to draw conclusions.

The results indicate that the students are yet to fully develop higher order literacy and numeracy skills, such as interpretation of passages, and algebra. These skills are developed as they progress through school, demonstrated by higher scores achieved by higher grades in the sample.

Transition rates at midline are high, at over 95 per cent across all age groups. The highest transition rate was for girls aged 14 to 15, at 97 per cent. Transition rates for intervention school students is substantially higher than students in the control cohort. At midline, transition represents between grade transition, that is, moving from one grade to the next within the same school. At endline, transition from primary to lower secondary, and lower secondary to upper secondary will be assessed.

The sustainability score at midline is 2, indicating emergent changes in behaviour. This is an increase from the baseline score of 1 (latent) and meets the target set for midline. The main driver of this increase are changes at the system level, specifically the inclusion of financial literacy

EGE GEC-T Midline report	6

components in the new national lower secondary curriculum. The biggest risk to sustainability is the lack of non-project funds available to finance activities.

The project continues to focus on gender as its priority for inclusion. Other marginalisation indicators are important to the project, including disability, motherhood and marriage, though the project does not currently monitor numbers for each of those categories. The project is undertaking a disability monitoring exercise to make the project's approach more inclusive and sensitive to children with disabilities.

The majority of indicators for the Intermediate Outcomes are new at midline and therefore change from baseline cannot be assessed for all of them. However, the results are positive at midline. The lowest results are in perceptions of school governance and use of corporal punishment.

- Attendance rates are high across the cohort. Rates are highest for students in the last years of primary and secondary school, when students sit national exams. Health concerns are the main reason for absence for school (which includes female health considerations), with financial constraints the second main cited reason.
- Perceptions of school governance indicate positive changes, though improvements can be made in this area. Seventy-seven per cent of caregivers believe that school management has improved in the last year, and 59 per cent believe that governance groups have improved the quality of teaching children receive.
- The majority of students regard teachers as being encouraging in the classroom and lesson observations show that more teacher-facilitated learning activities could be incorporated in the classroom. However, corporal punishment is widespread. The project will do more to address discipline in year three.
- There is a small proportion of households who report they have received financial assistance this academic year (9 per cent). Financial assistance has a positive impact on school enrolment and attendance. The most common form of financial support was a school scholarship.
- The Life Skills Index scores were high across all sub-groups in the cohort. Girls aged 0-11 scored 0.77, and girls aged 12 and over scored 0.78. In contrast to expected outcomes, the index score for the most marginalised girls (GWD, married or mothers) were higher than the average.

It is recommended for the final year of the EGE that the project updates its approach to working with secondary schools due to the roving teacher system that operates at the secondary level. It is also recommended to focus on joined-up working, both between partners and between partners and wider stakeholders. This will be particularly important with the increased focus on sustainability in the final year.

The midline confirms that the barriers identified by the Theory of Change are appropriate to the project's context. These are: economic challenges, poor education quality and societal gender norms. The main activities of Girls' Clubs, Education Quality and financial services are adequately designed to address the barriers. However, it is recognised that there are limitations to the direct impact the project can have on the barriers in the lifetime of the project and the impacts may instead be seen over time through the sustained implementation of the activities beyond the GEC-T window.

EGE GEC-T Midline report	7

1. Background to the project

1.1 Project Theory of Change and beneficiaries

The Empowerment for Girls' Education (EGE) project is focused on learning, transition and sustainability outcomes. The three primary outcomes are supported by five Intermediate Outcomes and five outputs.

Learning outcomes is the improvement in literacy and numeracy scores of both primary and secondary students.

There are three successful transition options in this project. Students have transitioned successfully if they progress from Primary 7 to Secondary 1, or from Secondary 4 to Secondary 5 (lower secondary to upper secondary). Alternatively, a transition is successful if a girl enrolls in vocational training or is in paid employment.¹

Sustainability focuses on the embeddedness of project activities and norms at the school, community and system levels. This is important to ensure the impact is maintained beyond the project cycle.

The five outputs aim to:

1. Provide children with life skills and financial literacy
2. Improve the quality of education
3. Improve school governance
4. Support schools to access financial services
5. Support households to access financial services

It is expected that fulfilling the outputs will meet the Intermediate Outcomes in the areas of:

1. Attendance
2. Governance
3. Teaching quality
4. Economic empowerment
5. Life skills and aspirations

1.1.1 Changes since baseline

Since the baseline a pilot has been completed to assess the viability of extending the School Enterprise Challenge (SEC) to the household level. Previously, the SEC was only implemented in schools. Over the next year the SEC will be extended to more households with the aim of improving household incomes. The SEC extension is the only new activity since baseline, whilst the Girls' Club model has been adapted to include instruction in making sanitary pads.

1.1.2 Assumptions of the Theory of Change

¹ Paid employment is only considered a successful transition if the girl is of legal working age. The legal working age in Uganda is 16, ratified in the Children (Amendment) Act of 2016.

EGE GEC-T Midline report	8

The overarching assumption of the Theory of Change is that economic challenges, poor education quality and societal gender norms are the main barriers to girls' education in Uganda.

The assumptions that underpin the intermediate outcomes are as follows:

- Higher rates of attendance at school leads to higher learning outcomes. Girls' attendance is low due to an inability to pay school fees and a lack of resources for effective menstruation management.
- Changes at the school leadership level are central to shifting wider gender norms and improving learning and transition. Engagement of school leadership is key for the sustainability of outcomes.
- The performance of students is related to the time spent engaged in learning (time on task). Teaching quality is responsible for time on task.
- Girls with life skills and financial literacy are more likely to successfully perform at school and transition through and from school.

The midline evaluation found that the project activities are appropriately designed to address the barriers that underpin the assumptions contained in the Theory of Change (see chapter 2 for more details). The validity of all of the assumptions themselves cannot be confirmed through the midline results, although most of the assumptions are grounded in wider research in the sector. The midline confirms that the link between attendance and learning outcomes is sound, as students who had missed school had lower learning outcomes (except SeGRA).

1.1.3 Project beneficiaries

The Empowerment for Girls' Education project reports 28,898 direct girl beneficiaries across 132 schools. These are predominantly in-school primary and secondary school girls, ranging from eight years old to over twenty-five years of age, with the majority of beneficiaries aged between nine and eleven (summarised in Table 1 below). In addition, there are 4,000 direct household and community member beneficiaries who benefit from community engagement, financial empowerment and sensitisation activities. The indirect project beneficiaries consist of 26,028 boys in project schools who benefit from changes to school management and teaching methodologies. The total number of beneficiaries has not changed since baseline, for both direct and indirect beneficiaries. The project had met the endline target set for total beneficiary numbers at baseline. See Annex 9 for more details.

The profile of the beneficiaries has not changed since baseline; the project works with the same beneficiaries. The barriers and characteristics of the sample differ at midline from baseline (see Annex 4), though this is due to the change in sample at midline and cannot be considered a change in the profile of beneficiaries.

Table 1: Beneficiaries' grades and ages

Beneficiary grades & ages		
	Baseline	Midline
Grade	Primary 4, 5 and 6 Secondary 1, 2 and 3	Primary 4, 5, 6 and 7 Secondary 1, 2, 3 and 4
Age	Primary: 7 to 18 years old Secondary: 11 to 25 years old	Primary: 8 to 19 years old Secondary: 12 to 26 years old

	EGE GEC-T Midline report 9

1.2 Project context

1.2.1 Education in Uganda

Uganda introduced Universal Primary Education (UPE) in 1997, and in 2007 it was the first country in Sub-Saharan Africa to introduce Universal Secondary Education (USE). The UPE policy has been more successful than the USE policy; the net primary enrolment rate is 91 per cent and the net lower secondary enrolment rate is 23 per cent. However, the completion rates at both levels are substantially lower than the enrolment rates; only 10 per cent of youth aged 15 to 24 have completed primary school, and 2 per cent have completed secondary school.² Primary net enrolment and completion figures are higher for girls than for boys, though the transition rate to lower secondary is higher for boys than for girls, at 61 per cent compared to 57 per cent.³ Despite this, literacy rates among youth are higher in Uganda than other low income countries. The literacy rate among males aged 15 to 24 is 86 per cent, and for females in the same age bracket the rate is 82 per cent.⁴ People with disabilities in Uganda have a literacy rate of 43 per cent.⁵

Out of school statistics are similar for boys and girls at the primary level, but there are notable differences in enrolment depending on income level and urbanicity. There is a slightly higher proportion of primary school age boys that are out of school, 14 per cent of boys compared to 13 per cent of girls. More children in the poorest quintile are not enrolled in primary school (22 per cent) compared to those in the richest quintile (8 per cent). There are more out of school children in rural areas (14 per cent) than in urban areas (9 per cent). However, the proportions are reversed for gender and urbanicity at the secondary level. Thirty per cent of secondary age girls are not enrolled in secondary school, compared to 21 per cent of boys, and 24 per cent of rural children compared to 31 per cent of urban children. The gap between the richest and poorest quintiles still exists at the secondary level, though the gap is smaller, with 35 per cent of children in the poorest quintile out of secondary school and 29 per cent of children in the richest quintile.⁶

These statistics are supported by global research which shows that poor and rural households are at a disadvantage in primary education.⁷ Low learning outcomes and completion rates are also affected by faculty absenteeism, a lack of learning material and poorly trained teachers.⁸ Girls in Uganda are also affected by early marriage, pregnancy, and gender norms.⁹ Fifty-five per cent of girls are married by the age of 18¹⁰ and 24 per cent of girls are teenage mothers.¹¹ Children with disabilities have additional

² https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_Uganda.pdf

³ Net enrolment: boys 89%, girls 92%. Completion: boys 50%, girls 52%. Source: ibid

⁴ https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_Uganda.pdf

⁵ Education for All (2013/4), Teaching and Learning: Achieving quality for all, EFA Global Monitoring Report

⁶ https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_Uganda.pdf

⁷ Education for All (2013/4), Teaching and Learning: Achieving quality for all, EFA Global Monitoring Report

⁸ Education for All (2013/4), Teaching and Learning: Achieving quality for all, EFA Global Monitoring Report

⁹ <https://uganda4her.org/girls-education/>, <https://borgenproject.org/girls-education-in-uganda/>

¹⁰ <https://www.girlsnotbrides.org/child-marriage/uganda/>

¹¹

<https://www.unicef.org/uganda/media/3901/file/Formative%20Research%20Ending%20Child%20Marriage%20and%20Teen%20Pregnancy%20in%20Uganda.pdf>

	EGE GEC-T Midline report 10

barriers to education. They are sometimes refused entry to schools due to their disability, or drop out due to a lack of inclusive teaching methodologies.¹² Having a disability also increases the cost of education due to the cost of transport and assistive technologies.

Uganda recognises the specific needs of marginalised groups. A National Strategy for Girls' Education 2015-2019 was created to address gender inequalities in access to education.¹³ This supplements the Education and Sports Sector Strategic Plan 2017-2020.¹⁴ There are problems in complete fulfilment of education policies. Uganda liberalised its education system in 1993, allowing private schools to fill the resource gap in the government education provision. Thirty-six per cent of primary schools in Uganda are privately owned, and 65 per cent of secondary schools are privately owned.¹⁵ The gap in government provided education is likely to widen, as Uganda has one of the world's fastest growing populations, at 3 per cent per annum. Between 2016 and 2020 the number of children reaching school age is predicted to increase by 37 per cent.¹⁶

Recent policies and projects have been developed to address problems of teacher education and parental involvement in education. Teacher education at the secondary level is addressed through improvements to the National Teacher Colleges, and the *Tusomere Wamu* project encourages parents to read with their children at home. In the year since the baseline study, the main change to education in Uganda has been the release of a new lower secondary (O-Level) national curriculum. The new curriculum is focused on skills and competencies compared to the previous knowledge-based curriculum. The new curriculum also encourages the use of formative assessments to test understanding of a topic instead of the current focus on regurgitation of information.¹⁷ The curriculum was due to be implemented nationally in 2020, but has now been delayed due to funding reprioritisation.¹⁸

Project input

From the project perspective, working with private schools presents both challenges and benefits. Private schools tend to be established as family businesses and are there to derive a profit. As such, it can be difficult to gain their buy-in to involve other stakeholders in school governance. It can also be a challenge when working in a cluster context as private schools may not be willing to share best practice with others, viewing them as the competition. In addition, private schools can be established quite easily but there can be a lot of bureaucracy involved in

¹² <http://afri-can.org/wp-content/uploads/2016/04/Children-with-disabilities-in-Uganda-The-hidden-reality2.pdf>

¹³ http://www.ungei.org/resources/files/Resource_Uganda_NSGE.pdf

¹⁴

<http://www.education.go.ug/files/downloads/EDUCATION%20AND%20SPORTS%20SECTOR%20STRATEGIC%20PLAN.pdf>

¹⁵ <https://ugandaschools.guide/>

¹⁶

<http://www.education.go.ug/files/downloads/EDUCATION%20AND%20SPORTS%20SECTOR%20STRATEGIC%20PLAN.pdf>

¹⁷

<http://www.education.go.ug/files/downloads/NCDC%20The%20new%20Lower%20Secondary%20curriculum%20%20%20yllabuses,%20assessment%20and%20exams.pdf>

¹⁸ <https://www.monitor.co.ug/News/National/Govt-stuck-with-new-curriculum-over-cash/688334-5161236-55jnbbz/index.html>

EGE GEC-T Midline report	11

registering them. This leads to unregulated schools which has been a constant source of concern for the project. These are all factors the project needs to take into account when delivering activities. However, on the positive side, these schools want to be seen to improve (whether through taking out loans to improve facilities or through teachers attending project trainings) as they want to attract more students.

There are a number of schools in rural areas but all schools largely share the same characteristics. The biggest challenge seen at the more rural schools is maintaining attendance at Girls' Clubs (particularly if these are timed at the end of the school day, as students tend to have further to walk home so opt to do that rather than attend the club session).

To make it explicit, there has been no change in project context (the project has been working with the same schools over the course of the project, many of whom have been carried over from the first iteration of GEC) and all school characteristics are similar.

1.3 Key evaluation questions & role of the midline

The role of the midline evaluation is to assess the impact of the EGE project on learning outcomes and transitions for its beneficiaries in the year since baseline. To do this, the evaluation reports on progress against the output, outcome and intermediate outcome targets set at baseline. As the project enters its final year, the midline evaluation also seeks to inform project delivery through identification of the most effective project components, and to assess progress against plans for project sustainability.

The evaluation uses a longitudinal approach to track a cohort of girls over the course of three years. At midline, the school sample was reduced from 108 schools to 74, resulting in the inclusion of 497 girls from baseline and a new cohort of 721 girls. The midline is therefore cross-sectional in nature, and midline to endline will be a cohort approach. The sample is considered to be representative of the project's beneficiaries. The school sample was split equally between schools targeted by the project (intervention) and non-project schools (control). Data collection for the midline evaluation took place from 04 April to 13 June 2019.

The midline uses a mixed-methods approach, incorporating both quantitative and qualitative data. Quantitative data for the midline consists of learning assessments (EGRA/EGMA at the primary level and SeGRA/SeGMA at the secondary level), a girls' survey, and a household/caregiver survey. At midline, qualitative data is used to provide context for the survey answers and to explain the changes since baseline. The qualitative analysis will outline the differences in project impact and barriers to education.

In addition, the midline evaluation will provide information about and recommendations for the logframe, Theory of Change and project design.

The GEC-T portfolio uses the OECD Development Assistance Committee (DAC) criteria below for evaluating development assistance:

1. Process: Was the project successfully designed and implemented?

EGE GEC-T Midline report	12

2. Impact: What impact did the project have on the learning and transition of marginalised girls, including girls with disabilities? How and why was this impact achieved?
3. Value for money: Did the project demonstrate a good VfM approach?
4. Effectiveness: What worked (and did not work) to increase the learning and transition of marginalised girls as defined by the project?
5. Sustainability: How sustainable were the activities funded by the GEC and was the project successful in leveraging additional interest and investment?

At the project level, the following evaluation questions are designed to contribute to the programme level questions:

1. What impact did the project have on the literacy and numeracy level of girls in primary and secondary school?
2. What impact did the project have on the transition of girls from primary to secondary school and from lower secondary school to upper secondary, TVET or employment?
3. What impact did the project have on learning and transition rates of girls with disabilities, pregnant girls/young mothers, and married girls?
4. What impact did the project activities have on school attendance, governance, and teaching quality? Did this impact affect the enrolment, retention and performance of project beneficiaries?
5. Did the project increase life skills and aspirations of its beneficiaries? Did this impact affect the enrolment, retention, performance and transition of project beneficiaries?
6. Did the project economically empower the households of beneficiaries? Did this affect the enrolment, retention and performance rate of project beneficiaries?
7. Was the project well-designed to meet its objectives? Did the project deliver outputs and outcomes efficiently?
8. What impact did the project have on norms at the community, school and system levels? How will the most effective project activities be sustained after project closure?

2. Context, Educational Marginalisation and Intersection between Barriers and Characteristics

The key characteristics included at midline are: marginalised girls, girls with disabilities, and girls affected by early marriage and/or pregnancy. The key barriers targeted by the project are: poverty, safety and security, inadequate school infrastructure, negative attitudes to female education, few opportunities for and examples of aspiration, and a lack of opportunities to exercise decision-making power.

Intersection of barriers and characteristics

Table 2 highlights the intersection between barriers and characteristics include the midline intervention figure and the midline control figure.

The main findings for the intervention cohort are as follows:

EGE GEC-T Midline report	13

- Across all the characteristics there is a high chore burden, and this is most likely for a girl who lives without her parents. However, girls who do not live with their parents are least likely to miss school.
- Forty-one per cent of boarding school students live without their parents, compared to 33 per cent of day school students. This could account for the high attendance rate of girls who live without parents, as boarding scholars have a higher rate of attendance. Regression analysis does not show a relationship between time to go over school work at home and learning outcomes.
- Across characteristics there is a high probability that a girl does not decide whether or not she attends school. Girls in households affected by poverty are the least likely to have decision-making power on this topic, and single orphans are the most likely to have decision-making power. This could be due to households keeping children out of school to earn money when fees are not available, and prioritising some children to go to school over others when funds are limited. Regression analysis does not show a relationship between agency over whether or not to stay in school and learning outcomes.
- Intervention school girls who live without their parents are more likely to report they do not get support they need to stay in school. Regression analysis does not show a relationship between family support and learning outcomes, attendance, or having time to study outside of school hours.

The main differences between the intervention and control cohort are:

- There is a lower level of control school girls from poor households who have a high chore burden, at 27 per cent compared to 42 in intervention schools.
- For all characteristics (except for girls who live without parents), control school girls are more likely not to receive support to stay in school. The frequency is over double the rate of intervention school students for some characteristics. This could indicate that the sensitisation efforts of the project are effective in promoting household support for girls' education.
- Substantially fewer control school girls participate in decision-making about whether they will attend school. Unlike intervention school girls, girls with single orphan status in control schools are the most likely not to have any decision-making power in this area, at 74 per cent compared to 42 per cent.

Table 2: Barriers to education by characteristic

Characteristic					
Barriers:	<i>Head of the household has no education:</i>	<i>Household is poor: intervention (control)¹⁹</i>	<i>Girl lives without parents: intervention (control)</i>	<i>Girl is a single orphan: intervention (control)</i>	<i>Girl lives in a female headed household:</i>

¹⁹ Measured by households that are unable to meet basic needs without charity

	<i>intervention (control)</i>				<i>intervention (control)</i>
Parental/caregiver support:					
Sufficient time to study: High chore burden (more than 2 hours per day)	35% (41)	41% (27)	47% (43)	41% (41)	40% (38)
Doesn't get support to stay in school and do well	8% (19)	7% (12)	13% (13)	10% (22)	9% (19)
School Level:					
Does not have materials needed to study	27% (39)	30% (19)	26% (37)	26% (29)	29% (28)
Does not feel safe at school	2% (2)	2% (0)	2% (3)	5% (2)	2% (4)
Teachers do not make them feel welcome	7% (2)	4% (10)	5% (6)	9% (2)	7% (5)
Does not attend school on most days	19% (13)	22% (28)	14% (4)	17% (13)	12% (8)
Does not use a toilet at school	2% (0)	0% (0)	1% (1)	0% (0)	1% (1)
Does not decide whether or not to go to school (12+)	56% (72)	63% (67)	55% (63)	42% (74)	53% (65)

The qualitative data identified barriers to education but did not directly address the intersection between characteristics and barriers. The main barriers are discussed in more detail below.

Girls with disabilities, married girls and young mothers are all key characteristics for the project but are not included in the table above due to small sample sizes. Separate analysis of the barriers experienced by these groups is presented in Table 3. They indicate similar trends to the figures above. However, the results are not disaggregated by intervention and control, nor cross-referenced with characteristics. Regression analysis shows that there is no relationship between a girl having a disability and the support they receive from their family to stay in school.

Table 3: Barriers to education disaggregated by marginalisation characteristics

Barrier to education	GWD (n=21)	Married (n=3)	Mother (n=7)
Sufficient time to study: High chore burden (more than 2 hours per day)	6	2	2

	EGE GEC-T Midline report 15

Doesn't get support to stay in school and do well	3	1	2
Does not have materials needed to study	3	3	4
Does not feel safe at school	0	0	0
Teachers do not make them feel welcome	1	0	1
Does not attend school on most days	3	0	1
Does not use a toilet at school	0	0	0
Does not decide whether or not to go to school	10	1	1

Difference in barriers between intervention and control groups

As seen in Annex 4, more households of intervention school students have difficulties in affording school (77 per cent) than their control school counterparts (71 per cent). A higher proportion of caregivers of intervention school students report it is unsafe to travel to schools in the area (27 per cent) compared to 23 per cent of control school caregivers. However, intervention school students mostly face the same barriers to education at midline as control school students.

Changes in barriers from baseline

Compared to baseline (see Annex 4), the sample shows:

- There are more students who live without one of their parents.
- Households are more able to meet basic needs but are more likely to have gone hungry for many days in the past year.
- There are fewer caregivers and heads of household with no education.

However, comparability to baseline is limited and these differences should not be regarded as a substantial change in the barriers experienced by the sample. Due to this, it cannot be determined if there have been any major changes to barriers or characteristics in the last year that may impact the Intermediate Outcomes and outcomes.

The project targets girls in poverty (see Annex 9, 'target groups by sub-group'). This is supported by the characteristics of the sample, which shows that over 10 per cent of intervention school students are unable to meet basic needs, 77 per cent find it difficult to afford school, and over 8 per cent have gone to sleep hungry on a regular basis in the last year.

Appropriateness of project activities to key barriers and characteristics

EGE GEC-T Midline report	16

The main activities of the project can be grouped into three categories: Girls' Clubs, education quality, and access to financial services. The following assesses whether these activities are still appropriate for the beneficiaries.

Girls' Club activities

Girls' Club activities aim to equip girls (and boys) with life skills and financial literacy. Life skills include sessions on self-awareness, child protection and active citizenship. This also includes menstruation management and self-care. Financial literacy includes sessions on budgeting and responsible spending and saving.

The life skills activities within the Girls' Club are still appropriate to the target beneficiaries, in particular, the menstruation management component. Health concerns (including menstruation) is the main cause of absence from school. Many participants in the qualitative data singled out the making of sanitary pads as the key activity which impacts the attendance of girls. The life skills index is high across the student sample, with an average of 0.77 (out of 1). However, only 69 per cent of intervention school girls recognise that the decisions they make today about their education will impact their future. This indicates that activities which target aspirations will be of particular importance in the final year of the project. Self-belief is a key factor in student retention and transition in Uganda.²⁰

Poverty levels are high within the sample. More than half of the households in the sample had gone without cash income on many or most days of the year, and the inability to pay school fees was the second most common reason for school absence. Due to the high poverty level many girls do not have funds available to save and apply their new financial literacy skills, which has led to unintended consequences such as girls asking their parents for money to save at school, which has increased financial pressure for households. The project is in the pilot phase of activities aimed at supporting households and girls to start income-generating enterprises, which will enable girls to apply the financial literacy skills they are developing. The greatest impact of financial literacy activities such as budgeting and saving will be seen in the medium to long-term when girls find employment or start income-generating activities. The activities are still regarded as appropriate as they may reduce this barrier to education in the long-term.

Education Quality activities

The education quality activities continue to be appropriate to the context of the intervention. Education quality activities include: the promotion of self-improving school systems, or 'clusters'; use of the Pathways to Excellence (P2E) self-assessment tool; School Leadership Professional Development (SLPD) workshops; and a school management simulation game. These activities aim to improve school leadership and management, and teaching quality.

There are indications that school management and decision-making is becoming more inclusive, though this is uneven. Schools are encouraged to include teachers as well as parents and community members in decision-making, with the aim of identifying and addressing the most pressing barriers to education in a collaborative way. According to project data, the collaborative Pathways to Excellence self-assessment tool had been completed by 86 per cent of schools by the end of year two of the project. Teachers did not

²⁰ <https://www.borgenmagazine.com/girls-in-uganda/>

EGE GEC-T Midline report	17

report having been involved in the self-assessment process, but did say they input into plans for work schema and meals. Households are not heavily involved in school governance. Sixty-eight per cent of caregivers of intervention school students state that the school has a Parent-Teacher Association (PTA), though only 5 per cent participate in one. Further promotion of collaborative decision-making at cluster meetings and SLPD workshops could encourage a change in the top-down decision-making process.

The use of corporal punishment is widespread. Seventy-three per cent of intervention school students report the use of punishment by teachers when students get an answer wrong in class. Physical punishment is the most common method, with 99 per cent of intervention school students who reported use of punishment said that physical punishment was used. Shouting and detention were reported by 8 per cent of the intervention students. The qualitative data supports the quantitative findings, and there is a consensus that boys receive harsher physical punishment than girls. The use of physical punishment has implications outside of physical harm to students, one boy in a secondary intervention school said *'if you wake up late and you know that you will be beaten for late coming, then you just opt not to go to school that day'*. The project is working to change attitudes around corporal punishment, which remains a relevant activity.

Financial services

Financial services aim to improve the ability of schools and households to invest for education outcomes in the long-term. OI works with OBUL to offer and promote School Improvement Loans (SIL), School Fee Loans (SFL) and Child Savings Accounts (CSA).

Schools are in need of increased financing. As private schools, they do not receive public funding and rely on income from fees, NGOs and fundraising activities. Increased access to finance aims to improve the school environment, such as sanitary facilities for girls and access to clean drinking water. The head teachers who reported the school had taken out a SIL used the money for infrastructure or to buy land for the school. Some are planning on taking out another loan. It should be noted that SIL repayment delays have impacted upon the relationship that some schools have with the entire project. At least three schools have refused to participate in the Girls' Club component of the project due to negative experiences they had with OBUL. Financing options for schools are appropriate to meet some of the barriers to education, such as a lack of drinking water facilities or seats for students, but the relationship between schools and OBUL requires careful management to ensure more schools do not opt out of other project activities.

Household poverty remains a major barrier to education. Table 4 below shows that 89 per cent of intervention school households have not always had fees readily available at the start of the school term. Ten per cent of households will keep the girl home from school when fees are not available. One District Education Officer reported that poverty is the main barrier to education in his district, and that most other barriers, including hunger, child labour, absence due to menstruation, are caused by poverty. Despite the inability to pay for school, only 40 per cent of intervention school households reported having used a School Fee Loan to pay for school fees when money was not readily available at the start of term. Promotion of SFLs through sensitisation meetings with households is still a relevant activity. Regression analysis shows that difficulty in paying for school fees does not correlate with learning outcomes nor attendance.

Table 4: Household poverty indicators disaggregated by intervention and control school households

EGE GEC-T Midline report	18

	Intervention	Control
Unable to meet basic needs without charity	10%	7%
Difficult to afford school	77%	71%
Fees not readily available at the start of term	89%	93%
In past year gone without cash income many or most days	56%	51%
In past year gone to bed hungry on many or most days	9%	5%

Seventy-eight per cent of intervention school students say they usually save, compared to 66 per cent of control school students. In the second year of the project, 1,282 Child Savings Accounts (CSA) were opened, with an average balance of 50,000 UGX (approximately 10 GBP). However, as noted above, with the high level of poverty and without income-generating activities, savings are likely to remain low and opportunities to implement financial literacy skills will be limited in the short-term.

Validity of the Theory of Change

Based on the barriers faced by the sample, the majority of the barriers identified by the project's Theory of Change are still valid at midline. Poverty, safety, inadequate school infrastructure and a lack of opportunities for aspiration and decision-making are all prevalent barriers, across characteristics. Negative attitudes to female education still exist but are reducing as a barrier to education, continuing a downward trend identified at baseline.²¹

The activities conducted by the project are an appropriate response to the barriers faced by the beneficiaries. The activities aim to reduce barriers to access caused by poverty, provide financing for improvement of school infrastructure, and increase the confidence and agency of students. In addition, the activities aim to improve school management and teaching quality to improve the learning environment. Financial literacy for girls is one activity which is likely to have more impact in the medium to long-term than in the short-term, but in conjunction with activities that encourage small enterprises this

²¹ See section 4.3.1.2 of the baseline report.

may provide the opportunity for girls to use these skills to save money and budget in the short-term to meet some educational costs.

3. Key Outcome Findings

This section details the findings of the learning assessments in literacy and numeracy, including disaggregation by characteristics and barriers.

3.1 Learning Outcome

Box 2: Project’s contribution

The project agrees that the activities are still appropriate and that there is no need to review the Theory of Change. However, the project will seek to strengthen response strategies in teacher training and to strengthen community engagement in regards to violence against children and poverty safety-nets. Some barriers, particularly poverty levels, have been seen to intensify in the Eastern and North Eastern regions of Uganda and the project will adapt response strategies accordingly.

The

learning assessment subtasks were updated according to MEL Guidance to enable comparability at each evaluation point. Each subtask’s score is calculated by the number of correct answers over the number of available marks for that subtask. The exception is EGRA subtask 1, which calculates oral fluency by words read per minute. Each subtask is weighted equally in the total available score of 100. At midline, it is expected that the proportion of students scoring zero (non-learners) will reduce, and the proportion of students scoring in the upper ranges (emergent to proficient learners) will increase.

EGRA and EGMA were administered orally by the enumerator to the student. In total it took approximately 25 minutes. SeGRA and SeGMA were self-administered on paper by the students. They were assigned 45 minutes per test, or 15 minutes per subtask, but students could choose how to divide their time between the subtasks.

Results from baseline have been included as they appear in the baseline report. According to the difference-in-difference analysis presented, the targets for improvement from baseline have not been met. However, it should be noted that comparability to baseline is limited by:

- Changes to learning assessments. MiGRA/MiGMA was not administered at midline, only EGRA/EGMA at the primary level, and SeGRA/SeGMA at the secondary level. Secondary 1 completed EGRA/EGMA and MiGRA/MiGMA at baseline, and SeGRA/SeGMA at midline.
- Changes to learning assessment subtasks. In EGMA, three subtasks which demonstrated a ceiling effect at baseline were removed from the midline assessment. No changes were made to the number and type of subtasks in EGRA, SeGRA and SeGMA.
- Change in the cohort. The school sample was reduced from 108 at baseline to 74 at midline. Up to nine girls in each school from baseline were included in the study, and ten additional girls were

EGE GEC-T Midline report	20

SeGRA		
Reading comprehension	Comprehension questions based on a passage of 243 words.	14
Advanced reading comprehension	Comprehension and inferential questions based on a passage of 422 words.	19
Short essay construction	Participants were asked to write a short letter of 150-200 words.	20
SeGMA		
Multiplication, division, percentages, fractions, geometry	Basic questions and some word problems to test more advanced mathematical skills.	30
Algebra	Application of basic and more complex algebraic skills, such as factorisation and simultaneous equations.	30
Sophisticated word problems	Increasingly difficult word problems to test a range of skills, including percentage changes and mean and mode calculations.	24

Table 7: overall literacy and numeracy scores (intervention and control)

Literacy	Numeracy
49.17	55.16
EGRA	EGMA
50.32	65.14
SeGRA	SeGMA
46.35	30.53

Table 8: Progress against targets at midline

	EGE GEC-T Midline report 22

	EGRA	EGMA	SeGRA	SeGMA
Target	4.33	1.63	3.14 for S2 at midline	6.19 for S2 at midline
			1.81 for S3 and S4 at midline	3.78 for S3 and S4 at midline
Difference-in-difference	-4.22	1.11	S2: -5.40	S2: -6.53
			S3 and S4: 0.72	S3 and S4: - 2.52
Target achieved?	No	No	No	No

3.1.1 Literacy

Primary

Overall, students scored an average of 50.32 in EGRA. Intervention students scored a slightly lower mean of 49.48 compared to 51.13 for control school students. The difference is not significant at the 5 per cent level. Difference-in-difference analysis shows the change from baseline does not meet the 4.33 target set at baseline. The difference-in-difference is -4.22.

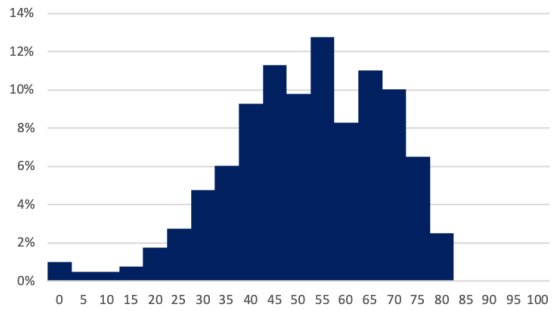
The distribution of aggregate scores is fairly normal for both intervention and control students.

Table 9: EGRA mean scores

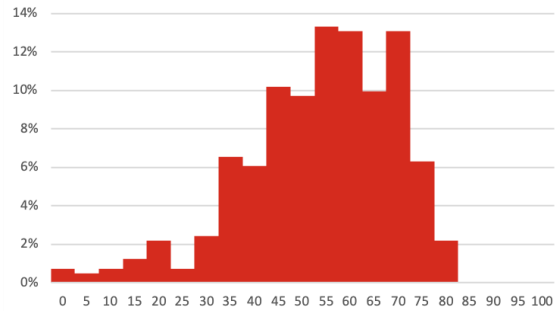
Intervention mean	Control mean
49.48	51.13

Figure 1: EGRA distribution for intervention and control students

	EGE GEC-T Midline report 23



Intervention students



Control students

The difference in scores is higher in subtask 2 than subtask 1. Neither of the differences are significant at the 5 per cent level.

Table 10: EGRA mean scores by subtask

EGRA	Intervention mean	Control mean	Standard Deviation in the intervention group
Subtask 1. Oral reading fluency.	46.79	46.94	10.93
Subtask 2. Reading comprehension.	52.18	55.32	25.11

If results are disaggregated by grade, it can be seen that scores increase as the grade level increases. This is to be expected given that the students in higher grades would have progressed in terms of reading fluency and comprehension. Control school students perform slightly higher at each grade, though the differences are not statistically significant. This is different to baseline, at which control school students scored higher only in primary 5, and lower in primary 4 and primary 6.

Table 11: EGRA mean scores by grade

Grade at midline (grade at baseline)	Intervention Group Mean (baseline mean)	Control Group Mean (baseline mean)	Standard Deviation in the intervention group
Primary 5 (4)	43.9 (45.2)	46.2 (40.5)	14.76
Primary 6 (5)	50.0 (54.3)	51.5 (55.6)	16.18
Primary 7 (6)	57.3 (60.0)	59.5 (56.9)	14.85

Overall	49.48	51.13	16.27
---------	-------	-------	-------

Subtask 1: Oral reading fluency

In this subtask, students are presented with a passage and asked to read aloud. They are given up to 5 minutes to read and are stopped by the enumerator if they are unable to read ten consecutive words.

Students read an average of 47 words per minute (WPM). Intervention school students scored marginally lower than control school students (46.79 compared to 46.94), though this difference is not significant at the 5 per cent level.

Seventy-seven per cent of intervention students are reading at a grade three level of fluency (equivalent to primary 3).

Subtask 2: Reading comprehension

This subtask asks students up to 11 questions based on the passage they read in subtask 1. The number of questions asked depends on how much of the passage they read. The questions get progressively harder.

Students scored an average of 53.75, with intervention school students scoring an average of 52.18 compared to 55.32 for control school students. The difference is not significant at the 5 per cent level.

Nineteen per cent of intervention students are working at a grade four level in reading comprehension (equivalent to primary 4).

Secondary

Students scored an average of 46.35 in SeGRA at midline, with a marginally higher score amongst intervention school students. The difference is not statistically significant. Difference-in-difference analysis shows that the target of 3.14 for secondary 2 and 1.81 for secondary 3 and secondary 4 have not been met at midline. The difference-in-differences are -5.40 and 0.72 respectively.

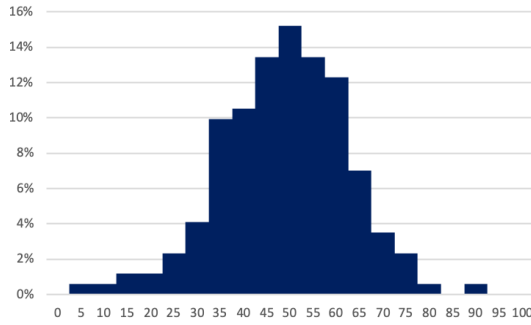
The distribution of aggregate scores is normal for both intervention and control students.

Table 12: SeGRA mean scores

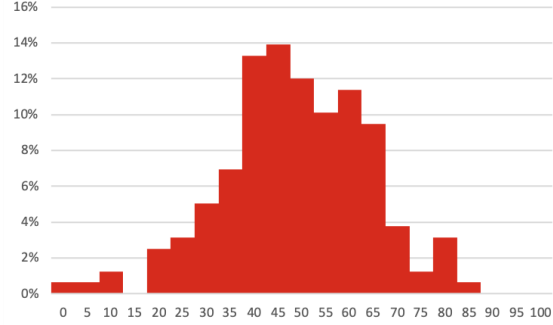
Intervention mean	Control mean
46.45	46.24

Figure 2: SeGRA distribution for intervention and control students

	EGE GEC-T Midline report 25



Intervention students



Control students

Disaggregation of scores by subtask shows that intervention school students score higher than control school students in subtasks 1 and 2, but lower in subtask 3. The differences are not statistically significant.

Table 13: SeGRA mean scores by subtask

SeGRA	Intervention mean	Control mean	Standard Deviation in the intervention group
Subtask 1. Reading comprehension.	87.59	84.54	17.11
Subtask 2. Advanced reading comprehension.	28.99	28.28	20.04
Subtask 3. Short essay construction.	22.75	25.90	18.08

Disaggregation of results by grade shows that results increase as students progress through grades in both intervention and control schools, as expected. The control group scored slightly higher than the intervention group in secondary 2, and comparatively lower in secondary 3 and secondary 4. The differences are not statistically significant.

Table 14: SeGRA mean scores by grade

Grade at midline (grade at baseline)	Intervention Group Mean (baseline mean)	Control Group Mean (baseline mean)	Standard Deviation in the intervention group
--------------------------------------	---	------------------------------------	--

EGE GEC-T Midline report	26

Secondary 2 (1) ²²	43.61 (75.4)	44.11 (70.5)	14.50
Secondary 3 (2)	46.56 (15.5)	46.31 (15.1)	12.36
Secondary 4 (3)	48.82 (17.2)	47.93 (17.9)	15.02
Overall	46.45	46.24	14.02

Subtask 1: Reading comprehension

Students read a passage of non-fiction and were asked 6 comprehension questions based on what they had read.

The average score was 86.07, 87.59 for intervention school students and 84.54 for control school students. The difference is not statistically significant. This subtask has a slight ceiling effect at midline, with 75 per cent of intervention students scoring between 81 to 100 per cent and less than 3 per cent scoring lower than 40 per cent. It is recommended to remove this subtask at endline.

Three quarters of the intervention school students achieved a grade six level in this subtask (equivalent to primary 6).

Subtask 2: Advanced reading comprehension

Students had a passage to read, as in subtask 1. The questions were a mixture of basic comprehension and more complex inferential questions.

On average, students scored 28.64, with a marginally higher score among intervention students of 28.99 compared to 28.28 among the control cohort.

Thirty per cent of intervention students achieved a grade seven level in this subtask (equivalent to primary 7).

Subtask 3: Short essay construction

Students were asked to write a short letter of 150-200 words on the topic of bullying. Marks were awarded based on format, spelling and grammar, sentence and paragraph construction, and attention to the subject matter.

Scores were low in this subtask. The average score was 24.33. Control school students scored higher than intervention school students, with 25.90 compared to 22.75. The difference is not significant.

Sixteen per cent of intervention students are writing at a grade nine level (equivalent to secondary 1).

Difference-in-difference literacy analysis

²² Secondary 1 at baseline did not do SeGRA/SeGMA, they were administered EGRA/EGMA and MiGRA/MiGMA, which limits comparability from baseline to midline.

Table 15: Literacy scores from Baseline to Midline

Grade midline (grade baseline)	Baseline literacy intervention	Midline literacy intervention	Difference baseline to midline	Baseline literacy control	Midline literacy control	Difference baseline to midline	Difference in difference (intervention – control difference)
Primary 5 (primary 4)	45.2	43.9	-1.3	40.5	46.2	5.7	-7.1
Primary 6 (primary 5)	54.3	50.0	-4.3	55.6	51.5	-4.1	-0.2
Primary 7 (primary 6)	60	57.3	-2.7	56.9	59.5	2.6	-5.4
Secondary 2 ²³ (secondary 1)	75.4	43.61	-31.79	70.5	44.11	-26.39	-5.40
Secondary 3 (secondary 2)	15.5	46.56	31.06	15.1	46.31	31.21	-0.15
Secondary 4 (secondary 3)	17.2	48.82	31.62	17.9	47.93	30.03	1.58

Foundational literacy skills

Table 16 details intervention students’ literacy results according to non-learners, emergent learners, established learners and proficient learners.

Table 16: Foundational literacy skills gaps (intervention students)

Categories	EGRA	Subtask 1 Oral reading fluency (WPM)	Subtask 2 Reading comprehension	SEGRA	Subtask 1 Reading comprehension	Subtask 2 Advanced reading comprehension	Subtask 7 Short essay construction
Non-learner 0%		1.5 (-5.56)	3.01 (-1.51)		0 (-1.79)	8.19 (-12.17)	20.47 (-29.17)

²³ Note that Secondary 1 at baseline completed the EGRA/EGMA and MiGMA/MiGRA tests. This result is from the MiGRA test.

Emergent learner 1%-40%	19.8 (-22.65)	32.08 (7.27)	2.92 (-1.37)	61.4 (9.26)	63.74 (14.1)
Established learner 41%-80%	77.44 (48.11)	45.61 (-7.42)	21.05 (-46.09)	29.24 (2.45)	15.79 (15.08)
Proficient learner 81%-100%	0 (-21.17)	19.3 (1.66)	75.44 (48.65)	0.58 (-0.13)	0 (0)
	100%	100%	100%	100%	100%

Table 17: Literacy grade achieved conversion grid

	Relevant subtasks	Literacy	Percentage achieving grade level
Grade 1 & 2 achieved (primary 1 and primary 2)	Basic pre-literacy tasks as used in other EGRA tests	Proficient in Letter Sound Identification, Familiar Word, Invented Word	Not tested
Grade 3 achieved (primary 3)	Subtask 1 (EGRA)	Established in Oral Reading Fluency	83% control 83% intervention
Grade 4 achieved (primary 4)	Subtask 1 (EGRA)	Proficient in Oral Reading Fluency	62% control 62% intervention
Grade 5 achieved (primary 5)	Subtask 2 (EGRA) (score of	Established in Comprehension using simple inferences	72% control 65% intervention
Grade 6 achieved (primary 6)	Subtask 2 (EGRA)	Proficient in Comprehension using simple inferences	60% control 53% intervention
Grade 7 achieved (primary 7)	Subtask 2 (EGRA)	Established in Comprehension using complex inferences	46% control 40% intervention
Grade 8 achieved (secondary 1)	Subtask 1 (SeGRA)	Proficient in advanced comprehension	70% control 76% intervention
Grade 8 achieved (secondary 1)	Subtask 2 (SeGRA)	Established in Short Essay construction	48% control 47% intervention
Grade 9 achieved (secondary 2)	Subtask 3 (SeGRA)	Proficient in Short Essay construction	32% control 32% intervention

This table matches up the subtasks testing various literacy skills with approximations of the grade level's expected in the Ugandan national curriculum. Unfortunately, EGRA and SeGRA benchmark scores for attainment and proficiency are not set at the national level in Uganda by the MoE, so this framework can only be taken as an approximation. Relevant resources informing the benchmarking exercise include MoE published statistics²⁴ and academic research on benchmarking.²⁵ The benchmarks used suggest that many students are not literate at grade level, and that literacy drops off in the upper years of secondary school. Some of the basic literacy skills were not tested, since early primary students were not included in the sample. This means that it is not possible to assess the percentage of students who have achieved literacy at grade 1 & 2 level. However the relatively high level of achievement at grade three level suggests that this would not have been necessary.

3.1.2 Numeracy

Primary

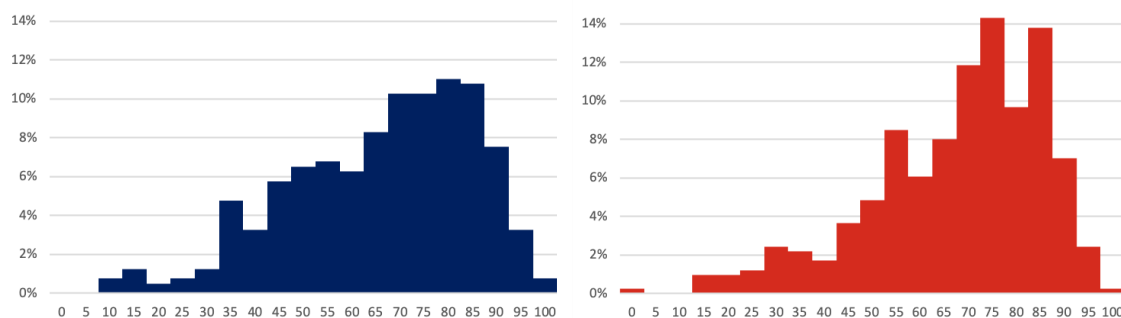
Three subtasks were removed from EGMA at midline: number identification, number discrimination and addition. The average EGMA score is 65.14. Control school students have a higher average than intervention school students, with 65.95 compared to 64.30. Difference-in-difference analysis shows the change from baseline does not meet the 1.63 target set at baseline. The difference-in-difference is 1.11.

The aggregate score is slightly skewed to the left for both intervention and control school students. However, the breakdown of results in Table 18 indicates that there will not be a ceiling effect at endline.

Table 18: EGMA mean scores

Intervention mean	Control mean
64.30	65.95

Figure 3: EGMA distribution for intervention and control students



²⁴ <http://education.go.ug/files/downloads/FACT%20%20%20SHEET%202016.pdf>

²⁵ https://www.riseprogramme.org/sites/www.riseprogramme.org/files/inline-files/Atuhurra_1.pdf

*Intervention students**Control students*

In each of the subtasks, control school students scored higher than intervention school students. The differences are not statistically significant.

Table 19: EGMA mean scores by subtask

EGMA	Intervention mean	Control mean	Standard Deviation in the intervention group
Subtask 1. Missing number.	71.25	72.28	22.69
Subtask 2. Subtraction.	49.21	50.23	18.50
Subtask 3. Word problems.	72.43	75.35	29.02

Disaggregation of the results by grade show an improvement in scores from the lower grades to the higher grades. Control school students performed better than intervention school students at baseline as at midline, though the differences are not statistically significant.

Table 20: EGMA mean scores by grade

Grade at midline (grade at baseline)	Intervention Group Mean (baseline mean)	Control Group Mean (baseline mean)	Standard Deviation in the intervention group
Primary 5 (4)	58.34 (65.1)	58.66 (67.1)	18.84
Primary 6 (5)	64.17 (71.1)	68.59 (72.3)	18.90
Primary 7 (6)	73.67 (73.9)	74.58 (75.7)	15.88
Overall	64.30	65.95	19.07

Subtask 1: Missing numbers

Students were given a paper with sequences of numbers, with one link in the sequence missing. Students had to identify the missing number in the sequence.

In this subtask the average was 71.76, with 71.25 for intervention school students and 72.28 for control school students. The difference is not statistically significant. Despite the high average score, the subtask does not present a ceiling effect at midline, with only 34 per cent of intervention students scoring between 81 to 100 per cent.

Thirty-four per cent of intervention students are working at a grade three level (equivalent to primary three).

Subtask 2: Subtraction

	EGE GEC-T Midline report 31

This subtask asked students 20 questions which got progressively harder, from single digits to double digits. Students could use an aid to help them perform the subtraction, such as their fingers or counters.

The average score was 49.72, 50.23 in control schools and 49.21 in intervention schools. The difference is not statistically significant.

Only four per cent of intervention students are working at a grade four level in this subtask (equivalent to primary four).

Subtask 3: Word problems

In word problems, students are presented with a series of addition, subtraction and division questions through a series of scenarios. Students could use an aid to help them perform the calculations, such as their fingers or counters.

On average students scored 73.89. Control school students scored 75.35 compared to 72.43 for intervention school students. The difference is not statistically significant.

Thirty-nine per cent of intervention students are working at a grade four level in this subtask.

Secondary

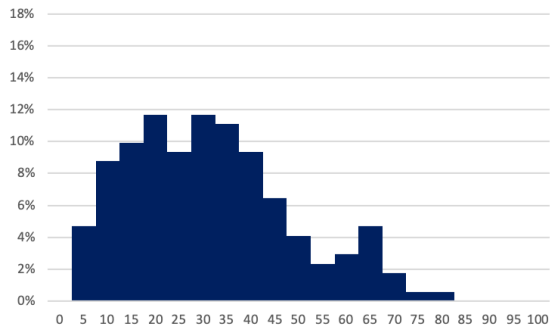
The SeGMA subtask topics were the same at midline as at baseline, and updated according to the MEL Guidance. The average score was the lowest of all the tests, at 30.58. The difference between the control and intervention school average is not statistically significant. Difference-in-difference shows the targets set at baseline of 6.19 for secondary 2 and 3.78 for secondary 3 and secondary 4 have not been met at midline. The difference-in-differences are -6.53 and -2.52 respectively.

The aggregate score distribution for intervention students is skewed to the right, whilst the distribution for control students is normal.

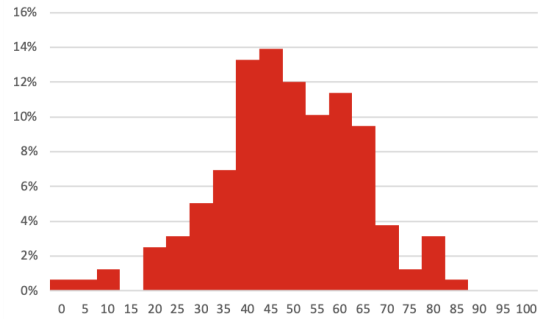
Table 21: SeGMA mean scores

Intervention mean	Control mean
29.32	31.84

Figure 4: SeGMA distribution for intervention and control students



Intervention students



Control students

Control school students scored higher than intervention school students in each subtask, though no differences are significant at the 5 per cent level. Subtask 3 had a lower score than subtasks 1 and 2, reflecting the comparative difficulty of this subtask.

Table 22: SeGMA mean scores by subtask

SeGMA	Intervention mean	Control mean	Standard Deviation in the intervention group
Subtask 1. Multiplication, division, percentages, fractions.	43.02	46.98	21.22
Subtask 2. Algebra.	36.69	39.68	22.47
Subtask 3. Sophisticated word problems.	8.26	8.86	15.26

Control group averages are higher than intervention group averages in secondary 2 and 3, though not in secondary 4. The results at secondary 4 in control schools are actually lower than the secondary 3 results. The difference in secondary 4 could be due to the exam period, as detailed above. None of the differences are significant at the 5 per cent level.

Table 23: SeGMA mean scores by grade

Grade at midline (grade at baseline)	Intervention Group Mean (baseline mean)	Control Group Mean (baseline mean)	Standard Deviation in the intervention group
Secondary 2 (1) ²⁶	26.82 (61.8)	29.85 (58.3)	17.28

²⁶ Note that Secondary 1 at baseline completed the EGRA/EGMA and MiGMA/MiGRA tests. This result is from the MiGMA test.

Secondary 3 (2)	27.37 (28.4)	32.81 (29.56)	17.26
Secondary 4 (3)	33.60 (31.6)	32.46 (29.7)	16.04
Overall	29.32	31.84	17.04

Subtask 1: Multiplication, division, percentages, fractions, geometry

In this subtask, students were asked basic questions and some word problems to test more advanced mathematical skills.

Control school students scored an average of 46.96, higher than the average of 43.02 for intervention school students. The average for all students was 45.00. The difference is not significant at the 5 per cent level.

Half of the intervention students are working at a grade five level in these skills and two per cent are working at a grade six level.

Subtask 2: Algebra

SeGMA subtask 2 required students to answer basic and complex algebraic questions.

The average score was 38.18. Control school students scored 39.68 and intervention school students scored 36.69. The difference is not significant at the 5 per cent level.

Forty per cent of intervention students are working at a grade seven level in algebra, and only two per cent have achieved a grade eight level (equivalent to secondary 1).

Subtask 3: Sophisticated word problems

This subtask consisted of increasingly difficult word problems to test a range of skills, including percentage changes and mean and mode calculations.

The average score was low, at 8.56. It was 8.86 for control school students and 8.26 for intervention school students. The difference was not statistically significant.

Secondary 3 scored higher than secondary 4 (10.1 compared to 8.0) which does not support the expectation of later grades scoring higher than earlier grades. This could be explained by secondary 4 students having national exams during the same time as the learning assessments and the distraction and stress caused by this overlap.

Seven per cent of intervention students are working at a grade eight level (equivalent to secondary 1).

Difference-in-difference analysis

Table 24: Numeracy scores from baseline to midline

Grade midline (grade baseline)	Baseline numeracy intervention	Midline numeracy intervention	Difference baseline to midline	Baseline numeracy control	Midline numeracy control	Difference baseline to midline	Difference in difference (intervention – control difference)
--------------------------------	--------------------------------	-------------------------------	--------------------------------	---------------------------	--------------------------	--------------------------------	--

							EGE GEC-T Midline report
							34

Primary 5 (primary 4)	65.1	58.34	-6.76	72.3	58.66	-13.64	6.89
Primary 6 (primary 5)	71.1	64.17	-6.93	75.7	68.59	-7.11	0.18
Primary 7 (primary 6)	73.9	73.67	-0.23	76.7	74.58	-2.12	1.89
Secondary ²²⁷ (secondary 1)	61.8	26.82	-34.98	58.3	29.85	-28.45	-6.53
Secondary 3 (secondary 2)	28.4	27.37	-1.03	29.56	32.81	3.25	-4.28
Secondary 4 (secondary 3)	31.6	33.60	2.00	29.7	32.46	2.76	-0.76

Table 25: Numeracy results

Result	Details	Comments
Numeracy Midline	Beta = -0.435 p-value = .0637 Target = <.05 Performance against target = -1%	These calculations, based on aggregated data remain tentative, and differ from expected values. The relevance and appropriateness of analysing the aggregated numeracy data through cross-sectional regression of the difference-in-differences continues to raise methodological questions.

Foundational numeracy skills

Table 26 details intervention students' literacy results according to non-learners, emergent learners, established learners and proficient learners.

²⁷ Note that Secondary 1 at baseline completed the EGRA/EGMA and MiGMA/MiGRA tests. This result is from the MiGMA test.

Table 26: Foundational numeracy skills gaps (intervention students)

Categories	EGMA	Subtask 1 Missing numbers	Subtask 2 Subtraction	Subtask 3 Word problems	EGMA	Subtask 1 Multiplication, division etc.	Subtask 2 Algebra	Subtask 3 Sophisticated word problems
Non-learner 0%		0.75 (0.75)	2.51 (2.51)	3.51 (0.92)		0.58 (-0.85)	4.68 (-5.32)	57.31 (14.1)
Emergent learner 1%-40%		13.78 (-8.42)	25.81 (23.66)	20.55 (-4.48)		46.2 (9.41)	53.22 (-0.35)	35.67 (-16.12)
Established learner 41%-80%		51.13 (6.96)	67.92 (48.55)	37.34 (4.42)		50.88 (-7.69)	40.35 (6.42)	7.02 (2.02)
Proficient learner 81%-100%		34.34 (0.70)	3.76 (-74.72)	38.6 (-0.86)		2.34 (-0.87)	1.75 (-0.75)	0 (0)
		100%	100%	100%		100%	100%	100%

Table 27: Numeracy grade achieved conversion grid

	Relevant subtasks	Numeracy	Percentage achieving grade level
Grades 1 & 2 achieved (primary 1 and primary 2)	Basic numeracy tasks as used in other EGMA tests	Established in number identification, missing numbers and addition.	Not tested
Grade 3 achieved (primary 3)	Subtask 1 (EGMA)	Proficient in Missing Numbers and Addition	51% control 51% intervention
Grade 4 achieved (primary 4)	Subtask 2 (EGMA)	Established in Subtraction and Word Problems	47% control 44% intervention
Grade 5 achieved (primary 5)	Subtask 2 (EGMA)	Proficient in Subtraction and word problems	19% control 19% intervention
Grade 6 achieved (primary 6)	Subtasks 2, 3 (EGMA)	Proficient in word problems, multiplication and division etc.	8% control (ST2) 9% intervention (ST2) 64% control (ST3) 61% intervention (ST3)
Grade 7 achieved (primary 7)	Subtask 3 (EGMA)	Proficient in word problems, multiplication and division etc.	43% control 39% intervention

Grade 8 achieved (secondary 1)	Subtask 1 (SeGMA)	Established in Algebra	42% control 42% intervention
Grade 8 achieved (secondary 1)	Subtask 2 (SeGMA)	Proficient in Algebra	33% control 29% intervention
Grade 9 achieved (secondary 2)	Subtask 3 (SeGMA)	Proficient in Data Interpretation etc.	23% control 22% intervention

This table matches up the subtasks testing various numeracy skills with approximations of the grade level's expected in the Ugandan national curriculum. Unfortunately, EGMA and SeGMA benchmark scores for attainment and proficiency are not set at the national level in Uganda by the MoE, so this framework can only be taken as an approximation. Relevant resources informing the benchmarking exercise include MoE published statistics²⁸ and academic research on benchmarking.²⁹ The benchmarks used suggest that many students are not numerate at grade level, and that numeracy drops off in the upper years of secondary school. Note that because lower primary students were not tested, the basic EGMA subtasks often associated with lower primary were not included in the research, thus it is not possible to assess the number of students who have achieved numeracy levels at Primary grades 1 & 2.

3.2 Subgroup analysis of the Learning Outcome

Subgroup analysis of learning outcomes will show whether specific characteristics and barriers have an impact on learning outcomes, and whether this impact is statistically significant. Characteristics and barriers were selected based on their importance to the project's Theory of Change, and to the GEC-T programme as a whole. The main characteristics the project aims to target are: married girls, girls who are mothers, girls with disabilities, and girls in extreme poverty. The main barriers the project is concerned with are: poverty, safety and security, inadequate school infrastructure, negative attitudes to female education, few opportunities for and examples of aspiration, and a lack of opportunities to exercise decision-making power.

The characteristics which have a significant impact on learning outcomes are if the girl has cognitive difficulties, if the head of household or caregiver has no education, and if the girl is from the eastern or western region of Uganda. The barriers which have a significant impact on learning outcomes are a high chore burden, an inhospitable school environment, and a lack of agency over whether the girl goes to school or not.

Learning outcomes by characteristics

Table 28 shows learning outcomes of the sample by key characteristics. One characteristic has a significant impact on both literacy and numeracy outcomes, while four others have a significant impact only on literacy.

²⁸ <http://education.go.ug/files/downloads/FACT%20%20%20SHEET%202016.pdf>

²⁹ https://www.riseprogramme.org/sites/www.riseprogramme.org/files/inline-files/Atuhurra_1.pdf

	EGE GEC-T Midline report 37

Table 28: Learning scores of key subgroups

	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Characteristics:				
<i>All girls</i>	49.17	4.39	55.16	-5.75
<i>Household unable to meet basic needs without charity</i>	48.32	-	52.97	-
<i>Living without both parents</i>	49.18	4.18	53.56	-6.76
<i>Living in female headed household</i>	48.97	4.32	55.94	-6.08
<i>Disability³⁰</i>	46.03	-	44.78	-
<i>Difficulty seeing</i>	52.53	6.98	46.87	-6.80
<i>Difficulty hearing</i>	47.83	12.77	42.17	-7.28
<i>Difficulty walking or climbing stairs³¹</i>	56.65	26.22	19.17	-42.15
<i>Difficulty remembering or concentrating</i>	33.22*	-2.44	51.59	-12.35
<i>Serious illness</i>	49.66	13.47	53.88	4.58
<i>Head of household no education</i>	42.29*	-6.08	45.50	-11.18
<i>Caregiver has no education</i>	37.68*	-12.25	44.50	-12.39
<i>Central region</i>	49.49	-	56.11	-
<i>Eastern region</i>	43.06*	-	45.74*	-
<i>Western region</i>	54.40*	-	59.13	-

Although marriage and motherhood are key characteristics for the project they have not been included in table 29 due to the small sample size (3 girls in the sample are married and 7 are mothers). Aggregate scores of girls who are married or mothers show higher than average results in both literacy and numeracy but the absolute number is not sufficient to be considered representative.

Table 29: Literacy and numeracy scores for married girls and girls who are mothers

	Aggregate literacy score	Aggregate numeracy score
--	--------------------------	--------------------------

³⁰ There are no girls with difficulty with self-care or difficulty with communication in the midline sample.

³¹ Note there is only 1 girl in the sample with difficulty walking or climbing stairs.

Married (n=3)	59.52	62.87
Mother (n=7)	67.29	63.29

The results indicate that the following characteristics are the biggest determinants of learning outcomes:

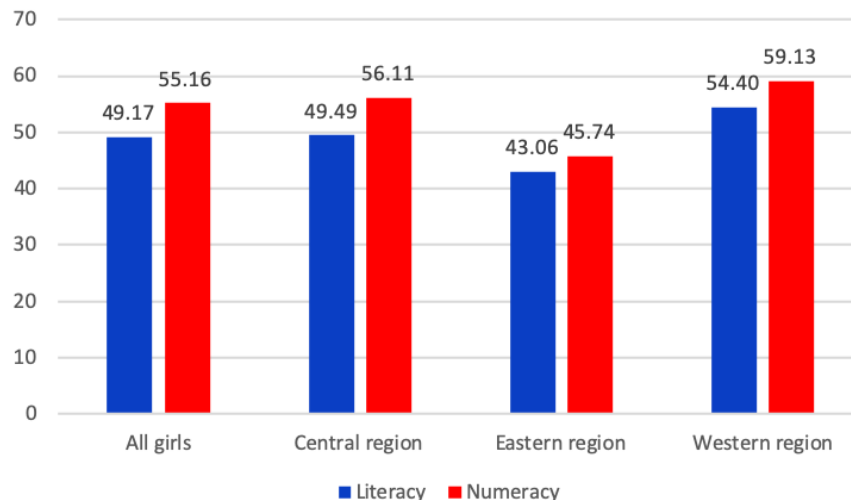
- Education level of the head of household and caregiver:** girls whose head of household has no education or whose caregiver has no education have statistically significant lower results in literacy, though not in numeracy. The literacy average for all girls is 49.17 compared to girls whose head of household has no education at 42.29, and caregivers with no education at 37.68. The literacy results are the inverse from baseline, at which stage girls whose head of household or caregiver had no education scored higher than the average in literacy, though lower in numeracy as at midline.

The household survey shows that caregivers with no education are less likely to spend time engaging with the girl in their care about their school work. Sixteen per cent of all caregivers said that they do not spend time looking at or talking to the girl learner about the content they learn in school, compared to double that rate for caregivers with no education, at 31 per cent. All of the caregivers with no education said they do not engage because they do not understand the school work, compared to 77 per cent average for all caregivers who do not engage. However, only one girl (of 18) that states they do not have anyone to talk to also has a caregiver with no education, indicating that most girls who have caregivers with no education have other sources of support for their school work.

- Cognitive disability:** girls who have difficulties remembering or concentrating score significantly lower in literacy than the average of all girls, 33.22 compared to 49.17. The numeracy result is also lower than the average though the difference is not statistically significant. At baseline, girls with a cognitive disability also scored lower in literacy than the average, but higher in numeracy. The focus group discussions did not include any students who self-disclosed a disability, and disability was not mentioned as a barrier in the qualitative data collection. Although the clustered sampling approach did aim to identify a focus group of girls with a disability, this was logistically not feasible as girls with a disability were not concentrated in one location. Thus the sampling was done without this cluster at the midline, however guidance from the implementing partners will be sought so that this sub-group can be included at endline.
- Region:** girls in the eastern region of Uganda have lower learning outcomes in both literacy and numeracy than the average of all the girls in the sample. These differences are significant at the 5 per cent level. Conversely, girls in the western region have a statistically significant higher result in literacy than the average. While the research does not address this directly, it could be linked to the greater linguistic diversity and higher rates of migration and displacement in Eastern Uganda. These factors would likely contribute to lower scores, particularly in literacy, in Eastern Uganda. There were no notable differences in the qualitative data between regions.

Figure 5: region and learning outcome results

	EGE GEC-T Midline report 39



Barriers

Table 30 shows learning outcomes of the sample disaggregated by key subgroups with barriers to learning. None of the barriers listed have a significant impact on literacy learning outcomes. There are three barriers which have a significant impact on numeracy outcomes.

Table 30: Learning scores of key barriers

Results that are significant at the 5 per cent level are marked with an asterisk (*).

Barriers:	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
<i>All girls</i>	49.17	4.39	55.16	-5.75
<i>Does not have sufficient time to study (chore burden of more than 2 hours a day)</i>	49.48	-	51.07*	-
<i>Does not get support from HH</i>	45.93	-	51.11	-
<i>Does not have materials needed to study</i>	47.42	-	55.63	-
<i>Does not feel safe at school</i>	46.09	31.64	50.64	-8.56
<i>Teachers do not make them feel welcome</i>	47.15	-	48.56	-
<i>Does not attend school on most days</i>	47.23	-	49.21	-
<i>Does not use a toilet at school</i>	56.66	-8.14	51.04	-25.96

<i>Does not decide whether or not to go to school (12+)</i>	47.44	-	51.27*	-
<i>Does not feel the facilities at school helps learning</i>	49.10	-	41.51*	-
<i>Does not talk to anyone for extra help with school work</i>	47.76	-	51.72	-
<i>Missed school due to health concerns</i>	48.22	-	54.88	-

There are no barriers which are statistically significant for literacy outcomes. The girls' survey shows that 93 per cent of all girls read outside of school, compared to 87 who study maths outside of school, which could contribute to this outcome.

The results indicate that the following barriers are the biggest determinants of learning outcomes for numeracy:

- High chore burden:** For the purposes of this evaluation a high chore burden has been defined as two or more hours a day. Girls with a high chore burden perform lower in numeracy than the average, at 51.07 compared to 55.16. However, the girls' survey shows that girls with a high chore burden study maths outside of school as much as the average for all girls. Eighty-seven per cent of girls with a high chore burden study maths outside of school, which is the same proportion for all girls. The qualitative data noted that domestic work is more of a barrier for girls than it is for boys.
- Decision-making ability:** Girls of 12 years and older whose family decides whether or not they go to school have a statistically significant lower numeracy score, with 51.27 compared to 55.16. However, the girls' survey shows that a higher proportion of girls whose family decides whether or not they go to school study maths outside of school, 89 per cent compared to 87 per cent.
- Facilities at school:** Girls who feel that the facilities at school do not help learning scored 41.51 in numeracy compared to the overall average of 55.16. The school environment contributes to feelings of safety and security and can facilitate an atmosphere conducive to learning. Six per cent of students find it difficult to move around the school, 25 per cent do not use drinking water facilities, and 15 per cent do not use play facilities. The qualitative data does not refer to the school environment as a primary barrier to learning.

The barriers discussed in the qualitative data do not cite the barriers listed above as the main barriers to education. The main barriers to education cited by the qualitative data respondents are poverty, health and cultural attitudes. However, the high chore burden is discussed in relation to cultural attitudes, as it is noted that girls are disproportionately affected by this burden due to views of what constitutes appropriate activities for each gender. The project is addressing the barriers listed above as well as those identified by the qualitative data participants through the varied activities to address financial issues, the school environment, life skills and cultural norms. In doing so, the project recognises the complex and multifaceted barriers to education access.

EGE GEC-T Midline report	41

4. Transition Outcome

The transition outcome tracks the rate of successful transitions of the cohort. Successful transitions are defined by:

- Continuation in school at appropriate grade level
- Transition to an alternative learning programme, if the student has dropped out

By contrast, unsuccessful transitions include:

- Dropping out of school
- Remaining in the same grade

This section will first present an overview of the rates of successful and unsuccessful transition in learners of different age brackets, and then the different types of transition, and more qualitative observations on the nature of transition pathways. Sub-group analysis of the transition pathways then affords insight into correlations with higher rates of successful transition. The quantitative and qualitative data is then synthesised into an analytical explanation of factors contributing to successful transition. This analysis provides the contextual overview for setting new targets for future evaluation points.

4.1 Transition

The rates of successful transition are very high, as suggested at baseline, and are in line with the targets set. Due to the small number of unsuccessful transitions, the utility of statistical analysis is limited. However, the broad trend is that in the tracked cohort, the highest number of dropouts (9) was in the youngest group (14-15 year olds) rather than the oldest group (0 drop outs), or the middle group (2 drop outs). This runs counter to the general trend of increasing dropouts with age, borne out in this sample, with girls aged 18 and older having the largest number of dropouts (15), and applicable universally in secondary education, as competing possibilities and responsibilities draw students from school. The lower numbers of unsuccessful transition among out-of-school girls in the intervention group further reinforces the effect of the programme, although the numbers are too small for definitive conclusions. Across all age groups, only 4 out-of-school intervention students had an unsuccessful transition, compared to 10 students in the control group.

The small rates of unsuccessful transition and the difficulties in drawing conclusions highlight a challenge in the definition of successful transition pathways. Because the causes of disruption from schooling are generally major events, their occurrence may not be distributed continuously, leading to statistical misrepresentations. Other potential inhibiting indicators, including age relative to school year, may help to identify the extent to which students are at risk of future unsuccessful transitions. This is supported by the qualitative data which demonstrated that some students are likely to drop out if they regard themselves as being too old for the grade they are assigned. Or perhaps the binary categorisation of successful/unsuccessful transitions itself could be reframed to account for different transitions to work, given the contexts of high burdens of emotional labour expected (domestic chores, caring for elderly family and children).

Table 31: Transition pathways

Group tracked for transition	Successful Transition	Unsuccessful Transition
------------------------------	-----------------------	-------------------------

	<p style="text-align: right;">EGE GEC-T Midline report 42</p>

In-school girls aged 9-11	<ul style="list-style-type: none"> • 255 total at midline • 203 control (96.5%) • 152 intervention (95.5%) 	<ul style="list-style-type: none"> • 10 each of intervention (4.7%) and control (6.2%) students repeated a year, and one 11-year old control student was in employment.
In-school girls aged 12	<ul style="list-style-type: none"> • 157 at midline • 78 intervention (92.9%) • 79 from control (92.9%) 	<ul style="list-style-type: none"> • 5 intervention students (6.0%) and 6 control students (7.1%) repeated a year • 1 intervention student dropped out
In-school girls aged 13	<ul style="list-style-type: none"> • 87 at midline • 46 intervention (93.9%) • 41 control (93.2%) 	<ul style="list-style-type: none"> • 3 each of intervention (6.1%) and control (6.8%) students repeated a year
in-school girls aged 14-15	<ul style="list-style-type: none"> • 133 at midline • 70 control (97.2%) • 63 intervention (92.6%) 	<ul style="list-style-type: none"> • 2 intervention students repeated a year (2.8%) • 4 control students repeated a year (6.4%)
in-school girls aged 16-17	<ul style="list-style-type: none"> • 126 at midline • 57 control (95.0%) • 69 intervention (94.5%) 	<ul style="list-style-type: none"> • 1 girl dropped out from both intervention (16yo) and control schools (17yo) • 2 repeated a year in intervention (3.4%) • 3 repeated a year in control (4.2%)
in-school girls aged 18+	<ul style="list-style-type: none"> • 26 at midline • 9 control (100%) • 17 intervention (94.4%) 	<ul style="list-style-type: none"> • 0 dropped out • 1 intervention student repeating a year (18)
Out of school girls aged 14-15	N/A	<ul style="list-style-type: none"> • 3 intervention • 6 control
Out of school girls aged 16-17	N/A	<ul style="list-style-type: none"> • 1 intervention • 3 control
Out of school girls aged 18+	N/A	<ul style="list-style-type: none"> • 0 intervention • 1 control

Additional qualitative data adds to this picture of relatively successful transitions, however the impossibility of tracking the full cohort from baseline, and the low absolute numbers means these factors should be considered with caution.

According to the qualitative data the main barrier to transition from one grade to another is school fees. This is also one of the main barriers to attendance and was the same for all students. The primary reason for dropping out of school cited by all students is poor performance, and girls also said that marriage and pregnancy would lead to drop out. The household survey shows that some caregivers agree that marriage and pregnancy are suitable conditions under which to not attend school, with 16 per cent and 11 per cent agreeing, respectively. All of the student FGD participants would like to continue school in the next academic year.

The DEO interviewed in a central region district said that more girls dropout than boys in the district. The number of students reduces as grades increase. He cited reasons such as child labour but indicated that data is not systematically collected on reasons for drop out.

Table 32: Transition pathways

Group name	Intervention transition rate (Baseline)	Control transition rate	Intervention transition rate (Midline)	Control transition rate	Intervention repeated year rate (Midline)	Control repeated year rate	Target	% of target
------------	---	-------------------------	--	-------------------------	---	----------------------------	--------	-------------

								EGE GEC-T Midline report 43

		(Baseline)		(Midline)		(Midline)		achieved
In-school girls aged 9-11	NA	NA	94.9%	93.8%	4.7%	6.2%	+2%	NA
in-school girls aged 12-13	93%	92%	93.2%	93.0%	6.1%	7.0%	+2%	98%
in-school girls aged 14-15	96%	95%	97.2%	92.6%	2.8%	6.0%	+0%	100%
in-school girls aged 16-17	94%	94%	95.0%	94.5%	3.4%	4.2%	+2%	100%
in-school girls aged 18+	94%	94%	100%	94.4%	0%	0%	+2%	100%
All girls	94%	94%	94.9%	93.6%	4.5%	5.8%	+2%	99%

Additional subcategories have not been included here, due to the relatively small absolute numbers, which make the disaggregated data less relevant and statistically significant. Additionally, these categories are the primary ones in which the baseline statistics and targets are tracked.

Across the age categories the targets have been achieved or exceeded. This demonstrates the commitment of the programme to students, particularly older learners, who often face significant pressure to leave school after 18. The emphasis on continuity over achievement may also be helpful in reducing the number of dropouts. This is particularly important given the significant economic advantage of completing schooling, rather than just a portion thereof.³²

4.2 Sub-group analysis of the transition outcome

Due to the high rate of successful transition, students from every subgroup were relatively successful. Smaller subgroups are below the cohort averages to a statistically significant degree, such as 14-15 year-old girls who reported missing days of school this term (89% had unsuccessful transitions, or 8% below the average of 97%), but this is a difference of only five students in absolute terms. This correlation may reflect a student's ill health or early pregnancy, which also would be linked to lower rates of successful transition.

4.3 Target setting for the transition outcome

Given the already high rates of transition, and the external factors which can cause this outside of the control of the programme, maintaining targets consistent with those achieved is considered most appropriate. An increase from such a high percentage may not be anticipated, given the externalities involved in factors leading to unsuccessful transitions.

³² Latif, A., A. I. Choudhary, and A. A. Hammayun. "Economic effects of student dropouts: A comparative study." *Journal of global economics* (2015).

Table 33: Target setting

	Evaluation point 3	Evaluation point 4
Target generated by the outcome spreadsheet	+7%	TBC following evaluation point 3
Alternative target proposed by project (if applicable)	+5%	TBC following evaluation point 3

5. Sustainability Outcome

Sustainability is a key outcome at midline to inform recommendations for project implementation to endline. At midline, the target for sustainability was to move from ‘latent’ to ‘emerging’. The target has been exceeded, with the project ‘becoming established’ at midline.³³ System level changes are the main contributor to this increase, as elements of the Girls’ Club curriculum have been incorporated into the national curriculum, and there are many financial institutions offering education finance products even outside of OI’s EduFinance project. It should be noted that due to the multiple interventions and different levels of exposure the project does not specifically monitor data on costs-per-beneficiary.

The findings in this section come primarily from qualitative data collection, project monitoring data and the household and student survey where applicable. The qualitative data collection included interviews with: PEDN’s Monitoring, Evaluation and Learning Director; OIUK’s Senior Programme Manager; OBUL’s GEC Project Supervisor; OI Uganda’s Head Education Specialist; and OIUK’s Consortium Lead. Unless otherwise noted, the statistics in this section refer to the intervention cohort.

Some of the school and system level indicators have changed from baseline.

Table 34: Changes to sustainability indicators from baseline to midline

Indicator baseline	Indicator midline
Self managed school clusters established.	Cluster participants apply lessons to their classrooms.
Appreciation for life skills and GEC clubs by liaison staff.	Girls Club activities incorporated into school timetables.
Schools adopt a systematic approach to school development planning.	Schools implement lessons from School Leadership Professional Development (SLPD) workshops.
Sustainable market for education finance	Bursaries for severely marginalised girls are

³³ See Annex 19 for the Sustainability Scorecard.

created and replicated.	established by schools, government or OBUL.
Prospective financial sustainability of Ed Quality model (as defined by created value for financial institutions)	Sustainable education finance model replicated by other institutions, including Centenary Bank, Stanbic, Letshego, DCFU.

Each of the three sections is weighted differently. Community and school contribute 20 per cent each to the overall sustainability score, whilst the system component contributes 60 per cent towards the score. This reflects the emphasis on local and government level change to which the project aspires.

Table 35: Sustainability indicators

	Community	School	System
Indicator 1	Sustained use of financial services by households and schools.	Cluster participants apply lessons to their classrooms	Girls' Club activities influence the national curriculum.
Indicator 2	Changed attitudes towards girls' education.	Girls' Club activities incorporated into school timetables	Bursaries for severely marginalised girls are established by schools, government or OBUL.
Indicator 3	Community participation in school planning.	Schools implement lessons from School Leadership Professional Development (SLPD) workshops.	Sustainable education finance model replicated by other institutions, including Centenary Bank, Stanbic, Letshego, DCFU.
Baseline Sustainability Score (0-4)	1	1	1
Overall Sustainability Score (0-4)	1		
Midline sustainability Target (0-4)	2	2	2
Midline score (0-4)	2	2	2
Overall sustainability Score (0-4)	2		

5.1 Community

Indicator 1: Sustained use of financial services by households and schools.

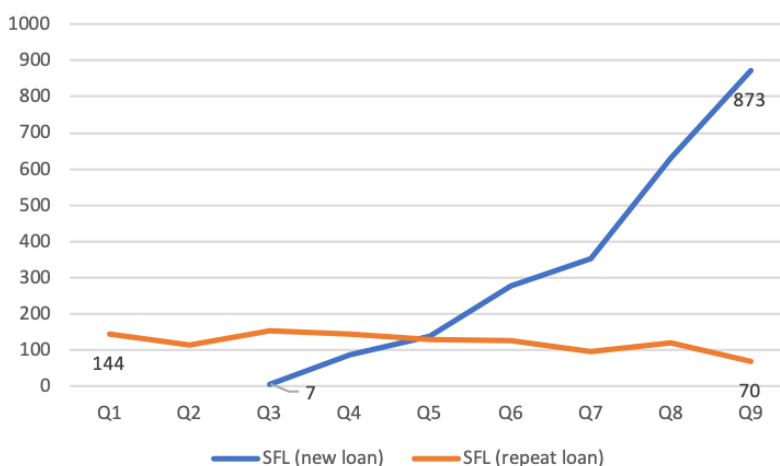
	EGE GEC-T Midline report 46

Findings suggest that School Fee Loans are becoming a more popular method of funding education, and borrowing money is the preferred option over seeking assistance from charity, family, selling assets or sending selected children to school. OBUL data from January 2018 onwards shows that there have been 856 new clients who have taken out a School Fee Loan (SFL), with a steady increase in each quarter. Of the existing bank clients, 495 took out an SFL, which is 35 per cent of the overall target. The household survey showed that 40% of households of intervention school students reported having used a School Fee Loan to pay for school fees when money was not readily available at the start of term. Forty-four per cent of control school households with school fee issues reported having used a School Fee Loan. BRAC and Pride were the most popular financial institutions from which to source School Fee Loans, with OBUL the third most popular. In the FGDs none of the caregivers mentioned that they had used a School Fee Loan to finance the girls' education this year.

Project monitoring data for quarter eight shows that the project is below the target for School Improvement Loans (SIL). At the end of quarter seven, the target for existing customers taking out a SIL was 66 per cent achieved, and the target for new schools was 41 per cent fulfilled. Head teachers in schools which had used School Improvement Loans reported a positive experience and some intend to apply for another SIL. The only suggestion was to reduce interest rates, though it was also noted that 'interest rates [are] not so high compared to other institutions'. In comparison, the control school head teachers reported mostly meeting their funding needs with fees and fundraising activities such as small business ideas. Approximately 75 per cent of the SILs are used for classrooms, with the other 25 per cent used for WASH facilities.

There has been a sustained use of School Fee Loans as determined by repeat loan data, though there has been a slight downward trend. There has also been a rising trend in new School Fee Loans administered. For School Improvement Loans, in year one of the project there were 7 new loans and 31 repeat loans. For year two there were 11 first loans and 43 repeat loans. This indicates there is some sustained use over time.

Figure 6: numbers of new and repeat School Fee Loans administered in each quarter since the start of the project



Indicator 2: Changed attitudes towards girls' education.

Perspectives and opinions on the benefits of education for girls are largely positive. The survey results show that girls are respected by their teachers and feel supported in their education. Caregivers have high aspirations for their girl's education and feel it is a worthwhile investment. For example, 89 per cent of caregivers would like the girl in their care to study to university level. The cited benefits of education are mostly the same for girls and boys. These benefits include access to employment opportunities and ability to take care of themselves. However, girls are seen to exclusively benefit from protection dividends such as prevention of early marriage and pregnancy. It was also frequently stated by caregivers and community members that girls will assume a caregiving role for their parents, even after marriage, and that education equips them for this by providing them with opportunity for employment and knowledge about health and hygiene.

Table 36: attitudes and perceptions of education

Girls' survey	Midline intervention %
Boys and girls participate equally in the classroom	84
Teachers respect my opinion in the classroom	97
Teachers make me feel welcome in the classroom	95
I receive support needed from my family	95
Household survey	
Would like girl to study at university	89
Listens to girl in decisions about her education	82
Agree that even when funds are limited it is worth investing in the girl's education	99
Agree that a girl is just as likely as a boy to use her education	97

The impact of education on girls was not seen as universally positive. It was also frequently acknowledged that education may bring disadvantages to girls, such as the potential for girls to undermine their husbands through their increased confidence, or be a victim of sexual harassment in a future workplace. Some participants saw education as a means to develop skills that would benefit girls as future wives and mothers, whilst others saw education as a waste due to the high possibility that a girl will get married and not work.

In the wider perspective of the role of girls in Ugandan society and the differences between girls and boys, these views are still mostly gendered and have an impact on the attitudes towards girls' education. Teachers regard girls as excelling at English and humanities subjects, whilst boys perform better in

	EGE GEC-T Midline report 48

science and maths. This was attributed to girls' opinions of science being a 'boys' subject'. The girls also supported this view, with only 66 per cent agreeing that they are as good at maths as their friends, compared to 92 per cent agreement that they can read as well as their friends. At the primary level, students scored higher in literacy than numeracy, and this was reversed at the secondary level. In contrast, the aspirations shared by the girls demonstrate the same tendency as the boys, such as the desire to become doctors and accountants. The chore burden expressed by caregivers was also mostly split along traditional roles; caregivers believed that girls should do laundry, clean and cook, whilst boys should rear animals and work in the fields.

Two key contributing factors in promoting the benefits of girls' education are sensitisation sessions, and the presence of role models. Sensitisation was often mentioned by qualitative research participants from schools and the wider community as a key factor in promoting change. Currently schools use visitation days, the start and end of terms, and calls and household visits to promote the benefits of girls' education. Role models, both in the community and wider context, were cited as being important to show parents and students what can be achieved with education. Sensitisation is an existing component of the project, and the use of former students as role models is increasing through alumni networks.

Parents are no longer ignorant about girl's education because we even have women in leadership, for example, we have seen women who are presidents in some countries, a female vice president, female speaker of parliament and even other countries have had female presidents which has motivated parents to take their children to school and monitor their progress. (Caregiver, Primary, Control)

Recommendations:

- Expand the existing sensitisation activities of the project to ensure all households are included.
- Promote engagement with role models in the community as well as through alumni networks.

Indicator 3: Community participation in school planning

Structured community participation in school planning is rare. Only 10 per cent of households have been involved in developing a School Development Plan, and only 5 per cent are involved in the governance of the school. Caregivers say they interact with schools mainly on visitation days, and when they want to discuss the progress of their child. However, 68 per cent state that the school does have a Parent-Teacher Association which communicates its activities monthly in 64 per cent of cases. Head teachers and teachers reiterate that the community is involved when there are school events or to counsel students, but not in school planning. There is evidence of increasing involvement of teachers in school planning and decision-making on topics ranging from meals to work plans.

Recommendations:

- Encourage household and community involvement in school planning through the SLPD workshops and cluster meetings.
- Include an introduction to school governance groups in sensitisation meetings with household members.

5.2 School

Indicator 1: Cluster participants apply lessons to their classrooms

<p style="text-align: right;">EGE GEC-T Midline report</p>	<p>49</p>

Teachers include girls and engage learners in the classroom. The lesson observations show teachers provide equal opportunities for participation for both boys and girls, which is supported by the survey data and the student FGDs. Eighty-four per cent of girls agree that girls and boys participate equally in the classroom. Teachers also excel in the areas of learner engagement and questioning techniques, though they can improve in the areas of activities and formative assessment. Caregivers are pleased with the quality of teaching and report that it has improved in the past year, with less teacher absenteeism and more contact time with students. Eighty-six per cent of girls disagree that teachers are often absent from school.

It is not known whether the teachers observed in the lesson observations were cluster participants. However, feedback from teacher FGDs and KIIs suggests that they are applying skills learnt through the cluster meetings, but they would like to have more meetings, including during the school holidays.

Wider systemic challenges hinder the implementation of cluster meetings and implementation of lessons shared. One DEO noted that teachers often use old materials due to resource constraints that are not aligned with the curriculum. The OI Head Education Specialist noted that secondary school teachers often teach across multiple schools to ensure they have sufficient work. Due to this, secondary school teachers do not have as much availability as primary school teachers to attend meetings. OI is introducing a teacher mentor scheme to encourage teachers to mentor other teachers and induct them into the cluster meetings. This should be assessed at endline as it will be key to ensuring the cluster model is self-sustaining and has a wide ranging impact on teachers.

Recommendations:

- Promote the use of School Improvement Loans and fundraising activities to purchase up-to-date resources required by teachers.
- Encourage schools to consider (non-monetary) incentives for teacher retention, such as training. This will facilitate sustainability of the teacher mentorship scheme.

Indicator 2: Girls’ Club activities incorporated into school timetables

Girls’ Club activities are given a regular slot in school timetables, but its activities have not yet been incorporated into lessons. In some schools, the Club takes place twice a week, including weekends, and PEDN reports that up to eight schools have more than one club to accommodate the level of interest. Head teachers and Girls’ Club liaison teachers seemed to not have considered this as an option or have planned to do this.

The project could consider working with school management to see how the activities could be included in lesson plans. This would have two benefits; it would enable the Club activities to reach more students, and would embed the Club in the school culture rather than relying on substantial time from liaison teachers and extra-curricular time. The main challenge to this is resourcing, as the liaison teachers expressed a need for more materials with the existing numbers. There are components of the Club curriculum which have been incorporated into the national curriculum which will eventually see an increase in Club activities in the timetable, as detailed below. This will take time to be implemented and does not include all the Club components.

Recommendation:

- Work with school leadership and teachers through SLPD workshops and cluster meetings to

EGE GEC-T Midline report	50

incorporate Girls' Club activities in regular lessons.

Indicator 3: Schools implement lessons from School Leadership Professional Development (SLPD) workshops.

SLPD workshops are not consistently attended, but are regarded as valuable and are having an impact on school administration. The main challenge facing the SLPD workshops is attendance, in terms of numbers and consistency of who attends. Ideally the school owner or head teacher would attend the SLPD and share the learnings within their school. Due to other commitments, it is often a different representative that attends each workshop, including teaching staff. The OI Head Education Specialist explained that secondary schools have worse attendance than primary schools as the exam period can often run into school holidays, which makes scheduling the workshops a challenge.

Despite these challenges, the head teachers are implementing lessons from the workshops. For example, head teachers are sharing leadership skills within their schools, which allows for cover for head teachers when they are absent. According to project monitoring data, 73 per cent of school owners agree that the SLPD workshops helped them identify a pathway forward for school improvement.

The final year of the project will provide some trainer training to facilitate dissemination.

Recommendation:

- Schedule SLPD workshops to encourage attendance from school management. This could mean multiple workshops, at the beginning of the school holidays for those who can attend, and in the middle of the holidays for others.

5.3 System

Indicator 1: Girls' Club activities influence the national curriculum.

Some components of the Girls' Club activities are included in the new lower secondary national curriculum. PEDN worked with the National Curriculum Development Centre to incorporate aspects of financial literacy (savings and budgeting) in the topics of agriculture and entrepreneurship. The curriculum was launched in March 2019 and was due to roll-out from February 2020. However, it has been delayed due to funding reprioritisation.³⁴ As such, it is unclear when the new curriculum will come into effect. PEDN is currently working with the NCDC to include components in the primary curriculum. More specifically, Through PEDN's engagement with the National Curriculum Development Centre (NCDC), Girls clubs content on Financial Literacy and Life skills has been integrated in the national education curriculum. Specific contributions linked to learning outcomes under the agriculture and entrepreneurship syllabus for lower secondary are highlighted in the pages below (from PEDN's annual report):

- *AGRICULTURE SYLLABUS (PAGE 33):- SENIOR 3: TERM 3 TOPIC 3.4:*

³⁴ <https://www.monitor.co.ug/News/National/Govt-stuck-with-new-curriculum-over-cash-/688334-5161236-55jnbbz/index.html>

	EGE GEC-T Midline report 51

FINANCIAL SERVICES AND MONEY IN AGRICULTURE ENTREPRENEURSHIP SYLLABUS (PAGE 20,25 and 31)

Indicator 2: Bursaries for severely marginalised girls are established by schools, government or OBUL.

Many schools have partial or full bursaries for students, though the criteria is not exclusively needs based, but instead often linked to academic and sports performance. One district education office included in the sample has a bursary scheme to encourage transition from primary to secondary. These bursaries were mostly in place before GEC-T, where they started recently this was attributed to parents requesting extra assistance.

There is a high level of reliance on partnerships with organisations, including OI, to support education for marginalised persons. One DEO mentioned that the district does not have the resources to personally support marginalised students, but encourages partnerships with NGOs. There are four NGOs working with schools in that particular district, including OI. Some schools have direct partnerships with other NGOs, for example Unbound and Agape Child Development.

Recommendation:

- Work in conjunction with school leadership through the SLPD and cluster meetings to facilitate discussions around sustainable sources of bursary funding and factoring this in School Development Plans.
- PEDN currently has good working relationships with many DEOs. DEOs expressed a need for other project partners to engage with them on a local and national level. A DEO in a western district noted:

I realised that as long as the inspectorate unit of the Ministry is not continually engaged, some of the good things that the partners are doing may not be followed up and replicated in other schools. But also, these good aspects need to be known so that they can be integrated into the Ministry sector budgets and plans. (DEO, Western district)

Indicator 3: Sustainable education finance model replicated by other institutions, including Centenary Bank, Stanbic, Letshego, DCFU.

OI's EduFinance team has links with five financial institutions in Uganda, all of whom offer loans. The institutions are: Centenary Bank, DFCU, Letshego, OBUL and Stanbic. Households also mentioned Pride Microfinance, BRAC, Post Bank, Finca and Equity Bank as sources of loans for school fees. Only two of the five institutions that OI works with have an Education Quality component as well, that is, an Education Specialist on the team. As OI's GEC Programme Manager explained, the technical assistance in the form of loans is offered first, and the Education Quality component is introduced afterwards. It cannot be determined whether the five institutions that OI works with via EduFinance would have introduced financial services in the absence of EGE. It is also unclear whether the school fee loans offered by institutions outside of the five that OI directly works with can be attributed to the wider influence of EGE.

Project input

EGE GEC-T Midline report	52

Table 37: Changes needed for sustainability

	Community	School	System
Change: what change should happen by the end of the implementation period?	Changed attitudes towards girls' education	Appreciation for life skills education by and GEC clubs by schools and liaison staff	Girls' Club curriculum influences and contributes to the national curriculum
Activities: What activities are aimed at this change?	Joint participation in Community Dialogues	SLPD; Girls' Clubs; Teacher Training	Joint Field Monitoring; Stakeholder Review Meetings; Steering Committee Meetings
Stakeholders: Who are the relevant stakeholders?	Local Councils; Police Family and Child Protection Unit (FCPU)	Liaison Teachers; Senior Women Teachers; School Leadership	Coordinating Centre Tutors (CCTs); District Education Officers (DEOs); District Inspectors of Schools (DISs); Associate Assessors; Directorate of Education Standards (DES); Basic Education Working Group (BEWG)
Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc.	Poverty; shortage of affordable post-primary schooling opportunities; lack of employable skills among school graduates; weak enforcement of laws on violence against children	High staff turnover in schools	Grade oriented focus on curriculum implementation in schools

The project is focussing more on sustainability during its final year as it is recognised that there is more to do in terms of long-term impact. The project feels it is already well placed in some areas. For example, at the community level, community dialogues are starting to make in difference when it comes towards attitudes towards girls' education. However, the project recognises there is a need for female role models to be present at these dialogues so that the community, as well as girls themselves, can see what can be achieved through education. In addition, there is now a need to include a focus on alternative methods of discipline in these awareness raising events as a cultural shift is needed in order to end corporal punishment.

Schools are seen to value the Girls' Clubs as teachers are able to see a difference in those that attend in the classroom. A number of schools have continued with the Clubs after the intervention and the training of liaison teachers is a means of ensuring that they can continue. However, Club activities are still dependent on finding time within the school timetable and needs better integration through the national curriculum. Unfortunately, due to budget constraints, the new curriculum has been deferred.

Sustainability could be seen as a major challenge when working with private schools. There is a risk that, after project interventions end, schools no longer see the value in carrying on activities with no partners to support them and will revert to running only for profit. Project partners have been working with schools throughout the course of the project to emphasise the importance of governance structures, school

development planning, teacher training, quality education, learner-centred approaches, and life skills for students. Schools are seeing the value of all of these elements and it is hoped that they will continue to implement relevant activities (such as rolling out school clubs) beyond the life of the project. The school clusters are seen as a key mechanism for helping with sustainability. If schools are willing to continue sharing learnings and best practice with each other through the cluster system, schools will continue to grow and share resources, and may even be in a position to act as role models to new schools or those that have not been involved in GEC.

It is this system level sustainability that the project is least confident about. Although elements of the financial literacy curriculum have been incorporated into specific classes, the wider life skills areas are still lacking. The focus remains on national exams results for schools which means there is little deviation from the current curriculum and in the third term there is little focus on anything else. Although engagement with district officials through joint monitoring visits and the work with CCTs in training teachers, is helping to demonstrate what the project is delivering, there is still a long way to go in terms of system integration.

6. Key Intermediate Outcome Findings

This section outlines findings and performance against targets for the five project Intermediate Outcomes (IO): attendance, school governance, teaching quality, economic empowerment and life skills. Each sub-section will present mixed-methods results for each indicator and makes recommendations for endline.

6.1 Attendance

Table 38: attendance intermediate outcome summary

IO	IO indicator	BL	ML Target	ML	Target achieved ? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
	Percentage of girls who have been absent from school for six days or more, in current term. (Source: Girls survey, At_2)	New at ML	New at ML	9%	N/A	7%	Y
	Percentage of girls who have missed girls club for 5 days or	New at ML	New at ML	14%	N/A	N/A	N

	EGE GEC-T Midline report 54

Attendance	more in current term. (Source: Girls survey, AGC_5)						
	Percentage of girls who have been absent from school in the current term because of school fees. (Source: Girls survey, At_3. Triangulated with FGD girls)	27.5%	27.4%	18%	Y	16%	Y
	Percentage of girls absent from school in the current term of account of health concerns. (Source: Girls survey, At_3. Triangulated with FGD girls)	39.8%	39.6%	20%	Y	15%	Y

Main qualitative findings

- School fees and health issues are the main reasons for school absence. Health issues affect girls more than boys.
- In the last year there has been a slight change as parents pay school fees on time and schools are more lenient with attendance when fees have not been paid, though this is not consistently reported.
- Menstruation management is a valued and effective component of the project.

Indicator 1: Percentage of girls who have been absent from school for six days or more, in current term.

According to the girls’ survey, 41 per cent of intervention school students had missed a day or more of term in the current term, compared to 47 per cent of control school students. The proportion of students who had missed six days or more was the same across intervention and control schools, at 9 per cent. The girls’ survey could be affected by social desirability bias, but the household survey supports the results of the girls’ survey, in which 88 per cent of households state that the student has attended school on most days. Students in the FGDs did not agree on whether girls or boys miss school more, though there was a consensus that boarding students miss less school, and students in candidate class often have higher attendance.³⁵ The surveys support the idea that boarding students have a higher rate of

³⁵ ‘Candidate class’ is secondary four and primary seven, the grades in which students will sit national exams.

attendance, with 33 per cent of boarding students having missed a day of school compared to 47 per cent of day scholars. The surveys also support the claim that candidate class students miss less school. Disaggregation of attendance by grade shows the lowest proportion of students who have missed six days or more of school are in secondary four, and the lowest proportion in primary school grades is in primary seven.

Table 39: Absence by grade

Grade	Percentage of intervention students who have missed six or more days of school
Primary 5	5%
Primary 6	5%
Primary 7	4%
Secondary 2	10%
Secondary 3	21%
Secondary 4	0%

These attendance results are supported by the project spot check data. Spot check data from February-March 2019 indicates that students in secondary four have a 100 per cent attendance rate, and average attendance across all students is 95.9 per cent.³⁶ It is slightly lower for girls than boys, at 93.9 per cent compared to 95.0 per cent. The lesson observation data shows the contrary; in the lessons that were observed, 94 per cent of all girls were in attendance, compared to 91 per cent of boys. However, the general trend of high attendance is supported.

Average aggregate learning outcomes of students who have missed one or more days of school are lower than the average aggregate learning outcomes of the entire cohort, except for SeGRA. It would be expected that students with lower attendance rates have lower performance. The qualitative data did not indicate why SeGRA could be the exception. The reading habits of secondary school students shows that 44 per cent of students who have been absent from school this term read outside of school compared to 43 per cent of students who study maths, which also does not indicate why SeGRA results are not negatively impacted by missing school.

Table 40: Learning outcomes by attendance

	EGRA	EGMA	SeGRA	SeGMA
All students	50.32	65.17	46.35	30.53

³⁶ Measured by the number of students in the register compared to the number of students in attendance on the day of the spot check. Each school added in year two of the project was spot checked three times over the two month period.

Missed school this term	48.64	63.78	47.91	30.49
--------------------------------	-------	-------	-------	-------

Indicator 2: Percentage of girls who have missed girls' club for 5 days or more in current term.

The proportion of students who have missed one session or more of the Girls' Club is slightly lower than the proportion who have missed one day or more of school, at 40 per cent of students who attend a club. Of the girls who had missed the Club in the current term, 14 per cent had missed five days or more. According to PEDN Girls' Club registers for year two, 66 per cent of all students attended half or more of all sessions, which supports the sample data. The absentee rates are similar to the school attendance rates, and serve to corroborate indicator 1. Thirty-six per cent of girls missed the Club due to school work commitments and 28 per cent had missed school on the day they missed the Club. This supports the need for integration of Girls' Club activities into regular lesson plans to ensure students are able to benefit from the activities and are less pressured to balance competing priorities.

Indicators 3 and 4: Percentage of girls who have been absent from school in the current term because of school fees, and health concerns.

Health issues are the most common cause for absence from school. Health also includes absence due to menstruation.³⁷ Twenty per cent of intervention school students state they have been absent due to health, and 23 per cent of control school students. This is a reduction of 20 percentage points from baseline, although that is partially attributable to the change in response options. It was noted in the focus groups that health issues affect girls more than boys which was frequently directly attributed to menstruation, although some boys believe that girls are more sensitive and fall sick more often, especially during the rainy season. Teaching girls to make reusable sanitary pads was referred to by all stakeholders as one of the most successful components of the project. In a district in eastern Uganda, the DEO said that menstruation used to be the primary barrier to girls' education, but that this had been fixed by PEDN and is no longer the main barrier. One head teacher explained:

We received new items from PEDN such as scrambling brushes, dust bins, brooms, scissors, sewing machine to improve on sanitation and health. This is the most current [activity] that we have implemented, and we chose this because some girls drop out of school because they are unaware of their life changes. So when they menstruate without pads they feel so ashamed because they get blood stains on their uniforms. You find most of them dropping out because of the shame. So as we are teaching them to make pads we are also sensitizing them about how they are used and what they are for. (Head teacher, Primary, Intervention)

Boys are also being taught to make sanitary pads in some schools and they reportedly share those skills with their sisters and female relatives.

School fees is the second most frequent cause of school absence. From baseline, it appears that absence due to school fees has decreased from 28 per cent to 18 per cent in the cohort. Nineteen per

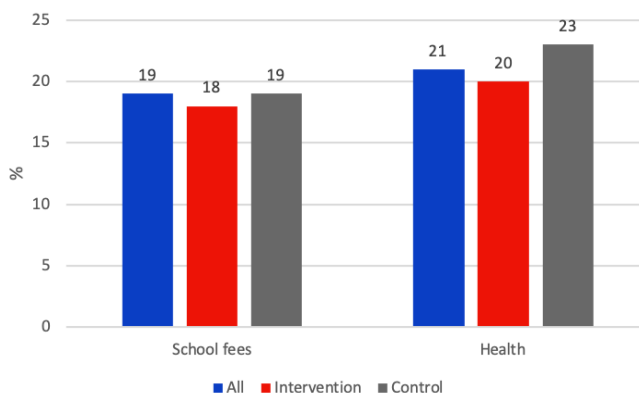
³⁷ 'Female health concerns' has been subsumed under 'health concerns' from baseline. Health concerns was consistently chosen over female health concerns as a reason for absence at baseline, which is likely due to the sensitive nature of discussing menstruation.

	EGE GEC-T Midline report 57

cent of control school students attribute their absence to school fees. This reduction is partially supported by the qualitative data in which some participants mentioned that their parents are paying school fees on time, and schools are more lenient in allowing students to attend without having paid the full fees, though there was not a consensus that this is happening. In spite of school fees being one of the main barriers to education and reasons for absence, most caregivers report that the fees charged are reasonable compared to other schools in the area and that the issue is income level rather than the cost of fees.

School fees and health issues were the two reasons for absence cited in the project spot check data.

Figure 7: Percentage of students who missed school due to school fees or health concerns in current term



There are fewer households that believe a child should not go to school under certain conditions, which are detailed in Table 41 below. The smallest reductions from baseline to midline are: if the child is married/getting married; the child is unable to learn; or the child has physical or learning needs that cannot be met by the school. This indicates there are attitudes and perceptions the project could focus on more in the final year of implementation, specifically around marriage and CWD.

Table 41: Conditions under which household carers consider children should not attend school (% agree or strongly agree)

Condition	Midline cohort (baseline cohort)
The child may be physically harmed or teased at school or on the way to/from school	7.17 (19.4%)
The child may physically harm or tease other children at school	5.38 (13.89%)
The child needs to work	3.46 (12.57%)
The child needs to help at home	2.99 (13.56%)
The child is married/is getting married	16.37 (17.97%)

The child is too old	8.24 (9.48%)
The child has physical or learning needs that the school cannot meet	17.2 (19.85%)
The child is unable to learn	15.53 (16.32%)
Education is too costly	13.02 (23.59%)
The child is a mother	10.63 (19.96%)

Marginalised girls

Disaggregation of the sample by girls with disabilities, married students or mothers showed the following:

Table 42: School absence by marginalisation characteristic

	Missed more than 6 days of school (number)	Missed school due to school fees (number)	Missed school due to health reasons (number)
Disability (n=21)	3	4	7
Married (n=3)	0	1	0
Mother (n=7)	1	1	3

Of the 12 GWD who attend a Girls' Club, 4 had missed a session this term, whilst 1 of each the married girls and girls who are mothers who attend a Club (2 and 3 in total respectively) had missed at least one session. Regression analysis showed no relationship between having a disability and missing school.

The reasons for school absence follow the same trend as the overall cohort; health concerns are the primary reason for absence, followed closely by school fees.

Recommendations for endline

The indicators are relevant to the theory of change and are measurable and have multiple sources for triangulation to facilitate detailed analysis. It is recommended to retain indicators one, three and four at endline. Indicator two could be removed at endline. It serves as a proxy for school attendance and there are sufficient sources of data to analyse indicator one (girls' survey, household survey, qualitative data, spot checks). Indicators one and three have an endline target of a decrease of two percentage points. Indicator four has a five percentage point decrease target. This recognises the impact that menstruation management activities are expected to have on attendance rates for girls in year three of the project.

6.2 School governance and management

Table 43: School governance and management

	EGE GEC-T Midline report 59

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Improved Governance	Percentage of caregivers that believe that school management has improved in the last year. (Source: Household survey, SM_2h. Triangulated with FGD caregivers.)	New at ML	N/A	77%	N/A	80%	Y
	Percentage of caregivers that believe the activities of the school governance groups have improved the quality of schooling the girl receives. (Source: Household survey, SM_8h. Triangulated with FGD caregivers.)	New at ML	N/A	59%	N/A	62%	Y
	Girls consider the learning environment to be a safe space. (Source: Girls survey, CS_W14s. Triangulated with FGD girls.)	62.2%	62.3 %	98%	Y	98%	Y

Main qualitative findings

- Head teachers report that School Development Plans are mostly in the draft stage.
- Caregivers are satisfied with school governance. Household participation in decision-making at the school level has led to infrastructure and caregiver involvement in monitoring study time outside of school.
- Girls feel safe at school, both physically and emotionally. They attribute this to: fencing, the presence of security guards, availability of food, and support from teachers.

	EGE GEC-T Midline report 60

Indicator 1: Percentage of caregivers that believe that school management has improved in the last year

Data on caregivers’ perception of school governance and management was collected through the household survey. The survey findings reveal that most caregivers believe that the management of their child’s school has improved over the last 12 months, with a total of 76 per cent across the sample. This is consistent with findings at baseline, where 75 per cent of respondents said the management of the schools have improved in the previous 12 months.³⁸ This suggests a positive trend of continued improvements to school management throughout the evaluation period. Of caregivers of girls in intervention schools, 77 per cent believed the school management had improved, which is slightly higher than the 74 per cent of caregivers with girls at control schools. There is a notable difference between primary and secondary school, with 80 per cent of caregivers believing the school management had improved compared to only 54 per cent at secondary school. This positive perception of the school management is supported by the percentage of caregivers who reported that their school is managed “well” or “extremely well”. For both intervention and control schools, 93 per cent of caregivers reported that the school was managed “well” or “extremely well”. This is a small improvement upon the findings at baseline, where 90 per cent of respondents reported that the schools were well managed. Furthermore, the majority of caregivers rated the performance of the school head teacher or principal as “excellent” or “fair”. For both intervention and control schools, 94 per cent of caregivers rated the head teacher as such. These findings demonstrate a positive perception of school management and improvement, and that there is no variation in perception between intervention and control schools.

The household survey also collected data on the types of governance structures available in each school and caregiver involvement in these groups. The table below represents the percentage of schools, disaggregated by intervention and control schools, with each type of school governance group. It is important to note that School Management Committees are only run in primary schools and Board of Governors are only run in secondary schools, and therefore the percentages are of caregivers of primary and secondary school students, respectively.

Table 44: School governance groups identified by caregivers, disaggregated by intervention and control. Percentage is of total number of respondents per question. Comparable data from baseline is included in brackets for the total sample.

School governance group	Total sample: midline (baseline)		Intervention midline		Control midline	
	Yes	Don’t know	Yes	Don’t know	Yes	Don’t know
School Management	60% (59%)	35%	59%	35%	61%	34%

³⁸ Comparability is limited as it is not stated whether the baseline figure is for the entire sample or the intervention cohort only.

Committee (SMC) <i>(primary schools only)</i>						
Parent and Teacher Association (PTA)	67% (50%)	26%	68%	25%	66%	28%
Board of Governors <i>(secondary schools only)</i>	47% (38%)	48%	45%	49%	50%	48%

In comparison to baseline, there is a similar percentage of schools with SMCs and a growth in schools running PTAs and Boards of Governors. Schools require approval of the national Ministry for Education and Sports to create a Board of Governors, whilst only DEO level approval is required for a PTA and SMC. This may account for the lower rate of BoGs. This is in line with the finding at baseline that schools were beginning to integrate stakeholders from the community into the development and management of schools. It is important to note that there is a high level of “don’t know” responses for each school governance group, especially Boards of Governors, which suggests that there is lack of awareness among caregivers of school governance structures. The survey also reveals that there is no major variation in the types of governance structures in intervention and control schools or between primary and secondary schools. Caregivers reported that most SMCs communicated with them about their plans, programmes and activities monthly or annually, whereas PTAs communicated with them mostly weekly or monthly.

The household survey also revealed that among caregivers surveyed there is low participation in school governance groups, with a sample total of six per cent, five per cent of caregivers of girls in intervention schools and seven per cent of girls in control schools. However, ten per cent of caregivers at both intervention and control schools reported that they had been involved in developing a School Development Plan (SDP) for the school that their child attends. The qualitative data did not reveal any school which has a SDP beyond the initial development stages. The high figure could refer to a general plan for school development and not the SDP tool specifically.

Indicator 2: Percentage of caregivers that believe the activities of the school governance groups have improved the quality of schooling the girl receives

Caregivers were asked to identify the activities run by the school governance groups in their girls’ school. This data is presented in the table below:

Table 45: Percentage of caregivers who identified activities run by school governance groups in their girls’ school, disaggregated by total sample, intervention schools and control schools. Percentage of responses per question.

	EGE GEC-T Midline report 62

Activity	Total caregiver sample (%)	Intervention schools (%)	Control schools (%)
Monitor student attendance	42%	42%	42%
Monitor teacher attendance	31%	29%	34%
Fundraising	7%	6%	8%
Improve school infrastructure	37%	38%	35%
Support students financially	13%	16%	10%

The activities that caregivers were most aware of school governance groups running is monitoring student attendance, followed by improving school infrastructure and monitoring teacher attendance. Fundraising is the least common activity run by school governance groups. There is no major variation between intervention and control schools. Caregivers are more aware of control school governance groups monitoring teacher attendance and fundraising than intervention schools. Caregivers are more aware of intervention school groups supporting students financially and improving school infrastructure more than control schools. Caregivers from all schools said they had seen changes including infrastructure building, and intervention school caregivers said they now have to sign off on the students' homework.

The household survey reveals that while most parents perceive that the activities run by school governance groups are useful for improving the quality of schooling their child receives, many are unsure of the impact of these activities. Across the whole sample of caregivers, 59 per cent reported that the activities were having a useful impact on the quality of schooling and 39 per cent did not know the impact. This is largely the same for both intervention and control schools: 59 per cent of caregivers of girls at intervention schools thought the activities had a useful impact and 38 per cent did not know, compared to 58 per cent and 39 per cent, respectively, at control schools. This trend is the same for both primary and secondary schools. This perception of the useful impact of activities is similar to baseline, where 62 per cent of respondents considered the activities to have a useful impact of improving the quality of schooling for girls. This suggests that perhaps school governance groups need to better articulate and promote the impact of their activities among caregivers. Head teachers commented that information dissemination is hindered by high illiteracy levels in the community.

Table 46 compares the learning assessment results for the entire cohort to the students whose households believe that school management activities have improved education in the last year. At the primary level, this belief is not supported by the average results, with EGRA and EGMA scores being marginally lower than the average in the households who reported a positive impact of school management. At the secondary level however, students perform slightly higher than the average.

Table 46: Learning assessment results for students from households who believe that school management activities have been useful for improving education

	EGE GEC-T Midline report 63

	EGRA	EGMA	SeGRA	SeGMA
All students	50.32	65.17	46.35	30.53
Households believe that school management activities improve education	49.84	64.64	46.67	32.70

Indicator 3: Girls consider the learning environment to be a safe space.

One of the most important functions of school governance is to ensure that the learning environment is a safe space for all students. The vast majority of girls reported in the girls' survey that they felt safe at school, with no major difference between intervention and control schools. Of girls in intervention schools, 98 per cent reported that they felt safe at school and 97 per cent of girls in control schools said the same. This demonstrates that both intervention and control schools have created a safe environment for girls to participate in education. This is an improvement from baseline, where 94 per cent of intervention school students said they felt safe at school. In the FGDs, girls reported they felt safe for many physical and emotional reasons, including having fencing at school, security guards, food, and support from teachers. Despite the high figure, it is recommended to keep this indicator at endline as the small percentage of girls who do not feel safe may be among the most marginalised. Regression analysis does not indicate a relationship between whether teachers treat boys and girls differently in the classroom and feelings of safety.

Marginalised girls

Disaggregating the sample by girls and caregivers of girls with disabilities (GWD), married girls and girls who are married or pregnant reveals that there are similar perceptions of school governance with the rest of the sample.

Table 47: Marginalised girls caregiver perspectives on school governance

Household survey	GWD (n=15)	Married (n=3)	Mothers (n=6)
School management has improved in the last 12 months	13	2	3
The school is 'well' or 'extremely well' managed	15	2	4
The performance of the head teacher is 'fair' or 'excellent'	14	2	4

In line with the rest of the sample, caregivers of marginalised girls mostly thought that the activities run by school governance groups had a useful impact on the quality of schooling, although many did not know the impact.

	EGE GEC-T Midline report 64

Lastly, all marginalised girls surveyed reported that they felt safe in school, which suggests that schools have successfully created an inclusive safe learning environment for students. Regression analysis shows that there is no relationship between having a disability and feeling safe at school.

Recommendations for endline

The governance indicators are relevant to the theory of change and have multiple sources for triangulation to facilitate detailed analysis. Each indicator captures a different facet of governance (improvement of school management, impact of school governance activities and safe learning environments). The weakness of these indicators is that data captures caregiver perceptions and can be undermined by lack of awareness around school governance structures and activities, as evidenced by the high percentage of “don’t know” answers. It is recommended to retain all three indicators at endline, including indicator 3 despite the high percentage of girls reporting that it is a safe space to ensure that this remains true throughout the full evaluation period. The endline targets for indicators one and two are an increase of three percentage points, representing the emphasis the project will have on school management in year three of the project. The endline target for indicator three is the same as the actual figure at midline, as it is at 98 per cent.

6.3 Quality of teaching

Table 48: Quality of teaching IO summary

IO	IO indicator	BL	ML Target	ML	Target achieved ? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
	Percentage of girls who report that their teachers discipline or punish students who get things wrong in a lesson. (Source: Girls survey, TQ_6s. Triangulated with FGD students.)	New at ML	New at ML	73%	N/A	65%	Y
	Evidence of improved teaching methodologies	Updated at ML ³⁹	Updated at ML	80%	N/A	85%	Y

³⁹ This indicator was supported by qualitative data only at baseline. At midline it is supported by quantitative data

Teaching quality	being applied in the classroom. (Source: Girls survey, TQ_4s. Triangulation with lesson observations and FGDs with students and teachers.)						
	Girls and boys participate equally in the classroom. (Source: Girls survey, CS_1s. Triangulation with lesson observations and FGD with students.)	Updated at ML ⁴⁰	Updated at ML	84%	N/A	90%	Y

Main qualitative findings

- Teachers use a combination of punishment and discipline when students get an answer wrong in class. This does not necessarily lead to students distrusting their teachers.
- The lesson observations highlight that teachers are performing well. An area for growth is in teaching and learning activities.

Indicator 1: Percentage of girls who report that their teachers discipline or punish students who get things wrong in a lesson.

Discipline and punishment is a central component of teaching quality. The girls’ survey captured the type and regularity of discipline and punishment used by teachers in the classroom environment. Overall, the survey findings reveal that there is a high usage of physical punishment and discipline being used in both intervention and control schools.⁴¹ There are similarly high levels of teachers using discipline or punishment on students who get things wrong in both intervention (73 per cent) and control schools (74 per cent). It should be noted that this question focuses on punishment for getting things wrong and excludes punishment for other reasons, such as absence from school. The FGDs revealed that teachers sometimes physically punish children when they are absent from school, showing that punishment is used as a general form of discipline.

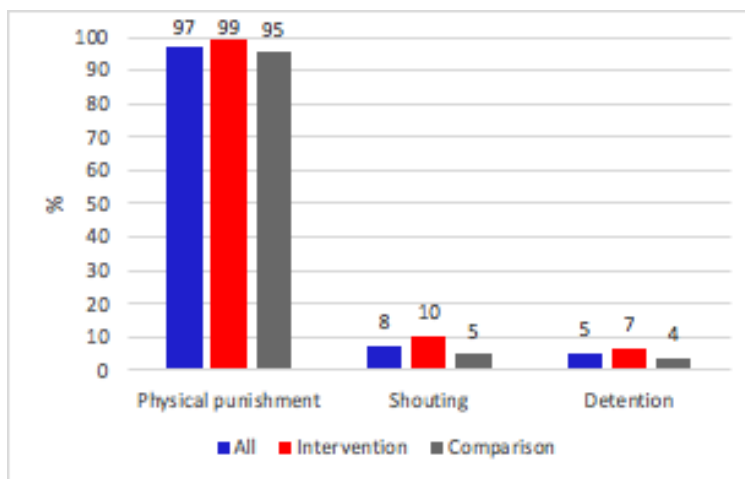
triangulated with qualitative data and as such cannot be compared to the baseline target.

⁴⁰ As above.

⁴¹ Physical punishment is defined as any action that includes “spanking, beating, punching, twisting a child’s ears or any other hitting, by using hand or an implement”.

Across both intervention and control schools, physical punishment was the most common type of punishment that girls witnessed teachers using, with 99 per cent witnessing it in intervention schools and 95 per cent in control schools. Table 49 demonstrates the prevalence of physical punishment over other forms, in both intervention and control schools.

Table 49: Type of punishment used by teachers on students: % of respondents, disaggregated by intervention and control schools.



Shouting and detention were more common forms of punishment and discipline in intervention schools (10 per cent and 7 per cent respectively) than control schools (5 per cent and 4 per cent respectively), although they are substantially less common than rates of physical punishment. The survey also revealed other common forms of punishment are: cleaning, kneeling for long periods of time, and fetching water.

Girls were also asked how often in the last week they had seen a teacher use physical punishment on another pupil. The majority of respondents in both intervention and control schools witnessed the use of physical punishment once or twice in the past week, at 58 per cent in both. A further 12 per cent in intervention schools and 11 per cent in control schools said they had witnessed it every day in the past week. Approximately a third of all students reported that they had not witnessed any physical punishment in the past week. However, when asked how often a teacher had used physical punishment on them personally, approximately a third of respondents across all school types reported once or twice in the last week. The survey therefore demonstrates that physical punishment is a widespread practice in all school types, with the majority of students witnessing it once or twice a week and around a third personally experiencing it once or twice a week.

The qualitative data supports the quantitative results. Students were asked how teachers react when they get an answer wrong in class. Most students said that teachers use a combination of encouragement and discipline, and boys receive more physical punishment than girls. Some students believe physical punishment is an adequate response to getting an answer wrong in class, although the majority would prefer positive encouragement. It is noteworthy that most students feel safe in school and welcome in class (see indicator 2), demonstrating that corporal punishment does not necessarily result in a lowered perception of teaching quality. Physical punishment against children is common in Uganda, and students reported that their caregivers also physically punish them when they miss school.

EGE GEC-T Midline report	67

Indicator 2: Evidence of improved teaching methodologies being applied in the classroom.

This indicator captures numerous teaching methodologies teachers use in the classroom that contribute towards a high quality of teaching. This includes encouragement of participation and continued study, pastoral support and teacher attendance. Respondents to the girls’ survey were asked how often their teachers encouraged students to participate during lessons, and the majority stated that this happens “often”. Encouragement of participation is slightly higher in intervention schools, with 80 per cent of respondents stating it happens “often” compared to 77 per cent in control schools. One of the strategies teachers can use in a multilingual context to encourage participation is asking questions in different languages if students are struggling to comprehend. This is especially relevant in Uganda which has 41 living languages. Girls in intervention schools reported that this happened more often than in control schools, with 63 per cent of girls in intervention reporting it happened “often” and 30 per cent “sometimes” compared to 54 per cent and 37 per cent, respectively, in control schools. This suggests that teaching methods are becoming more inclusive, although this remains an area for growth. The majority of respondents, over 90 per cent, in each school group reported that their teachers suggest ways to continue studying after school and at home.

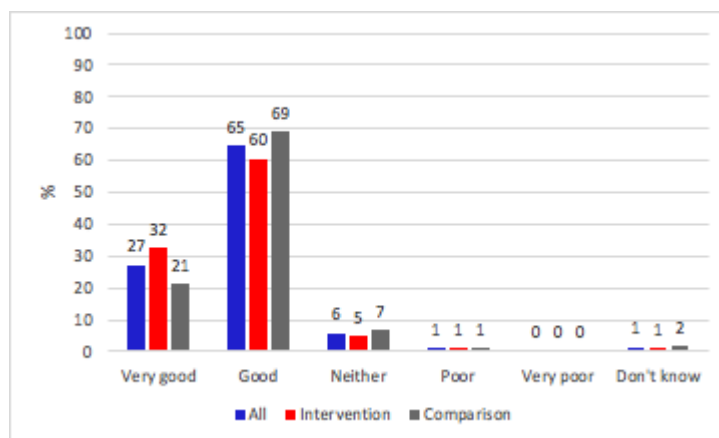
The survey findings reveal that teachers are working to create a positive learning environment in their classrooms. The majority of girls reported that their teachers made them feel welcome in the classroom, with minimal variation across the different school groups. Furthermore, the majority of girls reported that their teachers help them when they are upset, with no variation between intervention and control schools.

Teacher attendance was rated highly by all girls. In intervention schools, 86 per cent of students disagreed with the statement, “teachers are often absent” and only 13 per cent agreed. Similarly, in control schools 87 per cent of students disagreed that teachers were often absent compared to 13 per cent who agreed. However, on the whole teacher absenteeism does not appear to be a significant barrier to teaching quality, although there is opportunity for improvement in this area.

Perceptions of teaching quality were also collected through the household survey, and are summarised below in Table 50. The majority of caregivers rated the quality of teaching their child received as “good”, however there are variations between intervention and control schools. Intervention schools were rated as providing “very good” quality of teaching more highly than control schools, with a difference of 11 percentage points.

Table 50: Percentage of caregivers’ description of quality of teaching, disaggregated by intervention and control schools.

	EGE GEC-T Midline report 68



These findings reveal that while there is room for improvement in quality of teaching from caregivers for both intervention and control schools, intervention schools are perceived to provide a higher quality of teaching.

Caregivers also reported that the quality of teaching has improved more at intervention and primary schools than control and secondary schools over the last 12 months, although the majority of caregivers felt that the quality had improved across all school groups. Of caregivers with girls at intervention schools, 85 per cent felt that the quality of teaching has improved in the last twelve months compared to 77 per cent at control schools. However, less than three per cent of households felt that the quality of teaching had got worse over the last 12 months. In FGDs, caregivers of intervention school students mentioned that the girls have more time with teachers this year.

The findings from the girls' survey are supported by qualitative data collected through 11 lesson observations, which highlight both weak and strong areas of quality of teaching. Eight lessons in intervention schools were observed as well as three in control schools, with different aspects of the classroom environment rated from one (non-existent) to five (fully integrated into the lesson and classroom environment). The findings for lessons observed in intervention schools are presented in Table 51 below.

Table 51: Lesson observation findings in intervention schools, ranked from 1 (non-existent) to 5 (fully integrated into lesson and classroom environment).

Note: for full descriptions of the ranking scale for each question, refer to the Lesson Observation tool in Annex 12.

Intervention school lesson observations (n=8)	1	2	3	4	5
Lesson content	0	1	1	6	0
Lesson delivery	0	0	1	6	1
Teaching and learning activities	6	0	0	2	0
Integration of ICT	8	0	0	0	0

Questioning techniques	0	1	0	4	3
Peer learning or group work	7	0	1	0	0
Learner engagement	0	0	0	4	4
Teacher learner interactions	1	0	3	3	1
Child-child interactions	1	0	3	4	0
Classroom assessment (formative)	1	5	1	0	1

The findings reveal that most lessons observed in intervention schools rated four out of five in most categories, which suggests that progress is being made towards improving the classroom environment and quality of teaching for students. Similarly, of the three observations in control schools, two were observed to have lesson content of good quality and two with adequate delivery of the relevant steps. The lesson observations also revealed that intervention school teachers are using strong questioning techniques, and all control schools observed scored four.

One area of weakness in the quality of teaching highlighted by the lesson observations is teaching and learning activities.⁴² Six of the intervention school lessons observed had no teaching or lesson activities and there were no opportunities for peer learning in seven of the observations, meaning that almost all activity was in large groups or assigned to children to complete individually. These findings are mirrored in control school observation findings. Lastly, the lesson observations reveal that the majority of teachers conduct formative assessments some of the time during the lesson but do not record results or use them to improve the teaching and learning process.

The lesson observations also recorded learner engagement and teacher-learner and child-child interactions, which reveal progress towards interactive and engaging lessons. In all eight lessons, students were engaged for more than half of the time they were in the classroom. The majority of lessons observed generally pleasant interactions between teacher and children beyond instruction and supervision for some or most of the class.

These findings, although not generalisable across the whole sample, suggest that lesson content and delivery are areas of quality of teaching which are strong and have potential to progress towards the highest quality standards. There are improvements to be made to increase the quality of teaching through lesson activities and peer learning.

Indicator 3: Girls and boys participate equally in the classroom.

Across all school groups, girls and boys are perceived to participate equally in the classroom, with 84 per cent of intervention school girls and 85 per cent of control school girls agreeing that participation is gender balanced. This suggests that there is a high level of equal participation in both intervention and

⁴² For literacy, examples of activities that were looked for include: practicing letter sounds and word sounds, listening to a teacher read, or a pupil reading aloud. For numeracy, examples of activities that were looked for include: counting aloud, doing calculations for measurements, use of flashcards for shapes/numbers/sums.

control schools but that there remains a need to increase inclusive practices. This builds upon the findings at baseline that gender norms at a community level are changing and reducing the tendency to treat boys and girls differently at home and at school. Regression analysis does not show any relationship between whether teachers treat boys and girls differently in the classroom and learning outcomes.

The learning outcomes of primary school students who report equal participati between the genders in the classroom is slightly lower than the average of all students. In secondary schools, the outcomes are slightly higher. It would be expected that equal participation would lead to higher outcomes as it is indicative of inclusive teaching methodologies and student confidence. The qualitative data does not speak to this disparity at the primary level.

Table 52: Learning assessment results for students who report that girls and boys participate equally in the classroom

	EGRA	EGMA	SeGRA	SeGMA
All students	50.32	65.17	46.35	30.53
Students report that girls and boys participate equally in the classroom	50.18	64.80	46.74	31.40

The majority of girls reported that teachers asked boys and girls equal amounts of questions as well as equally difficult questions. Of girls in intervention schools, 98 per cent reported both that girls and boys were asked the same amount of questions and that the questions were of the same difficulty. Similarly, 96 per cent of girls in control schools reported the same amount and difficulty of the questions for both girls and boys. Furthermore, the majority of girls reported that the teachers do not treat boys and girls differently in the classroom. In both intervention and control schools, 78 per cent of girls disagreed with the statement, “my teachers treat boys and girls differently in the classroom” and only 21 per cent agreed. This reveals that there is a growing culture of gender equality in the classroom, with a remaining need to encourage participation and equal treatment of girls.

The survey findings are supported by qualitative data collected through observation of gender responsive pedagogy in eight intervention school lessons and three control school lessons. The findings of these observations are presented in Table 53 below:

Table 53: Number of lessons observed to have aspects of gender responsive pedagogy in both intervention and control schools.

Gender responsive pedagogy observation	Intervention school observations (n=8)	Control school observations (n=3)
Does the teacher use gender sensitive or appropriate language?	7	2

	EGE GEC-T Midline report 71

Does the teacher use materials which are free of gender stereotypes?	2	2
Does the teacher give girls and boys equal opportunities to actively participate in the learning process?	8	3
Does the teacher encourage girls and boys to work together in heterogeneous groups and ensure equal opportunities for all learners to participate?	4	1
Does the teacher respond appropriately to potentially gender-biased attitudes that girls or boys demonstrate towards each other?	6	2

These findings demonstrate that the use of gender sensitive and appropriate language, equal opportunities for girls and boys to participate in learning and teacher response to gender-biased attitudes are areas of strength in both intervention and control schools. However, the lesson observations also revealed some weaker areas of gender responsive pedagogy in intervention schools: use of materials free of gender stereotypes and encouragement of boys and girls working in heterogeneous groups.

Difference between primary and secondary schools

Secondary school teachers in Uganda often work across multiple schools. This has implications for the relationships they are able to build with their pupils compared to teachers in primary schools, and has also resulted in secondary school teachers in intervention schools being less exposed to activities as they have a lower attendance rate at trainings. The perceptions of teaching quality in secondary schools are lower than in primary school, as seen in Table 54.

Table 54: Perceptions of teaching quality in all primary and secondary schools

	Primary %	Secondary %
<i>Girls' survey</i>		
Teachers punish or discipline students when they get something wrong in a lesson	72	78
Disagree that 'teachers are often absent from class'	88	82
Teachers encourage students to participate in class	81	74
I have witnessed teachers using physical punishment almost every day in the past week	10	16

Teachers help me when I am sad or upset in class	93	87
Boys and girls participate equally in the classroom	82	79
Disagree that 'boys and girls are treated differently'	79	78
<i>Household survey</i>		
The quality of teaching is 'very good'	31	16
The quality of teaching has improved in the last 12 months	83	75

Marginalised girls

Disaggregation of the sample by girls with disabilities (GWD), married students or mothers reveals that the findings largely match the rest of the sample, as seen in Table 55, below.

Table 55: Perspectives on teaching quality disaggregated by key characteristics

	GWD (n=21)	Married (n=3)	Mothers (n=7)
<i>Discipline and punishment</i>			
I agree that teachers punish students who get an answer wrong in class	14	0	4
Teachers used physical punishment on a student once/twice in the past week	9	0	1
I have personally been physically punished by a teacher in the past week	3	0	1
<i>Teacher treatment</i>			
Teachers often encourage participation in the classroom	14	2	7
Teachers make me feel welcome in the classroom	18	3	6
Teachers provide me with suggestions for studying outside of school	21	3	7
Teachers often use a different language	9	0	5

	EGE GEC-T Midline report 73

to explain something to me if I don't understand			
Teachers help me when I am sad	17	3	6
Girls and boys participate equally in the classroom	19	3	6
Teachers ask the same amount of questions, and of equal difficulty, to boys and girls	18	3	7
Teachers treat boys and girls differently	7	1	2

Recommendations for endline

The quality of teaching indicators are relevant to the theory of change, are measurable and have multiple sources for triangulation to facilitate detailed analysis. Each indicator captures a different facet of quality of teaching (discipline, teaching methods and participation). As such, it is recommended to retain all three indicators at endline. This will also facilitate tracking change over time, from midline to endline. The endline targets are for a five to eight percentage point change from midline, which represents the focus the project will have in year three on reducing corporal punishment and improving teaching methodologies.

lang6.4 Economic empowerment

Table 56: Economic empowerment IO summary

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
	Percentage of caregivers that state the girl in their care is more likely to remain in school as a result of receiving financial support. (Source: Household survey, EE_2)	New at ML	New at ML	93%	N/A	95%	Y
	Percentage of caregivers that state the girl in their care	New at ML	New at ML	98%	N/A	99%	Y

	EGE GEC-T Midline report 74

Economic Empowerment	is more likely to attend school as a result of receiving financial support. (Source: Household survey, EE_3h)						
	Percentage of households whose spending has changed since receiving financial support for girl's education. (Source: Household survey, EE_4h)	New at ML	New at ML	93%	N/A	95%	Y

Main qualitative findings

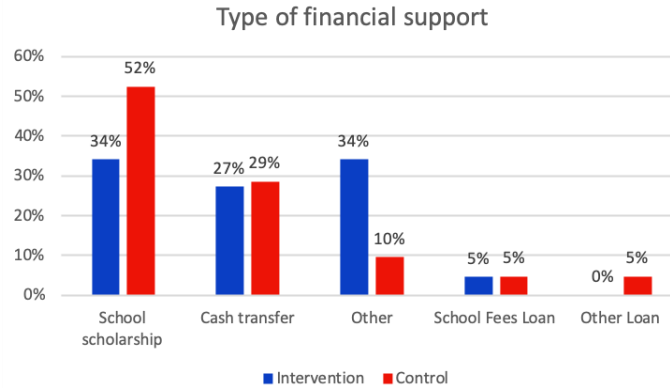
- One of the main barriers to enrolment and attendance is the affordability of school fees.
- Financial support has led to noticeable impact on attendance and performance of students.
- Regular attendance is important to sustain girls' interest in education and prevent early marriage and pregnancy.

Indicator 1: Percentage of caregivers that state the girl in their care is more likely to remain in school as a result of receiving financial support.

Financial support through School Fee Loans and encouraging bursaries for the most marginalised girls is a key component of project activities. Financial support in this indicator also refers to scholarships, cash transfers, other loans, and gifts. Financial support for school is required by the majority of households. At midline, 77 per cent of intervention school households found it difficult to afford school and 71 per cent of control school households agreed. In the current academic year, 9 per cent of intervention school households received financial support compared to 5 per cent of control school households. Of those that received financial support, 93 per cent of intervention school households stated that the girl is more likely to remain in school as a result, compared to 86 per cent of control school households. The main type of financial support received was a school scholarship (34 per cent intervention school households, 52 per cent control school households), the second most common was a cash transfer (27 per cent intervention households, 29 per cent control school households). 'Other' financial support is received by a large proportion of households (34 per cent intervention school households), though the type was not specified.

Figure 8: Type of financial support received

	EGE GEC-T Midline report 75



To supplement the financial support received, those households who receive support also pay for education via business enterprises and using savings. 43 per cent of intervention households use income from businesses, and 14 per cent use savings, compared to 57 and 24 per cent for control school households.

Students who received financial assistance this academic year scored higher in the learning assessments than the average of all students, except for SeGRA. This is in line with expected results. The qualitative data does not speak to why SeGRA is the exception.

Table 57: Learning outcomes of girls' households that have received financial assistance

	EGRA	EGMA	SeGRA	SeGMA
All students	50.32	65.17	46.35	30.53
Received financial assistance this academic year	53.04	66.33	45.96	35.32

A primary school teacher in an intervention school explained the impact of financial support on the performance of one student in their school:

With the help of PEDN, Teach a Man to Fish and Opportunity International some of the needy girls have been sponsored. They pay 75% of their school fees which has enabled some parents to keep sending their girls to school for example we have a girl here who had almost dropped out of school because she would attend few weeks in a term but when EGE started paying for 75% she has never missed attending school unless she is sick and her performance has improved ever since. (Teacher, Primary, Intervention)

Indicator 2: Percentage of caregivers that state the girl in their care is more likely to attend school as a result of receiving financial support.

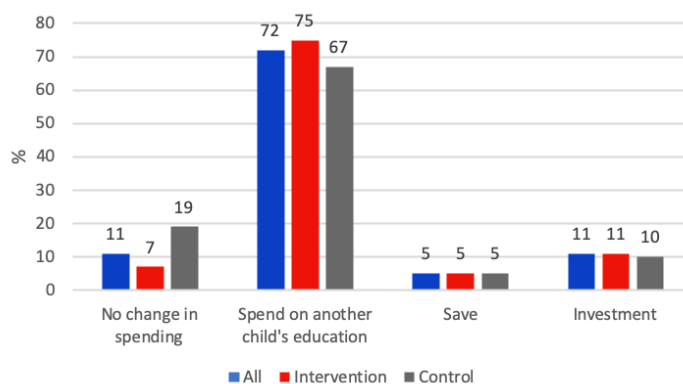
EGE GEC-T Midline report	76

This indicator is distinct from indicator one as it refers to attendance on a daily basis compared to remaining in school in the long term. At midline, 98 per cent of intervention school households who receive financial support say the girl is more likely to attend school as a result, and 95 per cent of control school households reported the same. The impact of financial assistance on attendance rates is important, as one caregiver explained that ‘girls easily lose interest in school when sent home several times for school fees’ (Caregiver, Primary, Intervention). Caregivers explained that if a girl is unable to attend school due to fees, they would do housework, practical skills training such as tailoring, or get married or pregnant.

Indicator 3: Percentage of households whose spending has changed since receiving financial support for girl's education.

Households that have received financial support this academic year have changed their spending habits in 93 per cent of the intervention school households and 81 per cent of control school households. More money is spent on other children’s education in 75 per cent of intervention households, and 11 per cent invest more money than before. Sixty-five per cent of the girls surveyed have at least one sibling in the same household, and the average number of children under 15 in a Ugandan household is 3.3.⁴³ More resources for funding other children’s education is therefore of great assistance to caregivers, and investment allows for greater long-term economic security. Very few households save more with the financial resources they have, though 46 per cent of intervention households already save for school fees.

Figure 9: changes in household spending with financial support



Marginalised girls

No households with girls with disabilities, married girls or girls who are mothers reported receiving financial support this academic year. Regression analysis showed no relationship between a girl having disability and the household having difficulties in affording school.

Recommendations for endline

43

https://www.un.org/en/development/desa/population/publications/pdf/ageing/household_size_and_composition_around_the_world_2017_data_booklet.pdf

For endline it is recommended to keep all the targets. Even though indicators one and two are similar, there is a distinction to be made between remaining in school and attending school as there are factors which affect enrolment and attendance separately. It is recommended to include a 'specify other' option to see what other types of financial support the households receive. The endline targets are an increase of one or two percentage points, reflecting the high rates achieved at midline.

6.5 Life skills

Table 58: Life skills summary

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
Life skills	Percentage increase in GEC Life Skills Index score.	12+: 0.498 0-11: 0.372	12+: 0.499 0-11: 0.373	12+: 0.78 0-11: 0.77	Y (note that the composition of the index changed at midline)	0.82 for both	Y
	Percentage increase in girls learning about financial management at school.	New at ML	New at ML	86%	N/A	90%	Y
Main qualitative findings							
<ul style="list-style-type: none"> The Girls' Club life skills activities are some of the most popular in all the activities the project offers. Girls, head teachers, teachers and caregivers all report increases in financial literacy, confidence and other life skills in intervention school students. 							

Indicator 1: Percentage increase in GEC Life Skills Index score

Life skills were measured in the cohort through the girls survey in both primary and secondary schools. Girls aged over 12 years old were asked an additional number of questions to capture their more advanced life skills than under 12 year olds. The percentage of respondents who stated "agree" or "strongly agree" to the life skills statements are presented in the table below:

Table 59: percentage of respondents who stated "agree" or "strongly agree" to life skills statements in the girls' survey, disaggregated by intervention and control schools.

	EGE GEC-T Midline report 78

An asterisk (*) denotes questions not asked to respondents aged under 12 years old.

Life skills statement	Percentage of respondents who stated “agree” or “strongly agree” at midline	
	Intervention	Control
I can read as well as my friends.	93%	91%
I am as good at maths as my friends.	67%	65%
I get nervous when I have to read in front of others.	37%	37%
I get nervous when I have to do maths in front of others.	38%	40%
I feel confident answering questions in class.	92%	89%
*I can stay focused on a goal despite things getting in the way.	86%	82%
I would like to continue studying / attending school after this year.	99%	98%
*I can put a plan in place and stick with it.	90%	89%
*I can recognise when choices I make today about my studies can affect my life in the future.	69%	71%
I can describe my thoughts to others when I speak.	84%	83%
*If someone does not understand me, I try to find a different way of saying what is on my mind.	90%	92%
I can work well in a group with other people.	95%	95%
When I have the opportunity, I can organise my peers or friends to do an activity.	94%	94%
*I have trusted friends I can talk to when I need.	87%	86%
*I have trusted adults I can talk to when I need.	91%	91%
I ask the teacher if I don’t understand something.	95%	95%
	Percentage “very true” and “moderately true”	
	Intervention	Control
I remain calm when facing difficulties.	60%	59%
When I am confronted with a problem, I can usually find several	84%	77%

solutions.		
I usually save.	78%	66%

Disaggregation of responses to the life skills questions are included in Annex 20.

The girls survey reveals that life skills between girls in intervention and control schools are similar. The most notable difference is that 78 per cent of girls in intervention schools stated it was “very” or “moderately” true that they usually save money compared to 66 per cent of girls in control schools. This is a difference of 12 per cent and is greater than any other difference in life skills between control and intervention schools. This difference is observed in both of the age groups who completed the girls’ survey. In intervention schools, 73 per cent of girls under 12 years old surveyed usually save compared to 60 per cent in control schools. For girls over 12 years old, 81 per cent in intervention schools usually save compared to 69 per cent in control schools. This trend suggests that the life skills training in intervention schools is having a positive impact on saving practices compared to control schools, although there remains a large percentage of girls who are not practicing saving.

However, financial literacy is high amongst both intervention and control school students. The majority of students in both groups disagree that it is better to spend money today than save it for the future (81 per cent intervention, 78 per cent control), and an even higher proportion disagree that saving is for adults only (93 per cent intervention, 88 per cent control). Notably, intervention school students are more prepared to talk about money with relatives, with 83 per cent of intervention school girls agreeing to this statement compared to 72 per cent of control school girls.

The survey also reveals that there is a small difference in ability to find several solutions to a problem. Of girls in intervention schools, 84 per cent agreed they could find several solutions when confronted with a problem compared to 77 per cent in control schools. While there is no difference when disaggregated by age among over 12 year olds, there is a prominent difference between under 12 year olds at intervention and control schools. In intervention schools, 86 per cent of under 12 year old girls agreed they could find several solutions compared to 61 per cent in control schools. This suggests that the life skills training is having the most impact on girls’ problem-solving abilities. However, of girls in intervention schools, 60 per cent agree that they remain calm when facing difficulties, compared to 59 per cent in control schools, suggesting that is a weaker area of life skills compared.

Qualitative data shows that the Girls’ Clubs activities are one of the most popular project activities. Head teachers, students, teachers and caregivers are positive about the impact that Girls’ Clubs have had on savings, confidence levels and life skills of intervention school girls. One head teacher explained:

The girls have gained some self confidence, and they have known changes in their lives and how to manage themselves eg. hygiene when they are in their menstrual periods. They have gotten skills when it comes to expressing themselves on their own. They are no longer shy as they used to be. They have also acquired sewing skills. (Head teacher, Primary, Intervention)

Girls in intervention schools also cited savings and confidence as two key skills they have learned in the Clubs. Teachers also stated that their involvement as liaison teachers has increased their financial literacy. The popularity of Girls’ Clubs activities is supported by indicator two, and OI project monitoring data. Indicator two shows that 86 per cent of intervention school students have learnt about financial

	EGE GEC-T Midline report 80

literacy at school, compared to 71 per cent of control school students. The OI annual report shows that the target for the number of beneficiaries reached with life skills training was exceeded in year two by 47 per cent due to the high demand.

Some secondary control schools also have their own version of a Girls' Club where they learn some comparable skills eg. self-care, and confidence through debating. However, the control school clubs are notably less structured and resourced as the demand for more skills to be taught was high.

Another measure of life skills is the life skills index, which is created from the responses to life skills questions in the girls' survey. To calculate the index, all responses for each individual were coded as 1 for "agree" and "strongly agree" and 0 for all other responses. These scores were added up for each individual and divided by the number of life skills questions they were asked to produce a life skills score. For girls under 12 they were asked ten life skills questions and girls over 12 were asked 16 life skills questions. In both cases, the maximum life skills score available was 1.0. Table 60 below presents the average index score of individuals for a number of disaggregated groups:

Table 60: average life skills index scores

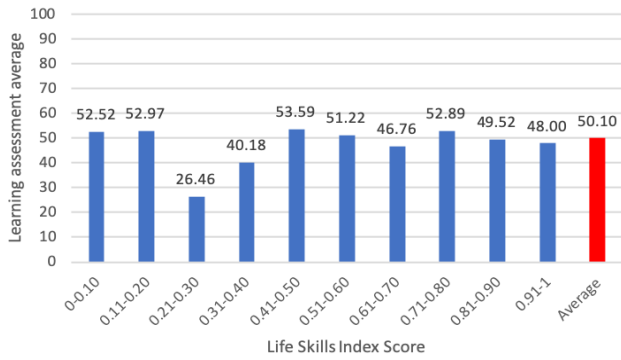
Group	Average Index Score
All girls under 12	0.76
All girls over 12	0.78
Control school girls under 12	0.76
Control school girls over 12	0.75
intervention school girls under 12	0.77
intervention school girls over 12	0.78

The life skills index reveals that there is not much variation in life skills between age groups or control and intervention schools. The average scores for girls of both age groups in intervention schools were marginally higher than in control schools. In all cases, the average life skills index score was over 0.75, meaning most girls agreed or strongly agreed with the majority of life skills questions. This suggests a fairly high self-perceived level of life skills by the girls participating in the survey.

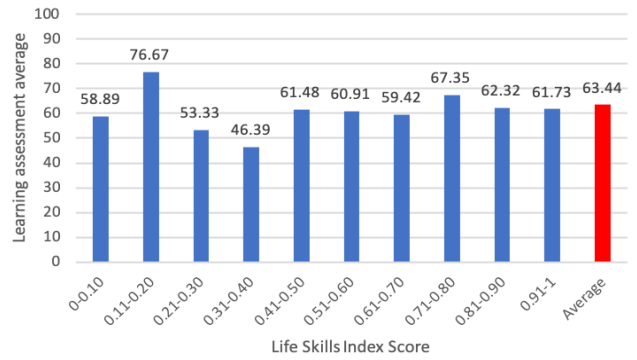
Figure 10 below charts the learning assessment results by Life Skills Index score for the entire sample. It could be expected that a positive linear trend would be observed; that a higher Life Skills Index score correlates with a higher learning assessment score, as skills such as confidence would have positive benefits on educational outcomes. However, this is not borne out by the results. In most cases the learning outcomes are approximately the same across all LSI scores.

Figure 10: Learning assessment results by Life Skills Index scores. In SeGRA and SeGMA, there

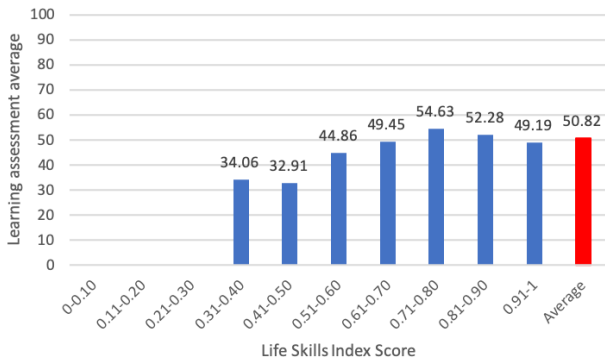
were no students in the sample that scored lower than 0.41 on the LSI.



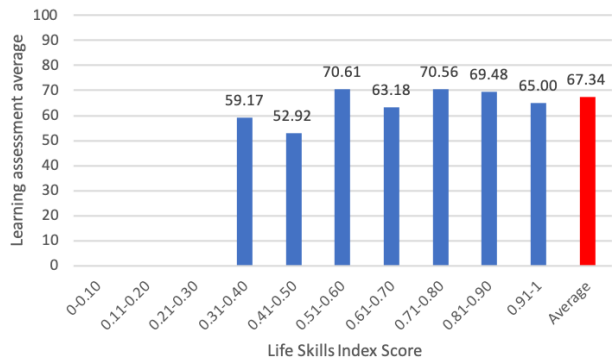
0-11 EGRA



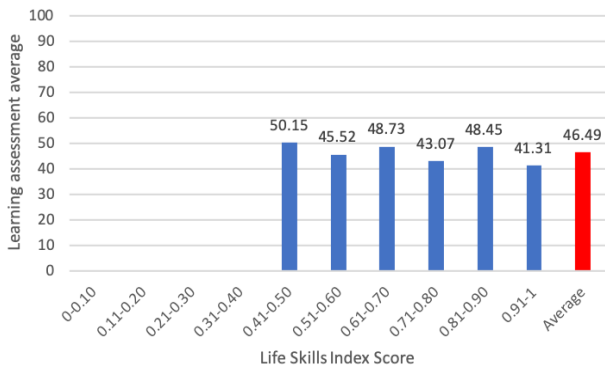
0-11 EGMA



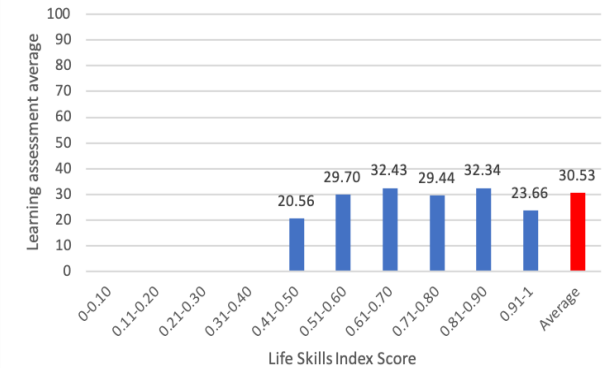
12+ EGRA



12+ EGMA



12+ SeGRA



12+ SeGMA

Agency

	EGE GEC-T Midline report 82

The girls survey also asked girls to respond to a series of statements capturing their agency by asking them who makes decisions about their lives and education. The percentage of respondents who stated “I decide” or “I decide jointly with my family” are presented in the table below:

Table 61: percentage of respondents who stated “I decide” or “I decide jointly with my family” when asked agency statements in the girls survey, disaggregated by intervention and control schools.

An asterisk (*) denotes questions not asked to respondents aged under 12 years old.

Agency statement Who mostly makes decisions about the following, or if this is in the future, who do you expect will make this decision?	Percentage of respondents who stated “I decide” or “I decide jointly with my family” at midline	
	Intervention	Control
Who decides whether or not you will go to school?	41%	35%
Who decides whether or not you will continue in school past this year?	35%	27%
Who decides when / at age you will get married?	49%	49%
Who decides if you will work after you finish your studies?	64%	63%
Who decides what type of work you will do after you finish your studies?	72%	75%
*Who decides how you spend your free time?	83%	78%
Who decides how often you spend time with your friends.	75%	74%

Overall, there is no major variation in the levels of agency between intervention and control school girls, suggesting girls have similar self-perceived levels of agency. The results from the girls’ survey reveals that they have a greater level of agency regarding the type of work they will do and their free time than enrolment and attendance at school. However, there are some variations between intervention and control schools and age groups.

Girls in intervention schools have a slightly higher level of agency in making decisions about their enrolment in school than girls in control schools. In intervention schools, 41 per cent either decided themselves or jointly with family whether they attend school compared to 35 per cent in control schools. In both intervention and control schools fewer girls made their own or joint decision about whether they

would continue school past this year than about whether they would attend school. Girls in intervention schools had a slightly higher percentage at 35 per cent compared to 27 per cent in control schools. This suggests a low level of agency for both intervention and control schools around school attendance and enrolment, as less than half of girls in both groups have agency over this decision.

Notably, there is a discrepancy between girls and adults in their households on the level of participation girls have in making decisions regarding their education. Eighty-two per cent of households surveyed in intervention schools and 81 per cent in control schools said they listened to the views of girls when making decisions about their education. The discrepancy could be due to social desirability bias, or due to the differences in the questions themselves, as caregivers were asked if they “listen to the views of the girl when you make decisions about her education” which is much broader than the questions asked to the girls and does not refer specifically to current or future enrolment.

Indicator 2: Percentage increase in girls learning about financial management at school

As stated above, on average, 79 per cent of student learn about financial management at school. Eighty-six per cent of intervention school students have learnt about financial literacy at school, compared to 71 per cent of control school students.

Marginalised girls

The average index score for girls with disabilities is 0.8. It is the same for married girls. For girls who are mothers and aged under 12, the average index score is 0.9, and 0.8 for mothers aged 12 and over.⁴⁴

It is positive that girls with disabilities have a high life skills index score. Regression analysis does not show a relationship between having a disability and the life skills index. For married girls and girls who are mothers the high scores are also positive, but are in contrast to the expectation that a higher life skills score would result in protection dividends such as delayed marriage and motherhood.

Recommendations for endline

It is recommended to keep both indicators, and add or modify questions in the household survey to allow for direct comparison between the girls’ answers and the caregivers’ answers, especially with regard to decision-making in regard to the girls’ education.

Project checks on Intermediate Outcomes

The IO analysis does reflect the links between the different levels of the logframe and has been useful for confirming the validity of the Theory of Change. There were some changes to the logframe ahead of the midline. On the whole, these changes were made in order to clarify or streamline indicators. This has been necessary following the baseline in order to ensure the indicators better monitor project delivery and can be tracked to endline.

The project confirms that the IO analysis has:

- Measured and analysed all IO indicators presented in the logframe.
- Disaggregated the data according to the logframe.

⁴⁴ Four of the seven girls in the sample who are mothers are under twelve, and three are over twelve.

EGE GEC-T Midline report	84

- Used both the qualitative and quantitative analysis stated in the logframe.
- Related the IO analysis to the analysis of outcomes.

7 Conclusion & Recommendations

7.1 Conclusions

7.1.1 Project beneficiaries and barriers to learning and transition

The Empowerment for Girls' Education project reports 28,898 direct girl beneficiaries across 132 schools. These are predominantly in-school primary and secondary school girls, ranging from six years old to over twenty years of age, with the majority of beneficiaries aged between nine and eleven. In addition, there are 4,000 direct household and community member beneficiaries who benefit from community engagement, financial empowerment and sensitisation activities. The indirect project beneficiaries consist of 26,028 boys in project schools who benefit from changes to school management and teaching methodologies.

The project's primary marker of marginalisation is poverty. Due to the location of the target schools and the composition of the school population, it is assumed that all students enrolled in project schools are living in poverty. The beneficiary composition and profile has not changed greatly since baseline. Households of beneficiary students report high levels of poverty, with 77 per cent reporting difficulties in affording school costs and over 10 per cent unable to meet basic needs without charity.

Barriers to learning and transition identified at baseline included health concerns and financial constraints. These barriers still apply to the cohort at midline, with 20 per cent of students who had missed school due to health reasons, and 18 per cent for school fee issues. Other barriers identified at midline include inadequate school infrastructure and cultural attitudes. The project activities address the main barriers and the impact of these on barriers will be assessed at endline.

7.1.2 Learning outcomes

The intervention sample scored an average of 48.57 in literacy and 53.81 in numeracy. The scores were higher at the primary level than the secondary level. At the primary level, the average EGRA score was 49.48, compared to 46.45 in SeGRA. For numeracy, the average score at the primary level was 64.30 for EGMA, and 29.32 in SeGMA. Comparability to baseline is limited due to changes in the learning assessments administered and sample composition at midline.

Outcomes are significantly lower in the Eastern region at the 5 per cent level. The Eastern region of Uganda has higher levels of poverty compared to the Central and Western areas and is more affected by population flows. Students with cognitive difficulties ie. difficulty remembering things or concentrating had a statistically significant lower result in literacy. Married girls and girls who are mothers scored higher than the average, although the sample sizes are too small to draw conclusions.

The results indicate that the students are yet to fully develop higher order literacy and numeracy skills, such as interpretation of passages, and algebra. These skills are developed as they progress through school, demonstrated by higher scores achieved by higher grades in the sample.

7.1.3 Transition rates

	EGE GEC-T Midline report 85

Transition rates at midline are high, at over 95 per cent across all age groups. The highest transition rate was for girls aged 14 to 15, at 97 per cent. Transition rates for intervention school students is substantially higher than students in the control cohort. At midline, transition represents between grade transition, that is, moving from one grade to the next within the same school. At endline, transition from primary to lower secondary, and lower secondary to upper secondary will be assessed.

7.1.4 Sustainability

The sustainability score at midline is 2, meaning that changes in behaviour are emergent. This is an increase from the score of 1 (latent) at baseline. The increase results largely from changes at the system level, with inclusion of financial literacy component in the lower secondary national curriculum as a direct result of the project working with stakeholders. There have also been changes at the community and school levels, with increasing and sustained use of education financial services, a trend towards support for girls' education, and incremental improvements in school management.

At midline the biggest risk to sustainability is the lack of non-project funds available to finance activities. There is support and motivation at all levels, but government resources are prioritised for public schools. Some private schools provide financial support for selected students, though in the majority of cases this predates the project and does not always prioritise need but rather merit. The endline target for sustainability is 3.

7.1.5 Intermediate outcomes

Attendance rates are high across the cohort, with only 9 per cent having missed six days or more of school in term one. Attendance rates are highest for students in the last years of primary and secondary school, when students sit national exams. Students who had not missed school scored higher than the average learning outcomes, with the exception of SeGRA. Health concerns are the main reason for absence for school (which includes female health considerations at midline), with financial constraints the second main cited reason.

Perceptions of school governance indicate positive changes. Across the cohort, 77 per cent of caregivers believe that school management has improved in the last year, and 59 per cent believe that governance groups have improved the quality of teaching children receive. However, the high level of 'don't know' responses indicates that school management and governance groups require better communication and publicity of their purpose and activities.

The majority of students regard teachers as being encouraging in the classroom, at 80 per cent, and state that girls and boys participate equally in the classroom (84 per cent). Lesson observations show that more teacher-facilitated learning activities could be incorporated in the classroom. However, corporal punishment is widespread, with 73 per cent of students reporting that teachers physically punish students who get answers wrong in a lesson.

There is a small proportion of households who report they have received financial assistance this academic year (9 per cent). Of that group, 93 per cent state that the student is more likely to remain enrolled in school as a result of the financial support, and 98 per cent report it impacts positively on day-to-day attendance. The most common form of financial support was a school scholarship.

EGE GEC-T Midline report	86

The Life Skills Index scores were high across all sub-groups in the cohort and did not differ much based on age. Girls aged 0-11 scored 0.77, and girls aged 12 and over scored 0.78. Eighty-one per cent of students report learning about financial management at school. In contrast to expected outcomes, the index score for the most marginalised girls (GWD, married or mothers) were higher than the average.

The majority of indicators are new at midline and therefore change from baseline cannot be assessed. For the endline all the indicators will be kept, except for IO1.2 on attendance at Girls' Clubs. This is a proxy indicator for attendance that will be covered by IO1.1.

7.1.6 Approach to gender and social inclusion

To date the project's emphasis has been on gender inclusion. Other marginalisation indicators are important to the project, including disability, motherhood and marriage, though the project does not currently monitor numbers for each of those categories so it cannot be known how representative the midline sample is of the total number of beneficiaries. At endline it is recommended for the External Evaluator to check the numbers and if they have changed. It is also recommended that the project monitors beneficiaries with these characteristics. At midline, the project does not target the most marginalised students for inclusion in project activities such as through identification of students with disabilities, nor are project activities adapted for students with specific inclusion needs. This was identified as a 'shortcoming' of the project by one of the consortium members. The project is undertaking a disability monitoring exercise to make the project's approach more inclusive and sensitive to children with disabilities.

7.2 Recommendations

The midline recommendations refer to project design, internal monitoring, sustainability and the endline evaluation design.

- Project design:
 - Partners should have more contact with DEOs. PEDN has close working relationships with many DEOs, and DEOs commented that they would like to meet other project partners and work with them. This would help generate support at an institutional level and contribute to sustainability and the wider influence of the project.
 - Partners need to work closely to ensure activities are coordinated. Schools and project partners commented that there are many project activities which can be difficult to schedule around the school timetable, and sometimes overlap with one another. Partners should maintain close contact to prevent intervention fatigue for schools.
 - On the whole, attitudes towards girls' education are positive. However, education for children with disabilities, married girls, and girls who are mothers is not seen as important. Sensitisation activities that focus on attitudes towards these marginalised groups would be beneficial.
 - Corporal punishment is still widespread. As there has been a notable shift in attitudes towards girls' education future sensitisation sessions could focus more on the use of physical punishment, its consequences, and alternative methods of discipline. These

EGE GEC-T Midline report	87

sessions could be directed at both school management and teachers, through the SLPD and cluster meetings. The endline will explore attitudes towards and use of alternative methods of discipline by school management and teaching faculty (through FGDs and KIs) to assess if there is any change in behaviour.

- Few girls recognise the impact their education will have on their future. However, many girls have aspirations for a professional career. This indicates that activities which target aspirations and connecting aspirations to education will be of particular importance in the final year of the project.
- It was noted by some key informants that some schools may no longer require the project's interventions. Some schools have outgrown the need for the services and are comparatively well-off compared to other beneficiary schools. An identification mechanism to withdraw services from these schools and focus the resources on other schools in the cohort would be efficient.
- Secondary school teachers are perceived as having a lower quality of teaching than primary school teachers. This is likely due to a lack of qualifications and secondary school teachers working across multiple schools. The project has identified that secondary school teacher attendance at training is low. An updated approach to target secondary school teachers is required. The project is working with Centre Coordinating Tutors to observe lessons and train teachers, but CCTs work only at the primary level. The project is in the initial stages of engaging with school inspectors to improve teaching quality at the secondary level, and will potentially offer training on weekends.
- Project MEL:
 - Partners should streamline monitoring tools. Partners attended the enumerator training for the midline, at which the evaluation tools were shared with the aim of contributing to an update of the monitoring tools. Partners should collect GESI sensitive monitoring data that corresponds to the theory of change and logframe.
 - OBUL should report data by new/repeat loans and not only new and existing clients who take out new and repeat loans, to allow for a more accurate assessment of sustained use.
 - Remove indicator two for attendance from the logframe: percentage of girls who have missed Girls' Club for 5 days or more in current term. This indicator was a proxy for school attendance, which is monitored by multiple other data sources.
 - Track numbers of extremely marginalised beneficiaries, such as students who have a disability, are married or mothers.
- Sustainability:
 - Community:
 - Expand the existing sensitisation activities of the project to ensure all households are included.

EGE GEC-T Midline report	88

- Promote engagement with role models in the community as well as through alumni networks.
 - School:
 - Encourage household and community involvement in school planning through the SLPD workshops and cluster meetings.
 - Include an introduction to school governance groups in sensitisation meetings with household members.
 - Promote the use of School Improvement Loans and fundraising activities to purchase up-to-date resources required by teachers.
 - Encourage schools to consider (non-monetary) incentives for teacher retention, such as training. This will facilitate sustainability of the teacher mentorship scheme.
 - Work with school leadership and teachers through SLPD workshops and cluster meetings to incorporate Girls' Club activities in regular lessons.
 - Schedule SLPD workshops to encourage attendance from school management. This could mean multiple workshops, at the beginning of the school holidays for those who can attend, and in the middle of the holidays for others.
 - System:
 - Work in conjunction with school leadership through the SLPD and cluster meetings to facilitate discussions around sustainable sources of bursary funding and factoring this in School Development Plans.
- Endline evaluation:
 - Questions should be added to the girls' survey and household survey that allow for greater triangulation between the tools.
 - Remove SeGRA subtask 1 (basic reading comprehension) due to potential ceiling effect at endline.
 - OI is introducing a teacher mentor scheme to encourage teachers to mentor other teachers and induct them into the cluster meetings. This should be assessed at endline as it will be key to ensuring the cluster model is self-sustaining and has a wide ranging impact on teachers.
 - Alumni networks are another new activity. Schools are encouraged to set them up and maintain them independently. The impact of these should be assessed at endline as an important contributor to sustainability.

EGE GEC-T Midline report	89

- Add an 'other, specify' option under type of financial support received. There was a high proportion of respondents who selected 'other' and including a 'specify' option will provide more information on sources of financial support for households.
- The midline evaluation does not include much reference to the Pathways to Excellence tool due to the project intervention timeline. This should be included in the endline as it contributes to sustainability.
- FGDs with primary school students should use participatory techniques to encourage expression. The common FGD approach does not work in a context with multiple languages, and the girls were often shy and not forthcoming.
- The girls' survey should include more options for types of punishment and discipline, based on the common 'other' options specified at midline, including cleaning, fetching water, and kneeling. This will allow for a more comprehensive assessment of discipline and punishment.
- FGDs and KIIs with teachers and school management should directly address the topic of discipline and punishment to assess the impact of sensitisation sessions on corporal punishment.
- Lesson observations should be conducted in lessons with teachers who have attended cluster meetings to assess the potential impact of the cluster methodology on teaching quality.
- Additional sources should be added to record attendance at endline, including school records and reporting of attendance level in class. This will facilitate the calculation of attendance rate.

Project contribution: Response to conclusions and recommendations

The project accepts all of the recommendations made by the External Evaluator. A number of the recommendations have already been incorporated into the project, either independently or as a result of emerging findings from the fieldwork. Others will be integrated into the project going forward.

On the whole, the recommendations align with existing project thinking and knowledge, meaning that none of the recommendations or findings came as a surprise. This also means that many of the recommendations are already being addressed by the project but have not necessarily been picked up in the midline report due to either being rolled out concurrently or shortly after the fieldwork. It is expected that the activities already underway to address these recommendations will be able to demonstrate an impact by endline and that the project also has time to strengthen any other areas arising from the recommendations in plenty of time for this. As such, the project also accepts all recommendations made for the endline evaluation as this will provide a greater focus on sustainability.

Annex 17 provides a more detailed response to the conclusions and recommendations.

EGE GEC-T Midline report	90

EGE GEC-T Midline report	91

Annexes

Annex 1: List of annexes

- Annex 2: Intervention roll-out dates
- Annex 3: Evaluation approach and methodology
- Annex 4: Characteristics and barriers
- Annex 5: Logframe
- Annex 6: Outcomes Spreadsheet
- Annex 7: Project design and interventions
- Annex 8: Key findings on Output Indicators
- Annex 9: Beneficiaries tables
- Annex 10: MEL Framework
- Annex 11: External Evaluator's Inception Report
- Annex 12: Data collection tools used for midline
- Annex 13: Datasets, codebooks and programs
- Annex 14: Learning test pilot and calibration
- Annex 15: Sampling Framework
- Annex 16: External Evaluator declaration
- Annex 17: Project Management Response
- Annex 18: Theory of Change
- Annex 19: Sustainability Scorecard
- Annex 20: Life Skills Index grid

Annex 2: Intervention roll-out dates

Table 62: Intervention roll-out dates

Intervention	Start	End
Self-Improving School System (SISS) Cluster Model Teacher Training	April 2017	Ongoing
School Improvement Loans (repeat)	April 2017	Ongoing
School Leadership Professional Development (SLPD) Programme	May 2017	Ongoing
Cluster Leadership meetings	May 2017	Ongoing
Households supported with School Fee Loans (repeat)	May 2017	Ongoing
Access to Opportunity Professional Educator Network (OPEN)	May 2017	Ongoing
Households supported with Child Savings Accounts	May 2017	Ongoing
Girls' Clubs – Life Skills and Financial education	June 2017	Ongoing – end date March 2020
Child Protection Sensitisations in schools	June 2017	Ongoing – end date March 2020
Newspapers in Education (NiE) distribution	July 2017	Ongoing – end date March 2020

EGE GEC-T Midline report	92

Community dialogue/engagement (in school communities)	August 2017	Ongoing – end date March 2020
School Enterprise Challenge (SEC)	August 2017	Ongoing – end date March 2020
Parents Sensitisation Meetings (in schools)	September 2017	Ongoing – end date March 2020
School Improvement Loans (new)	October 2017	Ongoing
Households supported with School fee Loans (new)	October 2017	Ongoing
School Development Planning	January 2018	Ongoing
School Management Simulation Training (SMST)	March 2018	Ongoing – end date March 2020
Households supported with bursaries	March 2018	Ongoing – end date December 2020
P2E self -assessments and school assessments	May 2018	Ongoing
Sexual and reproductive Health & Menstruation Management Training (making reusable sanitary pads)	September 2018	Ongoing – end date March 2020
Households supported with home-based IGAs	October 2018	Ongoing – end date March 2020
Supplementary Readers distribution	November 2018	Ongoing – end date March 2020
Alumni Clubs	February 2019	Ongoing
CCTs school-based Teacher Training on literacy and numeracy skills integration	April 2019	Ongoing – end date March 2020
School Performance Appraisal Meetings (SPAMs)	August 2019	Ongoing – end date March 2020

Annex 3: Midline evaluation approach and methodology

Outcomes and Intermediate Outcomes

Table 63 details the project's outcomes, intermediate outcomes and contributing indicators. It includes the sources for each indicator, the rationale for the selection of those sources, and outlines the changes since baseline. The outcomes and indicators match the project's midline logframe.

	EGE GEC-T Midline report 93

Table 63: Outcomes for measurement

Outcome	Level which measurement takes place	Tool and mode of data collection	Rationale, <i>i.e. why is this the most appropriate approach for this outcome</i>	Frequency of data collection	Who collected the data?
Outcome 1: learning Number of marginalised girls supported by GEC with improved learning outcomes					
Literacy indicator Mean EGRA, SeGRA	School	Quant: EGRA, SeGRA	EGRA and SeGRA are set by the FM as the most appropriate approach.	Annually	External Evaluator
Numeracy indicator Mean EGMA, SeGMA	School	Quant: EGMA, SeGMA	EGMA and SeGMA are set by the FM as the most appropriate approach.	Annually	External Evaluator
Outcome 2: Transition Number of marginalised girls who have transitioned through key stages of education, training or employment					
Transition indicator Percentage of girls that transition from P7 - S1, and from S4 - S5	Household	Quant: Household survey	Includes questions on school enrolment in the previous year and current academic year. Provides ability to track girls who move school.	Annually	External Evaluator
Outcome 3: Sustainability (system level)					
Sustainability indicator 1 Girls' Club activities influence the national curriculum	Partners	Qual: KII PEDN, KII government officials.	PEDN run the Girls' Club and work with the National Curriculum Development Centre. It is expected that government officials are knowledgeable about the curriculum design process.	Annually	External Evaluator
Sustainability indicator 2 Bursaries for severely marginalised girls are established by schools, government or OBUL	Partners	Qual: KIIs with OI programme staff, head teachers, government officials, OBUL	The KIIs are with representatives at the three levels in which a bursary scheme could be established, and OI staff with knowledge of the wider context.	Annually	External Evaluator
Sustainability indicator 3 Sustainable education finance model replicated by other institutions, including Centenary Bank, Stanbic, Letshego, DCFU	Partners	Qual: KIIs with OBUL and OI staff	The EduFinance model is an OI initiative.	Annually	External Evaluator

Outcome 3: Sustainability (community level)					
Sustainability indicator 1 Sustained use of financial services by households and schools (School Fee Loans, School Improvement Loans)	Household , School	Quant: Household survey, OBUL data Qual: KII head teachers, FGD household members.	OBUL collects data on School Fee Loans and School Improvement Loans issued. Household data will provide insight into knowledge of and access to financial services.	Annually	External Evaluator
Sustainability indicator 2 Changed attitudes towards girls' education	School, Household , Community	Quant: Girls' Survey, Household Survey Qual: KII head teachers, FGDs household and community members, teachers	Information from members of the various communities girls belong to will provide a comprehensive picture of a change in norms.	Annually	External Evaluator
Sustainability indicator 3 Community participation in school planning	School, Household	Quant: Household Survey Qual: KIIs head teachers, FGDs teachers, household and community members	Household survey data will provide insight into the involvement of caregivers in decision making in schools. Qualitative data will provide details into participation from the wider community, and the impact on schools.	Annually	External Evaluator
Outcome 3: Sustainability (school level)					
Sustainability indicator 1 Cluster participants apply lessons to their classrooms	School	Qual: KII head teachers and OI staff, lesson observations , FGD teachers	Cluster participants are drawn from the school leadership and teaching faculty. Lesson observations will provide a useful comparison to the KIIs and FGDs.	Annually	External Evaluator
Sustainability indicator 2 Girls' Club activities incorporated into school timetables	School	Qual: KII head teachers, PEDN,	PEDN can discuss the impact of Girls' Clubs on school timetables across all participating schools, whilst the school leadership will provide individual cases and	Annually	External Evaluator

	EGE GEC-T Midline report 95

		teachers, FGD teachers	the successes and challenges in incorporation.		
Sustainability indicator 3 Schools implement lessons from School Leadership Professional Development (SLPD) workshops	School	Qual: KII head teachers	Head teachers attend SLPD workshops.	Annually	External Evaluator
Intermediate outcome 1: attendance	Improved attendance and enrolment amongst marginalised girls in intervention schools				
Attendance outcome 1 Percentage of girls who have been absent from school for six days or more, in current term	School	Quant: Girls' Survey, Household Survey	Schools often do not maintain consistent attendance records, so the girls are best placed to provide this information. It will be corroborated with data provided by caregivers to avoid the impact of social desirability bias.	Annually	External Evaluator
Attendance outcome 2 Percentage of girls who have missed girls club for 5 days or more in current term	School	Quant: Girls' Survey, PEDN registers	Only applies to girls who attend a club. Will be compared to attendance outcome 1 to corroborate the information	Annually	External Evaluator
Attendance outcome 3 Percentage of girls who have been absent from school in the current term because of school fees	School	Quant: Girls' Survey Qual: FGD girls	Discussions with the girls will explore the various reasons why girls miss school and the relative importance of school fees as a reason for absence.	Annually	External Evaluator
Attendance outcome 4 Percentage of girls absent from school in the current term of account of health concerns	School	Quant: Girls' Survey Qual: FGD girls	Discussions with the girls will explore the various reasons why girls miss school and the relative importance of health (and potentially female health) as a reason for absence.	Annually	External Evaluator
Intermediate outcome 2: governance	Improved management, leadership and governance capabilities in intervention schools, with a focus on				
Governance outcome 1 Percentage of caregivers that believe that school management has improved in the last year	Household	Quant: Household Survey Qual: FGD households	Information provided by caregivers will provide information on the noticeable impact of changes school management.	Annually	External Evaluator
Governance outcome 2 Percentage of caregivers that believe the activities of the school governance groups have improved the quality of schooling the girl receives	Household	Quant: Household Survey Qual: FGD households	Information provided by caregivers will provide information on the noticeable impact of changes school management.	Annually	External Evaluator

EGE GEC-T Midline report	96

Governance outcome 3 Girls consider the learning environment to be a safe space	School	Quant: Girls' Survey Qual: FGD girls	Girls' perceptions of their safety in school and changes in the last year highlight the change in inclusive attitudes and practices on the part of school leadership.	Annually	External Evaluator
Intermediate outcome 3: teaching quality Improved teaching methods within intervention classrooms with a focus on barriers faced by marginal					
Teaching quality outcome 1 Percentage of girls who report that their teachers discipline or punish students who get things wrong in a lesson	School	Quant: Girls' Survey Qual: FGD girls, and boys	The project promotes child protection, this approach will provide insight into the impact of this component of the project on teachers. The qualitative tools will highlight differences in treatment between girls and boys and suggest alternative forms of discipline.	Annually	External Evaluator
Teaching quality outcome 2 Evidence of improved teaching methodologies being applied in the classroom	School	Quant: Girls' Survey Qual: FGD girls, boys, teachers lesson observations	Students can provide information on changes teacher practice, which will be compared to the discussions with teachers and lesson observations.	Annually	External Evaluator
Teaching quality outcome 3 Girls and boys participate equally in the classroom	School	Quant: Girls' Survey Qual: FGD girls, boys, teachers lesson observations	Students can provide information on changes teacher practice, which will be compared to the discussions with teachers and lesson observations.	Annually	External Evaluator
Intermediate outcome 4: life skills and aspirations Improved life-skill awareness, capability and confidence amongst intervention students					
Life skills outcome 1 Percentage increase in GEC Life Skills Index score	School	Quant: Girls' Survey Qual: FGD girls	Life Skills Index specified by FM.	Annually	External Evaluator
Life skills outcome 2 Percentage increase in girls learning about financial management at school	School	Quant: Girls' Survey Qual: FGD girls	Financial management is a life skill targeted by the project. Focus group discussions will explore whether financial management skills are learned only in Girls' Clubs or in lessons too.	Annually	External Evaluator
Intermediate outcome 5: economic empowerment Improved ability for households to meet the costs of education.					
Economic empowerment outcome 1 Percentage of caregivers that state the girl in their care is more likely to remain in school as a result of receiving financial support	Household	Quant: Household Survey	Addresses the project impact on the enrolment level of girls.	Annually	External Evaluator

<p>Economic empowerment outcome 2</p> <p>Percentage of caregivers that state the girl in their care is more likely to attend school as a result of receiving financial support</p>	Household	<p>Quant: Household Survey</p>	Addresses the project impact on the attendance rate of girls.	Annually	External Evaluator
<p>Economic empowerment outcome 3</p> <p>Percentage of households whose spending has changed since receiving financial support for girl's education. Disaggregated by households that now spend more on: another child's education, saving, investment.</p>	Household	<p>Quant: Household Survey</p>	The household survey data will provide information on whether access to financial services empowers households to meet the current and future costs of education for all members of the household.	Annually	External Evaluator

EGE GEC-T Midline report	98

Evaluation methodology

The evaluation of Opportunity's GEC-T project adopts a quasi-experimental approach. Data is collected from 'intervention' and 'control' groups in order to identify the average intervention effect with a difference-in-difference (DiD) estimation. The two groups of schools are similar in terms of demographics and student characteristics that are key to the project. The DiD estimation relies on the assumption that both groups would have followed a common trend in the absence of any intervention.

One cohort is included to assess both learning and transition outcomes. The composition of the cohort is different to baseline; 9 girls per school are from the baseline cohort and 10 additional girls per school have been added to the cohort. The updated sampling is explained in further detail in the next section.

The role of the quantitative data is to track key outcomes across a representative sample of girls in intervention and control schools and their households, in order to measure progress against project output and outcome indicators. The role of the qualitative data is to provide a deeper understanding of the changes in outcomes in the past year and the drivers and barriers to change. This will ensure it is possible to understand why and how change has or has not taken place, and to assess how far the change can be attributed to the project. Qualitative data collection will be carried out with a small sample of beneficiaries, and is therefore not representative.

A systematic approach will be used for the qualitative data analysis, using a coding process to link back to the key output and outcome areas. Qualitative transcripts will be coded in Dedoose using thematic codes identified in the data. The findings will be triangulated with quantitative data throughout the report to illustrate key similarities and differences across the different datasets, and add context and explanation to key outcomes.

The assumptions underlying the relationship between intermediate outcomes and outcomes will be evaluated by disaggregating learning and transition data based on the intermediate outcomes, and regression analysis will be conducted where applicable.

GESI minimum standards set out by the FM were incorporated in the evaluation design, starting with enumerator training. Enumerators were trained in safeguarding of children and adults-at-risk, which discussed potential risks based on the gender and other characteristics of the sample. Analysis of the project context at midline includes disaggregation by gender, disability, marital and motherhood status. The outcome analysis is also disaggregated by these characteristics as data on these statuses is collected at each evaluation point through both the quantitative and qualitative data collection tools. The logframe includes reference to girls but does not specify girls with disabilities nor married girls or young mothers. Given the small numbers in the sample of girls with these characteristics, the logframe does not include them.

Midline data collection process

Pre data collection

Midline sampling strategy

	EGE GEC-T Midline report 99

The baseline research was carried out with a sample of 54 intervention schools and 54 control schools, providing a total of 108 schools. In each school 9 girls and 1 boy were administered the learning assessments, providing a total of 972 girls and 108 boys tested (1080 total). The risk of 40% attrition identified at baseline, combined with the small number of students sampled per school at baseline, means there was a risk at midline that the number of students sampled in each school would fall below an acceptable level to determine significance.

The sampling methodology for the midline was developed in order to mitigate this risk. It did this with an increase to the number of students sampled in each school and a reduction in the overall number of schools. This also had the benefit of making the fieldwork more logistically practical. Through a process of identifying outlier schools, 17 schools in both the intervention and control groups were removed from the original sample used in the baseline. This resulted in 37 intervention schools and 37 control schools, providing 74 schools in total. In each school, 19 female students per school were included in the tests (a total of 1,406 students). This allowed the study to account for a 30% attrition rate from the midline to the endline (it would have required an additional 111 students within the sample for a 40% attrition rate). Boys were removed from the quantitative sample, but were maintained in the qualitative sample through focus group discussions.

Outlier schools were removed from both the intervention and control groups. Seventeen schools per group were removed. The primary way in which schools from the original sample were outliers was due to the size or composition of their school. Schools with fewer than 75 female students were eliminated and schools with over 320 female students (460 in intervention schools, which are on average larger) were excluded from the sample. Additional criteria for exclusion included geographical remoteness, poor pairing of intervention and control schools (where this was possible), and proximity to a national border. These factors were weighed to define a more consistent sample that would represent the majority of the group as accurately as possible. The sampling strategy does not prioritise region due to the uneven distribution of the original sample within each region, and the large geographical areas which have already been left out of the samples within each region.

The total sample size that is proposed is consistent with the requirements for significance outlined in the methodology requirements and indicates the same minimum detectable effect of the baseline. This means that at both baseline and at midline the sample sizes provide: a minimum detectable effect of 0.18 standard deviations with 5% significance and 80% power achieved. Finally, it should be noted that the revised sampling approach has reduced the sample diversity. It is therefore likely that the intra-cluster correlation estimate should be lower than at baseline.

Ten additional girls per school were added to the cohort (a total of 740 girls). The additional girls were selected to ensure they are representative of the target beneficiaries. An extra sampling criterion was the proximity of the girl's household to the school, with preference given to girls whose household is nearby. This will facilitate data collection and tracking at endline.

New data collection tools

Qualitative lesson observation templates were designed for use in intervention schools to collect qualitative data about teaching quality, one of the intermediate outcomes. Lesson observations are regularly used in school inspections (eg. Ofsted in the UK) to assess teaching quality. The tool was

EGE GEC-T Midline report	100

designed to observe pedagogical practices, classroom layout, and the gender responsiveness of the teacher. A sample of different teachers, grades and subjects were selected for observation.

Revised data collection tools

Quantitative tools

The learning assessments (EGRA, EGMA, SeGRA, SeGMA) were updated according to the FM MEL Guidelines.

Some names and verbs were changed in the EGRA oral reading passage, as well as sentence construction according to English grammar. The time allowed to read the passage was decreased from eight to ten minutes at baseline to five minutes at midline, in line with guidelines. The reading comprehension questions were aligned with the oral reading results so that students were asked questions according to how much of the passage they read. SeGRA subtask one was not added to the primary level as proposed in the inception report as it was expected that the change in reading time would reduce the ceiling effect indicated at baseline, and it would have created a logistical burden. EGMA was reduced in length from six subtasks to three subtasks. Number identification, number discrimination and addition had ceiling effects at baseline and were removed at midline. Missing number, subtraction and word problems were included, and updated with new questions at a comparable level to baseline.

SeGRA and SeGMA had the same number of subtasks as at baseline, with three subtasks per test. The reading passage in subtask one of SeGRA was replaced with another non-fiction passage of equal difficulty. The reading passage in SeGRA subtask two and the comprehension questions were modified slightly from baseline. SeGMA questions were updated with new numbers but with the same skills being tested, and one question was removed from subtask three after the pilot as it was above secondary level.

Middle grade learning assessments (MiGRA and MiGMA) were not used at midline. All primary school students were administered EGRA and EGMA tests, and all secondary students were administered SeGRA and SeGMA tests.

The Girls’ Survey and Household Survey were revised at midline to reduce their length. To do this, sensitive and unnecessary questions were removed, such as questions in the Girls’ Survey on orphanhood, and poverty indicators, which are collected at the project level. The surveys were reviewed by Opportunity and the FM before fieldwork, and they were slightly modified during enumerator training to reflect the local context (eg. ‘washing’ was replaced with ‘bathing’) and to improve clarity. The Girls’ Survey took between 20-30 minutes to administer, and the Household Survey took between 25-40 minutes to administer. The surveys took longer when they had to be translated from English into a Ugandan language.

Qualitative tools

All the qualitative data templates were streamlined at midline and updated to reflect the new logframe indicators. This included the focus group discussion and key informant interview templates. The templates were reviewed by the in-country partner for relevance to the local context and by the FM’s qualitative adviser, and were updated based on this feedback. For example, the facilitator notes were expanded to include information on the purpose of the KII/FGD.

EGE GEC-T Midline report	101

Enumerator recruitment and training

Thirty-one enumerators were recruited by RDM, Jigsaw's local partner based in Kampala. The team was comprised of 25 female and 6 male enumerators. It was originally planned to have 24 enumerators; an additional four enumerators were added during the fieldwork preparation phase, and three more enumerators were invited to the training to allow for replacement in case the selected enumerators became unavailable during data collection. Seven of the enumerators were selected as qualitative data collectors based on their experience in qualitative methods.⁴⁵ These enumerators administered learning assessments and surveys in addition to collecting qualitative data. All the enumerators spoke multiple Ugandan languages and had experience in administering learning assessments and surveys.

A three-day training was conducted jointly by Jigsaw and RDM to familiarise the enumerators with the data collection tools and best practice in the field. Enumerators were encouraged to offer feedback on each survey question regarding the response options and language of the question, based on their previous experience and local knowledge. Minor changes were subsequently made to adjust to local English language and add or remove response options (eg. 'changing rooms' was removed from the perception on school and learning environment questions as it does not apply to the context).

Enumerators had time to practice the surveys and learning assessments. They also completed an inter-rater reliability test, to check the consistency and accuracy of responses for the learning assessment. This was done by running a role play whereby a pair of enumerators completed an EGRA/EGMA test in front of the group while all enumerators followed along as if they were administering the test themselves. The responses of the enumerator in the pair was the 'gold standard'. Responses of the other enumerators were then checked against the 'gold standard' to identify incorrect data input and misinterpretation.

In addition to the group enumerator training, there were separate training sessions for the seven team leaders and six qualitative data collectors. The team leaders were provided with a handbook containing key information for data collection, including the sampling and replacement strategy, basic troubleshooting tips, child protection protocols and contact details for the EE and in-country Opportunity consortium lead. The qualitative data collector training included familiarisation with each of the separate tools and guidance for transcription.

A pilot study was conducted in four sample intervention schools to test the learning assessments and Girls' Survey. Afterwards, a debrief was held to discuss what went well and the challenges encountered.

The EE training team, in conjunction with Opportunity, ran a comprehensive child safeguarding session. It covered the GEC risk categories, the reporting pathways, and Jigsaw's code of conduct. Enumerators were then asked to read and sign the code of conduct, which formed part of their contract with RDM.

During data collection

Data collection started on 04 April 2019 and finished on 13 June 2019. The original completion date was 19 April 2019, but due to the Easter holidays, school exam schedules and school non-cooperation the

⁴⁵ Every member of the qualitative team had a minimum of three years of experience on research projects in Uganda, mostly in the education and health sectors. This included extensive experience in conducting focus groups, and interviews. The qualitative team did not include any trained teachers.

EGE GEC-T Midline report	102

data collection was delayed in four schools (see below for more details). The qualitative and quantitative data collection was simultaneous.

Data collection protocols

Participant safeguarding

Safeguarding of research participants was central to the data collection logistics. Informed consent protocols ensured that participants were made aware of the limits to confidentiality in the case of suspected risk of harm to the research participant or someone they know. For example, the script used for the Girls' Survey is as follows:

Hello, my name is [enumerator name] I would like to ask for your permission to interview you on behalf of a research project which is aiming to improve girl's education in lots of countries around the world.

We would like to ask you some questions about you, your school and how you feel about education. We would also like you to take a short numeracy and literacy test. This will take approximately XX minutes.

If you choose to take part, the results will not be shared with your school and do not affect your grades. It is your choice to take part or not. If you choose to take part, you can refuse to answer any questions you are uncomfortable with, and can choose to stop the process at any time. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. However, if I believe that you or another girl might be at risk, it is my duty to report this to somebody. Is that acceptable and do you agree to take part in our research to help improve girls' education?

Jigsaw's code of conduct outlines the following data collection protocols which were discussed during training, and to which every enumerator signed their agreement:

Enumerators should

- Treat all participants equally, as individuals, with dignity, sensitivity and respect, regardless of personal characteristics or beliefs.
- Ensure that research participants are aware of the safeguarding referral process.
- Be inclusive of people with special needs.
- Provide encouragement, support and praise (regardless of ability).
- Listen carefully to what the research participants says, and wants to say.
- Respect each person's boundaries, personal space and privacy.
- Seek informed consent in line with the project requirements.
- Use an open-door policy when alone with a research participant.
- Conduct research in a room very close to open areas or rooms where other people are present.
- Report and respond to any concerns, suspicions, incidents or allegations of actual or potential abuse in line with the project's referral pathway.
- Cooperate fully in investigations of abuse.

Enumerators should not

- Carry out their duties whilst under the impact of alcohol or illegal substances.
- Smoke or vape in the presence of research participants.
- Ask for or accept personal contact details or invitations to share personal contact details (this includes email, phone numbers, social media handles, address, Skype), nor provide their personal contact details, except where this has been explicitly authorised by Jigsaw Consult for work purposes.

	EGE GEC-T Midline report 103

- Use language or behaviour of a sexual, suggestive or inappropriate nature.
- Take photos of the research participants.
- Physically punish or verbally abuse a research participant, or act in ways intended to shame, humiliate, belittle or degrade.
- Use sarcasm, discrimination, negative criticism, or labelling.
- Have physical contact with research participants.
- Disclose, or support the disclosure of, information that identifies research participants.

Enumerators wore identification at all times which included their name, the project name, and Jigsaw and RDM logos and the team leader was responsible for signing in and out of schools at the beginning and end of each visit. Each team carried a permission letter from the Ministry of Education and Sport that explained the purpose of the research. Team leaders were expected to know where their team members were at any given time and, in schools, preferably have all team members in their line of sight.

Enumerator safeguarding

To ensure the safety of enumerators during data collection, each enumerator had resources to buy mobile phone credit to be able to call or text their team members, RDM or Jigsaw. The sample schools were in safe areas and enumerators were encouraged to finish data collection during daylight hours (though this was not always possible). Enumerators travelled with a vehicle and driver contracted by RDM through a trusted provider, and they only took motorcycle taxis on occasion to reach more inaccessible households or when the vehicle was being used by other team members.

A WhatsApp group was created that included all of the enumerators, RDM and Jigsaw to answer questions and troubleshoot during data collection.

Cohort tracking

To track the girls, the school name, girl's name and grade was collected. This was sufficient to track the girls at midline as the majority were in the same school. Where the girls were not in the same school as baseline, they were tracked at the household level using the household location and contact information and a Household Survey was conducted.

At the household level, multiple contact and location details were collected at baseline to facilitate tracking. The county, subcounty, parish and village information was collected, and a distinctive landmark near the household was noted. In addition, the contact numbers of the head of household, caregiver, and other household members were collected, as well as details of neighbours to speak to in case the household was no longer at the same location at baseline. All of this information was provided to teams at midline.

Girls who were absent from school on the day of the data collection but were still enrolled in that school were tracked at the household level and administered a learning assessment and survey if they were available and able to do so.

Sampling

Despite the data available to facilitate tracking of the girls, the attrition rate of the baseline cohort was 31 per cent.

As per the MEL Framework, the girls considered lost to the sample were not replaced at midline.

An additional ten girls per school were sampled at midline, following the distribution below.

Table 64: Sampling strategy for girls sampled at midline

EGE GEC-T Midline report	104

Primary class	Number of girls to sample	Secondary class	Number of girls to sample
P5	4 girls	S2	3 girls
P6	4 girls	S3	4 girls
P7	2 girls	S4	3 girls

The girls were selected by first asking the students whose households were close to the school then using the head-count method to select the additional girls.⁴⁶

Students for the FGDs were selected from the remaining students, so there was no overlap with the sample completing the learning assessments and surveys.

Sampling for the qualitative data collection followed the breakdown below, designed to cover a range of intervention and control schools, regions, and school level (primary/secondary). The regional and intervention/control splits were fulfilled, but most of the student FGDs ended up being mixed grade and the teacher FGDs were all mixed gender.

Table 65: Qualitative data tool details

	Intervention planned (actual)	Control planned (actual)	Details
Key Informant Interviews			
Head teachers	6 (5)	3 (5)	Intervention: 2 central region, 2 eastern region, 1 western region. 4 primary schools, 1 secondary school. All male. Control: 2 central region, 1 eastern region, 2 western region. All primary schools. 4 male, 1 female.
Teachers	6 (5)	3 (4)	Intervention: 3 central region, 2 eastern region. 4 primary school, 1 secondary school. Girls' Club Liaison teachers only. All male.

⁴⁶ The criterion of whether a household was 'close' to the school differed from school to school but was explained using a time or distance measure eg. within a thirty minute/two mile radius from the location of the school.

			Control: 2 central region, 1 eastern region, 1 western region. All primary schools. 2 males, 2 females.
OI staff	3 (3)		UK based Programme Manager, Uganda based Consortium Lead and Head Education Specialist.
PEDN staff member	1 (1)		Uganda based MEL Director.
Government officials (DEO)	3 (3)		One district in each region. All male, although one person delegated to the education specialist, who is female.
Focus group discussions			
Teachers	3 (3)	1 (1)	Intervention: 2 central region, 1 western region. 2 primary, 1 secondary. 1 female only, 2 mixed groups. Control: central, primary, mixed sex.
Girls	9 (7)	3 (5)	Intervention: 3 central region, 3 eastern, 1 western. 4 primary, 3 secondary. Control: 1 central, 1 eastern, 3 western. 3 primary, 2 secondary.
Boys	3 (2)	1 (3)	Intervention: 1 central, 1 eastern. Both secondary. Both S4. Control: 2 eastern, 1 western. 1 primary, 2 secondary. 2 S3, 1 P7.
Household members	3 (4)	1 (1)	Intervention: 1 central, 2 eastern, 1 western. 3 primary, 1 secondary. Mixed sex. Control: central, primary, mixed sex.
Community members	3 (4)		3 eastern, 1 western.

	EGE GEC-T Midline report 106

Lesson observations		
Teachers	15 (11)	<p>Four observations each in the eastern and western regions. Seven observations in the central region.</p> <p>Equal split between English and Maths, in all grade levels (P5, P6, P7, S2, S3, S4).</p>

Table 66: Quantitative data tool details

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework Intervention group (control group)	Actual sample size Intervention group (control group)	Remarks:
EGRA and EGMA (learning outcome)	In school girls (grades P5, P6, P7)	494 (494) 52 schools	399 (413) 52 schools	<p>1) Attrition rate from baseline to midline</p> <p>2) Re-contacted sample vs replaced sample</p> <p>3) Major changes to tools or differences between anticipated and actual sample sizes</p> <p>82% of the anticipated sample was achieved. This is due to attrition in the baseline cohort, and some students being unavailable for the learning assessment due to exams.</p> <p>In the recontacted sample, attrition was 32% for the intervention cohort and 31% for the control cohort. No replacement took place, though 10 students were added in each school.</p>
SeGRA and SeGMA (learning outcome)	In school girls (grades S2, S3, S4)	209 (209) 22 schools	171 (158) 22 schools	<p>79% of the anticipated sample was achieved. This is due to attrition in the baseline cohort, and some students being unavailable for the learning assessment due to exams.</p>

	EGE GEC-T Midline report 107

				In the recontacted sample, attrition was 32% for the intervention cohort and 31% for the control cohort. No replacement took place, though 10 students were added in each school.
Household Survey (transition outcome, governance IO, economic empowerment IO)	In and out of school girls (grades P5, P6, P7 and S2, S3 and S4)	703 (703)	489 (458)	67% of the anticipated sample was achieved. Tracking households was difficult due to some households being located in remote areas, and household members not having time to talk to enumerators.
Girls' Survey (attendance IO, governance IO, teaching quality IO, life skills IO)	In school girls (grades P5, P6, P7 and S2, S3 and S4)	703 (703)	584 (581)	83% of the anticipated sample was met. This is due to attrition in the baseline cohort, and some students being unavailable for the survey.

Post data collection

Quality assurance

It was the responsibility of the team leader in each group to ensure that their team members uploaded data from Tangerine and Kobo at the end of every day. For SeGRA/SeGMA, they were expected to check that the students had accurately completed the identifying information at the top of each test (ID, name, school, date of birth).

Data checks during the collection period were carried out by the Jigsaw team. Datasets were downloaded from Tangerine and Kobo and checked for completeness and consistency, such as ensuring all entries had an ID code and that expected questions were answered. Repeated errors were noted and RDM was informed of the errors and the responsible enumerator, and/or Jigsaw sent a message on the WhatsApp group to inform all enumerators of the correct procedure. These checks were daily at the beginning of the data collection and then every two to three days thereafter when the mistakes were fixed.

For SeGRA/SeGMA, two teachers in Uganda were contracted by RDM to grade the papers. Jigsaw provided mark schemes and checked the first papers marked by the teachers to check for compliance with the mark scheme and internal consistency. It was found that the marking was not consistent with the marking scheme, nor internally consistent. Additional teachers were recruited and the assessments were remarked satisfactorily. Jigsaw provided marking templates in Excel format for the teachers to collate the SeGRA/SeGMA marks.

Data cleaning

At the end of the data collection period, the data was cleaned and validated by:

- Ensuring consistency in the date of data collection, school name, region.
- Clarifying duplicates in the Girls' ID numbers.
- Duplicating household survey responses where they applied to more than one girl in the sample.
- A debrief meeting with the qualitative enumerators to sense-check trends and clarify any confusion in the transcripts eg. meaning of certain words.
- Remarking 5% of the SeGRA/SeGMA tests as a spot check.

Respondents that did not consent to the survey were counted then removed from the dataset. In total 16 entries were deleted due to a lack of consent (1 girl and 15 households).

There were 19 entries with learning assessments but no household survey nor girls' survey. In addition, there were 9 entries with a girls' survey but no household survey nor learning assessment. These entries were removed from the sample. Entries with only a household survey and learning assessment (8), a girls' survey and learning assessment (272), a girls' survey and household survey (32) or a household survey (45) were kept in the sample.

Data from the Girls' Survey, Household Survey and learning assessments was matched, to create a dataset of 859 complete entries.

Data storage

	EGE GEC-T Midline report 109

Data in the field was stored by team leaders, including SeGRA/SeGMA transcripts, girls' names and household information. Transcripts were kept in sealed envelopes until they could be delivered to the field supervisor in Kampala. The girls' household details were safely discarded of after the relevant information had been given to the field supervisor. Electronic data (EGRA/EGMA, surveys) was deleted from enumerators' tablets after it had been uploaded and the upload had been verified by the team leader.

During the data analysis phase, data was stored on Excel in Google Drive. Access was limited to staff members of Jigsaw Consult.

Data analysis

Following data cleaning, the quantitative data was analysed using Microsoft Excel to perform demographic analysis of the sample and identify findings against logframe output and outcome indicators.

Qualitative data coding and analysis was performed using Dedoose, using both deductive and inductive approaches. The qualitative data was provided in transcripts, with detailed notes from the data collection input by the enumerator.⁴⁷ The transcripts were all provided in English (enumerators kept notes in English even if parts of the data collection were conducted in another language). Responses were grouped by outputs, outcomes and intermediate outcomes and the relevant descriptors, to identify patterns and key information in order to triangulate and supplement quantitative findings. When used, researcher comments and observations on the transcripts were also read and relevant insights input in the findings where applicable. There were few instances of the comment space being used.

Analysis of the quantitative and qualitative data took place separately, and the results of the qualitative data were used to explore the trends and patterns found in the quantitative data.

All analysis was undertaken and verified by the evaluation team. After the initial qualitative analysis was conducted by Jigsaw, the trends and patterns were sense-checked with the qualitative enumerators.

Cohort tracking for endline

Multiple contact and location details were collected on the households added at midline, including: contact numbers for the head of household, caregiver and other household members; the names of neighbours; the county, subcounty, parish, village names; and details of a nearby distinctive feature. This information will be provided to the enumerator teams and they will be encouraged to call households in advance to confirm the location and availability of the household members.

The girls in P7 at midline who will have transitioned to S1 at endline will be tracked at the household level where possible.

Challenges in midline data collection and limitations of the evaluation design

The girls were recoded due to code duplication at baseline. The baseline cohort data could not be matched with the respective household information due to duplication of the girls' four character codes. The girls' and household data was matched using girls' and school names. The baseline cohort was

⁴⁷ The qualitative data collection sessions were not recorded. Jigsaw does not record qualitative data collection as standard, due to the negative impact it can have on the honesty and openness of responses.

	EGE GEC-T Midline report 110

recoded with a four character system (eg. A123). To analyse the baseline data at midline, the data will need to be recoded to enable it to be matched to the midline data.

Data collection took place during the rainy season. Heavy rains restricted both the space where data collection could take place within the schools, and access to the households. Phone surveys were conducted with households where possible to mitigate this. The total number of households surveyed is lower than expected.

It was originally planned to administer SeGRA subtask 1 to primary level students, to avoid potential ceiling effects indicated at baseline. During training SeGRA was removed, as EGRA was shown to be more difficult than at baseline due to changes in the test for midline. In addition, the inclusion of SeGRA would have created logistical difficulties due to the differences in administering EGRA (electronically) and SeGRA (paper-based). SeGRA subtask 1 was dropped from the primary student assessments. The FM and OIUK were contacted to confirm this approach.

Teams encountered resistance from some control schools. This included refusal of entry until the DEO called to authorise the research. One intervention school refused to participate due to a bad experience with OBUL. The teams carried letters from the Ministry of Education and Sports authorising the research. The RDM supervisor spoke to the schools to explain the purpose of the research and activities, and the in-country Consortium Lead was informed. A replacement school was found in the one case of refusal.

Private schools do not strictly follow the national academic calendar. As such, some schools closed in advance of the national date of 03 May. Some schools closed once exams had finished, and others closed after Easter. Schools which did not allow access before 03 May were contacted to confirm when holiday ends, and gain consent for data collection to take place at the beginning of Term 2. The learning assessment results may be slightly lower at the beginning of Term 2 than the end of Term 1, due to students forgetting information over the vacation period. However, the impact of this is expected to be negligible as the vacation period is short.

Two caregivers spoke a non-Ugandan language (Eritrean and Arabic). These languages were not accounted for during enumerator recruitment. A member of the household translated for the enumerator and caregiver. Enumerators were confident that the household members translated accurately so the data is considered to be valid.

Comparability to baseline is limited by:

- Changes to learning assessments. MiGRA/MiGMA was not administered at midline, only EGRA/EGMA at the primary level, and SeGRA/SeGMA at the secondary level. Secondary 1 completed EGRA/EGMA and MiGRA/MiGMA at baseline, and SeGRA/SeGMA at midline.
- Changes to learning assessment subtasks. In EGMA, three subtasks which demonstrated a ceiling effect at baseline were removed from the midline EGMA. No changes were made to the number and type of subtasks in EGRA, SeGRA and SeGMA.
- Change in the cohort. The school sample was reduced from 108 at baseline to 74 at midline. Up to nine girls in each school from baseline were included in the study, and ten additional girls were added to the sample from each school. This results in a cross-sectional approach at midline instead of a cohort approach. It is not possible to match the results of the baseline cohort to the

EGE GEC-T Midline report	111

midline results as the cohort was re-coded at midline. From midline to endline it will be possible to adopt a cohort approach.

Representativeness of the learning and transition samples, attrition and matching of intervention and control groups

The sample sizes are presented by the total cohort, the girls from baseline that were included at midline, and the new girls added at midline.

The midline sample has a higher proportion of intervention girls from the central region than the eastern and western regions. At baseline, 68 per cent of intervention students came from the central region, compared to 85 per cent at midline. Eight per cent come from the eastern region and western region, compared to 16 per cent at baseline. The differences were smaller for the control group, at 74 per cent for the central region at midline and 71 per cent at baseline, 16 per cent from the eastern region compared to 14 per cent at baseline, and 10 per cent from the west compared to 16 per cent at baseline. The difference in proportions come from the reduction in school sample and removal of the outliers. Many of the outliers were schools that were geographically remote, which disproportionately affects the western and eastern regions.

There are fewer girls with disabilities in the sample at midline than at baseline, 38 at baseline compared to 21 at midline.

Table 67: Midline sample and attrition

Cohort group	Midline sample (intervention)	Recontacted (intervention)	Attrition (intervention)	Midline sample (control)	Recontacted (control)	Attrition (control)
Learning cohort (girls)	584	225	32%	582	231	31%

Table 68: Evaluation sample breakdown (by region)

	Intervention (all)	Control (all)
Sample breakdown (Girls)		
Central (% sample in Central)	495 (85%)	431 (74%)
Eastern (% sample in Eastern)	44 (8%)	92 (16%)
Western (% sample in Western)	44 (8%)	59 (10%)
Girls (sample size)	584	582
Intervention (recontacted)		
Central (% sample in Central)	188 (84%)	179 (77%)
Eastern (% sample in Eastern)	19 (8%)	29 (13%)
Western (% sample in Western)	18 (8%)	23 (10%)
Girls (sample size)	225	231
Intervention (new at midline)		
Central (% sample in Central)	307 (86%)	252 (72%)
Eastern (% sample in Eastern)	25 (7%)	62 (18%)
Western (% sample in Western)	27 (8%)	36 (10%)
Girls (sample size)	359	351

Table 69: Evaluation sample breakdown⁴⁸ (by grade)

	Intervention (all)	Control (all)
Sample breakdown (Girls)		
Primary 4 (% in Primary 4)	4 (1%)	4 (1%)
Primary 5 (% in Primary 5)	152 (26%)	161 (28%)
Primary 6 (% in Primary 6)	149 (26%)	156 (27%)
Primary 7 (% in Primary 7)	110 (19%)	98 (17%)
Secondary 1 (% in Secondary 1)	0 (0%)	2 (0%)
Secondary 2 (% in Secondary 2)	51 (9%)	44 (8%)
Secondary 3 (% in Secondary 3)	61 (10%)	66 (11%)
Secondary 4 (% in Secondary 4)	57 (10%)	51 (9%)
Girls (sample size)	584	582
	Intervention (recontacted)	Control (recontacted)
Primary 4 (% in Primary 4)	4 (2%)	4 (2%)
Primary 5 (% in Primary 5)	57 (25%)	62 (27%)
Primary 6 (% in Primary 6)	56 (25%)	53 (23%)
Primary 7 (% in Primary 7)	60 (27%)	47 (20%)
Secondary 1 (% in Secondary 1)	0 (0%)	2 (1%)
Secondary 2 (% in Secondary 2)	14 (6%)	17 (7%)
Secondary 3 (% in Secondary 3)	15 (7%)	26 (11%)
Secondary 4 (% in Secondary 4)	19 (8%)	20 (9%)
Girls (sample size)	225	231
	Intervention (new at midline)	Control (new at midline)
Primary 4 (% in Primary 4)	0 (0%)	0 (0%)
Primary 5 (% in Primary 5)	95 (26%)	99 (28%)
Primary 6 (% in Primary 6)	93 (26%)	103 (29%)

⁴⁸ Note that slightly different sample sizes apply to the learning assessments for each test as there is a small number of students who did not complete both. The precise totals for each test are reported accurately in the relevant places as well as in the attached outcomes spreadsheets.

Primary 7 (% in Primary 7)	50 (14%)	51 (15%)
Secondary 1 (% in Secondary 1)	0 (0%)	0 (0%)
Secondary 2 (% in Secondary 2)	37 (10%)	27 (8%)
Secondary 3 (% in Secondary 3)	46 (13%)	40 (11%)
Secondary 4 (% in Secondary 4)	38 (11%)	31 (9%)
Girls (sample size)	359	351

Table 70: Evaluation sample breakdown (by age)

	Intervention (all)	Control (all)
Sample breakdown (Girls)		
Aged 6-8 (% aged 6-8)	1 (0%)	1 (0%)
Aged 9-11 (% aged 9-11)	238 (41%)	218 (37%)
Aged 12-13 (% aged 12-13)	154 (26%)	167 (29%)
Aged 14-15 (% aged 14-15)	85 (15%)	87 (15%)
Aged 16-17 (%aged 16-17)	87 (15%)	87 (15%)
Aged 18-19 (%aged 18-19)	18 (3%)	22 (4%)
Aged 20+ (% aged 20 and over)	1 (0%)	0 (0%)
Girls (sample size)	584	582
	Intervention (recontacted)	Control (recontacted)
Aged 6-8 (% aged 6-8)	0 (0%)	1 (0%)
Aged 9-11 (% aged 9-11)	95 (42%)	92 (40%)
Aged 12-13 (% aged 12-13)	68 (30%)	56 (24%)
Aged 14-15 (% aged 14-15)	30 (13%)	36 (16%)
Aged 16-17 (%aged 16-17)	24 (11%)	36 (16%)
Aged 18-19 (%aged 18-19)	8 (4%)	10 (4%)
Aged 20+ (% aged 20 and over)	0 (0%)	0 (0%)
Girls (sample size)	225	231
	Intervention (new at midline)	Control (new at midline)
Aged 6-8 (% aged 6-8)	1 (0%)	0 (0%)

Aged 9-11 (% aged 9-11)	143 (40%)	126 (36%)
Aged 12-13 (% aged 12-13)	86 (24%)	111 (32%)
Aged 14-15 (% aged 14-15)	55 (15%)	51 (15%)
Aged 16-17 (%aged 16-17)	63 (18%)	51 (15%)
Aged 18-19 (%aged 18-19)	10 (3%)	12 (3%)
Aged 20+ (% aged 20 and over)	1 (0%)	0 (0%)
Girls (sample size)	359	351

Table 71: Evaluation sample breakdown (by disability)

Sample breakdown (Girls)	Intervention (all)	Control (all)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	2%	1%	'A lot of difficulty' or 'cannot do at all' in one of the six domains listed below as self-reported in the girls' survey.
Data per domain of difficulty			
Difficulty seeing	1%	0%	Do you have difficulty seeing, even if you are wearing glasses?
Difficulty hearing	1%	0%	Do you have difficulty hearing, even if you are using a hearing aid?
Difficulty walking or climbing steps	0%	0%	Do you have difficulty walking or climbing steps?
Difficulty remembering or concentrating	1%	1%	Do you have difficulty remembering things or concentrating?
Difficulty with self-care	0%	0%	Do you have difficulty with self care such as washing or dressing?
Difficulty communicating	0%	0%	Using your mother-tongue, do you have difficulty communicating; for example understanding or being understood?

Contamination and compliance

OI project staff mentioned the potential for contamination from control schools receiving interventions from other projects. One control school mentioned another project, Agape Child Development, and the

	EGE GEC-T Midline report 115

DEO in a central district mentioned other NGOs working in education in the area. However, head teachers did not mention that they had seen a boost in enrolment from non-project schools. It is difficult to estimate the impact of this contamination on the outcomes.

Project exposure was uneven across the intervention group in some activities. For example, 78 per cent of the intervention girls were part of a girls' club. For many project activities it is not possible to say how even the exposure is across the group, such as the number of schools that had completed a Pathways to Excellence self-assessment. Project monitoring data can provide estimates for some activities but the wide range and variety of project activities means even exposure cannot be guaranteed.

Learning and transition outcomes estimation

FM guidance: Building on preceding subsections on attrition, matching, and contamination and compliance, present full regression analysis results for the learning and transition outcomes. Present the simple cohort DID estimate as well as any relevant specification or robustness check and compare results.

Identify the most accurate and reliable estimates for the project's learning and transition outcomes. Motivate this choice. Only use the results from the chosen specification in the main body of the report (chapters 4 and 5).

Annex 4: Characteristics and Barriers

Table 72 breaks down the sample by characteristics of the girls and households. The project aims to target girls with disabilities, girls who are married, girls who are mothers, and marginalised girls. The changes in sample composition since baseline are attributable to the change in the cohort, whereby the number of schools was reduced at midline and the number of girls in each school increased.

Table 72: Girls' characteristics

	Intervention (midline)	Control (midline)	Source (Household and Girls School survey)
Sample breakdown (Girls)			
	Midline (baseline)	Midline (baseline)	
Orphans (%) - Single orphans - Double orphans	11.13 (10.04) 0.68 (1.23)	8.26 (10.90) 1.88 (1.44)	PCG_11g PCG_13g
Living without both parents (%)	Mother 38.70 (19.03) Father 53.08 (37.17) Both parents 33.22 ⁴⁹	Mother 45.96 (24.62) Father 57.66 (38.90) Both parents 39.93	PCG_10g PCG_12g
Living in female headed household (%)	29.45 (40.71)	27.37 (40.92)	HH_8
Married (%)	0.34 (0.00)	0.17 (0.66)	PCG_22g
Mothers (%) - Under 18	0.00 (0.22)	0.00 (0.00)	PCG_23g

⁴⁹ No baseline figure available.

- Under 16	0.68 (0.00)	0.52 (0.44)	
Poor households (%)			
- Difficult to afford for girl to go to school	76.69 (65.84)	70.96 (67.11)	PCG_7enr
- Household doesn't own land for themselves	25.97 (22.35)	25.55 (25.71)	PCG_11econ
- Material of the roof (thatch or tin ⁵⁰)	97.55 (0.44)	95.85 (0.00)	PCG_2econ
- Household unable to meet basic needs	10.43 (46.2)	6.77 (53.8)	PCG_5econ
- Gone to sleep hungry for many days in past year	8.59 (3.32)	5.02(3.74)	PCG_7econ
Language difficulties:			
- Lol different from mother tongue (%)	76.54 (89.37)	70.74 (93.06)	PCG_2enr
- Girl doesn't speak Lol (%)	0.17 (2.13)	0.00 (0.00)	PCG_3enr
Parental education			
- HoH has no education (%)	4.62 (4.87)	3.61 (8.53)	HH_13
- Primary caregiver has no education (%)	2.74 (5.53)	2.24 (10.55)	PCG_6

Barriers

Table 73 breaks down the sample by barriers experienced by the girls and households. The key barriers targeted by the project are: poverty, safety and security, inadequate school infrastructure, negative attitudes to female education, few opportunities for and examples of aspiration, and a lack of opportunities to exercise decision-making power. The changes in sample composition since baseline are attributable to the change in the cohort, whereby the number of schools was reduced at midline and the number of girls in each school increased.

Table 73: Potential barriers to learning and transition

	Intervention (Midline)	Control (Midline)	Source
Sample breakdown (Girls)			
Home – community			
<i>Safety:</i>			
Fairly or very unsafe travel to schools in the area (%)	Midline (baseline) 26.79 (12.17)	Midline (baseline) 22.93 (8.35)	PCG_9
Doesn't feel safe travelling to/from school (%)	17.47 (14.34)	16.15 (14.81)	CS_W13s
<i>Parental/caregiver support:</i>			
Sufficient time to study: High chore burden (quarter day or more, %) ⁵¹	26.79	27.73	PCG_26g
Doesn't get support to stay in school and do well (%) ⁵²	5.31	4.98	HHG_7
School level			
<i>Attendance:</i>			

⁵⁰ Roof material defined by baseline External Evaluator.

⁵¹ Threshold defined by midline External Evaluator, no threshold provided at baseline.

⁵² No baseline figure available.

EGE GEC-T Midline report	117

Attends school half the time (%)	97.55 (6.11)	95.63 (2.91)	PCG_6enr
Attends school less than half time (%)	1.84 (2.49)	0.44 (2.01)	PCG_6enr
Doesn't feel safe at school (%)	2.05 (6.15)	2.92 (2.47)	CS_W14s
School facilities:			
No seats for all students (%)	10.10 (9.22)	10.48 (5.56)	CS_W5s
Difficult to move around school (%)	4.97 (8.81)	7.04 (9.26)	CS_W6s
Doesn't use drinking water facilities	22.77 (24.80)	27.84 (26.75)	CS_W7s
Doesn't use toilet at school	0.68 (1.84)	0.69 (0.41)	CS_W9s
Doesn't use areas where children play/ socialise	18.66 (17.83)	11.86 (11.52)	CS_W11s
Teachers:			
Disagrees teachers make them feel welcome	4.79 (3.69)	4.47 (1.65)	CS_WA
Agrees teachers treat boys and girls differently in the classroom	21.40 (6.35)	20.79 (6.17)	CS_1s
Agrees teachers often absent from class	12.84 (2.05)	13.06 (4.73)	CS_2s

Annex 5: Logframe

The logframe is attached in Excel format.

Annex 6: Outcomes Spreadsheet

The Outcomes Spreadsheets are attached in Excel format. There are separate spreadsheets for primary, S1 and S2-S3.

Annex 7: Project design and intervention

Project input

Table 74: Project design and intervention

Intervention types	What is the intervention?	What output will the intervention contribute to?	What Intermediate Outcome will the intervention will contribute to and how?	How will the intervention contribute to achieving the learning, transition and sustainability outcomes?
Learning support / life skills	Formation of Girls' Clubs to develop life skills and financial literacy	Output 1: Children provided with Life Skills and Financial Education	IO 4: Increased life skills and aspirations – improved life skills awareness, capability and confidence amongst intervention students	Through offering girls a safe platform for sharing experiences, communication, peer support, and confidence building. It will also improve financial literacy; plus sessions include the integration literacy and numeracy skills
Safe space / life skills	Sexual and Reproductive Health and Rights (SRHR), including the provision of materials to make	Output 1: Children provided with Life Skills and Financial Education	IO 1: Attendance – improved attendance and enrolment amongst marginalised girls	The provision of sewing machines to each project school, along with materials and training, enables girls to make

	EGE GEC-T Midline report 119

	reusable sanitary pads		in intervention schools	reusable sanitary pads. This helps to address period poverty and reduces absence from school.
Teaching inputs	The training of teachers through self-managed clusters	Output 2: Improved education quality through Self Improving School System Model	IO 3: Improved teacher quality – improved teaching methods within intervention classrooms with a focus on barriers faced by marginalised girls	Through training teachers in participatory and learner-centred approaches and enabling them to learn from each other and share best practice through the cluster model.
Governance	School Leadership Professional Development (SLPD) and integration of P2E self-assessments in School Development Plans	Output 3: Improved school governance through School Leadership Professional development programme and development planning	IO 2: Improved governance – improved management, leadership and governance capabilities in intervention schools, with a focus on marginalised girls	Equipping school leaders with knowledge and tools to provide a solid basis for learning to take place and protecting against closure, thus safeguarding transition.
Community initiatives / governance	School Management Simulation Training	Output 3: Improved school governance through School Leadership Professional development programme and	IO 2: Improved governance – improved management, leadership and governance capabilities in intervention schools, with a focus on marginalised girls	Engaging community stakeholders (e.g. parents, teachers, community members) in order to strengthen the governance structure of schools and to better aid in school

		development planning		development planning
School improvement	The provision of financial services to schools (through School Improvement Loans)	Output 4: Schools supported with (repeat) School Improvement Loans	IO 2: Improved governance – improved management, leadership and governance capabilities in intervention schools, with a focus on marginalised girls	Through the provision of financial services, schools are able to make improvements in line with their School Development Plans.
Material support	The financial provision of financial services and resources to households (through School fee Loans, Child Savings Accounts, and bursaries)	Output 5: Households supported with repeat SFLs, CSAs and bursaries	IO 5: Economic empowerment – improved ability for households to meet the costs of education	Through financial tools being used to fund education, allowing payment of school fees to be made without the uncertainty of fluctuations in income, thereby enabling attendance.
Capacity building / economic empowerment	The roll out of IGAs (Income Generating Activities) to the most marginalised girls and their households to establish a home-based enterprise	Output 1 – Children provided with Life Skills and Financial Education	IO 5: Economic empowerment – improved ability for households to meet the costs of education	Through helping the most marginalised girls and their households to establish an enterprise, the household will be better able to meet the costs of education. This in turn will also aid in attendance.

Annex 8: Key findings on Output Indicators

	EGE GEC-T Midline report 121

Project input

Table 75: Output indicators

Logframe Output Indicator	Means of verification/sources	Collection frequency
Number and Indicator wording	List all sources used.	E.g. monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: Children Provided with Financial Education and Life Skills Training		
Output 1.1 Percentage of girls who complete all three life skills training modules.	PEDN internal registers	Quarterly
Output 1.2 Number of schools that implement an income-producing business	TAMTF, review of SEC participants' Final Reports (Qualitative and Quantitative)	Annually
Output 1.3 Improved level of knowledge of the correct channels to report child abuse	PEDN in-school monitoring (qualitative and quantitative)	Quarterly
Output 1.4 Number of girls making use of books received through Girls Clubs	PEDN in-school monitoring (qualitative and quantitative)	Quarterly
Output 2: Improved education quality through Self Improving School System model (cluster model)		
Output 2.1 Number of clusters established by volunteer teachers	Education Quality database	Ongoing basis
Output 2.2 Average attendance rate at cluster meetings	Education Quality database	Ongoing basis
Output 2.3 Evidence of changed teaching practices as a result of cluster participation	Interviews and case studies (M&E team)	Per quarter
Output 3: Improved School governance through School Leadership Professional Development Programme and Development Planning		
Output 3.1	Education Quality P2E tool independent evaluation,	Annually

Number of schools using school development plans to guide improvements in schools	Education Quality Database	
Output 3.2 Percentage of school proprietors agreeing that SLDP helped them to identify a clear pathway forward to school improvement	Post training evaluation and follow up attendee case studies.	Once per term, semi-annual (case studies)
Output 3.3 School and community members engaged in school development planning.	Interviews and case studies gathered by Link (M&E team)	Semi-annually
Output 3.4 Percentage of Schools completing pathways to excellence assessments a. Self-assessment b. Independent assessment	Education Quality Database	Annually
Output 3.5 Schools demonstrating a commitment to child safeguarding in schools (e.g. a CP Policy is in place and/or an appropriate local reporting mechanism is in place and/or displaying posters)	Pathways to excellence evaluation, qualitative feedback, number of schools displaying posters (Education Quality and PEDN Child Protection Specialist)	Quarterly
Output 4: Schools Supported with School Improvement Loans		
Output 4.1 Number of schools accessing school improvement loans a. First loans b. Repeat loans "	OBUL Loan release report-filtered by client number-manually sorted for new GEC schools	Ongoing
Output 4.2 Proprietors are able to draw the connection between loan use and better student outcomes	Case studies with proprietors and head teachers	Quarterly
Output 5: Households supported with repeat SFLs, CSA and bursaries		
Output 5.1 Percentage of GEC-1 Households using financial tools to fund Education (target 80% repeat SFL, remainder with active	OBUL client master list for repeat clients OBUL new client registers	Quarterly

	EGE GEC-T Midline report 123

savings accounts) (Disaggregate OBUL/non-OBUL)	PEDN monitoring household survey	
Output 5.2 Number of sustainable scholarships supporting transition of marginalised girls.	Sustainable scholarship application, disbursement records and case studies	Annually
Output 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

Table 76: Midline status of output indicators

Logframe Output Indicator	Midline status/midline values Relevance of the indicator for the project ToC	Midline status/midline values
Number and Indicator wording	What is the contribution of this indicator for the project ToC, IOs, and Outcomes? What does the midline value/status mean for your activities? Is the indicator measuring the right things? Should a revision be considered? Provide short narrative.	What is the midline value/status of this indicator? Provide short narrative.
Output 1: Children Provided with Financial Education and Life Skills Training		
Output 1.1 Percentage of girls who complete all three life skills training modules.	Soft skills empowerment	80.1%. On track
Output 1.2 Number of schools that implement an income-producing business	Economic empowerment	77%. On track to achieve a target
Output 1.3 Improved level of knowledge of the correct channels to report child abuse	Soft skills empowerment	97.8%. On track
Output 1.4 Number of girls making use of books received through Girls Clubs	Improved learning	90%
Output 2: Improved education quality through Self Improving School System model (cluster model)		
Output 2.1	Improve school governance and quality teaching	38

	EGE GEC-T Midline report 124

Number of clusters established by volunteer teachers		
Output 2.2 Average attendance rate at cluster meetings	Improve school governance and quality teaching	84%
Output 2.3 Evidence of changed teaching practices as a result of cluster participation	Quality teaching	0%
Output 3: Improved School governance through School Leadership Professional Development Programme and Development Planning		
Output 3.1 Number of schools using school development plans to guide improvements in schools	Improved school governance	60
Output 3.2 Percentage of school proprietors agreeing that SLDP helped them to identify a clear pathway forward to school improvement	Improved school governance	73%
Output 3.3 School and community members engaged in school development planning.	Improved school governance	30%
Output 3.4 Percentage of Schools completing pathways to excellence assessments a. Self-assessment b. Independent assessment	Improved school governance and quality teaching	86%
Output 3.5 Schools demonstrating a commitment to child safeguarding in schools (e.g. a CP Policy is in place and/or an appropriate local reporting mechanism is in place and/or displaying posters)	Improved governance and soft skill empowerment.	60
Output 4: Schools Supported with School Improvement Loans		
Output 4.1	Economic empowerment	70 new and 18 repeat loans

	EGE GEC-T Midline report 125

Number of schools accessing school improvement loans a. First loans b. Repeat loans "		
Output 4.2 Proprietors are able to draw the connection between loan use and better student outcomes	Economic empowerment	No data collected. OBUL to start collecting data by Q10
Output 5: Households supported with repeat SFLs, CSA and bursaries		
Output 5.1 Percentage of GEC-1 Households using financial tools to fund Education (target 80% repeat SFL, remainder with active savings accounts) (Disaggregate OBUL/non-OBUL)	Economic empowerment	1494/4065
Output 5.2 Number of sustainable scholarships supporting transition of marginalised girls.	Increased transition	362(236 girls) and (126 boys)
Output 5.3 Number of girls saving money at least once every term (disaggregate: formally (OBUL non-OBUL/in-school/ at home)	Economic empowerment and soft skill empowerment	1702/2000

Table 77: 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: Children Provided with Financial Education and Life Skills Training		
Output 1.1 Percentage of girls who complete all three life skills training modules.	No issues	Leave as it is
Output 1.2	No issues	Leave as it is

	EGE GEC-T Midline report 126

Number of schools that implement an income-producing business		
Output 1.3 Improved level of knowledge of the correct channels to report child abuse	No issue	Leave as it is
Output 1.4 Number of girls making use of books received through Girls Clubs	Should read as: <i>Percentage of beneficiaries reading supplementary reading materials</i>	Change
Output 2: Improved education quality through Self Improving School System model (cluster model)		
Output 2.1 Number of clusters established by volunteer teachers	No issues	Leave as it is
Output 2.2 Average attendance rate at cluster meetings	No issues	Leave as it is
Output 2.3 Evidence of changed teaching practices as a result of cluster participation	Changed teaching practice may be as a result of cluster participation. Cluster participants are mainly school administrators and therefore might change mainly school governance and management.	Evidence of changed school management as a result of cluster participation
Output 3: Improved School governance through School Leadership Professional Development Programme and Development Planning		
Output 3.1 Number of schools using school development plans to guide improvements in schools	No issues	Leave as it is
Output 3.2 Percentage of school proprietors agreeing that SLDP helped them to identify a clear pathway forward to school improvement	No issues	Leave as it is
Output 3.3 School and community members engaged in school development planning.	Not clear for measurement	Number of schools engaging community members in school development planning

EGE GEC-T Midline report	127

Output 3.4 Percentage of Schools completing pathways to excellence assessments a. Self-assessment b. Independent assessment	No issues	Leave as it is
Output 3.5 Schools demonstrating a commitment to child safeguarding in schools (e.g. a CP Policy is in place and/or an appropriate local reporting mechanism is in place and/or displaying posters)	No issues	Leave as it is
Output 4: Schools Supported with School Improvement Loans		
Output 4.1 Number of schools accessing school improvement loans a. First loans b. Repeat loans "	No issues	Leave as it is
Output 4.2 Proprietors are able to draw the connection between loan use and better student outcomes	Not clear	Percentage of proprietors agreeing that loans have direct impact of students learning outcome.
Output 5: Households supported with repeat SFLs, CSA and bursaries		
Output 5.1 Percentage of GEC-1 Households using financial tools to fund Education (target 80% repeat SFL, remainder with active savings accounts) (Disaggregate OBUL/non-OBUL)	No issues	Leave as it is
Output 5.2 Number of sustainable scholarships supporting transition of marginalised girls.	No issues	Leave as it is
Output 5.3 Number of girls saving money at least once every term (disaggregate: formally (OBUL non-OBUL/in-school/ at home)	No issues	Leave as it is

EGE GEC-T Midline report	128

Annex 9: Beneficiaries tables

Project input

Table 78: 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	<p>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.</p> <p>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.</p>

Table 79: 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	

	EGE GEC-T Midline report 129

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 2 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.

Table 80: Target groups - by school

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

Table 81: Target groups - by age

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Age Groups			
Aged 6-8 (% aged 6-8)	✓	182	23
Aged 9-11 (% aged 9-11)	✓	3,609	236
Aged 12-13 (% aged 12-13)	✓	1,607	92
Aged 14-15 (% aged 14-15)	✓	1,680	80
Aged 16-17 (%aged 16-17)	✓	727	43
Aged 18-19 (%aged 18-19)	✓	100	12

Aged 20+ (% aged 20 and over)	✓	4	2
Total:			488

Table 82: Target groups - by sub group

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at Baseline
Disabled girls (please disaggregate by domain of difficulty)			Girls with disability 3.69% (18) Vision impairment- 0.61% (3) Hearing impairment-0.41% (2) Mobility impairment- 0.41% (2) 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

Table 83: 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	✓	26,028	488

Girls in-school			
Total:		26,028	488

External Evaluator:

The methodology used by the project to calculate beneficiary size is sound. The calculation uses school enrolment data as reported through a project tool (Pathways to Excellence), which ensures consistency in counting. Over-reporting could be present, though it is expected that the project partners have a knowledge of the schools that serves as a quality check of the data, and there is little incentive to the schools of over-reporting in this project tool.

Table 84: Beneficiaries matrix

Outcomes	Direct beneficiaries			Indirect beneficiaries				
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/P TA	Local government
Learning	✓			✓	✓	✓		
Transition	✓	✓	✓	✓	✓	✓		
Sustainability	✓	✓	✓		✓	✓	✓	
IO 1: Attendance					✓	✓		
IO 2: Self-esteem and empowerment	✓	✓	✓					
IO3: Parental engagement	✓	✓	✓			✓		
IO4: Quality of teaching	✓				✓	✓	✓	✓
IO5: School management and governance	✓				✓	✓	✓	✓

Annex 10: MEL Framework

The MEL Framework with midline revisions is attached in Word format.

Annex 11: External Evaluator's Inception Report

The inception report is attached in Word format.

	EGE GEC-T Midline report 132

Annex 12: Data collection tools used for Midline

The qualitative and quantitative data collection tools are attached in Excel and Word formats, as applicable.

Two English language transcripts have been provided, of a girls' FGD and a head teacher KII.

Annex 13: Datasets, codebooks and programs

The codebooks and anonymised merged dataset are included in Excel format.

Annex 14: Learning test pilot and calibration

This annex provides a brief summary of activities undertaken in preparation for the midline study to ensure that the research measures learning. This includes a description of the methods design, learning assessments and calibration process.

Methods design

The methods were designed initially based on the standard FM guidance. This was augmented by conversations with the FM on the sampling strategy and the mix of methods to be employed, and specific conversations with the qualitative specialist. The result of these conversations was:

- Confirmation of the overall framework for the suite of all tools to be used in the midline
- The sampling framework for the learning assessments
- Design of EGRA, EGMA, SEGRA and SEGMA learning assessments (see following section)
- Design of the student surveys
- Design of household surveys
- Templates for KIIs with the relevant partners
- Templates for KIIs with teachers and DEOs
- Templates for FGDs with students accounting for child-appropriate and participatory methods
- Templates for FGDs with other stakeholders
- Templates for classroom observation tool
- Methodology for marking the learning assessments and synthesizing all of the research tools

Learning Assessments:

- The learning assessments were based on the FM guidance and previous examples of EGRA/EGMA and SEGRA/SEGMA, notably the baseline.
- The learning assessments for reading included reading (subtask 1) and comprehension (subtask) for the primary grades. At secondary level SEGRA subtasks 1, 2 and 3 covered comprehension, inference and writing composition.
- The learning assessments for primary maths included number identification (EGRA subtask 1), number discrimination (subtask 2), missing numbers (subtask 3), addition 1 (subtask 4),

EGE GEC-T Midline report	133

subtraction (subtask 5) and word problems (subtask 6). At secondary level maths, the SEGMA subtasks 1, 2 and 3 included multiplication, division, word problems, geometry and algebra.

- Due to significant problems with the baseline, which was conducted by another external consultant, there were many changes to the learning assessments in accordance with the FM guidance. Among the issues was the introduction of additional tests designed to fit between EGRA/EGMA and SEGRA/SEGMA. These changes were designed to ensure that the assessments were an accurate gauge of students' ability, and could be administered consistently. The tests were also calibrated to reduce floor and ceiling effects.
- The primary school reading tests were originally designed to include one SEGRA subtask before the field work. The challenges in implementing both EGRA (oral administration) and SEGRA (paper-based administration) subtasks, and the initial assessment that there would not be a ceiling effect on the other EGRA subtasks, suggested that this was not necessary.
- There were no notable challenges with enumeration, data collection and/or data uploading and cleaning once the pilot began. The numerous revisions that occurred during training and piloting (due to enumerator feedback) was slightly difficult to manage due to poor internet connectivity in Uganda at the time, and Tangerine's software requirement to do this on each device individually.

Calibration process:

- The learning assessments were calibrated in dialogue with OI's field staff and the enumerators during the training and pilot period. There were updates each of the 4 training days to the learning assessments and student and household surveys.
- The pilot occurred at the end of the training week and the IRR test and the pilot results showed that the enumerators had reliably conducted the learning assessments and surveys. Some additional time was needed to complete some of the household surveys from the schools on the pilot day because not all families were able to be located, and some additional time needed by the enumerator team in getting used to the tools in an operational context.
- The implications from the test suggest that the planned approach to the endline (as described in the inception report) will be followed, after further consultation with the FM and OI.

Annex 15: Sampling Framework

The sampling methodology for the midline has been developed in order to mitigate the risks of attrition and the logistical challenge of too few students at each school. It does this with an increase to the number of students sampled in each school and a reduction in the overall number of schools. This also has the benefit of making the fieldwork more logistically practical. Through a process of identifying outlier schools, 17 schools in both the intervention and control groups have been removed from the original sample used in the baseline. This means that there are 37 intervention schools and 37 control schools, providing 74 schools in total. In each school it is proposed that 19 female students per school are included in the tests (a total of 1,406). This allows the study to account for a 30% attrition rate from the midline to the endline (it would require an additional 111 students within the sample for a 40% attrition rate).

The decision has been taken to remove the 17 schools from intervention and control groups to eliminate outliers. The primary way in which schools from the original sample are outliers is due to the size or

EGE GEC-T Midline report	134

composition of their school. So for the midline, schools with fewer than 75 female students were eliminated and schools with over 320 female students (460 in intervention schools, which are on average larger) were excluded from the sample. Additional criteria for exclusion included geographical remoteness, poor pairing of intervention and control schools (where this was possible), and proximity to a national border. These factors were weighed to define a more consistent sample that would represent the majority of the group as accurately as possible. The sampling strategy does not prioritise region due to the uneven distribution of the original sample within each region, and the large geographical areas which have already been left out of the samples within each region.

The total sample size that is proposed is consistent with the requirements for significance outlined in the methodology requirements and indicates the same minimum detectable effect of the baseline:

- At baseline there was a sample of 540 students in 54 intervention and 54 control schools (total 1080 students in 108 schools),
- At midline there will be a sample of 703 students in 37 intervention and 37 control schools (1406 in 74 schools)
- At endline there will be a sample of 703 students in 37 intervention and 37 control schools (1406 in 74 schools)

This means that at both baseline and at midline the sample sizes provide: a minimum detectable effect of .18 standard deviations (.07 better than the target .25 standard deviation - as listed in the MEL guidance) with 5% significance and 80% power achieved. These figures were calculated (using the E-valuate app) using the same assumptions for baseline and midline samples in the calculations. Finally, it should be noted that the revised sampling approach has reduced the sample diversity. It is therefore likely that the intra-cluster correlation estimate should be lower than at baseline.

A total of nineteen girls per school will be tracked at midline and endline (a total of 1406 girls). GPS and phone number records will be used to re-contact the households of the nine girls per school who were included at baseline (a total of 666 girls). Ten additional girls per school will be added to the cohort (a total of 740 girls). The additional girls will be selected to ensure they are representative of the target beneficiaries. An extra sampling criterion will be the proximity of the girl's household to the school, with preference given to girls whose household is nearby. This will facilitate data collection and tracking at endline.

Replacement

As per the MEL Framework, girls who have dropped out of school since baseline will not be replaced in the sample. The sample size accounts for an appropriate expected attrition rate. At midline, girls who have dropped out of school that would have transitioned to S1 or S5 will be contacted at the household level to assess whether they have transitioned successfully. This applies to girls from both intervention and control schools. If the girls cannot be located, they will be considered lost to the sample. At endline, girls who completed two years in an intervention school before dropping out and would have been in S1 or S5 at endline, will be contacted to complete both a learning assessment and a household survey.

School type	Schools	Students
-------------	---------	----------

EGE GEC-T Midline report	135

Intervention	37	703
Control	37	703
Total	74	1406

Annex 16: External Evaluator declaration

Name of Project: Empowerment for Girls' Education

Name of External Evaluator: Jigsaw Consult

Contact Information for External Evaluator: p.dhillon@jigsawconsult.com

Names of all members of the evaluation team: Preeti Dhillon, Joel Mitchell, Bethany Sikes

I, Preeti Dhillon certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

- All of the quantitative data was collected independently (Initials: PD)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: PD)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: PD)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by Jigsaw Consult (Initials: PD)
- All child protection protocols and guidance have been followed (Initials: PD)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: PD)

P. Dhillon

(Name)

Jigsaw Consult

(Company)

05 August 2019

	EGE GEC-T Midline report 136

(Date)

EGE GEC-T Midline report	137

Annex 17: Project Management Response

Project input

The project fully accepts the findings of this report and they confirm the project's own understanding and thinking. It is evident that the project's Theory of Change still remains valid but there are areas that can be further strengthened by the project.

The project holds biannual partner roundtable meetings, through which partners are able to consider progress to date and any challenges, both through a GESI and a teaching and learning lens. This has enabled the project to become honest and reflective, thereby identifying weaknesses in delivery and coming up with viable solutions. As such, none of the findings from the report have come as a surprise and adaptations were already underway for many of the recommendation made.

It is disappointing that the project is not seen to be having an impact on learning outcomes but, again, this has not come as a surprise. One issue has been the change in External Evaluator and approach needed between baseline and endline. As the project was also aware of the potential issues with learning outcomes, work has been rolled out with Coordinating Centre Tutors (CCTs) to deliver teacher training on how to integrate literacy and numeracy schools in the classroom. This process was begun shortly after the midline fieldwork began. It is anticipated that the project will now be able to make some real in-rounds in terms of learning outcomes which can be evidenced at endline.

Sustainability will also be a major focus during the remainder of the project. The work with CCTs is part of this as the CCTs will have an involvement with primary schools beyond the life of the project and will be able to incorporate their learning from the project in future workings with schools. The project also continues to work with a variety of government officials, such as the conducting of joint monitoring visits with District Education Officials. Through DEOs being able to see how the project interacts with schools, it provides them with the opportunity to see the types of activities that can be run by schools and also provides them with greater access to private schools to encourage closer working relationships. Another plan is to train District Inspectors in how to monitor and support school businesses beyond the end of the project.

Adaptations planned for the remainder of the project will incorporate sustainability. These will include exit meetings with stakeholders. Regional Steering Committees are already held with various stakeholders to highlight project progress; this same mechanism will be used for exit meetings – demonstrating what has been achieved through the project, how progress can be maintained and potential next steps.

There are also plans for an exit meeting at the school level so that schools can fully understand what they can take forwards themselves. This would include representatives from all project schools plus DEOs and District Inspectors so that the project can be officially handed over to the districts and schools.

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

Activities addressing many of the recommendations are already underway or have been ongoing for a while, although it is recognised that there are some areas that need to be further strengthened by the project. The project's responses to each of the recommendations are as follows:

	EGE GEC-T Midline report 138

- Project design:
 - Partners should have more contact with DEOs. PEDN has close working relationships with many DEOs, and DEOs commented that they would like to meet other project partners and work with them. This would help generate support at an institutional level and contribute to sustainability and the wider influence of the project.
 - **Response:** Contact with DEOs is now ongoing, with all partners attending regional stakeholder meetings and also being required to pay courtesy visits at the district level before proceeding with activities in the field.
 - Partners need to work closely to ensure activities are coordinated. Schools and project partners commented that there are many project activities which can be difficult to schedule around the school timetable, and sometimes overlap with one another. Partners should maintain close contact to prevent intervention fatigue for schools.
 - **Response:** Partner activities are reviewed on an ongoing basis, largely through coordination with the Consortium Lead. This remains a challenging area as the ad hoc scheduling of activities can still occur when there are school timetable pressures. However, the project will continue to work to reduce any overlap of activity delivery and to prevent fatigue for schools.
 - On the whole, attitudes towards girls' education are positive. However, education for children with disabilities, married girls, and girls who are mothers is not seen as important. Sensitisation activities that focus on attitudes towards these marginalised groups would be beneficial.
 - **Response:** All project partners have now undergone disability awareness training in order to increase their own knowledge and awareness. This will also be highlighted in sensitisation events with parents and teachers. The project will also try to raise awareness of the importance of education for married girls and those who are mothers during these sensitisation events.
 - Corporal punishment is still widespread. As there has been a notable shift in attitudes towards girls' education future sensitisation sessions could focus more on the use of physical punishment, its consequences, and alternative methods of discipline. These sessions could be directed at both school management and teachers, through the SLPD and cluster meetings. The endline will explore
 - **Response:** It is recognised that corporal punishment remains an issue for all projects in Uganda and this is a wider issue that the project can solve alone. However, the project will continue to engage with schools and sensitisation sessions on corporal punishment and the use of alternative methods of discipline are ongoing. The project will also work with the Education Quality team to ensure this aspect is emphasised during SLPD trainings and cluster meetings.
 - Few girls recognise the impact their education will have on their future. However, many girls have aspirations for a professional career. This indicates that activities which target

EGE GEC-T Midline report	139

aspirations and connecting aspirations to education will be of particular importance in the final year of the project.

- **Responses:** This is noted and the project will look at how this can be incorporated over the remainder of the project.
- It was noted by some key informants that some schools may no longer require the project's interventions. Some schools have outgrown the need for the services and are comparatively well-off compared to other beneficiary schools. An identification mechanism to withdraw services from these schools and focus the resources on other schools in the cohort would be efficient.
- **Response:** It is acknowledged that schools should not be recruited based entirely on their status as OBUL clientele but rather using selection criteria to identify vulnerable schools who would benefit from the intervention. The project could then encourage the schools to become bank clients through the work of the project. This would increase the number of clients for the bank as well as ensure the project operates in the most vulnerable schools. The current involvement of schools is, however, a remnant from the previous GEC project with existing schools being carried over to the new project. This has meant that schools are at different stages of receiving project activities and some are in more advanced stages than others. The recommendation is noted, however, and will be considered in future projects as an alternative way of working.
- Secondary school teachers are perceived as having a lower quality of teaching than primary school teachers. This is likely due to a lack of qualifications and secondary school teachers working across multiple schools. The project has identified that secondary school teacher attendance at training is low. An updated approach to target secondary school teachers is required. The project is working with Centre Coordinating Tutors to observe lessons and train teachers, but CCTs work only at the primary level. The project is in the initial stages of engaging with school inspectors to improve teaching quality at the secondary level, and will potentially offer training on weekends.
- **Response:** The most qualified secondary school teachers are in high demand and, as they are paid per lesson delivered, they are reluctant to forego teaching a class to attend training sessions. The project will continue to work with schools to see what can be done to encourage more secondary school teachers to attend training.
- **Project MEL:**
 - Partners should streamline monitoring tools. Partners attended the enumerator training for the midline, at which the evaluation tools were shared with the aim of contributing to an update of the monitoring tools. Partners should collect GESI sensitive monitoring data that corresponds to the theory of change and logframe.
 - **Response:** Since hiring a M&E Officer in November 2018, the project has been working to streamline tools. Regular M&E group meetings are also held to ensure that partners remain aligned and that the project has monitoring data in support of the logframe. Through reflective partner roundtable meetings and Fund Manager monitoring meetings,

EGE GEC-T Midline report	140

it was evident that the project was weak in the area of social inclusion when it came to collecting GESI sensitive monitoring data. Since the midline, partners have undergone disability awareness training in order to aid in capacity building for partners as well as making them more aware of how they should be collecting this data.

- OBUL should report data by new/repeat loans and not only new and existing clients who take out new and repeat loans, to allow for a more accurate assessment of sustained use.
- **Response:** OBUL has this data available but it has not been utilized in project reporting. The project will seek to incorporate this information better.
- Remove indicator two for attendance from the logframe: percentage of girls who have missed Girls' Club for 5 days or more in current term. This indicator was a proxy for school attendance, which is monitored by multiple other data sources.
- **Response:** This is noted and accepted for the purpose of External Evaluation. However, the project will continue to collect this data as it may be useful to link to performance on the life skills index.
- Sustainability:
 - Community:
 - Expand the existing sensitisation activities of the project to ensure all households are included.
 - **Response:** Community engagement is continually being strengthened. Due to time and resource constraints, the project feels it will be difficult to ensure all households are included in sensitisation activities but aims to intensify engagement with parents at school meetings and through community dialogues.
 - Promote engagement with role models in the community as well as through alumni networks.
 - **Response:** The project expects to see more impact from this come the endline as, in addition to the alumni networks, community dialogues involve role models from the community (such as teachers, nurses and prominent members).
 - School:
 - Encourage household and community involvement in school planning through the SLPD workshops and cluster meetings.
 - **Response:** This remains one of the most challenging areas of the project as private schools are often run as a family business. This means it is often harder to gain buy-in from school proprietors when working with them to set up governance structures that include other stakeholders or engaging the

EGE GEC-T Midline report	141

community in school development planning. The project will continue to work on this area.

- Include an introduction to school governance groups in sensitisation meetings with household members.
- **Response:** The project will take this into consideration.
- Promote the use of School Improvement Loans and fundraising activities to purchase up-to-date resources required by teachers.
- **Response:** This remains a challenging area as the project deals with private schools run as a business. As such, School Improvement Loans will often be used to improve infrastructure to attract more students. However, the project will continue to work with schools to emphasise the importance of also having good teaching resources.
- Encourage schools to consider (non-monetary) incentives for teacher retention, such as training. This will facilitate sustainability of the teacher mentorship scheme.
- **Response:** Teacher retention has been an ongoing issue. The project will take this recommendation into account and look at ways to engage with schools on this.
- Work with school leadership and teachers through SLPD workshops and cluster meetings to incorporate Girls' Club activities in regular lessons.
- **Response:** This is an ongoing area of work for the project.
- Schedule SLPD workshops to encourage attendance from school management. This could mean multiple workshops, at the beginning of the school holidays for those who can attend, and in the middle of the holidays for others.
- **Response:** This remains an ongoing issue for the project as school management often delegate attendance to teachers. The project continues to work with school management to emphasise the importance of their attendance as the decision makers.

○ System:

- Work in conjunction with school leadership through the SLPD and cluster meetings to facilitate discussions around sustainable sources of bursary funding and factoring this in School Development Plans.
- **Response:** It is recognised that there is currently no sustainable source of bursary funding. The project will work with school leadership to see if there are

EGE GEC-T Midline report	142

alternative sources of funding available. The project adaptation to pilot Income Generating Activities (IGAs) at the household level (plus, to a lesser extent, the use of Profit Sharing Activities (PSAs) through the school enterprises) are activities aimed at providing an alternative source of financial support to the most valuable students.

- Endline evaluation:
 - Questions should be added to the girls’ survey and household survey that allow for greater triangulation between the tools.
 - Remove SeGRA subtask 1 (basic reading comprehension) due to potential ceiling effect at endline.
 - OI is introducing a teacher mentor scheme to encourage teachers to mentor other teachers and induct them into the cluster meetings. This should be assessed at endline as it will be key to ensuring the cluster model is self-sustaining and has a wide ranging impact on teachers.
 - Alumni networks are another new activity. Schools are encouraged to set them up and maintain them independently. The impact of these should be assessed at endline as an important contributor to sustainability.
 - Add an ‘other, specify’ option under type of financial support received. There was a high proportion of respondents who selected ‘other’ and including a ‘specify’ option will provide more information on sources of financial support for households.
 - The midline evaluation does not include much reference to the Pathways to Excellence tool due to the project intervention timeline. This should be included in the endline as it contributes to sustainability.
 - FGDs with primary school students should use participatory techniques to encourage expression. The common FGD approach does not work in a context with multiple languages, and the girls were often shy and not forthcoming.
 - The girls’ survey should include more options for types of punishment and discipline, based on the common ‘other’ options specified at midline, including cleaning, fetching water, and kneeling. This will allow for a more comprehensive assessment of discipline and punishment.
 - FGDs and KIIs with teachers and school management should directly address the topic of discipline and punishment to assess the impact of sensitisation sessions on corporal punishment.
 - Lesson observations should be conducted in lessons with teachers who have attended cluster meetings to assess the potential impact of the cluster methodology on teaching quality.
 - **Response:** The project accept all of these recommendations for the endline evaluation.

EGE GEC-T Midline report	143

- Track numbers of extremely marginalised beneficiaries, such as students who have a disability, are married or mothers.
- **Response:** The project is aware of the need to better track extremely marginalised beneficiaries. Partners have undergone disability awareness training in order to help with this (i.e. know what information they should be collecting, how it can be tracked, etc.). Tracking those who are married or mothers may be slightly more difficult, but the project will work to see how this can be done.

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

The only changes to the logframe are minor changes to some of the indicators as suggested by the External Evaluator. These do not change the way in which the project is working or the way in which the project is monitored. Any changes are largely in wording in order to ensure that evidence is more specific, or through merging indicators to make them more streamlined. The same is true with output indicators, whereby partners have suggested wording changes for some of these in order to clarify them and make them more specific in order to collect accurate data against them.

No changes are being proposed based on emergent findings as, overall, the indicators hold true for the project and remain aligned to project delivery and the monitoring data being collected.

Annex 18: Theory of Change

The Theory of Change is included as a Word document.

Annex 19: Sustainability Scorecard

The Sustainability Scorecard is included in Excel format.

Annex 20: Life Skills Index

The Life Skills Index is included in Excel format.

<p style="text-align: right;">EGE GEC-T Midline report</p>	<p style="text-align: right;">144</p>