



Baseline Report – Innovation Window

Final Version

Evaluation Manager Girls' Education Challenge Fund -
January 2015





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Evaluation Manager Girls' Education Challenge Fund

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This document has been approved for submission by Coffey's Project Director,
based on a review of satisfactory adherence to our policies on:

- Quality management
- HSSE and risk management
- Financial management and Value for Money (VfM)
- Personnel recruitment and management
- Performance Management and Monitoring and Evaluation (M&E)

Ben Ward, Project Director

Signature:

A handwritten signature in blue ink, appearing to read "Ben Ward", with a long horizontal stroke extending to the right.

Abbreviations and Acronyms

AIDS	Acquired Immune Deficiency Syndrome
ANER	Adjusted Net Enrolment Ratio
ASER	Annual Status of Education Report
CLC	Creative Learning Centres
DFID	Department for International Development
ECOSAN	Ecological Sanitation
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EM	Evaluation Manager
FDS	Final Design Submission
FEN	Fundación Escuela Nueva
FGM	Female Genital Mutilation
FM	Fund Manager
GEC	Girls Education Challenge
HH	Household
HIV	Human Immunodeficiency Virus
IW	Innovation Window
M&E	Monitoring and Evaluation
Nat.	National Assessment
NGO	Non-Governmental Organisation
NUWODU	National Union Of Women With Disabilities Of Uganda
OOS	Out-Of-School
ORB	Opinion Research Business
PbR	Payment by Results
PPP	Public Private Partnerships
QED	Quasi-experimental Evaluation Designs
RCT	Randomised Controlled Trial
RTI	RTI International

ABBREVIATIONS AND ACRONYMS

SCW	Step Change Window
SPW	Strategic Partnerships Window
UEA	University of East Anglia
UIS	UNESCO Institute for Statistics
UGX	Ugandan Shilling
UNESCO	United Nations Educational, Scientific and Cultural Organistaion
UNICEF	United Nations International Children's Emergency Fund
UW	UWESO Assessment
W.A	West Africa
WES	Water, Environment and Sanitation
WPM	Words per minute

Project Abbreviations

The following abbreviations are used for project organisations in tables in this report:

BRAC	BRAC
CAMFED	Campaign for Female Education
ChFnd	ChildFund
ECO	Eco-Fuel Africa Limited
GEMS	Girls Educational and Monitoring Services
HPA	Health Poverty Action
ICL	I Choose Life
LCDK	Leonard Cheshire Disability Kenya
LCSU	Leonard Cheshire Services Uganda
LINK	LINK Community Development Ethiopia
Mercy	Mercy Corps Scotland
Oppty	Opportunity International
PEAS	Promoting Equality in African Schools
RV	Raising Voices
RED	Red Een Kind Foundation

RV	Raising Voices
Tfac	Theatre for a Change
VIVA	Viva
VSO	Voluntary Service Overseas

Country Abbreviations

The following abbreviations are used for countries in tables in this report:

Afg	Afghanistan
Eth	Ethiopia
Gha	Ghana
Ken	Kenya
Mal	Malawi
Moz	Mozambique
Nep	Nepal
Rwa	Rwanda
Sou	South Sudan
Tan	Tanzania
Uga	Uganda
Zam	Zambia

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Executive Summary

Background to the GEC Innovation Window

In 2012, the Department for International Development (DFID) launched the £355 million Girls' Education Challenge Fund (GEC), which intends to support up to a million of the world's most marginalised girls to improve their lives through education.

Within the Innovation Window (IW), DFID awarded £30 million across 19 IW projects that test new ideas to support marginalised girls to learn. These innovations could include technological solutions, the development of new partnerships, applying successful approaches to new contexts, communities or age groups, and engaging women in decision-making. Together the IW projects aim to support 246,000 marginalised girls across 12 of the GEC target countries.

Purpose of the baseline report

DFID has appointed Coffey, in partnership with the University of East Anglia, RTI International and ORB as the Evaluation Manager of the GEC.

The baseline research aimed to capture the scale and nature of educational marginalisation before the start of activities. It measured current education outcomes of girls in the GEC project areas with respect to attendance, enrolment, retention and learning outcomes. It also explored the prevalence and importance of potential barriers to girls' education, ranging from poverty and household economics through early marriage and pregnancy, cultural attitudes, and violence.

Research approach

We designed an evaluation that primarily relies on IW projects' baseline research. The IW baseline report is informed by 19 Project Baseline Reports and Project Datasets. **Together the 19 IW projects achieved a baseline sample of 27,000 girls across treatment and control groups.**

During the Inception Phase, we provided technical support and guidance to ensure the projects' data collection activities were fit for purpose, representative and proportionate, and to enable a meta-analysis of findings at the IW level. To harmonise project baseline research, we ensured IW projects followed pre-defined M&E requirements. Projects' baseline research involved collecting primary data from intervention and control areas. It required the use of a representative longitudinal household survey of target and control communities and/or the longitudinal tracking of school-based cohorts, and structured qualitative research.

This allowed the synthesis of project-level research to capture baseline findings at the IW level. Based on a systematic review and triangulation of the data and analysis from IW project documents, and our reanalysis of IW Project Datasets, the synthesis approach ensured the findings presented are reliable and follow similar consistency and quality criteria. The process adopted aimed to present the levels of enrolment, retention, attendance and learning found by IW projects at baseline and to explore the most prevalent barriers to girls' education.

Key findings

Girls targeted by IW projects tend to enrol and attend school, but they are less likely to stay enrolled as they reach secondary school age compared to the primary school phase. Despite relatively high levels of enrolment and attendance found among projects which reported data on enrolment and attendance, learning is poor and only improves by a relatively small amount over the primary and secondary phases of schooling in terms of reading fluency.

A majority of girls are enrolled in school, but girls tend to be more marginalised in terms of enrolment and retention as they get older. On average across projects which reported data on enrolment, 89% of 9-11 year old girls and 74% of 14-15 year old girls are enrolled in school, with varying levels of enrolment in the individual IW project areas. Secondary school-aged girls have lower levels of enrolment and retention compared to primary school-aged girls, but tend to attend school just as much as primary school aged-ones, once they are enrolled.

Test results in reading fluency suggest that girls become more disadvantaged as they grow older. Primary school-aged girls are, on average, three years behind international norms while the literacy gap for secondary school-aged girls is the equivalent of five years of schooling. This suggests that once there is a significant gap in literacy levels then these differences tend to be maintained and increase in later years, and supports the GEC programme assumption that secondary school girls face particular barriers to being in school and learning at an appropriate pace.

By contrast, a majority of girls have higher numeracy scores for secondary school-aged girls compared to primary school-aged girls. This suggests that learning occurs across the two school phases with respect to numeracy skills. Similarly to findings on literacy, numeracy data show that girls achieving higher scores during their primary school age tend to maintain comparatively higher scores during secondary school.

Findings from the projects' research show that poverty appears to be the primary reason why girls do not enrol and attend school. School-related barriers were found to be the second most important barrier affecting girls' education. These types of barriers potentially explain the poor levels of learning evidenced across the IW.

Poverty appears to be the primary reason evidenced as to why girls do not enrol and attend school. Poor families have less spare resources to invest and experience high opportunity costs. Therefore the social and economic returns to school must be reasonably assured to justify this investment decision. However, projects also reported that parents in target communities sometimes perceived little value gained and expected limited returns from sending their girls to school.

The ways in which girls' education is affected by school-related barriers relate to the poor quality of education. During the baseline research, IW projects evidenced the prevalence of 'teacher-centred pedagogy', the lack of gender responsiveness of teaching and teaching techniques frequently involving corporal punishment. Additionally, long distances to school appear to result in greater girls' absenteeism due to safety issues and more than the distance itself between home and school, the hazards of girls having to walk to school on their own as a primary concern.

By contrast, negative attitudes towards education is a barrier for which projects' assumptions appear to be challenged by baseline research results. It is important to note that while barriers relating to poverty appear to have been fairly straightforward to evidence by projects, barriers such as attitudes may have been harder to capture, suggesting that attitudinal barriers to girls' education may be more prevalent than reported by projects.

Barriers affecting specific age groups were more salient for secondary school-aged girls. This age group was reported as being more likely to be affected by: the distance to school and insecurity on the way to and from secondary schools (that are located further away than primary schools); by the lack of adequate sanitation facilities in schools that prevent girls from attending school during menstruation; and by the prevalence of early marriage among teenaged girls.

During the baseline research, IW projects generally managed to identify and measure the groups they aimed to target as part of their design, although the achieved level of representation of target groups in their samples was markedly low for specific sub-groups.

The baseline research was successful to the extent that it confirmed and deepened projects' knowledge of their target populations. However, not all projects adapted their interventions to address the complex socio-economic factors disadvantaging their target group of marginalised girls.

Overall, IW projects M&E strategies appear to be appropriate for delivering effective project evaluation.

The collection of longitudinal data from intervention and control samples of sufficient samples sizes should support counterfactual analysis of the impact of individual projects and across the funding window as a whole. In most cases, IW projects overcame or mitigated the issues associated with the challenges that they encountered.

Some issues still prevail, particularly with regard to the ways in which projects' M&E frameworks define the complex relationships between key risk factors and barriers and educational outcomes. Furthermore, challenges relating to the limited ability of projects to achieve a full sample size and obtain reliable administrative data on attendance, enrolment or retention suggest that some projects may experience difficulties providing evidence of impact relative to their counterfactuals.

Conclusions and Recommendations

For projects whose target girls have relatively high levels of enrolment and/or attendance, it is possible that within the relatively short lifetime of the projects, significant change in these rates will not be achieved.

The consequences for overall project performance will depend on the extent to which the rationale for a particular project design was predominantly based on helping girls be in school more than they would otherwise have been to improve their literacy and numeracy. Even those projects where the evidence regarding the ways in which their target girls are educationally marginalised is inconclusive or uncertain run the risk of delivering interventions that may have little effect on their results within the time available. It is recommended that projects continue to monitor these outcomes over the course of the project period, so that the project can respond to any changes that may occur. Additionally, projects should try to identify and monitor sub-groups within their overall target group who have lower enrolment and attendance rates to track changes at this level that will have an effect on the performance of the cohort as a whole.

In spite of the wealth of evidence, IW projects did not always clearly assess the linkages between barriers and the ways in which these affect their target communities, and girls and parents' behaviours and decision-making processes.

Projects have not been able to clearly establish the linkages between the evidenced barriers to girls' education, the composition of target groups identified during the baseline research and their proposed interventions. This has constrained our capacity and that of projects to draw sufficiently definitive conclusions about the most prevalent pathways through which different barriers affect girls' education across the IW. Projects should reflect on the baseline evidence they have collected to identify potential improvements in their intervention mechanisms that are most likely to influence girls' educational outcomes, so that beyond the measurement of results, the pathways of change can be identified.

A common lesson learned for DFID and the Evaluation Manager concerns the added value of conducting rigorous baseline research.

The identification of barriers to girls' education and target groups at baseline deepened the projects' knowledge of the populations they work with. This suggests that the GEC Evaluation Strategy is likely to help build a solid evidence base in terms of what works and what does not for improving girls' access to education and learning.

A significant limitation of the data analysed in the report relates to the difficulties faced by the Evaluation Manager in assessing the levels of educational marginalisation of different sub-groups – for example, target groups identified by their levels of poverty, disability, geographical area in which they live, or their household characteristics. Some of this data exists but the data is not yet sufficiently accessible for analysis.

A potential recommendation for DFID for future programming relates to the extent to which a specific purpose should be established for the baseline research.

Projects generally sought to obtain data that was representative of their target community, but their sampling strategies were not always suitable for evidencing whether their target groups were marginalised compared to other groups in their target communities. However, for the purpose of identifying the specific needs of targeted girls, the baseline research was generally successful to the extent that it deepened projects' knowledge of their target populations. Both approaches to baseline research have different purposes and entail different types of actions for projects based on their baseline findings.

1 Introduction

1.1 Background to the GEC Innovation Window

In 2012, the Department for International Development (DFID) launched the £355 million Girls' Education Challenge Fund (GEC). The GEC intends to support up to a million of the world's most marginalised girls to improve their lives through education. The GEC will provide this support through three distinct funding windows:

- the Step Change Window (SCW);
- the Innovation Window (IW);
- and the Strategic Partnerships Window (SPW).

GEC projects across all three windows work towards the same high-level GEC outcomes around improved retention, attendance and learning for marginalised girls. However, each window has distinctive features and a specific focus.

The IW (the subject of this report) has a distinct focus to support innovative projects testing new approaches to address barriers to girls' education. These innovations can include: technological solutions; the development of new partnerships; applying successful approaches to new contexts, communities or age groups; and engaging women in decision-making processes.

DFID awarded £30 million across 19 IW projects that test new ideas for supporting marginalised girls to learn. Each IW grant is worth up to £2 million. Together the IW projects aim to support 246,000 marginalised girls across 12 DFID priority countries: Afghanistan, Ethiopia, Ghana, Kenya, Malawi, Mozambique, Nepal, Rwanda, South Sudan, Tanzania, Uganda and Zambia.

1.2 Governance of the GEC evaluation

DFID has appointed Coffey, in partnership with the University of East Anglia, RTI International and ORB as the Evaluation Manager (EM) of the GEC. We are responsible for designing and implementing a rigorous monitoring and evaluation (M&E) framework to assess the effectiveness and impact of individual projects and the GEC as a whole. Table [Table 1.1](#) below provides an overview of the roles and responsibilities of all EM consortium partners.

We closely collaborate with the GEC Fund Manager (PwC) to ensure that projects generate high quality data, and report results with a reasonable level of consistency across the portfolio. The Fund Manager (FM) is responsible for the day-to-day operation of the GEC, including managing relationships with projects and partners. With regards to M&E, the FM has played a key role in the following activities:

- Developing M&E processes and requirements at the project level (e.g. required sample sizes, target setting, methodological guidance on measuring key outcomes);
- Providing support and capacity building to strengthen projects' M&E designs;
- Formal sign-off of project M&E Frameworks and logframes;
- Developing reporting tools (including the Outcome Spreadsheet); and
- On-going work with projects to rectify data inconsistencies and methodological issues.

With regards to the ownership of the GEC data, data is collected by projects on the contractual understanding that it is the intellectual property of the funder i.e. DFID. This required that the data be anonymised and made available in a suitable form to DFID. Currently, baseline data is uploaded to a web-based location hosted by the Evaluation Manager on behalf of DFID. This data is primarily lodged as the evidence used to

measure changes against the baseline. However, a final version of all waves of data will be available to DFID after secondary processing and disclosure control review by the EM¹.

Table 1.1: Role and responsibilities of the EM consortium partners

Consortium Partner	Role and key responsibilities
Coffey (Consortium Lead)	<p>Coffey is the overall lead of the EM consortium and responsible for the following activities:</p> <ul style="list-style-type: none"> ✓ Designing and delivering the overarching GEC evaluation strategy; ✓ Providing M&E support to the Fund Manager and individual projects; ✓ Analysis and reporting of EM primary data for the Step Change Window; ✓ Meta-analysis and reporting of secondary data for the Innovation Window and Strategic Partnerships Window; and ✓ Sharing key findings and lessons learned.
ORB International	<p>ORB International manages the EM fieldwork and is responsible for the following activities:</p> <ul style="list-style-type: none"> ✓ Training interviewers and piloting research tools; ✓ Overseeing and managing local research partners to qualitative and quantitative data collection in Step Change Window countries; ✓ Quality assurance and data verification; and ✓ Data collation, processing and cleaning.
RTI	<p>RTI are leading on the design of the learning assessment tools (EGRA and EGMA). Their responsibilities include:</p> <ul style="list-style-type: none"> ✓ Design and adaptation of EGRA and EGMA learning assessment research instruments; ✓ Training interviewers in the use of EGRA/EGMA tests; ✓ Processing and cleaning of learning assessment data; and ✓ Peer reviewing and quality assuring the EM analysis of educational outcomes (lead by Coffey).
UEA	<p>UEA and its leading experts in the field of gender and international development support the evaluation through the following activities:</p> <ul style="list-style-type: none"> ✓ Technical lead on the design and implementation of the GEC thematic research; and ✓ Peer reviewing the design and implementation of EM research, analysis and reporting.

1.3 GEC evaluation strategy for the Innovation Window

The GEC evaluation seeks to:

- measure the results DFID delivers through the GEC;
- improve DFID’s understanding of what works and why, in supporting girls’ education; and
- produce evidence for audiences including governmental, private sector and donor organisations.

The overall objective of the evaluation research for IW projects is to demonstrate whether the concepts evaluated work and to assess the extent to which they are replicable and scalable in other contexts. The first stage of the evaluation process required projects to establish baselines. A key purpose of the baseline research was to enable projects to test the assumptions underpinning their theory of change and project designs (in particular, their definitions of target groups, their understanding of the barriers to girls’ education and levels of learning and attendance). Projects were expected to use the findings to refine their projects’ designs and their attendance and learning targets, which they will be assessed against at midline and endline. The projects will undertake another two rounds of research at midline and endline.

The EM provided technical support and guidance to ensure that the projects’ data collection activities were fit for purpose and proportionate to their needs. This support included working in-country with each project to review the quality of the projects’ M&E Frameworks and data collection strategies. Projects were required to use

¹ Responsibility for anonymisation rests with the projects, which were required to deliver anonymised data. Responsibility for disclosure control will be retained by DFID when it defines the mechanism for release. All EM data will meet all anonymisation and disclosure control requirements.

independent evaluators to produce their baseline reports. The baseline research involved collecting primary data from intervention (and control) areas and reporting on the findings before starting implementation. All projects conducted their baseline research from October 2013 to March 2014 and reported their findings following the end of their Inception Phase.

1.4 Purpose of this baseline report

The purpose of this baseline report is to present the findings at the funding window level from IW projects' baseline research to:

- provide the levels of enrolment, retention, attendance and learning found by IW projects at baseline;
- provide an assessment of the extent to which IW projects have been successful in identifying target girls who are educationally marginalised, in terms of their access to education and learning;
- assess the extent to which the projects' initial assumptions with regards to the barriers that girls face in accessing education are evidenced in their baseline findings;
- review how projects have defined marginalisation, identified their target groups; and whether the baseline evidence supports their targeting strategies; and
- provide an overview of the extent to which projects proceeded to adapt their project designs in light of baseline findings.

The IW baseline report aims to answer a range of research questions, which are listed in [Table 1.2](#) below.

Table 1.2: Key Baseline Research Questions

Key Baseline Research Questions	Report Sections addressing Questions
1. To what extent are target girls educationally marginalised? 1.1 To what extent are girls attending school? 1.2 What are girls' current learning outcomes? 1.3 Does the evidence confirm target girls are educationally marginalised?	Section 3 – Educational outcomes at baseline
2. What are the barriers to girls attending school and learning? 2.1 What are the barriers to girls attending school? 2.2 What are the barriers to girls learning? 2.3 What did the projects assume to be the barriers to girls' education in target areas? 2.4 Does the evidence confirm the expected barriers?	Section 4 – Barriers to girls' education at baseline
3. Does the evidence support project targeting and project design? 3.1 How has the projects defined marginalisation (social and educational)? 3.2 How have the projects defined their target groups? 3.3 Has the baseline evidence influenced project intervention design?	Section 5 – Project targeting and changes to project design
4. Does the evidence support effective project evaluation? 4.1 Which challenges did the projects face during baseline? 4.2 Will projects' evidence support counterfactual analysis of impact?	Section 6 – Projects' evidence and effective evaluation

The structure of the IW baseline report is organised around the IW research questions and aims to answer each aspect of the baseline research questions.

[Section 2](#) presents the approach and methodological challenges to synthesising and aggregating findings from the baseline research conducted by IW projects and further analysis undertaken by the EM using the project data sets. [Section 3](#) focuses on the extent to which girls targeted by IW projects are educationally marginalised and presents a synthesis of the levels of enrolment, retention, attendance and learning found by projects at baseline. [Section 4](#)

provides an in-depth analysis of barriers to girls' education, presents projects' pre-baseline assumptions about barriers to education, and discusses whether the evidence confirms the expected barriers. [Section 5](#) reports on the evidence found by IW projects with respect to project targeting and the changes projects have made to their designs in response to what they found from their baseline research. Finally, [Section 6](#) presents the challenges faced by projects during baseline and the extent to which projects' evidence supports counterfactual analysis of their impact.

A list of Annexes can be found at the end of this report, and comprises:

- **Annex A:** Individual project profiles (19 IW projects);
- **Annex B:** List of documents consulted and data sources;
- **Annex C:** IW projects outcome tables and sampling tables; and
- **Annex D:** Terms of References of the GEC Evaluation.

This report is a revised version of the IW baseline report first submitted in May 2014 and includes analysis of additional project data received in December 2014. Section 2 provides a detailed account of the data available for this version and the limitations faced while conducting further in-depth analysis. Comments received from DFID, University of East Anglia and SEQAS on a previous version of this report are addressed in this report.

1.5 Overview of GEC Innovation Window projects

DFID officially launched the GEC in May 2012. However, the launch of each funding window was staggered with the Step Change Window launching first in May 2012, followed by the Innovation Window that was launched in July 2012. All funding windows have taken longer than expected to contract grant recipients and it has taken grant recipients longer to complete their M&E Frameworks and baseline research than was originally anticipated.

At the baseline stage in particular, the progress of the EM research and analysis was dependent on the progress of grant recipients in designing their M&E Frameworks, conducting their baseline research and analysis and submitting their baseline data and reports. Following the Inception Phase, Innovation Window projects were allowed to move to the Implementation Phase once their Project Baseline Report had been approved by the Fund Manager.

The [GEC Introductory Report](#) provides an overview of the timelines for the Innovation Window projects and for each of the key evaluation tasks at baseline, midline and endline. DFID and the EM are currently in the process of reviewing these tasks and timelines to prepare for midline and accommodate projects' timeframes due to contract extensions until 2017.

Intervention types across the GEC and the Innovation Window

At the start of the GEC programme the EM categorised the different types of interventions identified among the applications for funding through the different funding windows. These categories provided a starting point for framing the design of the GEC Evaluation Strategy, in particular the approach to evaluating the impact of different types of interventions and analysing their effects on target groups and sub-groups. [Table 1.3](#) summarises the different types of interventions across the GEC. Detailed interventions for each project can be found in [Annex A](#).

Table 1.3: GEC Intervention Types

Broad types of interventions	Descriptions of different types of interventions summarised by the Evaluation Manager
1. Access	<ul style="list-style-type: none"> • Support transition (primary to secondary) • Individual support for disabled access
2. Capacity	<ul style="list-style-type: none"> • Build / fund schools or classes • Build / fund alternative schools
3. Community	<ul style="list-style-type: none"> • Peer / female mentors / Engage men /boys (mentor) • Champions / community facilitators • Community mobilisation • Integrate religious teaching into formal education • Engage groups / figures in promotion activities • Engage private sector

Broad types of interventions	Descriptions of different types of interventions summarised by the Evaluation Manager
4. Governance	<ul style="list-style-type: none"> • Train school governors / School Management Committees on girls' education best practices • Establish School Management Committees / school improvement / school development plans • International school partnerships • School inspectors • Capacity support system and policy development
5. Learning	<ul style="list-style-type: none"> • Life skills / leadership training • Formative assessment (literacy / numeracy) • Develop / extended curriculum • After-school / out-of-school tuition • Support Accelerated Learning Programme • School readiness classes • English language programmes (e.g. language of instruction)
6. Material	<ul style="list-style-type: none"> • Stipends funding • Other material support • Microfinance • Family training business • Solar lamps • Kits / materials • Deworming & vitamins
7. Safe space	<ul style="list-style-type: none"> • Physical infrastructure • Facilities / WASH / hygiene education • Anti-gender-based violence • Engage public sector child protection • Girl / boy friendly school • Girls study group • Clubs (child / parent) • Girls spaces
8. Teaching	<ul style="list-style-type: none"> • Train /fund (general) teachers • Support psychological / health training • Support government training • Train / fund local teachers • Training para-educators (extend curricula)
9. Voice	<ul style="list-style-type: none"> • Radio programmes • Student represent / feedback • Child-led advocacy

The IW has a distinct focus to support innovative projects testing new approaches to address barriers to girls' education. Across the different GEC intervention types, these innovations can be grouped as follows:

- **Applying a proven approach, for the first time, in a country or area** – For example, Viva in Uganda will train Ugandan teachers to use Individual Learning Plans in order to help girls who have dropped out of school or who are at risk of dropping out through non-formal education. While tested and proven successful elsewhere, this approach is new to Uganda.
- **Offering new ways of applying, adapting or developing an existing initiative** – For instance, Link Community Development (Ethiopia) will adapt a 'School Performance Review' tool with a view of explicitly improving girls' education. This tool developed in Uganda and tested in South Africa, Ghana, Malawi and Ethiopia offers a new way of applying an existing initiative in support of girls' education.
- **Developing an innovatively sustainable solution to an existing problem** – Mercy Corps Scotland and its local partners in Nepal will resort to market-based strategies to distribute solar lighting products in order to increase study time for girls. A provider will identify entrepreneurs in the communities to establish solar light libraries, after which the role of the provider will be to connect local entrepreneurs directly with distributors.
- **Forming new partnerships in support of girls' education or using different partnership models to work across sectors and improve results** – The GEMS project in Ghana will be delivered through a partnership between a

leading Indian distance learning provider (*Everon*), a low-power computer manufacturer (*Aleutia*), a Ghanaian solar-power specialist (*Gem Technologies*) and a US-based non-profit impact evaluation specialist (*IPA*).

- **Developing ideas that come from girls and involving girls in project implementation** – For instance, Health Poverty Action (Rwanda) conducted a needs assessment prior to submitting their project design during which girls suggested establishing Mother-Daughter Clubs. Girls will also participate in the project through awareness raising activities and participatory research.
- **Finding sustainable solutions that lead to long-lasting change** – Activities proposed by I Choose Life (Kenya) will include capacity building of local communities to fundraise for the continuation of the project after the GEC funding ends, in addition to community sensitisation in order to secure long-lasting attitudinal changes.
- **Demonstrating the impact of new and existing innovative models so that the results can be shared** – For instance, Raising Voices will implement a toolkit in schools in Uganda and plan to roll out its approach through a cascading model. By focusing on the impact on children’s experience of school and their learning and cognitive outcomes, the Raising Voices project, in collaboration with the London School of Hygiene and Tropical Medicine, will attempt to demonstrate the impact of an innovative model.

A short summary of each Innovation Window project is given below, grouped by IW project areas.

Innovation Window projects in Eastern Africa (11 projects)

- **Health Poverty Action Rwanda** (HPA) in partnership with Nyaruguru District Local Authority, Teach a Man to Fish and Urunana Development Communication is implementing its project in Nyaruguru District in the Southern province of Rwanda. The project will support schools to run profit-making businesses, organise Mother Daughter Clubs and separate girls’ toilets and sanitation facilities using ECOSAN waterless composting toilets.
- **Link Community Development Ethiopia** (Link) is operating its project “Life Skills and Literacy for Improved Girls Learning in Rural Wolaita Zone” in four rural Woredas of the Wolaita Zone in the southern region of Ethiopia. The project will implement a systems intervention, involving a wide range of stakeholders including parents, community members, school governors and managers, teachers and woreda officials in capacity-building training and awareness-raising activities.
- **Red Een Kind** (Red) operates its project “What’s Up Girls” in Rumbek East in South Sudan. The main activities will be training respected women in the community to act as advocates, training boys and girls in life skills, training teachers in formal methods and raising community awareness.
- **Leonard Cheshire Disability** (LCDK) operates its project “Pioneering Inclusive Education Strategies for Disabled Girls in Kenya” in five districts in the Lake region of Kenya. The project seeks to broaden the understanding of the context in which disabled girls live, and to pilot ways of transforming the ways in which disabled girls are seen by others and by themselves. It will enable disabled girls to access quality mainstream primary education, and to progress to secondary education.
- **I Choose Life** (ICL), in partnership with the Kenya Red Cross Society, SoS Children’s Village and Mothers & Daughters, operate its project “Jielimishe GEC Project” in three counties in Kenya: Laikipia, Meru and Mombasa. The project will address the school environment, the girls’ communities, as well as government policies and their implementation, to increase enrolment, attendance, and learning.
- **Viva** operates its project, “Creative Learning Centres (CLC) for Girls aged 10-18” in Uganda, within Greater Kampala. The project seeks to actively engage girls, with the most important strategy being the creation of individual learning action plans by each girl with the help of dedicated and trained female teachers.
- **Raising Voices** operates its project “Good School Toolkit: Creating a Violence-Free and Gender Equitable Learning Environment at School”, in Uganda. The project will roll out the Good School Toolkit that aims to influence the operational cultures of schools and will launch a communication campaign.
- **PEAS** operates its project “Girls Enrolment, Access, Retention and Results” in rural communities in northern Uganda. The project aims to provide low cost, quality secondary education in rural areas. The focus is on a relevant and partly vocational education and gender appropriate curriculum and facilities.
- **Eco-Fuel Africa Limited** (Eco-Fuel) operates its project “Keeping Marginalised Girls in School by Economically Empowering Parents” in Mukono, Buikwe and Wakiso in Uganda. The project seeks to

economically empower mothers through employment as micro-retailers of briquettes; provide school transportation services for girls with disabilities and girls who travel over four kilometres; improve teacher performance through teacher training and sensitisation activities; and provide counselling and guidance services to marginalised girls.

- **Leonard Cheshire Services Uganda** (LCSU) operates its project “Supporting 500 Slum and 100 Homeless Street Girls with Disabilities in Kampala City to Access Quality Education” in Kampala City. The project will address some of the main social, economic and practical barriers that prevent girls with disabilities from accessing primary education in the slums.
- **Opportunity International UK** (Opportunity) in partnership with Opportunity Bank Uganda Limited operates its project “Innovating in Uganda to Support Educational Continuation by Marginalised Girls in Relevant Primary and Secondary Education” in Uganda. The project will train school proprietors, as well as enable them to access loans, to develop the operational and infrastructural capacity of their schools to provide improved educational services. It will also provide tuition loans to parents, deliver financial literacy training to girls, encourage girls and parents to open Child Savings Accounts, and provide education-related insurance.

Innovation Window projects in Southern Africa (4 projects)

- **BRAC Maendeleo Tanzania** (BRAC) operates its project “A Community Based Approach Supporting Marginalised Adolescent Girls to Stay in School or Re-enrol and Improve their Learning” in Tanzania in the regions of Dar es Salaam, Mwanza, Shinyanga, Tabora and Singida. It will introduce free tutoring, provide basic scholastic necessities and link the families of the out of school girls to its existing microfinance/agriculture programme.
- **VSO Mozambique** operates its project “The Business of Girls’ Education” in seven districts of the Manica Province of Mozambique. The project will create gender responsive classrooms, communities, and home environments that support the empowerment of marginalised girls, resulting in broader livelihood outcomes and choices for marginalised girls.
- **Camfed** operates its project “Child Centred Schooling Innovation for the Improvement of Learning Outcomes for Marginalised Girls” in Muchinga Province in northern Zambia. The project aims to introduce the Fundación Escuela Nueva’s (FEN) democratic school governance model and flexible, child-centred pedagogy to Zambia.
- **Theatre for a Change** (TfAC) operates its project “Empowering Young Female Teachers to Create Inclusive Learning Environments for Marginalised Girls” in Central and Southern Malawi. The project aims to improve girls’ knowledge and awareness of Sexual and Reproductive Health, increase their confidence, raise their levels of participation in school activities, and encourage greater parental and community support and engagement. Using proven teacher training approaches, TfAC plans to leverage agents of change (outstanding female teachers) to increase the retention, achievement and learning of marginalised girls.

Innovation Window projects in Western Africa (1 project)

- **GEMS Education** (GEMS) operates “MGCubed: Making Ghana Girls Great!” in Volta and Greater Accra in Ghana. The project will: provide interactive distance learning to deliver both formal in-school teaching and informal after-school training to primary students; improve the quality and quantity of taught inputs and the girls’ instructional time-on-task; engage the girls and their wider community in an after-school programme; and facilitate discussions with female role models and career exploration activities.

Innovation Window projects in Asia (3 projects)

- **Mercy Corps Scotland** (MercyCorps) operates its project “STEM” in 14 Village Development Committees and 1 Municipality in Kailali district in Far West Nepal. The project seeks to facilitate the mobilisation of existing and new Public Private Partnerships (PPP) that engage with and support existing sustainable community structures, and where necessary create new ones that will make the education of marginalised in-school and out-of-school (OOS) Dalit and Janajati girls more efficient, equitable and effective.
- **VSO Nepal** operates its project “Sister for Sisters’ Education” in four districts (Dhading, Lamjung, Parsa, and Surkhet) of Nepal. It has been designed to enable out of school girls to access education and help those at risk of dropping out complete a full cycle of education to Grade 8. It addresses the barriers to girls’ education at individual, social, cultural and institutional levels.

- **ChildFund** operates its project “Equal Access to Education for Nomadic Populations in Northern Afghanistan” in Northern Afghanistan. The project will focus on several dimensions —providing a mentored and supported teaching cadre, providing community-based education to suit the Nomadic life style, support families, and develop a strong collaboration and alignment with the Department of Education.

2 Methodology

2.1 Synthesis methodology for IW baseline findings

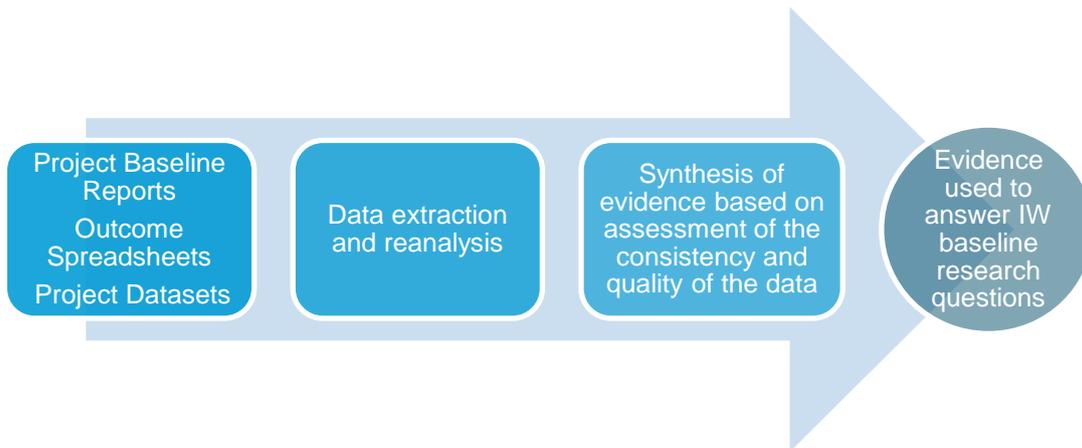
2.1.1 Purpose of the synthesis approach

The Evaluation Manager systematically reviewed and analysed project documents and data to produce the findings presented in this report. **The process adopted aims to synthesise the evidence provided by IW projects, in order to present the levels of enrolment, retention, attendance and learning found by IW projects at baseline and to explore the most prevalent barriers to girls’ education across the Innovation Window.**

The purpose of the synthesis approach is to ensure that the findings presented in this report are reliable. Our approach involved assessing project data and findings for their consistency against standard criteria used across the IW and assessing the quality of the data and findings against quality assurance criteria defined by individual projects, the FM and the EM (Figure 2.1). The step-by-step process adopted was as follows:

- mapping of project documents and data available (Project Baseline Reports, Outcome Spreadsheets, Project Datasets, Project Proposals and Project M&E Frameworks);
- systematically extracting the data and analysis from project documents, including Project Datasets;
- synthesizing the evidence base provided by projects at baseline to ensure the consistency and quality of reported findings; and
- answering IW baseline research questions using IW projects’ evidence base.

Figure 2.1: Purpose of the synthesis approach



2.1.2 Data sources and systematic extraction process

IW projects’ research

The GEC Evaluation Strategy required all IW projects to carry out qualitative and quantitative baseline research. All 19 projects conducted surveys using questionnaires and sampling frameworks that were reviewed by the EM and the FM during the development of M&E Frameworks. All 19 projects tested the literacy and numeracy skills of girls in their target communities. In addition, projects conducted qualitative research and were encouraged to draw on existing sources of secondary data.



As IW projects could develop their own qualitative research designs, they may have taken different approaches with regards to qualitative sampling or the development of interview guides. While quantitative data (Project Datasets) was shared with the EM along with Projects Baseline Reports, qualitative data was not submitted to the EM. As a result, the qualitative findings presented in this report are based solely on IW projects’ analysis.

The evidence gathered by projects through their baseline research is documented in three different formats (refer to Annex B for a list of documents consulted and references), as detailed below.

- **Project Baseline Reports** present evidence, key findings, and lessons learned based on the data analysis led by projects and by their affiliated researchers. The Project Baseline Reports focus on testing a project's theory of change and assumptions about target groups, educational outcomes and barriers to education;
- **Outcome Spreadsheets** are used by projects to report the baseline levels of attendance and learning, which are the key outcomes on which Payment-by-Results is based; and
- **Project Datasets** compiling the raw data from the household surveys and/ or in-school surveys. The EM has carried out an independent, renewed analysis of this data for a selected number of key outcomes where the relevant information was available, documented and comparable. This "reanalysis" aims to cross-check and verify the figures and findings presented by the projects in their baseline reports.

The three sources of information have different strengths and weaknesses.

Project Baseline Reports are based on the baseline research and analysis conducted by the projects or their independent evaluators, who had all committed in their M&E Frameworks to achieving high levels of representativeness, statistical power and analytical quality. However, reporting against indicators was not standard across projects and did not always reflect the range of indicators of interest for GEC baseline analysis at the programme level, and as such was not in a standard format or disaggregated by sub-groups of interest.

Outcome Spreadsheets are a way to consistently capture key outcome data and report on progress against targets for learning and attendance for all projects. The Outcome Spreadsheets have the advantage of providing a relatively standard format and allowing disaggregation by age group, subject to some variation in the learning assessment tools used.

Project Datasets were submitted by projects along with their baseline reports, which allowed the EM to conduct a reanalysis of the findings presented in project reports. The quality of the data was variable and led the EM to request further information from projects in order to identify the different variables in the datasets. For a majority of projects, the identification of key variables was not possible and entailed further limitations (refer to [Table 2.2](#)) for the EM to conduct the reanalysis of project data at the level of sub-groups (e.g. rural/urban populations, disabled groups, socio-economically disadvantaged groups) or for specific barriers (e.g. poverty, violence, early marriage).

Systematic extraction of data from Project Baseline Reports

Inclusion/ exclusion criteria used for extracting data were based on the baseline research questions, which required the following information to be extracted and collated from Project Baseline Reports:

- Overview of project and baseline activities;
- Definition of marginalisation and project target groups;
- Assumptions, expectations and findings related to baseline outcome measures (enrolment, attendance, retention, learning outcomes for literacy and numeracy);
- Assumed and actual barriers found at baseline for attendance and learning;
- Information related to intervention types and activities;
- Challenges faced during baseline research;
- Changes to project design and M&E as a result of baseline findings; and
- Any additional data collected related to poverty, disability, violence, early marriage and sub-groups.



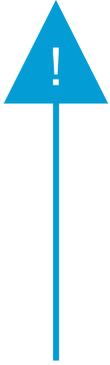
It is important to note that only five out of 19 IW projects² presented analysis on gender differences in their baseline reports, which limited the EM's capacity to assess gender differences across the IW.

With respect to findings relating to baseline outcome measures (enrolment, attendance, retention, learning outcomes for literacy and numeracy), the EM chose to extract outcome data from Project Baseline Reports for intervention groups only. Where data were not disaggregated between control and intervention groups, the EM reported outcome data based on the total sample researched by IW projects.

² Link (Ethiopia), MercyCorps (Nepal), VSO (Nepal), GEMS (Ghana) and Camfed (Zambia) collected information on boys in their project areas.

Reanalysis of Project Datasets

The reanalysis aimed to cross-check and verify the figures and findings presented by the projects in their baseline reports. The approach the EM adopted was to use, compile and analyse the available data across sources and to attempt to investigate issues with findings, where they were reported by projects in a non-standard way (e.g. different indexes or non-comparable measures) or appeared to present contradictions or measurement issues. In addition to the specific limitations outlined in [Table 2.2](#) below, two general limitations of the Project Datasets presented serious challenges to the quality of the data presented in this report, that are explained below.



Absence of contextual information and clear labelling of variables: *In some projects the EM lacks contextual information to accurately reanalyse the Project Datasets. Necessary information relates especially to the nature of the assessed population (gender, age category, in-school or out-of-school), the structure of datasets and the labelling of outcome variables such as learning sub-task scores. As a result, the EM could have misinterpreted variables or associated them wrongly to sampled populations. This limits the validity and reliability of the reanalysis figures presented in this report.*

Absence of indication of EGRA/EGMA and Uwezo scales used by projects to report literacy and numeracy scores: *Both these scales are defined in this report based on the existing international literature on research instruments such as EGRA/EGMA and Uwezo (refer to [Section 3.2](#)). In places where the reanalysis process showed that IW projects have used a different scale, figures were reported in this report although not discussed as part of the overarching interpretation of the data.*

All 19 IW projects submitted their datasets. Project datasets which could be used for further investigative analysis are listed in [Table 2.2](#). The number of datasets received by the EM is included, although it may simply indicate that IW projects submitted their data in different files. Limitations to these datasets are also included.

Table 2.2: Reanalysis of Project Datasets and project-by-project limitations

			# Data sets	Being-in-school outcomes			Learning outcomes	
				Enrolment	Attendance	Retention	Literacy	Numeracy
HPA	6317	Rwa	1	✓		✓	✓	✓
				Attendance variable missing.			See notes below.	
Link	6473	Eth	2	In-school survey only – impossible to compute enrolment and retention. Attendance variable missing.			Learning assessment raw data missing (analytical data only).	
Red	6567	Sou	7	✓	✓	✓	✓	✓
							See notes below. Extrapolated from grade.	
Viva	6595	Uga	8	✓	✓	✓	✓	
							See notes below.	
Mercy	6616	Nep	10	Variable and value labels missing. EM was unable to disaggregate outcome variables in the HH survey.			See notes below. Extrapolated from grade.	
LCDK	6627	Ken	2	Variable labels missing.			See notes below.	
ICL	6803	Ken	5	✓		✓	✓	✓
				Attendance variable missing.				
BRAC	6957	Tan	5	✓	✓			
				Attendance assessed on last month only (proxy). Previous year enrolment variable missing.			See notes below.	
VSO	7038	Moz	9	✓		✓	✓	✓
				Attendance variable missing. Previous year enrolment needed for accurate retention calculations.			Age variable missing in Uwezo dataset. Results by age extrapolated from grade distribution.	
VSO	7042	Nep	2	Raw data missing.			Raw data missing. Gender and teacher assessments only, mostly analytical data.	
GEMS	7045	Gha	4	✓	✓		✓	✓
				Attendance: proxy. Previous year enrolment variable missing.				
RV	7133	Uga	6	✓			✓	✓
				Previous year enrolment and attendance variables missing. Age variable missing in HH survey.			See notes below.	
Camfd	7156	Zam	3	In-school survey only so impossible to compute enrolment and retention. Attendance variable missing.			National test. Reported data considers only Grade 5 students (age variable missing for Grades 6 and 7).	
PEAS	7374	Uga	5	✓		✓		
				Attendance variable inadequate.			See notes below.	
Eco	7549	Uga	5	✓		✓	✓	✓
				Attendance variable inadequate. Age categories instead of yearly age in all datasets.			See notes below. Extrapolated from grade.	
LCSU	7879	Uga	4	✓		✓	✓	✓
				Attendance variable inadequate.			See notes below.	
ChFnd	8100	Afg	6	✓			✓	✓
				Previous year enrolment and attendance variables missing.				
TfAC	8329	Mal	8	✓	✓	✓		
				Attendance: proxy. Previous year enrolment variable missing.			See notes below.	
Oppty	8980	Uga	8		✓		✓	
				Enrolment variables missing. Attendance: proxy.			See notes below.	

Notes: For most projects we lack contextual information on learning assessments. Subtask features are missing that are necessary to compute consistent literacy and numeracy scores: their type (e.g. writing, reading, addition, number identification); the time given to complete them, their score scale; their location in the overall test scoring and timing; and whether an aggregate score could be computed or not, etc. Due to missing or incomplete learning assessment variables and value labeling, we have sometimes been unable to relate subtasks to specific dataset variables.

2.1.3 Approach to synthesising IW baseline findings

Given the multiple sources of information available and the fact that evidence presented by projects is drawn from their own research, there is no definitive source of data about project target groups, educational outcomes or barriers. **The EM IW baseline report does not aim to provide a replacement baseline for IW projects but aims to present a synthesis of the evidence base provided by projects at baseline in order to ensure the consistency and quality of the findings that are reported.**

By systematically reviewing IW Project Baseline Reports and triangulating findings from different sources (Outcome Spreadsheets, Project Datasets) prior to the analysis stage, the EM mitigated the potential biases of having to only rely on project reporting and ensured that the reported evidence met a set of *consistency criteria*. The probing of data based on the EM analysis of projects' datasets therefore focused on the comparability of measurement tools used and consistency in reported measures across Project Baseline Reports, Outcome Spreadsheets and Project Datasets.

Despite the triangulation of findings across the different sources available and the EM reanalysis of projects' data, the quality of the data collected and the evidence reported is subjected to the *quality criteria* used by each individual projects' external evaluator, which implies limitations to the EM's interpretation of the synthesised data (outlined in [Section 2.4](#)). [Table 2.3](#) below provides the list of consistency and quality criteria used to synthesize the IW project data and analysis.

Table 2.3: Criteria used for the synthesis

Consistency criteria	Quality criteria
<ul style="list-style-type: none"> ✓ Comparable measurement tools (e.g. learning assessments) ✓ Comparable indexes compiled by projects for reporting on educational outcomes 	<ul style="list-style-type: none"> ✓ Defined by each individual projects' external evaluator ✓ Quality Assurance conducted by the EM and the FM prior to Project Baseline Report approval

2.2 Discussion of IW baseline findings

Following the synthesis of project evidence, the EM assessed whether project baseline findings were challenging GEC assumptions relating to educational outcomes and barriers to girls' education.

The discussion of IW baseline findings involved:

- exploring situations where projects found higher educational outcomes than expected at baseline;
- reviewing the barriers expected by projects pre-baseline in light of the barriers found during the baseline research; and
- assessing the extent to which project targeting and project design are supported by project evidence.

2.2.1 Triangulation process

The triangulation of baseline research findings was conducted by gathering: (1) international sources of secondary data relating to girls' enrolment, retention, attendance and learning ([Table 2.4](#)); and (2) existing literature about barriers to girls' education (refer to [Annex B](#) for a list of references).

Table 2.4: Data sources used for triangulation**Educational outcomes and teaching quality****Enrolment**

Enrolment ratios are based on the United Nations Population Division estimates, revision 2010 (United Nations, 2011), median variant. Data are for 2011 except for countries with a split calendar school year, in which case data are for 2010. Enrolment ratios are available for 1999 and 2011. Also available: % increase 1999 – 2011.

Data reflect the actual number of children not enrolled at all, derived from the age-specific or adjusted net enrolment ratio (ANER) of primary school age children, which measures the proportion of those who are enrolled either in primary or in secondary schools. National population data were used to calculate enrolment ratios. Children enter primary school at age 6 or 7. Since 7 is the most common entrance age, enrolment ratios were calculated using the 7–11 age group for the population.

Retention

School life expectancy is the number of years a newly enrolled child can be expected to stay in school, on average. School life expectancy is available for 1999 and 2011. Also available: % increase 1999 – 2011.

Survival rate to the last primary grade is the percentage of a cohort of pupils enrolled in Grade 1 of the primary level of education in a given school year who are expected to reach the last grade of primary school, regardless of repetition.

Primary cohort completion rate is the percentage of a cohort of pupils enrolled in the first grade of primary education in a given school year who are expected to complete this level of education.

Learning

Youth literacy rates (15-24) are available for 1984-94 (average), 2005-2011 (average) and 2015 (projection). Also available: % increase 1999 – 2011.

Teaching quality

Pupil/Teacher Ratio (Primary); Pupil/Teacher Ratio (Secondary); Number and % of trained teachers (Primary); Number and % of trained teachers (Secondary). Available for 1999 and 2011, and % increase 1999 – 2011.

Data sources: UNESCO Education for All Global Monitoring Report 2013/14 & UNESCO Institute for Statistics (UIS) Database.

2.2.2 Evidence supporting or challenging assumptions about educational outcomes and barriers

Following the data extraction and document review process, project reported findings have been assessed against baseline assumptions and expectations (e.g. a project may have anticipated that disabled girls are educationally marginalised and found supporting or contradictory evidence during the baseline research).

The GEC Business Case³ lists the following key assumptions about educational marginalisation of girls in GEC focus countries:

- Despite existing bilateral and multilateral programmes, and the efforts of domestic governments, 39 million girls remain out of primary level education and a much larger number are dropping out without basic literacy and numeracy skills.
- Girls who have never been enrolled in primary school tend to come from the most disadvantaged communities and face multiple obstacles due to factors such as their geographic location (i.e. living in rural areas), ethnicity and low socio-economic status. The incidence of non-enrolment is particularly high in conflict and post conflict environments.
- Even though enrolment gaps between girls and boys of primary age have recently narrowed, girls are still less likely than boys to enrol in primary school.
- Enrolment gaps between boys and girls widen significantly when girls reach secondary school age.
- Girls are more likely than boys to lack basic literacy skills.

Assumptions include IW project-specific assumptions about barriers, i.e. individual project assumptions identified in their Project Proposals and design documents. GEC-relevant assumptions relate to overarching assumptions that

³ DFID (2012), Girls' Education Challenge, Business Case Version 4, June 2012, pp. 13-28

underpin the theory of change for the GEC programme as a whole. The key GEC-relevant assumptions have been interpreted as follows:

- **Educational outcomes:** the underlying assumption that is relevant to the GEC programme is that outcomes are poor because the target group is assumed to be marginalised. This implies that there is substantial space for improving educational outcomes of targeted girls and that this improvement would be measurable.
- **Barriers to girls' education:** with respect to barriers proposed by the project as being relevant to defining educational marginalisation in its target group, the GEC-relevant assumption is that these barriers will be present and that they will tend to be associated with poorer educational outcomes. IW projects may report on the levels or prevalence of these barriers in their target population but they may not consistently analyse the associations between these factors and the range of GEC-relevant outcomes. Again, the EM has tried to assess the extent to which the evidence presented supports or potentially challenges these assumptions.

The objective is not to provide a specific rating or 'critique' of individual project activity or assumptions, as this would to some extent duplicate the project baseline reporting cycle. The discussion of baseline findings does not necessarily relate to specific project assumptions about the levels of particular outcomes at baseline, nor about the desirability of actual circumstances. For instance, a project with high enrolment rates among girls in its target population may be discussed as presenting challenging evidence, not because it is undesirable to have high enrolment rates, but because the assumption at the design stage was that enrolment rates would be low.

To this end we have defined benchmarks for learning outcomes only. Benchmarks for learning outcomes are informed by published international norms for EGRA (Oral Reading Fluency). The norms are based on standard expectations for oral reading fluency as measured in words per minute for students (refer to [Section 3.2](#)).

2.3 GEC outcome variables

A number of key variables are used in this report to describe the baseline status relating to GEC outcomes.

2.3.1 Attending school

To assess the extent to which girls are attending school across the GEC's IW we look at a combination of three dimensions that are used together to ensure that girls 'are in school'. These are enrolment, attendance and retention.

Enrolment rates – We report enrolment rates as the proportion of girls in a target community who are enrolled in school.

Retention rates – We report retention rates as: (1) the proportion of enrolled girls who are eligible to re-enrol in the following school year that actually do so. These year-on-year rates are derived from answers to questions about enrolment one year ago and today provided by caregivers through the household survey administered by IW projects in their target areas.

Attendance rates – Attendance rates are compiled using projects' reported findings of the average of the proportion of schooling days attended. Projects collected attendance data during visits at the schools where the surveyed girls were reportedly enrolled. In some cases, this data served to verify some of the self-reported information on enrolment and attendance collected from the surveyed households ([Box 2.5](#)). Nevertheless, IW projects have pointed out their lack of confidence in the attendance data collected to date, as spot checks revealed that school registers were not a consistent and reliable source of information, which may prevent the EM from drawing a definite conclusion with regards to attendance rates of target girls. Where available, the EM reanalysis of project data made use of responses by caregivers about attendance levels for girls. This is subject to response bias and is an approximation of a proportion at the individual level, but which is also likely to remain consistent in its level of accuracy throughout the lifecycle of the GEC.

Box 2.5: GEC requirements for IW projects' measurement of attendance⁴

IW projects were provided guidance for the measurement of attendance before they undertook their baseline research. Although international measures of retention focus on enrolment, it is widely accepted that enrolment figures do not accurately measure the amount of education students receive – in part because of the frequency and accuracy of data collection. **As a result, attendance was chosen as a stronger indicator of the impact of educational interventions, in order to help verify the retention indicator.** Even if IW projects did not have systems in place for collecting individual girls' attendance data, they were required to develop a method to determine the **average attendance of marginalised girls.**

In order to establish a high degree of confidence in the reporting on attendance, the FM and the EM encouraged IW projects to:

- Use attendance data collected from schools registration systems (supplying registers, if necessary);
- Undertake a baseline for attendance using historical registration data in both intervention and control schools;
- Seek to verify that school-based attendance data is accurate through the use of unannounced spot checks (at least one per term);
- Collect data and undertake spot-checks for a sample of intervention schools and control schools;
- Ensure that attendance data collected is independently verified by IW projects' Independent Evaluator; and
- Set attainable targets for additional improvements to attendance over the project period.

2.3.2 Learning

Learning, in addition to attendance, is the second of the GEC's key outcomes. Throughout this report we use the term "learning" to describe girls' progress in school and the acquisition of new skills and knowledge in relatively broad terms. However when measuring learning as a GEC outcome we apply a more specific definition of learning as "a change in ability over time" in literacy (i.e. reading fluency and reading comprehension), and numeracy skills. All IW projects were required to include a learning assessment as part of their M&E design. They had the choice between different types of standardised assessments with the majority opting for a variant of the Early Grade Reading Assessment (EGRA)⁵ and Early Grade Math Assessment (EGMA)⁶ tools.

Literacy – We use EGRA to measure the extent to which girls can demonstrate the *most basic* foundation skills for literacy acquisition in early grades. When taking this oral test, girls must perform a number of tasks such as recognising letters of the alphabet, reading simple words, understanding sentences and paragraphs, and reading with comprehension. International education experts consider oral reading fluency a strong predictor of later literacy. Children who do not acquire basic reading skills at an early age are more likely to repeat grades and eventually drop out of school, while the performance gap between early readers and non-readers increases over time. It is generally assumed that students should be able to read a minimum of 45-60 words per minute in order to understand a simple passage of text. Existing research suggests that this standard can possibly be applied worldwide⁷.

EGRA scores were reported in various ways by projects, as some projects presented overall EGRA scores whereas other projects reported on oral reading fluency measured by words per minute (wpm) as a key metric required for projects opting for Payment by Results (PbR).

Numeracy – We use EGMA to measure the extent to which girls can demonstrate foundational numeracy skills in early grades. Girls are asked to: identify numbers; distinguish different quantities; identify missing numbers; complete number patterns; and perform basic addition and subtraction exercises. Projects reported on the results that girls achieved on a range of numeracy subtask and typically present an overall percentage of correct answers.

⁴ See Fund Manager for the GEC (June 2013), *The Girls' Education Challenge – Attendance guidance*

⁵ EGRA is an orally administered student assessment designed to measure the most basic foundation skills for literacy acquisition in the early grades: recognising letters of the alphabet, reading simple words, understanding sentences and paragraphs and listening with comprehension.

⁶ EGMA is an oral assessment designed to measure a student's foundation skills in numeracy and mathematics in the early grades, including number identification, quantity discrimination, missing-number identification, word problem solving, addition and subtraction, shape recognition and pattern extension.

⁷ See Abadzi, H. (2011), *Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvement Prospects*, GPE Working Paper Series on Learning, No. 1, Education for All Fast Track Initiative Secretariat, World Bank, Washington DC.

Other forms of learning assessment – A number of projects used the Uwezo test (“capability” in Kiswahili), which is adapted from the Annual Status of Education Report (ASER) instrument, which displays distinct competency levels that allow scoring of the literacy and numeracy levels of a child.

Table 2.6: Data collection tools for learning

Data collection tools for learning	Number of projects	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
East Africa											Southern Africa				W.A	Asia				
Learning assessment used																				
EGRA/ EGMA	14	✓	✓	✓	✓	✓				✓	✓	✓	✓			✓	✓	✓	✓	✓
Uwezo	4						✓	✓	✓				✓							
Other	2									✓ ¹					✓ ²					
Lang. issues ³	13	✓	✓		✓	✓	✓	✓		✓	✓	✓			✓		✓	✓		✓
Test in local lang. ⁶	3									✓	✓	✓								
Format chosen to report results in Outcome Spreadsheets																				
Words per min.	13	✓	✓	✓	✓	✓				✓	✓	✓	✓				✓	✓	✓	✓
Total/100	13	✓	✓	✓						✓	✓	✓	✓			✓	✓	✓	✓	✓
Levels	3						✓	✓	✓											
Unspecified	4			✓ ⁵	✓ ⁵	✓ ⁵									✓ ⁴					
Notes:																				
1- In addition to EGRA and EGMA, the project also used National Assessments to assess achievement at the end of primary school.																				
2- This project used National Assessments.																				
3- Language of instruction/ spoken at home differ. This information is reported in the table as declared by projects in Project Baseline Reports.																				
4- This project reported the results from the Uwezo comprehension and multiplication sub-tasks.																				
5- These projects reported numeracy results against specific EGMA levels without specifying the unit of measurement.																				
6- Projects for which the learning assessment was carried out in the local language/ language spoken at home.																				

Comparability between EGRA/EGMA and Uwezo tests

Several IW projects adapted the standard versions of Uwezo or EGRA/EGMA to fit the specific age groups or grade levels that they target, and their language of instruction. This means that there are limits to the comparability of these tests and their results across the IW. Furthermore, some projects reported oral reading results as words per minute (in the case of reading), while others reported levels or scores on a 0 – 100 scale.

It is important to note that assessments such as ASER, Uwezo, and EGRA/EGMA are designed with a country’s curriculum and national context in mind. While they often test similar content, they are not strictly comparable and sometimes have different levels of competency with different levels of difficulty.

As shown in Table 2.6, a majority of projects (14 out of 19) used EGRA/EGMA to assess girls’ literacy and numeracy skills. Four projects chose to administer Uwezo tests. Finally, one project, Camfed (Zambia), provided non-comparable evidence (country-wise) for learning, as they used national assessments to assess achievement at the end of primary school.

Language spoken at school and potential effects on learning outcomes and learning assessments

A large number of IW projects (13 out of 19) work in areas where the language of instruction and the language spoken at home differ (Table 2.6). Challenges were reported by projects that students’ mother tongue may have affected their results from learning assessments carried out in a different language, especially in the case of literacy tests:

- **Viva (Uganda):** Of the 1463 girls that have been included in this analysis, 307 of them are described as able to speak English well and 433 girls can speak a little English. English is the language of instruction in schools in Uganda;

- **LC DK (Kenya):** Four different languages are spoken in the project’s target area. Learning tests were administered in Kiswahili or English;
- **VSO (Nepal):** The majority of out-of-school marginalised girls and extremely marginalised girls speak Nepali (71%), while 22% of them speak Bhojpuri;
- **Camfed (Zambia):** The project reported that in half of the schools, pupils consistently responded to teachers’ questions during class, although, inspectors described pupils as appearing uncomfortable in the language of instruction (English) and only able to ask questions in the local language; and
- **PEAS (Uganda):** English levels of out-of-school girls was reported as being low, and girls often did not want to consent to a test that would make them speak a different language than the one spoken at home.

The literature around the impact of learning in a language which is different from the language spoken at home is relatively well-established. UNESCO guidance has encouraged school instruction in students’ mother tongues since 1953. The negative effects of learning in a language which is different from the language spoken at home on learning outcomes and retention are also fairly clear. Analysis conducted for UNESCO in 2008, which assessed data from 22 countries and 160 languages found that children who are taught in the same language spoken at home are significantly more likely to be enrolled in school and significantly less likely to drop out⁸. Studies have also found significant negative effects on learning outcomes. The 2011 PIRLS assessment found that students not taught in their mother language were significantly less likely to achieve minimum learning standards in reading than students who were taught in their home language⁹. Several key examples of these learning disparities stand out in the study: for instance in Benin, over 80% of Grade 5 students who are taught in their mother tongue achieve minimum scores in reading, compared with less than 60% of Grade 5 students who are not taught in the same language as they speak at home.

In order to avoid disadvantaging some groups due to language issues, some projects reported that they decided to administer learning tests in both languages.

HPA (Rwanda) reported that the tests were carried out in both English and Kinyarwanda. In the case of **Link (Ethiopia)**, the EGRA Grade 6 tool was developed in English, as the medium of instruction from Grade 5 to 8 in the Wolaita Zone is English. Since the medium of instruction from Grade 1 to 4 in the Wolaita Zone is Wolaitigna, the EGRA tool for lower grades was composed of six sections and developed in Wolaitigna. **Red (South Sudan)** adopted a similar strategy. The EGRA and EGMA tests for lower grades and out-of-school girls were translated in Dinka for easy interpretation by children, while the tests of girls in upper grades were administered in English because of the language of instruction in different grades. The project reported that Grade 2 girls performed fairly better than Grade 5 girls, probably due to the fact that the tests for Grade 2 were administered in the local language (Dinka). **GEMS (Ghana)** indicated that a key challenge encountered during baseline research related to language. Although survey teams were equipped to administer the survey instruments in the officially designated local languages of the schools, GEMS (Ghana) found many cases where students did not understand this language at all. This has implications for the quality of the GEMS (Ghana) learning outcomes, especially given the structure of the EGRA/EGMA test which puts substantial emphasis on local language understanding and for which results are closely related to the specific language used in the assessments. **For these four projects, we reported results of the English test only.**

2.3.3 Disaggregation by sub-groups

We report GEC outcomes for various sub-groups based on the available evidence. The purpose of this is to examine differences in baseline educational outcomes across:

- **Grades and school phases:** Using international sources of data ([Table 2.8](#)) we have gathered information by country relating to the official school starting age, the length of school phases and the age distribution by grade. This information allows the EM to address challenges relating to projects reporting information for grades only and not for different age groups¹⁰. Where data was provided by school phase (e.g. Lower

⁸ Smits et al. “Home language and education in the developing world” Commissioned study for Education for All Global Monitoring Report 2009. Nijmegen Centre for Economics, Radboud University, 2008.

⁹ UNESCO Education For All Global Monitoring Report 2013/2014 “Children need to be taught in a language they understand” (http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/pdf/language_factsheet.pdf)

¹⁰ In project reporting sources the breakdown may reflect country-specific grade structures. Age of school entry, transition ages and grade repetition levels also vary across countries.

Primary, Upper Secondary, etc.), the EM harmonised project data using country-level age distribution by grade in order to compile comparable measures across the IW.

- **Age groups:** Age groups are based on six age groups (below 6, 6-8, 9-11, 12-13, 14-15 and 16-19). As shown in [Table 2.8](#), the age group 9-11 is considered to be representative of the age at which most girls are theoretically enrolled in primary school. The age group 14-15 is considered to be representative of the age at which most girls are enrolled in secondary school¹¹.
- **Out-of-school girls:** We include in our definition out-of-school girls who have never been enrolled and out-of-school girls who have dropped out in the current year in order to explore the differences in baseline educational outcomes for girls not currently enrolled. Furthermore, we have considered and discussed additional criteria for defining out-of-school girls to the extent to which Project Baseline Reports provided us with the appropriate information on out-of-school girls and dropped out girls (for a discussion of IW projects' definition of out-of-school girls, refer to [Box 2.7](#)). Nevertheless, a number of projects have not clearly explained the characteristics of their sample of out-of-school girls (refer to [Table 2.9](#)), implying that our analysis is not as in-depth an analysis as in the [Step Change Window Baseline Report](#).

Box 2.7: IW projects' definitions of out-of-school girls

16 out of 19 IW projects are targeting out-of-school girls as part of their definition of marginalisation. Not all projects distinguish between out-of-school girls who have never been enrolled and out-of-school girls who have dropped out.

- **BRAC (Tanzania), ChildFund (Afghanistan):** Out-of-school girls are defined as girls who have dropped out of school.
- **VSO (Nepal), Raising Voices (Uganda), PEAS (Uganda), LCSU (Uganda), HPA (Rwanda):** Girls who have never been to school or have dropped out of school.
- **LCDK (Kenya), VSO (Mozambique), TfAC (Malawi):** Out-of-school girls are not considered as a homogenous group. These projects distinguished between out-of-school girls who have never been enrolled and out-of-school girls who have dropped out.
- **Red (South Soudan), Viva (Uganda), Eco-Fuel (Uganda):** Out-of-school girl category involves girls at risk of dropping out or girls with low attendance (almost out-of-school).
- **MercyCorps (Nepal):** Out-of-school girls were identified based on dropout girls recorded in school. The project found that the girls reported as out-of-school girls by schools were not available in the community. Some of them transferred to other schools, some of them got married, and some of them relocated themselves in search of suitable income opportunities.
- **GEMS (Ghana) and ICL (Kenya)** did not specify a definition for out-of-school girls.

Age-in-grade distribution for 9-11 and 14-15 year old girls

We found a limited amount of information on age-in-grade distribution using international and national secondary data sources¹². The age-in-grade distribution reveals that **the age at which students actually reach each grade is relatively higher than the official entry-age for each grade across IW countries**. The share of over-aged students compared to students studying at the right age starts rising in Grades 3 and 4, after which the age-in-grade until the end of primary school and in secondary school appears to remain steady. Both late entry into primary school and grade repetition can cause students to be over-aged in their grade, which has implications for the age groups that can be considered to be representative of the age at which most girls are theoretically enrolled in secondary school. Alternatively, shifting the analysis to the secondary school phase age band to 16-19 posed a risk of missing information for girls who complete secondary school at the right age.

¹¹ In summary, we present evidence on outcome levels for one age group that is representative of a primary school population, and one age group that broadly represents secondary-school girls. More detailed breakdowns of outcome levels by age and grade are provided in [Annex C](#).

¹² Primary school phase: Uganda (Lloyd (2011), The demography of the classroom in the primary grades; Patterns of enrollment by age and implications for early learning); Malawi, Kenya, Zambia, Tanzania (Lewin and Sabates (2011), Changing Patterns of Access to Education in Anglophone and Francophone Countries in Sub Saharan Africa: Is Education for All Pro-Poor?). Secondary school phase: Malawi, Mozambique, Rwanda, Nepal (UNESCO (1996), Primary and secondary education: Age specific enrolment ratios 1960-1996).

For a more detailed discussion of the age-in-grade distribution across GEC projects, refer to the [Step Change Window Baseline Report](#).



Inconsistency between project reporting and the Reanalysis of Project Datasets: The EM reanalysed Project Datasets by age categories while most projects reported outcomes by grades in the Project Baseline Reports and Outcome Spreadsheets (refer to [Annex C](#) for disaggregated findings). In this report, we present findings across age categories as the averages of enrolment, retention, attendance and learning variables across 9-11 and 14-15 year old girls. We use a grade-age equivalent to report Project Baseline Report and Outcome Spreadsheet figures using official school starting age and length of school phases in each country (refer to [Table 2.8](#)).

This places a limit on the direct comparability between project-reported outcomes and reanalysis as we were forced to use official rather than actual age-grade distributions. In practice, girls are likely to fall behind their expected grades. This implies that project-reported results as presented in our aggregated outcomes tables may actually refer to older girls than the age category which is actually considered. For learning outcomes, Project Baseline Report and Outcome Spreadsheet figures may therefore be subject to an upward bias.

Table 2.8: Official school starting age and length of school phases (secondary data, by IW country)

	Primary school phase
	Secondary school phase

Official school ages	IW projects by country and region																		
	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
	Uganda					Kenya	Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh			
East Africa										Southern Africa				W.A.	Asia				
Grade 1	6	6	6	6	6	6	6	6	7	7	6	7	6	7	6	6	5	5	7
Grade 2	7	7	7	7	7	7	7	7	8	8	7	8	7	8	7	7	6	6	8
Grade 3	8	8	8	8	8	8	8	8	9	9	8	9	8	9	8	8	7	7	9
Grade 4	9	9	9	9	9	9	9	9	10	10	9	10	9	10	9	9	8	8	10
Grade 5	10	10	10	10	10	10	10	10	11	11	10	11	10	11	10	10	9	9	11
Grade 6	11	11	11	11	11	11	11	11	12	12	11	12	11	12	11	11	10	10	12
Grade 7	12	12	12	12	12	12	12	12	13	13	12	13	12	13	12	12	11	11	13
Grade 8	13	13	13	13	13	13	13	13	14	14	13	14	13	14	13	13	12	12	14
Grade 9	14	14	14	14	14	14	14	14	15	15	14	15	14	15	14	14	13	13	15
Grade 10	15	15	15	15	15	15	15	15	16	16	15	16	15	16	15	15	14	14	16
Grade 11	16	16	16	16	16	16	16	16	17	17	16	17	16	17	16	16	15	15	17
Grade 12	17	17	17	17	17	17	17	17	18	18	17	18	17	18	17	17	16	16	18
Grade 13	18	18	18	18	18	18						19				18			

Sources: For official starting ages: World Bank Development Indicators; UNESCO statistics. For school system information: UNESCO.

Note: Entrance age of primary is the age at which students would enter primary education, assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating or skipping a grade.

Out-of-school girl samples

Similar concerns arise with respect to the disaggregation of educational outcomes by in-school and out-of-school status. As shown in [Box 2.7](#), IW projects have used a range of definitions to distinguish between in-school and out-of-school girls. Most importantly, some projects (VSO (Nepal), Raising Voices (Uganda), PEAS (Uganda), LCSU (Uganda), HPA (Rwanda)) have defined out-of-school girls as girls who have dropped out in addition of girls who never enrolled, which suggests that a certain proportion of out-of-school girls may have received schooling in the

past. Three projects (Red (South Soudan), Viva (Uganda), Eco-Fuel (Uganda)) also defined out-of-school girls as girls at risk of dropping out or girls with low attendance (almost out-of-school), suggesting that these girls are still enrolled in school.

Table 2.9 shows the composition of out-of-school girl samples for IW projects which measured learning outcomes for out-of-school girls. The information presented below can be found in Project Baseline Reports (where available), and implications are discussed on a case-by-case basis in Section 3.



It follows that the measurement of learning outcomes (literacy and numeracy) at baseline for out-of-school girls should be interpreted with caution, as out-of-school girls may have relatively high literacy and numeracy scores in cases where they have dropped out after acquiring basic reading skills, or never enrolled in school but gained these skills at home. Moreover, out-of-school girls' outcomes are often reported as a single average with no information on their average age, which makes it difficult to compare with any specific age category of in-school girls.

As a result, the EM's ability to comment on out-of-school girls' literacy and numeracy performance compared to in-school girls' performance is limited, and the differences in learning outcomes between these two sub-groups cannot be solely attributed to learning occurring in-school, as the profile of out-of-school girls and their schooling history were not systematically recorded by IW projects.

Table 2.9: Composition of out-of-school girl sample, by project

Size, distribution by age group (%) and status	Number of projects	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
East Africa											Southern Africa				W.A.		Asia			
Sample size and distribution by age group (%)																				
Sample size	-	1151	372		341	39 ⁴	392	235	126		99	217	332	103		374	194	373	166	107
<6 (%)	-				1						13							0		
6-8 (%)	-				1													100		
9-11 (%)	-	•	0		24		•	•	•			•	•	•		•	•		•	•
12-13 (%)	-				35						87							0		
14-15 (%)	-				32															
16-19 (%)	-		100		7															
Schooling status of out-of-school girls																				
Never enrolled	10	✓ ¹	✓ ¹		✓ ¹	✓ ¹	✓ ¹	✓			✓ ¹			✓		✓		✓ ¹		
Dropped out	13							✓					✓	✓		✓			✓	✓
At risk of drop. ²	3	✓			✓							✓								
Not specified	2								✓								✓			
Not targeted ³	3			✓						✓				✓						

Source: Project Baseline Reports.

Notes:

*• indicates that the information could not be found in the Project Baseline Report.

1- Out-of-school girls who dropped out or never enrolled are considered as a homogenous group.

2- Out-of-school girl category involves girls at risk of dropping out or girls with low attendance (almost out-of-school).

3- Three projects were not targeting out-of-school girls as part of their definition of marginalisation. However these projects may have collected data on this particular sub-group of girls.

4- Raising Voices (Uganda) did not find a sufficiently large group of out-of-school girls to disaggregate by age.

2.4 Identifying barriers to girls' education

In this report we present the projects' assumptions about barriers and assess the extent to which these assumptions are being supported by projects' baseline evidence.

To build their understanding of marginalisation, and develop their interventions, projects identified specific barriers that were assumed to drive educational marginalisation in the target areas. While some of these barriers are structural and beyond the projects' direct control (such as the occurrence of droughts or political violence), others may be tackled through targeted interventions and support (such as negative attitudes towards girls' education or a lack of adequate sanitation facilities in schools).

It is important to note that this report presents evidence collected by projects of the most reported barriers *perceived* to be preventing girls from attending school and learning. As such, barriers may not be *actual* barriers (e.g. fear that violence may occur on the way to school *versus* reports of violence occurring on the way to school) but the influence of these barriers, either actual or perceived, is assumed here to similarly prevent girls from attending school and learning. Where information is provided by projects, we distinguish between the two types of barriers and discuss the potential effects on girls' access to education.

2.4.1 Data sources

The evidence gathered by projects about barriers, both assumed at project design stage and found during baseline research, is documented in three different forms:

Barriers assumed prior to baseline:

- **Project Proposals:** In their Project Proposals, projects were required to specify the expected barriers to girls' attendance and learning in the target areas. Assumptions were mostly based on projects' understanding of the context in which they operate and/or have been operating in the past, and on a review of country-specific literature.
- **Project M&E Frameworks:** Projects refined their assumptions relating to barriers during the Inception Phase as they developed their Theories of Change and questioned the assumptions underpinning their intervention logic.

Barriers evidenced during baseline:

- **Project Baseline Reports:** Project Baseline Reports present evidence, key findings, and lessons learned relating to barriers based on the data analysis carried out by projects and their affiliated researchers.



*As pointed out earlier in this methodology section, IW projects could develop their own qualitative research designs and may have taken different approaches with regards to qualitative sampling or the development of interview guides. This is especially true with respect to the qualitative findings about barriers to girls' education. While quantitative data ([Project Datasets](#)) were shared with the EM along with [Projects Baseline Reports](#), qualitative data was not submitted to the EM. **As a result, the qualitative findings presented in this report are based solely on IW projects' analysis, which limited the EM ability to verify the objectivity or robustness of projects' findings relating to the prevalence of barriers in the researched areas.***

2.4.2 Methodology for assessing the most and least prevalent barriers

We follow a three-staged approach to assessing the most and least prevalent barriers. These three stages are described in [Table 2.10](#).

1. Following the data extraction, barriers were categorised across the key thematic areas that emerged from the baseline reporting of IW projects.
2. The metrics used to assess the prevalence of barriers are derived from the ways in which projects present their findings, e.g. whether the reported barriers are deemed as prevalent or not prevalent by the projects. Across the IW and for each of the identified barriers, we discuss the number of projects who have reported the existence of the specified barrier in their target areas. The ranking of reported barriers (from most reported to least reported) gives the relative prevalence of some barriers compared to other barriers across IW projects.

3. Finally, the third stage involves a project-by-project discussion of findings in order to assess whether the evidence was found, not found or not reported by projects for the assumed barriers identified by projects at the design stage.

For each IW project, we present a table listing the barriers that the project assumed at the design stage. The table shows whether the evidence presented in the Project Baseline Report supported or challenged these expectations.

In their baseline reports, projects had varied interpretations about the nature of educational barriers, and some projects did not distinguish between barriers to being in school, and barriers to learning. It is also important to note that the data collected by projects is focused on their target groups rather than the general population or communities in which their target groups live. This means that unless projects have undertaken a population study as part of their baseline research, those barriers that are most reported may not necessarily be the most prevalent in the communities in which they are working.

Further details of the research conducted by projects are given in the Project Profiles in [Annex A](#).

Table 2.10: Assessing the prevalence of barriers

1. Categorisation of barriers assumed and/or found at baseline	2. Metrics used to assess the prevalence of barriers (meta-level analysis across the IW)	3. Type of evidence in relation to assumed barriers (project-level analysis)
<p>Barriers are broadly categorised as follows:</p> <ul style="list-style-type: none"> • Poverty factors • School-related factors • Female aspirations, motivation and autonomy factors • Attitude towards girls' education factors • Personal and family factors • Violence-related factors • Social exclusion factors 	<p>Identification of barriers: Based on the barriers mentioned in Project Proposals and Project M&E Frameworks.</p> <p>Levels of barriers: Each of the categories cover specific barriers that may lie at the individual level (i.e. when related to the girls' aspirations, health or ability), within the family (i.e. in the case of household economics and decision-making), within the community (i.e. in the case of attitudes or social exclusion), or at the institutional level (e.g. the school).</p> <p>Source of evidence: Barriers may be reported by girls, parents, community leaders, school staff or other key informants.</p> <p>Prevalence of barriers: Based on the number of projects reporting the existence of a barrier in Project Baseline Reports. The ranking of reported barriers (from most reported to least reported) gives the relative prevalence of some barriers compared to other barriers across IW projects.</p>	<p>Barriers found and reported: Assumed barriers were mentioned by a relatively high number of respondents compared to respondents in other IW projects. Barriers found and reported are marked with '✓'.</p> <p>Barriers not found: Assumed barriers were mentioned by a relatively low number of respondents compared to respondents in other IW projects. Barriers not found are marked with '✗'.</p> <p>Barriers not reported: Barriers were assumed but not reported/ discussed/ measured by the project. Missing evidence is marked with '•'.</p> <p>Non applicable: Barriers neither assumed nor reported are marked in Grey.</p>

2.4.3 Discussion of key emerging themes

Key thematic areas emerged from the analysis of barriers to girls' education as reported by projects. As part of the EM's synthesis of findings relating to barriers, the following themes and the extent to which evidenced barriers and educational baseline figures present specific patterns for each theme (based on Project Baseline Reports) are discussed in [Section 4](#) using the definitions below:

- **Poverty:** We define poverty as being multidimensional, that is, not solely related to income or consumption levels. It is also assumed that the linkages between poverty and girls' education differ according to the different understandings of the term 'poverty'. Evidence suggests that it is the material dimension of poverty which, to a large extent, drives the household decision-making process with regards to sending an additional child to school. Consequently, where not otherwise specified, 'Poverty' refers to objective poverty understood as Material Deprivation.

- **Dimensions of Poverty:** Where information is available, the EM captures dimensions of poverty such as poor health or social exclusion and considers these dimensions of poverty as drivers of proximal barriers that sit next to material deprivation. We use and differentiate between the following terms:
 - **Lack of Human Capital:** Lack of knowledge, skills, competencies and other attributes embodied in individuals or groups acquired during their life and used to produce goods, services or ideas;
 - **Lack of Social Capital:** Lack of networks together with shared norms, values and understandings that facilitate co-operation within or among groups;
 - **Subjective Poverty:** The perception by the individual as to whether she or he lives in poverty, or has what is necessary for a decent life;
 - **Chronic Poverty:** Chronic poverty is a phenomenon whereby an individual or group is in a state of poverty over extended period of time; and
 - **Cyclical Poverty:** Poverty can be persistent or cyclical (e.g. seasonal droughts).
- **Disability:** Our definition of disability is largely driven by projects' definition of disability. Several projects had a particular focus on disability, and collected data on this issue (refer to [Section 4.2](#)). LCSU (Uganda) defines disability as including mobility, hearing, visual, learning impairments. The project also includes some of the least recognised impairments that affect learning. These include girls with autistic spectrum disorders, attention hyperactivity disorder, dyslexia, dyscalculia among others. LCDK (Kenya) defines disability as physical disability, intellectual disability, speech impairment, hearing impairment and visual impairment. The EM discusses disability in relation to its effects on girls' access to schools and learning (negative attitudes in community, inaccessible school environment, lack of assistance at school, inadequate teaching skills, etc.).
- **Early Marriage:** We investigate early marriage from the perspective of girls' household attitudes towards early marriage and perceptions about the frequency of early marriage within the community. We specifically focus on the relationship between attitudes to marriage and competing outcomes such as child employment and engagement with education. Several projects had a particular focus on early marriage, and collected data on this issue (refer to [Section 4.2](#)).
- **Violence:** Violence includes all reports of violence by respondents, within the household, school or community. It does not include wider insecurity (for instance, around elections) or verbal harassment. This thematic area however includes various types of violence that requires separate discussions: corporal punishment, sexual assault, domestic violence, fear of violence, etc. Where information is available in Project Baseline Reports, violence is reported and discussed under the most appropriate sub-category. Several projects collected data on this issue (refer to [Section 4.2](#)).

2.5 Evaluation Manager methodological challenges

Challenges identified by the EM while extracting, analysing and synthesising the data are listed below:

- **Significant gaps and quality issues with the evidence base:** significant gaps and weaknesses in the evidence available arose in relation to some of the key GEC outcomes. Missing and/or unreported figures, contradictory values reported in the Project Baseline Reports and other inconsistencies in Project Datasets (refer to [Section 2.1.2](#) for evidence missing in datasets) were addressed where possible by triangulating the available evidence (e.g. Outcome Spreadsheets).
- **Inability to disaggregate projects' datasets for variables relating to sub-groups:** the EM intended to conduct a comparison by sub-groups, especially between girls from rural and urban areas, from different social groups and by differences in types of poverty in order to assess the differences in educational marginalisation between different groups. The quality of the data provided in Project Datasets was variable and led the EM to request further information from projects in order to identify the different variables in the datasets. For a significant number of projects, the identification of variables was not possible (refer to [Tables 2.1](#) and [2.2](#)) and the resulting limitations led the EM to present information relating to sub-groups as provided by projects in their baseline reports, i.e. at project-level and not across the IW. It is also important to note that projects have targeted sub-groups and collected information at sub-group level for sub-groups which are relatively small in size, rendering the generalisation of findings difficult for sub-groups such as

young expecting mothers or street children for instance (refer to [Section 5.1.2](#) for a discussion on target sub-groups).

- **Contradictions arising from a diversity of data sources:** the diversity of data sources and different types of data reported by projects (quantitative versus qualitative data, population of reference, reporting style, etc.) led to difficulties in synthesising the findings that emerged into a coherent narrative. However the structured and systematic approach used for the analysis, triangulation and synthesis of the data helped resolve contradictions arising from the analysis by providing a transparent means of explaining why they occurred.
- **Synthesis challenges:** a carefully structured approach to the synthesis of project findings was adopted in order to mitigate against the effects of different types of bias. Challenges identified include:
 - potential **sources of heterogeneity**, including project research methodologies, the narrative versus quantitative nature of the synthesis, degrees of data validity, cultural sensitivities and contextual factors; and
 - the identification of **adverse synthesis effects** – effects that were identified as very likely to have been lost during the synthesis process; for example, if two equally valid sources of data (e.g. Project Baseline Report findings and Outcome Spreadsheets) entailed different findings, there was a tendency to conclude that this was an inconclusive-finding leading to the EM investigating a third source instead such as a project dataset.

It is not anticipated that the above limitations to the approach will significantly compromise the quality of the synthesis of the baseline findings, or its capacity to add significant value to DFID's understanding of how and to what extent the GEC IW projects successfully analysed available sources of data and reported their baseline research findings.

3 Educational Outcomes at Baseline

The GEC takes as its foundation the general assumption that every girl and every boy should have “access to a good quality education but [that] there is a specific need for an additional focus on girls”¹³. This is because girls are assumed to face gender specific obstacles to enrolling, remaining in school and learning. On this basis, girls who are targeted by the GEC would be expected to display relatively poor learning outcomes at baseline, both in terms of attendance and learning.

In the following section we provide an assessment of the extent to which IW projects’ target girls are marginalised from education in relation to enrolment, retention, attendance and learning.



*In order to give a comprehensive account of educational outcomes at baseline, the EM chose to report IW projects’ baseline findings on enrolment and retention, where found in the Project Baseline Reports or as part of the Reanalysis of Project Datasets. **The GEC requirements did not specify that IW projects should provide enrolment and retention data**, unless projects had a specific focus on interventions aiming at specifically improving enrolment and/or retention. As a consequence, the evidence base for these two outcomes found across the IW and presented in this section is more limited than for attendance and learning.*

Key findings

Projects’ findings suggest that the IW average for baseline enrolment and attendance rates are relatively high, with an average enrolment rate of 89% for 9-11 year old girls (across eight out of 19 projects reporting on enrolment) and an average attendance rate of 89% for both 9-11 and 14-15 age groups (across seven out of 19 IW projects reporting on attendance). The EM found lower levels of enrolment and retention among secondary school-aged girls compared to primary school-aged girls, although this finding does not apply to attendance rates. This suggests that secondary school-aged girls attend school just as much as primary school-aged girls, once they are enrolled. With regards to learning outcomes we see a more consistent picture of girls demonstrating relatively low levels of literacy and numeracy across almost all IW projects. The overall low levels of literacy and numeracy of secondary school-aged girls indicate that learning gains are relatively small over the course of their schooling and that learning gaps are likely to increase with time, especially in the case of literacy.

Presentation of the evidence base

The findings presented are based on a review of Project Baseline Reports and analysis of project data. Findings are also triangulated using secondary data (refer to [Section 2.2.1](#)). Age groups are based on six age groups (below 6, 6-8, 9-11, 12-13, 14-15 and 16-19). As shown in [Table 2.8](#) in [Section 2.3.3](#), the age group 9-11 is considered to be representative of the age at which most girls are theoretically enrolled in primary school. The age group 14-15 is considered to be representative of the age at which most girls are theoretically enrolled in secondary school.

We present and discuss project findings related to both 9-11 and 14-15 age groups. We comment on the consistency between the different sources of data (Project Baseline Reports, Reanalysis of Project Datasets and Outcome Spreadsheets) and differences in educational outcomes between different age groups. Outcome tables disaggregated by all age groups and by grades can be found in [Annex C](#).

Where projects reported outcome indicators for unspecified age groups, we chose to discard these data from the main reporting tables of this section in order to ensure consistency with projects for which age-disaggregated data was available. For a limited number of projects, the Reanalysis of Project Datasets enabled the EM to compile outcome figures by different age groups, in which case the figures reported in Project Baseline Reports could be matched against different age groups. For projects where the reanalysis of baseline outcomes could not be

¹³ DFID (2012): DFID 5685: Evaluation Manager for the Girls’ Education Challenge (GEC).

disaggregated by age due to the limited information available in project data sets, **we present project findings related to unspecified age groups** in a separate table.

Consistency across sources

We comment on the consistency between the different sources of data (Project Baseline Reports, Reanalysis of Project Datasets and Outcome Spreadsheets). We have encountered discrepancies between the different streams of evidence because IW projects may have used different statistical formula to compile educational outcomes figures. In particular, outcomes were usually reported by grades in project-reported sources (Project Baseline Reports and Outcome Spreadsheets). We therefore used official age-in-grade distributions to compile summary outcomes by age categories.

Regarding discrepancies between Project Baseline Reports and Outcome Spreadsheets, these may be explained by changes occurring between the time baseline reports were prepared by IW projects and the submission of the final target figures to the Fund Manager in the Outcome Spreadsheets. [Table 3.1](#) provides a key for the legend used to present educational outcomes at baseline in this section.



*It is important to note that in Project Baseline Reports and Outcome Spreadsheets, the breakdown of educational outcomes by age or grade reflects country-specific grade structures. As a result, **the EM harmonised project data using country-level age distribution by grade in order to compile comparable measures across the IW.** Using international sources of data ([Table 2.8](#)) we have gathered information by country relating to the official school starting age, the length of school phases and the age distribution by grade.*

*While this information allows the EM to address challenges relating to projects reporting information for grades only and not for different age groups, it also implies that **discrepancies between Project Baseline Reports and Outcome Spreadsheets may exist as a result of the EM analysis of the different sources of data – as we had to use official rather than actual age-grade distributions.** In practice, girls are likely to fall behind their expected grades, implying that project-reported outcomes may actually relate to older girls than the age category under which they appear.*

Table 3.1: Presentation of educational outcomes at baseline – Key

Type of evidence	Key
Evidence reported/ found for unspecified age groups: Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.	⊙
Not reported/ found during reanalysis: Evidence not reported in Project Baseline Reports / not found in Project Datasets is marked in Grey .	
Consistency across sources	Key
Consistency: '✓' indicates a less than 10% difference between the different sources presented.	✓
Inconsistency: '✦' indicates a more than 10% difference between the different sources presented.	✦
Not applicable: '•' indicates that only one source is presented.	•

Description of available data

The availability of data varies considerably by project as well as by indicator. Of the 19 IW projects, the number of projects providing at least one source of information for the following indicators for the 9-11 year old age group is as follows:

- Numeracy test scores: **17 projects**
- Literacy test scores: **16 projects**
- Attendance: **12 projects**

- Enrolment¹⁴: 8 projects
- Retention¹⁵: 8 projects

In terms of the availability of data for 9-11 year olds by projects, we have at least one source of data on the above indicators from the following projects:

- All five indicators: 4 projects (Viva (Uganda), ICL (Uganda), HPA (Rwanda), TfAC (Malawi))
- Four indicators: 4 projects (LCSU (Uganda), Red (South Sudan), BRAC (Tanzania), GEMS (Ghana))
- Three indicators: 6 projects (Opportunity (Uganda), Raising Voices (Uganda), VSO (Mozambique), Camfed (Zambia), MercyCorps (Nepal), ChildFund (Afghanistan))
- Two indicators: 2 projects (Eco-Fuel (Uganda), LCDK (Kenya))
- One indicator: 2 projects (Link (Ethiopia), VSO (Nepal))
- None: 1 project (PEAS (Uganda), which focuses on secondary school girls only)

Overall, there is less data available from the projects for the 14-15 year old age group than the 9-11 year old age group¹⁶, which may be explained by the fact more IW projects target girls at primary school level (refer to Section 5). This implies that a comparison between primary and secondary school phases is not systematically possible across the IW, and where indicated, findings should be interpreted with caution.

3.1 To what extent are girls attending school?

This sub-section presents baseline evidence related to enrolment, attendance and retention. These indicators (described in Section 2.3) are used to provide an assessment of the extent to which girls are marginalised in terms of access to education. Detailed outcome tables by age and grade can be found in Annex C.

The situation regarding educational marginalisation indicates that enrolment and attendance are relatively high for both 9-11 and 14-15 year olds.

While the assumptions with regards to low levels of enrolment and retention for secondary school-aged girls compared to primary school-aged girls are broadly supported by the evidence, the picture is more nuanced for attendance, as secondary school-aged girls attend school just as much as primary school aged-ones, once they are enrolled.

Across the IW, baseline evidence shows that while enrolment is higher in some project areas it is not universal and for others there are still many more girls who are not enrolled. Not all of those girls enrolled are attending school and even fewer girls are staying in schools.

3.1.1 Enrolment

The enrolment rate captures the percentage of girls in the target communities who are enrolled in school. To assess enrolment, we draw on the review of Project Baseline Reports and the Reanalysis of Project Datasets.

Projects were not systematically required to report on enrolment at baseline but some of them reported aggregated data for intervention and control areas in their Outcome Spreadsheets. We report this data in Annex C, along with data from Project Baseline Reports and Project Datasets disaggregated by age groups and grades.

Enrolment – 9-11 year olds

As shown in Figure 3.2 and Table 3.3, the following are our key findings on the enrolment of 9-11 year olds across the IW:

¹⁴ The GEC requirements did not specify that IW projects should provide such data (enrolment and retention), unless projects had a specific focus on interventions aiming at improving enrolment and/or retention. It follows that for these two outcomes, the evidence base found across the IW and presented in this section is more limited than for attendance and learning.

¹⁵ Same comment as above.

¹⁶ PEAS (Uganda) is the exception, as the project focuses on secondary school girls only.

- **Project Baseline Reports:** Eight projects presented aggregate data on enrolment, while only one project (ChildFund (Afghanistan)) reported disaggregated rates for girls aged between 9 and 11. ChildFund (Afghanistan) reported a rate of 66%, which is below the average rate found by the Reanalysis across the IW.
- **Reanalysis:** We were able to reanalyse 12 Project Datasets with regards to the enrolment rate of 9-11 year olds. Out of these 12 projects, data could be disaggregated by age group for eight projects. We found an average enrolment rate of 89% across these eight projects. At the project-level, enrolment ranged from 68% in the LCSU (Uganda) project area, to 99% in the HPA (Rwanda) project area.
- **Missing data:** Four out of 19 projects did not report comparable data and did not provide data sets that the EM could investigate for the reanalysis of 9-11 year old girls.
- **Consistency:** For the only project (ChildFund (Afghanistan)), for which we have enrolment rate data from both the Project Baseline Report and our reanalysis of the project’s dataset, there is a low level of consistency between the data for 9-11 year olds. The reanalysed enrolment rate is 13% higher than the rate reported.

For seven of the eight projects for which data is available the enrolment rate for 9-11 year olds is over 75%, and in four of these projects the enrolment rate is over 95%. This suggests that enrolment is relatively high for 9-11 year olds for half of the IW projects that reported baseline enrolment rates.

The four projects with enrolment rates of over 95% include HPA (Rwanda) 99%, ICL (Kenya) 98%, BRAC (Tanzania) 98% and GEMS (Ghana) 97%. Enrolment rates fall below 75% for only one project (LCSU (Uganda) 68%).

Figure 3.2: Enrolment rates across IW (9 to 11 year old)

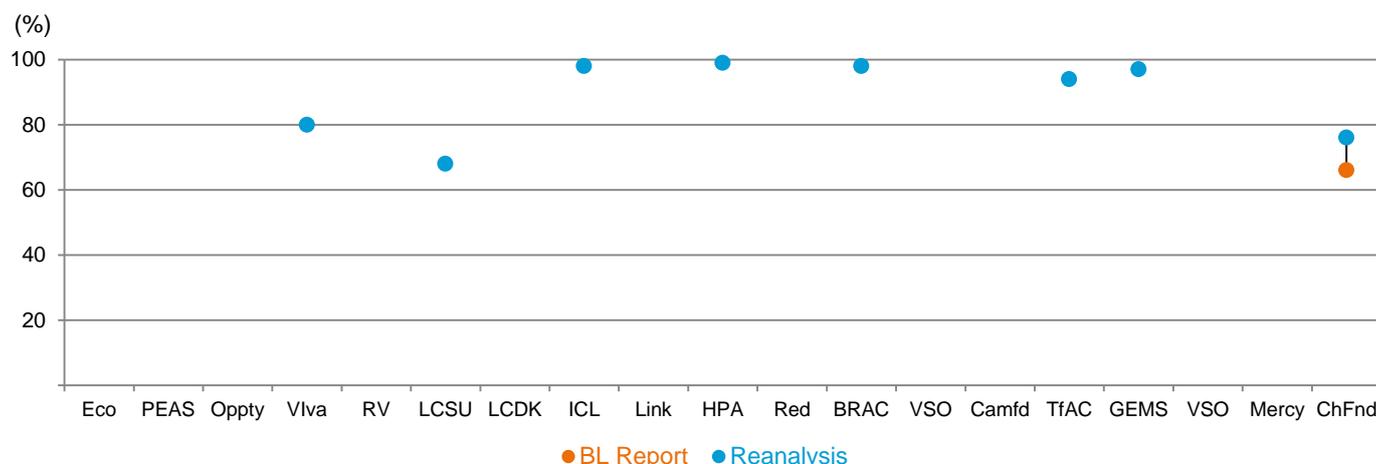


Table 3.3: Enrolment rates for 9-11 and consistency by source

Enrolment rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya		Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh	
		East Africa										Southern Africa			W.A.	Asia				
● BL Report	66	⊙				⊙	⊙	⊙	⊙			⊙	⊙	⊙						66
● Reanalysis	89	⊙			80	⊙	68		98		99	⊙	98			94	97		⊙	76
Consistency	-				•		•		•		•		•			•	•			✦

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

Enrolment – 14-15 year olds

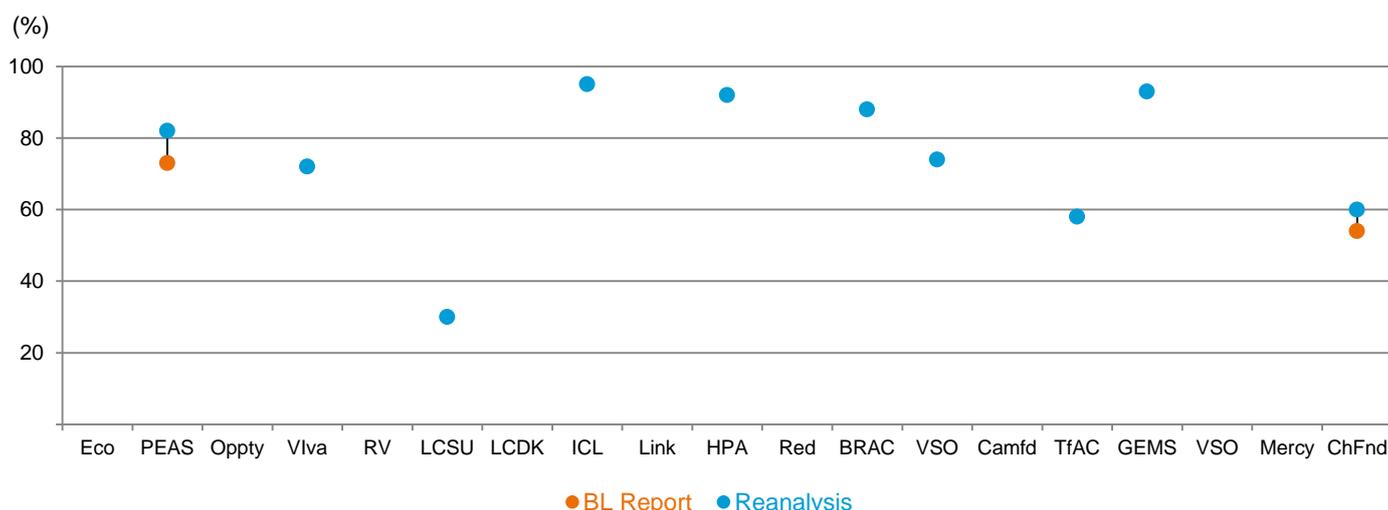
As shown in Figure 3.4 and Table 3.5, the following are our key findings on the enrolment of 14-15 year olds across the IW:

- **Project Baseline Reports:** 10 projects presented data on enrolment, while two projects (ChildFund (Afghanistan) and PEAS (Uganda)) reported disaggregated rates for girls aged between 9 and 11. The average enrolment rate presented in the two reports is 63%. The lowest enrolment rate was reported by ChildFund (Afghanistan) at 54%.
- **Reanalysis:** Based on the reanalysis of 14 Project Datasets, we could calculate enrolment rates disaggregated by age groups for 10 of the 14 projects. We found an average enrolment rate of 74% among girls aged 14-15. At the project-level, enrolment ranged from 30% in the LCSU (Uganda) project area, to 95% in ICL (Kenya) project area.
- **Missing data:** Four out of 19 projects did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 14-15 year old girls.
- **Consistency:** The overall pattern of consistency between the 14-15 year old Project Baseline Report enrolment rates and our reanalysed rates is broadly the same as the 9-11 year olds data set. As with the 9-11 year old data, the disparity between the Project Baseline Report and our reanalysed enrolment rate for ChildFund (Afghanistan) is greater than 10%. Additionally, there is also a difference of 11% between the Project Baseline Report and our reanalysed enrolment rate for PEAS (Uganda).

The findings show a decline in enrolment rates between 9-11 and 14-15 year old girls. It is important to note that there is a wide disparity in the change in enrolment rates between the two age groups. While the enrolment rates decline between 9-11 and 14-15, the magnitude of the decrease varies from 10% or less for five IW projects (HPA (Rwanda), Viva (Uganda), ICL (Kenya), BRAC (Tanzania) and GEMS (Ghana)) to much larger declines for: ChildFund (Afghanistan) with a decline in enrolment rate of 22%; TfAC (Malawi) with a decline of 38%; and LCSU (Uganda) a decline of 56%.

The UNESCO 2011 data suggests that the declines reported by these three projects are consistent with the declines in enrolment rates at the national levels. For Afghanistan (ChildFund), the enrolment rate for girls in primary school in 2011 was 98% which falls to just 34% for secondary school. Similarly, for Malawi (TfAC), the rate declines from 97% of all children enrolled in primary school to 33% of girls at secondary school¹⁷. For Uganda, nationally, the enrolment rate for girls falls from 95% of primary school aged girls to just 26% of secondary aged girls.

Figure 3.4: Enrolment rates across IW (14 to 15 year old)



¹⁷ While we do not have the primary enrolment rate for Malawi disaggregated by gender, Malawi has a Gender Parity Index of 0.92 which suggests that the results for boys and girls are not too dissimilar.

Table 3.5: Enrolment rates for 14-15 and consistency by source

Enrolment rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda						Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh
		East Africa												Southern Africa				W.A.	Asia	
● BL Report	63	⊖	73			⊖	⊖	⊖	⊖			⊖	⊖	⊖						54
● Reanalysis	74	⊖	82		72	⊖	30		95		92	⊖	88	74		58	93		⊖	60
Consistency	-		+		•		•		•		•		•	•		•	•			+

Notes: Data is presented across age categories but most of the time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Data Sets that could not be attributed to a specific age group is marked with '⊖'. We present project findings related to unspecified age groups in a separate table.

Enrolment – unspecified age groups

For projects which did not report enrolment rates disaggregated by age in their baseline reports, and where the reanalysis of baseline outcomes could not be disaggregated by age due to the limited information available in project data sets, **we present project findings related to unspecified age groups** in Table 3.6.

Table 3.6: Enrolment rates for unspecified age groups and consistency by source

Enrolment rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda						Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh
		East Africa												Southern Africa				W.A.	Asia	
● BL Report	69	34				97	49	55	93			60	90	76						
● Reanalysis	72	35				97						61							93	
Consistency	-	✓				✓	•	•	•			✓	•	•					•	

Summary: Are 9-11 and 14-15 year old girls marginalised in terms of enrolment?

We found that enrolment rates for 9-11 year olds is over 75% for seven out of eight projects for which data is available and over 95% for four out of these eight projects. This suggests that enrolment is, on average, relatively high for primary-school age girls across the projects reporting data on enrolment. By contrast, the findings for secondary-school age girls, triangulated with UNESCO enrolment data, support the GEC-relevant assumption that girls of secondary-school age have a higher risk of not being enrolled than girls of primary school age.

3.1.2 Retention

Projects were not required to systematically report on retention at baseline and few projects (five projects) included retention rates in their baseline reports. Where possible, we draw on information from the projects' datasets to calculate retention rates. Since longitudinal data about the girls' educational trajectories is not yet available, we calculated year-on-year retention rates for girls of different ages. This simple year-on-year retention rate can also be understood as the inverse of the annual drop-out rate.

Retention – 9-11 year olds

Figure 3.7: Retention rates across IW (9 to 11 year old)

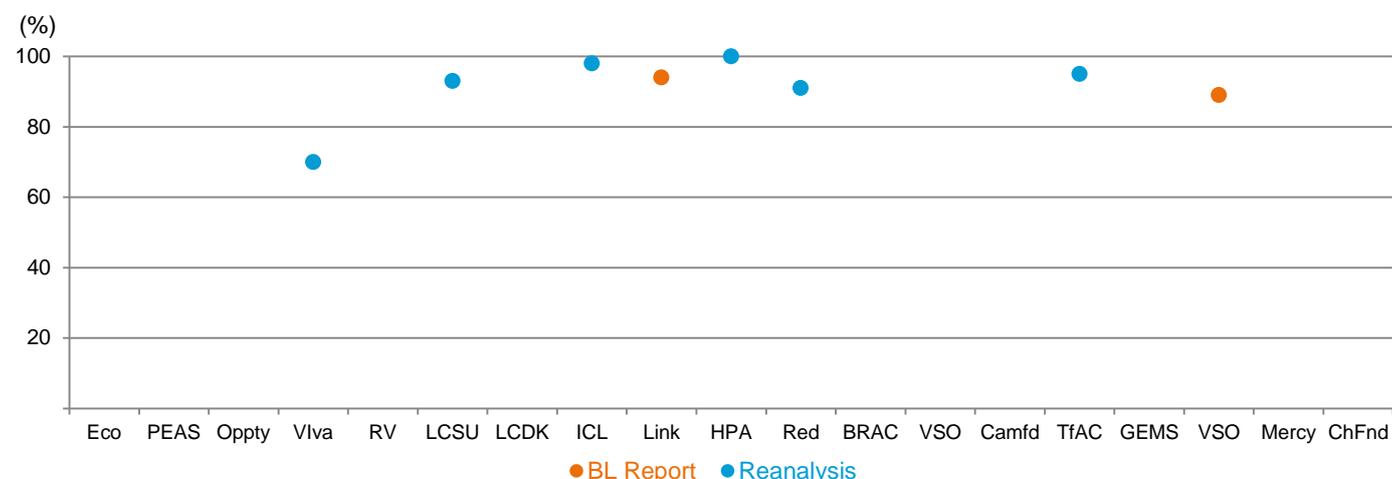


Table 3.8: Retention rates for 9-11 and consistency by source

Retention rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
		East Africa										Southern Africa			W.A	Asia				
● BL Report	93			⊙			⊙			94								91	⊙	
● Reanalysis	91	⊙			70		93		98		100	91				95				
Consistency	-				•		•		•	•	•	•				•		•		

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

As shown in Figure 3.7 and Table 3.8, the following are our key findings on the year-on-year retention of 9-11 year olds across the IW:

- **Project Baseline Reports:** Two Project Baseline Reports presented an age-specific year-on-year retention rate for 9-11 year olds i.e. Link (Ethiopia) with 94% and VSO (Nepal) with 89%, while three Project Baseline Reports stated an aggregate year-on-year retention rate for girls of all ages.
- **Reanalysis:** We were able to reanalyse year-on-year retention rates for 9-11 year olds using Project Datasets from nine projects. We found an average year-on-year retention rate of 91% across the six projects for which the data could be disaggregated by age groups.
- **Missing data:** Six out of 19 projects did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 9-11 year old girls.
- **Consistency:** There is no project for which we have both the project baseline data and our reanalysed retention rates.

Retention rates for seven of the eight projects for which data are available are over 90%, suggesting a markedly high retention for primary school-aged girls. This includes three projects reporting retention rates of 95% and above: HPA (Rwanda) at 100%, ICL (Kenya) at 98% and TfAC (Malawi) at 95%. Viva (Uganda) reported a retention rate of 70%.

Retention rates nationally in Uganda are low. According to UNESCO in 2010 (Table 3.11), only 26% of girls who enrol in primary school complete primary school education.

Retention – 14-15 year olds

Figure 3.9: Retention rates across IW (14 to 15 year old)

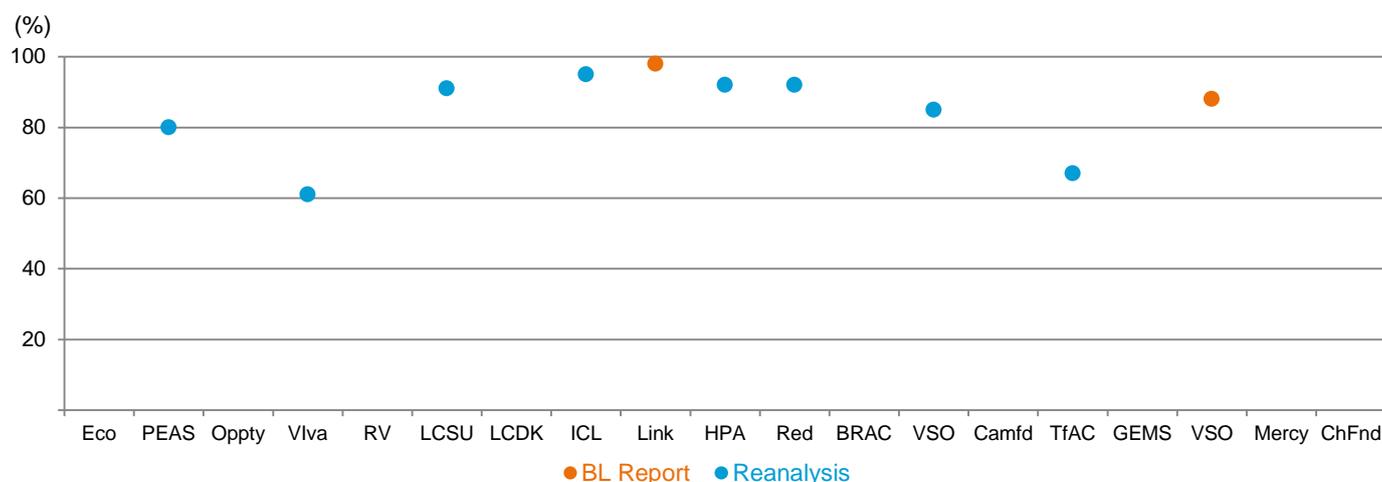


Table 3.10: Retention rates for 14-15 and consistency by source

Retention rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
		East Africa										Southern Africa				W.A.	Asia			
● BL Report	93			⊙			⊙			98								88	⊙	
● Reanalysis	83	⊙	80		61		91		95		92	92		85		67				
Consistency	-		•		•		•		•	•	•	•		•		•		•		

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

As shown in Figure 3.9 and Table 3.10, the following are our key findings on the year-on-year retention of 14-15 year olds across the IW:

- **Project Baseline Reports:** The average year-on-year retention among the 14-15 year olds in Project Baseline Reports is 93%, which is the same as the average found for 9-11 year olds.
- **Reanalysis:** We were able to reanalyse year-on-year retention rates for 14-15 year olds using Project Datasets from the same nine projects we used for 9-11 year olds. For the eight projects for which the data could be disaggregated by age, we found an average year-on-year retention rate of 83%, which is relatively low compared to the average year-on-year retention rate of 91% for 9-11 year olds.
- **Missing data:** Six out of 19 projects did not report comparable data and did not provide data sets that the EM could investigate for the reanalysis of 14-15 year old girls.
- **Consistency:** There is no project for which we have both the project baseline data and our reanalysed retention rates.

The data indicates that the rate of retention falls as the age of the girls enrolled in school increases, with overall retention rates among girls aged 14-15 being lower than that of the 9-11 year old group.

There is a wide variation in the differences between the two retention rates across the projects. For four of the projects there is a decrease in the retention rates of 10% or less and in two of the projects the decreases in the enrolment rates are higher than 10%. These projects are Viva (Uganda) which reports a 13% decrease in retention rates between the two age groups and TfAC (Malawi) which reports a 29% decrease in retention rates. For two projects, the retention rate increases by 5% for Link (Ethiopia) and by 1% for Red (South Sudan) between the ages of 9-11 and 14-15. For the remaining five projects, Project Baseline Reports and Project Datasets did not allow the EM to use retention rates disaggregated by age groups (9-11 and/ or 14-15).

The large decrease in the retention rate for TfAC (Malawi) appears to be inconsistent with comparative national data (Table 3.11). Compared to the other countries for which we have data on retention rates, Malawi has a relatively high level of retention. Of the 10 countries for which we have retention rates disaggregated by age, Malawi has the third highest school life expectancy for girls¹⁸.

Table 3.11: School life expectancy for girls in 2011, by country¹⁹

School life expectancy in 2011 (years)	Eco	PEAS	Oppty	Vlva	RV	LCSU	LC DK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
	Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
	East Africa											Southern Africa				W.A.	Asia		
UNESCO data	10.8					10.7			8.4	11.2		9.1	9.1		10.9	11.0	12.5		6.1

Retention – unspecified age groups

For projects which did not report retention rates disaggregated by age in their baseline reports, and where the reanalysis of baseline outcomes could not be disaggregated by age due to the limited information available in Project Datasets, **we present project findings related to unspecified age groups** in Table 3.12.

Table 3.12: Retention rates for unspecified age groups and consistency by source

Retention rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LC DK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
		East Africa											Southern Africa				W.A.	Asia		
● BL Report	91			89			91												94	
● Reanalysis	69	37																		
Consistency	-	•		•			•												•	

Summary: Are 9-11 and 14-15 year old girls marginalised in terms of retention?

The reanalysis of year-on-year retention using project data indicates that on average, for nine out of 19 IW projects reporting retention data, a relatively small proportion of girls aged 9-11 drop out of primary school from one year to another. On average for these nine projects, 91% of girls remain enrolled. Findings indicate that the rate of retention falls as the age of the girls enrolled in school increases. The average year-on-year retention is 83% among the 14-15 year olds, suggesting that secondary school-aged girls are less likely to continue in the following year compared to primary school-aged girls. This supports the GEC assumption that retaining girls in school becomes more challenging as the girls get older.

3.1.3 Attendance

Attendance rates establish the time that girls spend in school when they are already enrolled. For the assessment of this outcome we draw on three different streams of evidence, namely the Project Baseline Reports, the Outcome Spreadsheets and the Reanalysis of Project Datasets.

Attendance – 9-11 year olds

As shown in Figure 3.13 and Table 3.14, the following are our key findings on the attendance of 9-11 year olds across the IW:

- **Project Baseline Reports:** Seven Project Baseline Reports presented age-specific attendance rates for 9-11 year olds. For these seven projects, the average attendance rate presented for 9-11 year olds is 74%.

¹⁸ Average number of years a girl enrolled in school can be expected to remain in school.

¹⁹ UNESCO, *Education for All Global Monitoring Report 2013/14*

The lowest attendance rate was reported by HPA (Rwanda) at 50%, while the highest attendance rate was reported by ICL (Kenya) at 89%.

- **Outcome Spreadsheets:** Nine projects submitted figures on the attendance of 9-11 year olds in their Outcome Spreadsheets. The average attendance rate reported was 81%.
- **Reanalysis:** Based on the reanalysis of available Project Datasets (for six projects) we found an average attendance rate of 89% among the 9-11 year olds. At the project level, attendance ranged from 83% in TfAC’s (Malawi) project areas to 97% in BRAC’s (Tanzania) project areas.
- **Missing data:** Five out of 19 projects did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 9-11 year old girls.
- **Consistency:** For the 9-11 year old age groups we have more than one source of attendance data for eight projects. For six of these eight projects, all available sources are consistent with one another. For TfAC (Malawi), we have all three potential sources of attendance rates. There is a high level of consistency between the attendance rates presented in the Project Baseline Report and the Outcome Spreadsheets, while our reanalysed rates are significantly different. In the case of TfAC (Malawi), the reanalysis used a proxy variable (“How often does [GIRL] attend school when it is open?”), which is based on the research instrument administered by the project during the baseline research - this may limit the comparability with other sources of evidence and comparability across IW projects.

There is a wide range in levels of attendance between the projects, from almost full attendance to just 50% of attendance.

Of the 12 projects for which we have attendance rates, nine projects reported an attendance rate of 80% or higher. This includes two projects with reported attendance rates close to, or over 95% (94% for Opportunity (Uganda) and 97% for BRAC (Tanzania)), suggesting that **attendance rates are relatively high for more than two-thirds of the 12 projects which reported on attendance for 9-11 year old girls.**

Another two projects reported attendance rates between 60% and 80% (Raising Voices (Uganda) 60% and TfAC (Malawi) 66%) while HPA (Rwanda) reported a considerably lower attendance rate of 50%. This may be explained by the measurement used for attendance in HPA (Rwanda) project areas (based on the percentage of girls that were never absent in the term that preceded the survey).

Figure 3.13: Attendance rates across IW (9 to 11 year old girls)

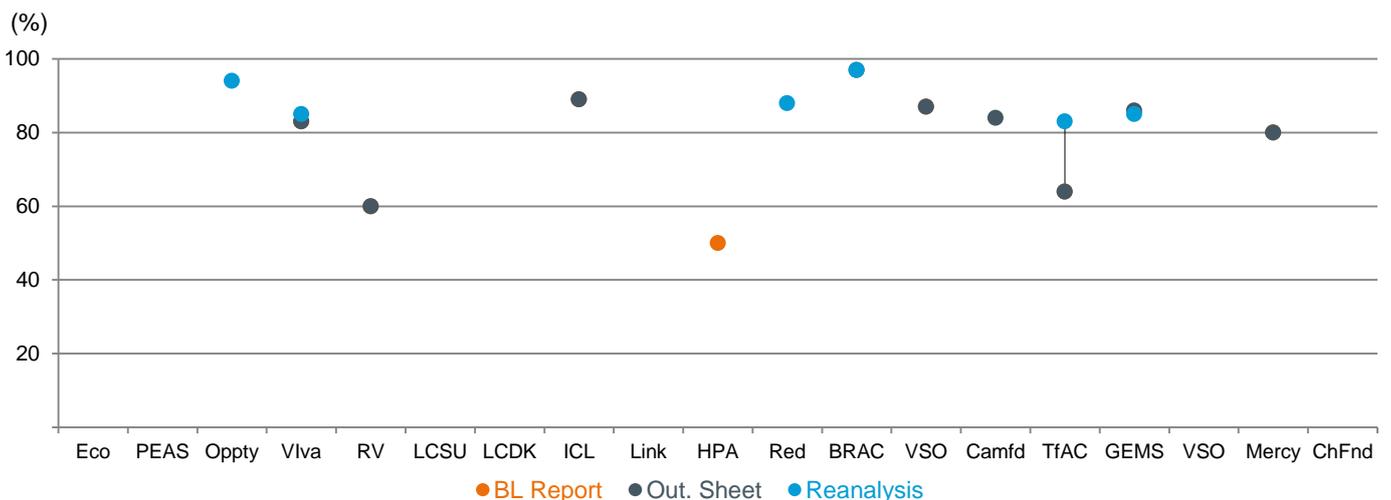


Table 3.14: Attendance rates for 9-11 and consistency by source

Attendance rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda						Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh
		East Africa												Southern Africa				W.A.	Asia	
● BL Report	74				83	60			89		50			87		66			80	
● Out. Sheet	81				83	60			89				97	87	84	66	85		80	
● Reanalysis	89			94	85							88	97			83	85			
Consistency	-			•	✓	✓			✓		•	•	✓	✓	•	✦	✓		✓	

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

Attendance – 14-15 year olds

As shown Figure 3.15 and Table 3.16, the following are our key findings on the attendance of 14-15 year olds across the IW:

- **Project Baseline Reports:** Two projects presented age-specific attendance rates for 14-15 year olds in their baseline reports. The average attendance rate presented is 70%.
- **Outcome Spreadsheets:** Two projects, Viva (Uganda) with an attendance rate of 87% and PEAS (Uganda) with an attendance rate of 82%, submitted figures on the attendance of 14-15 year olds in their Outcome Spreadsheet.
- **Reanalysis:** Based on the reanalysis of available project data we found an average attendance rate of 89% among 14-15 year olds. At the project level, attendance ranged from 84% in Viva’s (Uganda) and TfAC’s (Malawi) project areas to 97% in BRAC’s (Tanzania) project area.
- **Missing data:** Nine out of 19 projects did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 14-15 year old girls.
- **Consistency:** In both project areas for which we have difference sources of evidence (Viva (Uganda) and PEAS (Uganda)), the available streams of evidence are consistent.

Figure 3.15: Attendance rates across IW (14 to 15 year old)

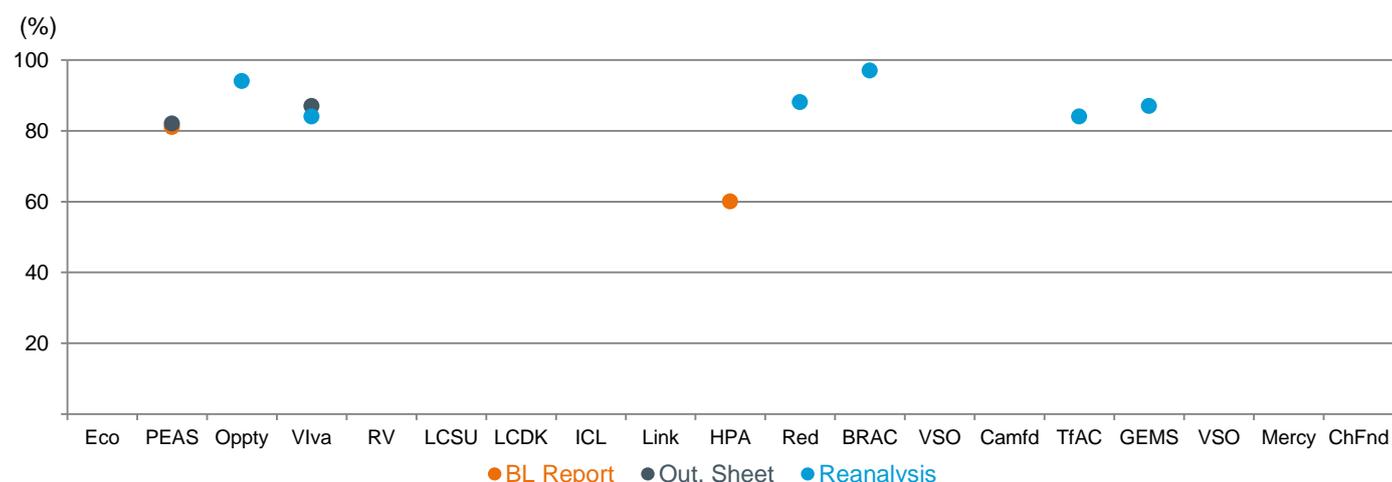


Table 3.16: Attendance rates for 14-15 and consistency by source

Attendance rates (%)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
		Uganda						Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
		East Africa												Southern Africa				W.A.	Asia		
● BL Report	70		81								60										
● Out. Sheet	84		82		87																
● Reanalysis	89			94	84							88	97			84	87				
Consistency	-		✓	•	✓						•	•	•			•	•				

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using [Table 2.8](#) in [Section 2.3.3](#). Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

For seven of the projects reporting on attendance, we are able to use the same source of data to compare the attendance rates of 14-15 year old girls with 9-11 year old girls. The results indicate that **the levels of attendance within seven out of 19 IW projects are broadly similar between the two age groups**. For six of the seven projects, levels of attendance remain relatively unchanged between the 9-11 and 14-15 year old age groups. The exception is HPA (Rwanda) for which the level of attendance is notably higher for the older girls, increasing by 20% from 50% for 9-11 year olds to 60% for 14-15 year olds. It is worth noting that the trend is inverted in HPA (Rwanda) control areas, with 57% of primary school aged-girls and 52% of secondary school aged-girls never being absent in the term that preceded the survey. This suggests that the measurement of attendance used by HPA (Rwanda) is relatively sensitive to the areas surveyed and may not represent the actual level of attendance over the whole school year.

Summary: Are 9-11 and 14-15 year old girls marginalised in terms of attendance?

It is important to note that limited evidence was reported by IW projects for attendance rates, either in their Project Baseline Reports, Outcome Spreadsheets or in Project Datasets, which may affect the reliability of our findings. We found that attendance rates are, on average and for seven out of 19 IW projects, relatively high for both age groups, which suggests that secondary school-aged girls attend school just as much as primary school aged girls, once they are enrolled. Earlier we presented the analysis of enrolment suggesting that enrolment was lower among 14-15 year olds than among 9-11 year olds. It is interesting to note that this finding does not apply to girls' attendance rates. This contests the assumption that regular attendance of girls in school becomes more challenging as the girls get older. On the contrary, once girls are enrolled in secondary schools, their attendance is similar to the previous school phase.

3.2 What are current learning outcomes?

Learning is the second of the GEC's key outcomes. In this section we discuss baseline levels of learning across the IW and assess the extent to which the GEC's target girls can be considered marginalised with respect to their learning outcomes.

Learning outcomes across the IW present a relatively consistent picture of girls demonstrating markedly low levels of literacy and numeracy. The low levels of literacy and numeracy of secondary school-aged girls indicate that learning levels increase by only a little over the course of their schooling.

As discussed in [Section 2.3](#), IW projects used different test tools to assess girls' literacy and numeracy levels. Projects translated these tests into different languages, adapted them to specific contexts and target groups, and chose different formats to present the test results. As a consequence, the literacy levels measured at the project level are not easily comparable across the IW project target groups.

Benchmarks for literacy (i.e. reading fluency)

In this report, we compare literacy scores measured (in words per minute (wpm)) in the project areas to US benchmarks for oral reading fluency to better understand what these scores tell us about children’s actual literacy ability. International education experts consider oral reading fluency a strong predictor of later literacy. Children who do not acquire basic reading skills at an early age are more likely to repeat grades and eventually drop out of school, while the performance gap between early readers and non-readers increases over time. It is generally assumed that students must be able to read a minimum of 45-60 words per minute in order to understand a simple passage of text. Existing research suggests that this standard can possibly be applied worldwide.

We use specific reading fluency benchmarks published by Abdazi²⁰ for use by the World Bank. Abdazi presents a distribution of oral reading fluency scores achieved by US students and suggests using the score achieved by students at the 50th percentile of the distribution within each school grade as a benchmark. Abdazi further presents the scores achieved by students at the lower end of the distribution, notably at the 18th percentile. Students of Grade 2 at this stage of the distribution scored 45 wpm. This corresponds to the benchmark recommended by USAID for use with students from poor countries. On this basis, we use the EGRA scores achieved by US students at the 18th percentile of the distribution within each grade as benchmarks for students in developing countries.

To date, no comparable benchmarks have been developed for the assessment of EGMA results. There is no established, aggregate EGMA score that readily represents mathematical ability as accurately as oral reading fluency (in wpm) represents literacy across subtasks. In discussion with RTI International we have therefore decided not to present any benchmarks for EGMA scores in this baseline report.

Table 3.17: International benchmarks of oral reading fluency by age

Grade	Age	Expected words per minute
1	6 years	21
2	7 years	45
3	8 years	63
4	9 years	85
5	10 years	90
6	11 years	108
7	12 years	110
8	13 years	110

Fourteen projects used EGRA and EGMA tests and reported results either as words per minute or as the total score divided by 100. Where results were reported as words per minute it is possible to compare them with international benchmarks of oral reading fluency for students (Table 3.17).

Four projects used Uwezo test tools and reported results in the form of levels rather than scores. The standard Uwezo test measures children’s ability to perform literacy and numeracy tasks at a level of difficulty that is typical for Primary Grade 2 assignments. Ability is then reported as the level of tasks that the child can perform comfortably (Table 3.18).

Table 3.18: Uwezo assessment levels for literacy and numeracy

Uwezo levels	Literacy		Numeracy
	English language literacy	Local language	
Level 1	<i>Non-readers/nothing</i> – Inability to recognise letters of the alphabet	<i>Non-readers/nothing</i> – Inability to recognise letters of the local language alphabet	<i>Nothing</i> – Inability to count at least 4 out of 5 numerical numbers from 1 – 9
Level 2	<i>Letter</i> – Ability to recognise letters of the alphabet	<i>Letter</i> – Ability to recognise letters of the local language	1-9 – Ability to count numerical numbers from 1 to 9

²⁰ Abadzi, H. (2011), Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvement Prospects, GPE Working Paper Series on Learning, No. 1, Education for All Fast Track Initiative Secretariat, World Bank, Washington DC.

Level 3	<i>Word</i> – Ability to read words of Primary 2 level difficulty	<i>Syllable</i> – Ability to recognise syllables of the local language	<i>10-99</i> – Ability to recognise numerical numbers from 10 to 99
Level 4	<i>Sentence</i> – Ability to read a paragraph of Primary 2 level difficulty	<i>Word</i> – Ability to read simple words of the local language	<i>Addition</i> – the ability to solve at least two numerical written addition sums of Primary 2 difficulty
Level 5	<i>Story</i> – Ability to correctly read a story of Primary 2 level difficulty	<i>Sentence</i> – Ability to read a simple paragraph of the local language	<i>Subtraction</i> – Ability to solve at least two numerical written subtraction sums of Primary 2 difficulty
Level 6	<i>Comprehension</i> – Ability to correctly read and understand a story of Primary 2 level difficulty and answer related question	<i>Story</i> – Ability to correctly read a simple ‘story’ text of the local language	<i>Multiplication</i> – Ability to solve at least two numerical written multiplication sums of Primary 2 difficulty
Level 7		<i>Comprehension</i> – Ability to correctly read and understand a simple ‘story’ text of the local language	<i>Division</i> – Ability to solve at least two numerical written division sums of Primary 2 difficulty

3.2.1 Literacy

Literacy – 9-11 year olds

As shown in [Figure 3.19](#), [Figure 3.20](#) and [Table 3.21](#), the following are our key findings on the literacy levels of 9-11 year olds across the IW:

- Project Baseline Reports:** 13 projects presented findings on the literacy scores of 9-11 year olds in their baseline report. Projects using EGRA tests reported an average score of 29 wpm. Scores ranged from 4 wpm in the HPA (Rwanda) project area to 65 wpm in the MercyCorps (Nepal) project area.

Three projects using the Uwezo test tool reported results as literacy levels. These projects reported an average of 2.6. The lowest level reported was 1.1 (LSCU (Uganda)) while the highest level was reported by ICL (Kenya) of 3.9.
- Outcome Spreadsheets:** Data on the literacy levels of 9-11 year olds was available from 16 projects’ Outcome Spreadsheets. Across the projects using EGRA, we found an average literacy level of 27 wpm. At the project level scores ranged from 5 wpm in HPA’s (Rwanda) project area to 67 wpm in the MercyCorps (Nepal) project area.

Three projects using Uwezo reported literacy scores on the 1 – 7 Uwezo scale in their Outcome Spreadsheets for the 9-11 year olds, with an average of 3.3.
- Reanalysis:** We were able to reanalyse the data provided by 12 projects to assess the literacy levels of 9-11 year olds. Wpm scores ranged from 1 wpm in the HPA (Rwanda) project area to 66 wpm in the MercyCorps (Nepal) project area.

Based on the reanalysis of project data, we found Uwezo scores of 4 in the ICL (Kenya) project area and of 3.8 in VSO (Mozambique) project area.
- Missing data:** Three projects did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 9-11 year old girls. For one of them (PEAS (Uganda)), this is explained by the fact the project mainly focuses on secondary school-aged girls.
- Consistency:** While there is a reasonable level of consistency between the data sources for six of the projects (with scores within a 10% range of variance), there is a high degree of inconsistency between the scores for the remaining projects. Overall, more of the projects report a higher score in their Baseline Reports than in the Outcome Spreadsheets. Of the 13 projects for which we have both data for 9-11 year olds, the Project Baseline Report scores are higher than the Outcome Spreadsheet scores in eight of the projects, lower than the Outcome Spreadsheet scores for four of the projects and the same in one project. There is also a wide range in the scale of the differences between project-reported data and our reanalysis of Project Datasets. This may be explained by the fact that we developed an equivalence scale between age and grade to report Outcome Spreadsheet data and Project Baseline Report data (refer to [Section 2.5](#)).

Figure 3.19: EGRA scores across IW (9 to 11 year old) in-school girls only
Words per minute

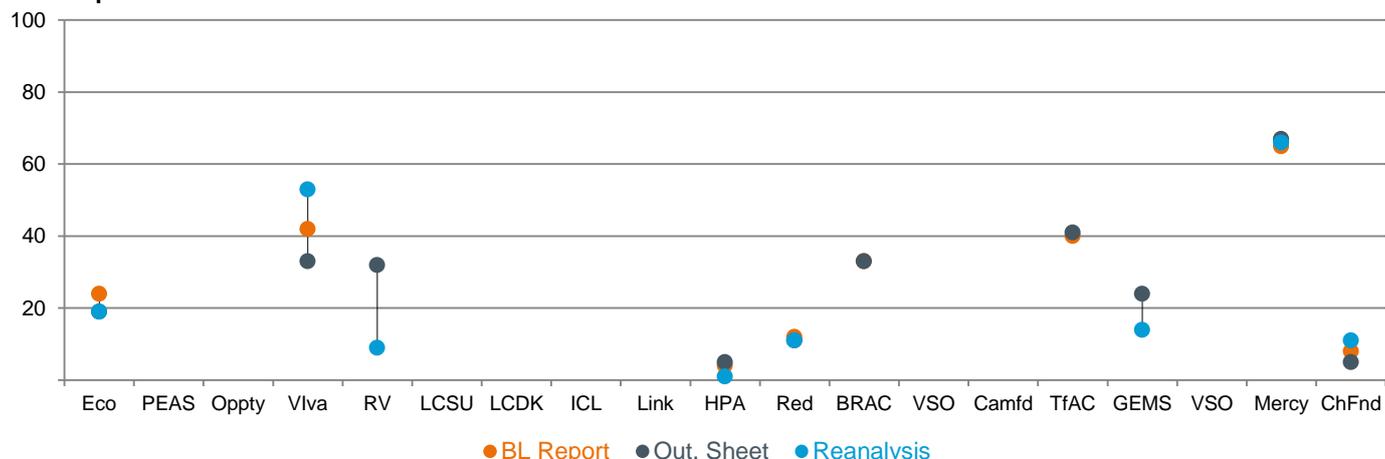
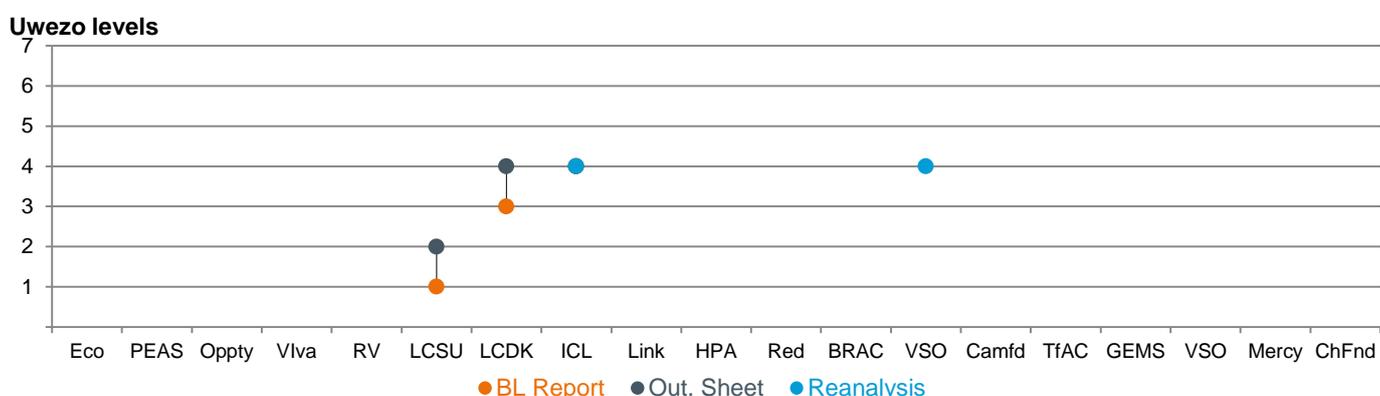


Figure 3.20: Uwezo scores across IW (9 to 11 year old), in-school girls only



The average EGRA score of 27 words per minute achieved by girls aged 9-11 (from the Outcome Spreadsheets) is below the 45-wpm threshold, which is considered a benchmark for 7-year old students (refer to Table 3.17). The international reading fluency benchmark considers that children reading less than 45 words in Grade 2 can be considered at risk of poor learning. At age 9-11, the norm is 85-108 wpm for students. An EGRA score of 27 wpm indicates a gap in performance that is equivalent to three years of schooling with regards to fluency, in comparison with international benchmarks.

Table 3.21: Literacy scores for 9-11 and consistency by source, in-school girls only

Literacy scores	Average across IW projects (EGRA wpm scores only)	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		EGRA				UW				EGRA				UW	Nat.	EGRA				
		wpm	wpm	unsp.	wpm	wpm	level	level	level	wpm	wpm	wpm	wpm	unsp.	/100	/100	wpm	wpm	wpm	wpm
		Uganda				Kenya				Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
● BL Report	29	24		100 ²¹	42		1	3	4		4	12	33	⊙		40 ²²			65	8
● Out. Sheet	27	19		57	33	32	2	4	4		5	11	33	33 ²³	24	41	24		67	5
● Reanalysis	23	19*		24	53	9			4		1	11*		4	25		14		66*	11
Consistency	-	+		+	+	+	+	+	✓		+	✓	✓	+	✓	✓	+		✓	+

Notes: Data is presented across age categories but was collected by grades for Project Baseline Reports and Outcome Spreadsheets. Equivalence was compiled using Table 2.8 in Section 2.3.3. Reanalysis was done by age category directly, except when marked with an

²¹ Unit of measurement not specified in Project Baseline Report. This figure is not included in the EGRA scores graph (word per minute only).
²² EGRA scores reported as Total/100 and not word per minute. This figure is not included in the EGRA scores graph (word per minute only).
²³ Uwezo scale used not specified in Project Baseline Report. This figure is not included in the Uwezo scores graph.

asterisk. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with ‘⊗’. We present project findings related to unspecified age groups in a separate table.

At the project level, based on Outcome Spreadsheet scores for literacy, none of the projects fall within the 85-108 wpm norm for girls aged 9-11. The gap in performance compared with international norms ranges from four years in three project areas (HPA (Rwanda), Red (South Sudan), Eco-Fuel (Uganda), ChildFund (Afghanistan)) to only one year in the MercyCorps (Nepal) project areas, suggesting disparities in levels of literacy across the IW countries (Table 3.22).

Table 3.22: EGRA scores and years behind the international norm for 9-11 year olds (Outcome Spreadsheet only)

Words per minute and years behind (EGRA only)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd				
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100				
		EGRA					UW					EGRA					UW							
		Uganda					Kenya					Eth					Rwa					Sou		
East Africa										Southern Africa					W.A.					Asia				
Out. Sheet	27	19		57	33	32					5	11	33			41	24		67	5				
Years behind	3	4		2	3	3					4	4	3			3	3		1	4				

Literacy – 14-15 year olds

Figure 3.23: EGRA scores across IW (14 to 15 year old), in-school girls only

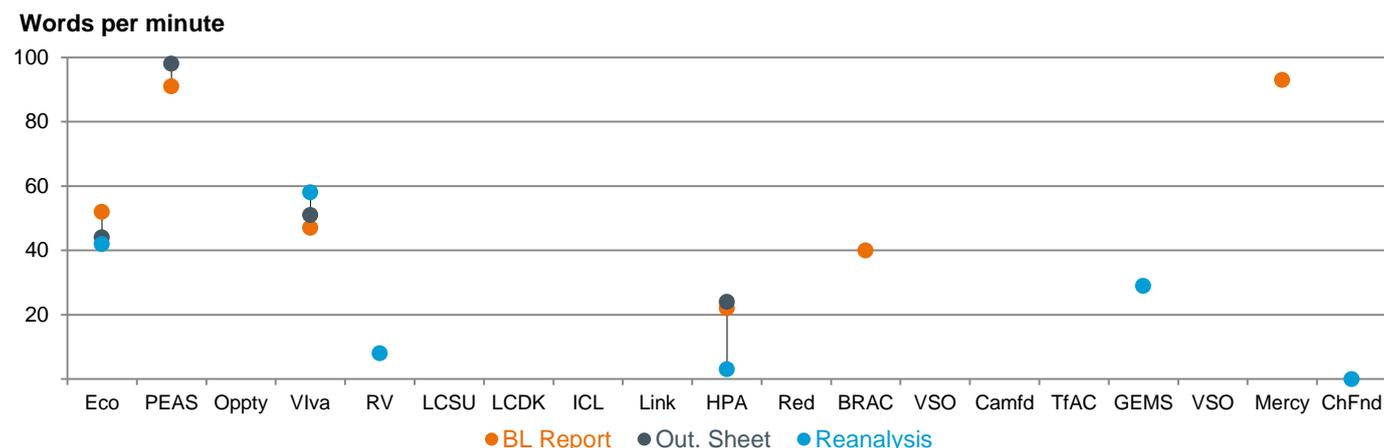
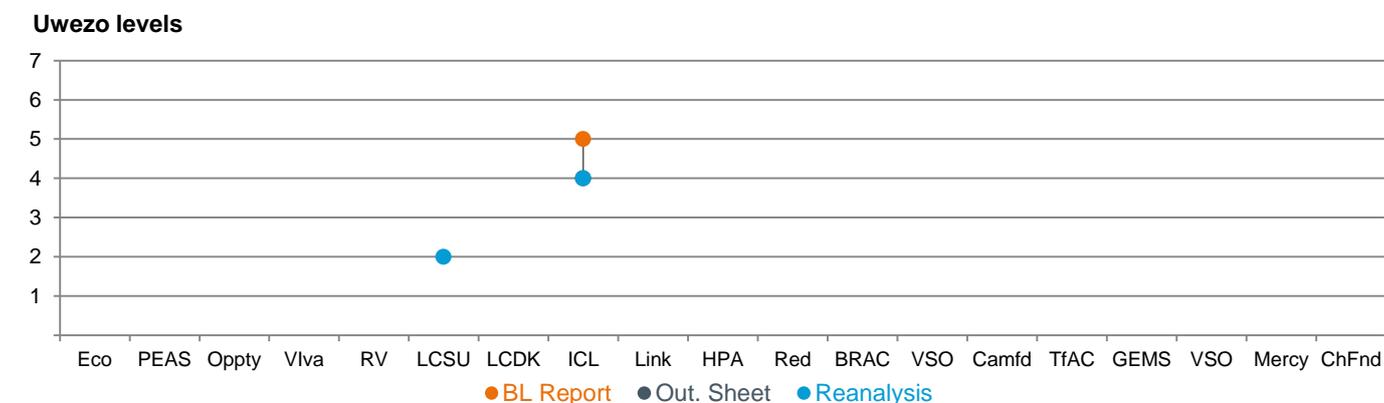


Figure 3.24: Uwezo scores across IW (14 to 15 year old), in-school girls only



As shown in Figure 3.23, Figure 3.24 and Table 3.25, the following are our key findings on the literacy levels of 14-15 year olds across the IW:

- **Project Baseline Reports:** Out of 19 IW projects, eight projects presented findings on the literacy levels of 14-15 year old girls in their baseline report. Across projects that reported EGRA scores in wpm for 14-15 year old girls (six projects), the average speed for reading fluency was 58 wpm. The lowest score was

reported by HPA (Rwanda) at 22 wpm, while the highest score was reported by MercyCorps (Nepal) at 93 wpm.

One project (ICL (Kenya)) reported Uwezo levels for the 14-15 age group of 4.5.

- **Outcome Spreadsheets:** Figures on literacy levels among 14-15 year olds were available from six projects through their Outcome Spreadsheets. Across the four projects reporting EGRA scores in wpm, we found an average reading fluency level of 54 wpm. The lowest EGRA score was reported by HPA (Rwanda) at 24 wpm, while the highest score was reported by PEAS (Nepal) at 98 wpm.
- **Reanalysis:** We were able to reanalyse the data provided by 12 projects to assess the literacy levels of 14-15 year olds. Out of these 12 projects, 10 projects had data disaggregated by age that could be specifically related to the 14-15 age group. For the six projects that used EGRA tests, we found reading fluency levels between 58 wpm for Viva (Uganda) and 0 wpm for ChildFund (Afghanistan).

Based on the reanalysis of project data which could be disaggregated by age, we could analyse Uwezo results for one project area – we found a level of 4.3 in the ICL (Kenya) project area.

- **Missing data:** Five projects – VSO (Nepal), MercyCorps (Nepal), LCDK (Kenya), Link (Ethiopia) and Raising Voices (Uganda) – did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 14-15 year old girls.
- **Consistency:** For six projects areas we were able to compare Project Baseline Reports literacy scores with Outcome Spreadsheets or the Reanalysis of Project Datasets. With the exception of two project areas, we generally found similar literacy scores across the six projects.

Using results from the Outcome Spreadsheets, IW projects’ EGRA scores suggest that 14-15 year old girls are able to achieve a reading fluency level of about 54 words per minute on average. Based on international norms, this roughly corresponds to the literacy level of 7 year olds (refer to [Table 3.17](#)). This indicates that girls in this age group are, on average, six years behind these international norms. [Table 3.26](#) indicates that the gap in performance compared with international norms ranges from seven years in two project areas (HPA (Rwanda) and Eco-Fuel (Uganda)) to three years in two other project areas (PEAS (Uganda) and Opportunity (Uganda)). This suggests that the disparities in levels of literacy across the IW projects tend to increase as girls enter secondary school-age.

Table 3.25: Literacy scores for 14-15 and consistency by source, in-school girls only

Literacy scores	Average across IW projects (EGRA wpm scores only)	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		EGRA				UW				EGRA				UW	Nat.	EGRA				
		wpm	wpm	unsp.	wpm	wpm	level	level	level	wpm	wpm	wpm	wpm	unsp.	/100	/100	wpm	wpm	wpm	wpm
		Uganda				Kenya				Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
● BL Report	58	52	91	165 ²⁴	47				5		22		40	☉					93	
● Out. Sheet	54	44	98	92	51				4		24									
● Reanalysis	23	42		46	58	8	2		4		3				24		29			0
Consistency	-	+	✓	+	✓	•	•		✓		+		•		•		•		•	•

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using [Table 2.8](#) in [Section 2.3.3](#). Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '☉'. We present project findings related to unspecified age groups in a separate table.

We also found that the average difference in literacy scores between 14-15 and 9-11 year olds was only 27 wpm which roughly corresponds to an increase in reading fluency to the equivalent of less than 1.5 years of schooling, even though 14-15 year old girls have spent between four and five additional years in school. This suggests that **the literacy gap is increasing as girls get older**. [Figure 3.28](#) shows that the gaps in literacy scores between high and low scoring projects do not close in absolute terms between the two age groups and that the ranking order for

²⁴ Unit of measurement not specified in Project Baseline Report. This figure is not included in the EGRA scores graph (word per minute only).

test scores between the two age groups remains unchanged. Once there is a significant gap in literacy levels then these differences tend to maintain over the schooling years.

Table 3.26: EGRA scores and years behind the international norm for 14-15 year olds (Outcome Spreadsheet only)

Words per minute and years behind (EGRA only)	Average across IW projects	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		EGRA					UW			EGRA				UW	Nat.	EGRA				
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
		East Africa										Southern Africa					W.A.	Asia		
Out. Sheet	54	44	98	92	51						24									
Years behind	5.2	7	3	3	6						7									

Literacy – unspecified age groups

For projects which did not report literacy scores disaggregated by age in their baseline reports, and where the reanalysis of baseline outcomes could not be disaggregated by age due to the limited information available in project data sets, **we present project findings related to unspecified age groups** in Table 3.27.

Table 3.27: Literacy scores for unspecified age groups and consistency by source

Literacy scores	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
	EGRA					UW			EGRA				UW	Nat.	EGRA					
	wpm	wpm	unsp.	wpm	wpm	level	level	level	wpm	wpm	wpm	wpm	unsp.	unsp.	/100	wpm	wpm	wpm	wpm	
	Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh		
East Africa										Southern Africa					W.A.	Asia				
BL Report													3							
Out. Sheet																				
Reanalysis													3							
Consistency													✓							

Literacy – out-of-school girls

The differences between in-school girls and out-of-school girls²⁵ are shown on Figure 3.28. For most projects (five out of seven projects reporting EGRA scores for both in-school and out-of-school girls) **out-of-school girls have similar or lower EGRA scores than in-school girls**.

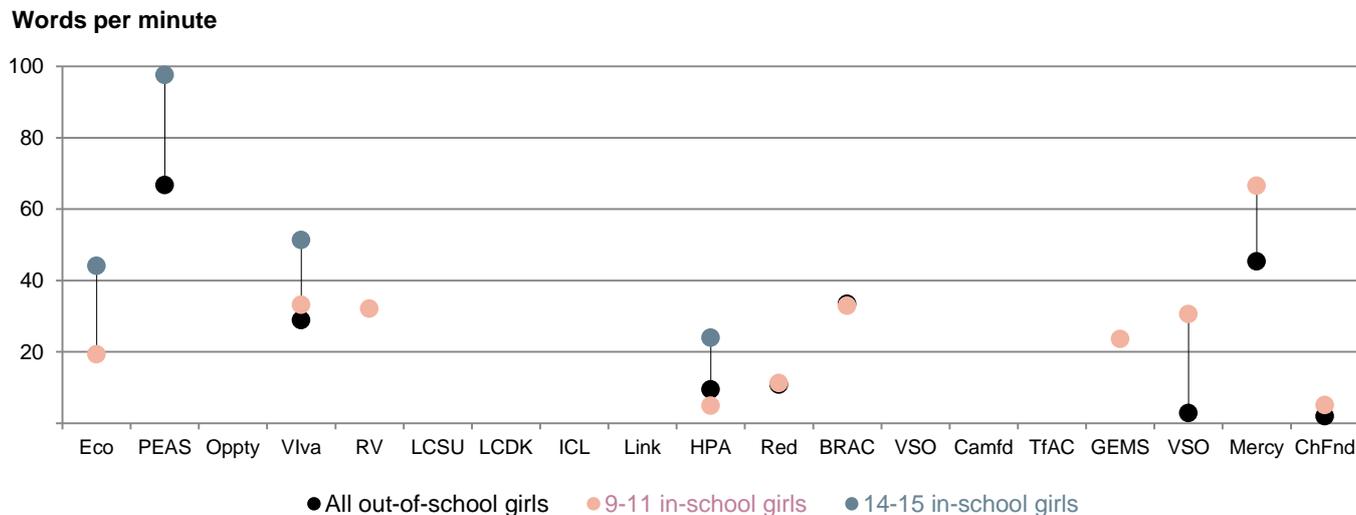
Two projects (HPA (Rwanda) and BRAC (Tanzania)) found that out-of-school girls are performing slightly better than 9-11 year old in-school girls in terms of reading fluency.

The low reading fluency score of HPA (Rwanda) in-school girls (10 wpm) suggests that out-of-school girls may have learned similar basic literacy skills at home or before dropping out of school compared to in-school girls (e.g. in the case of girls having dropped out after the first years of primary school). Furthermore, HPA's (Rwanda) sample of out-of-school girls is relatively small (99 girls) and may reflect different levels of schooling in the past for out-of-school girls (e.g. never enrolled or dropped out after a different number of schooling years²⁶). Finally, BRAC (Tanzania) focuses solely on girls who have dropped out from school (refer to Table 2.9), which suggests that out-of-school girls may have mastered a set of basic literacy skills before leaving school and therefore perform relatively well on literacy tests.

²⁵ It is important to note that out-of-school girls' data were not reported by specific age groups, and therefore may reflect outcomes for a range of ages. Please refer to the detailed methodology in Section 2.

²⁶ 87% of out-of-school girls in HPA (Rwanda)'s sample are 9 year old or above, which suggests that reading skills may have been acquired either in school before dropping out or at home among these girls.

Figure 3.28: EGRA scores for in-school girls and out-of-school girls (Outcome Spreadsheet, EGRA scores in wpm)



Summary: Are 9-11 and 14-15 year old girls marginalised from learning (literacy)?

IW projects’ EGRA scores suggest that both 9-11 and 14-15 year old girls have low literacy (reading fluency) levels. Primary school-aged girls are, on average, three years behind international norms while the literacy gap for secondary school-aged girls is the equivalent of five years of schooling. This suggests that once there is a significant gap in literacy levels then these differences tend to be maintained and increase in later years, highlighting the importance of improving reading fluency and literacy before the age of 9-11, so that girls are not disadvantaged from an early age.

3.2.2 Numeracy

As in the case of the reading fluency assessments, projects used different tools to assess the numeracy abilities of girls in their target areas (refer to Section 2.3.2). It is important to note that the benchmarking against international data that was carried out for EGRA (Oral Reading Fluency) could not be repeated for EGMA. EGMA measures numeracy skills through a range of sub-tasks, and the literature suggests that neither the overall EGMA score nor single sub-task scores can be used for benchmarking purposes²⁷. The EM therefore reported on the relative range of overall EGMA scores reported by projects across the IW. We have indicated where the EGMA scores could not be compared across IW projects due to differences in reporting unit or compilation of sub-task scores. EGMA scores plotted on the graphs are a total out of 100.

²⁷ For the timed sub-tests, because the scales on which each sub-test is based are different, aggregating the sub-test scores to report a total score should be performed with care. For the untimed subtests, the scores can be aggregated by determining the average of the proportion of items answered correctly. For example, the proportion of items correct for each of the untimed subtests (Number Discrimination, Missing Number, Word Problems, Addition Level 2, Subtraction Level 2) could be averaged to derive the average proportion correct. Again, the utility of this average proportion correct should be examined for providing descriptive information.

Numeracy – 9-11 year olds

Figure 3.29: EGMA scores across IW (9 to 11 year old), in-school girls only

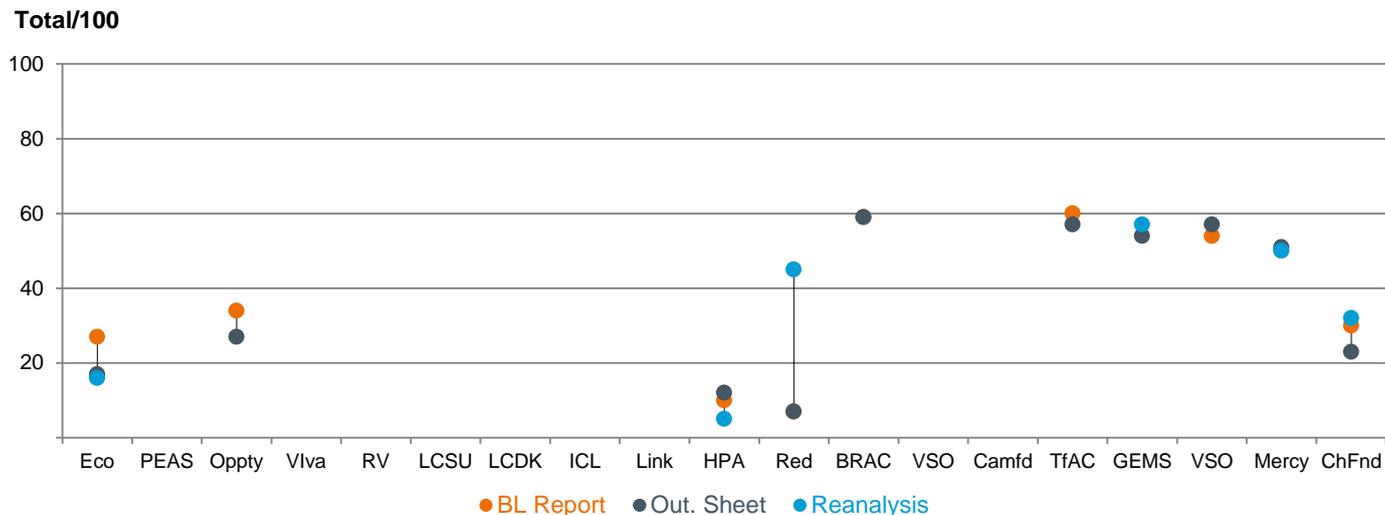
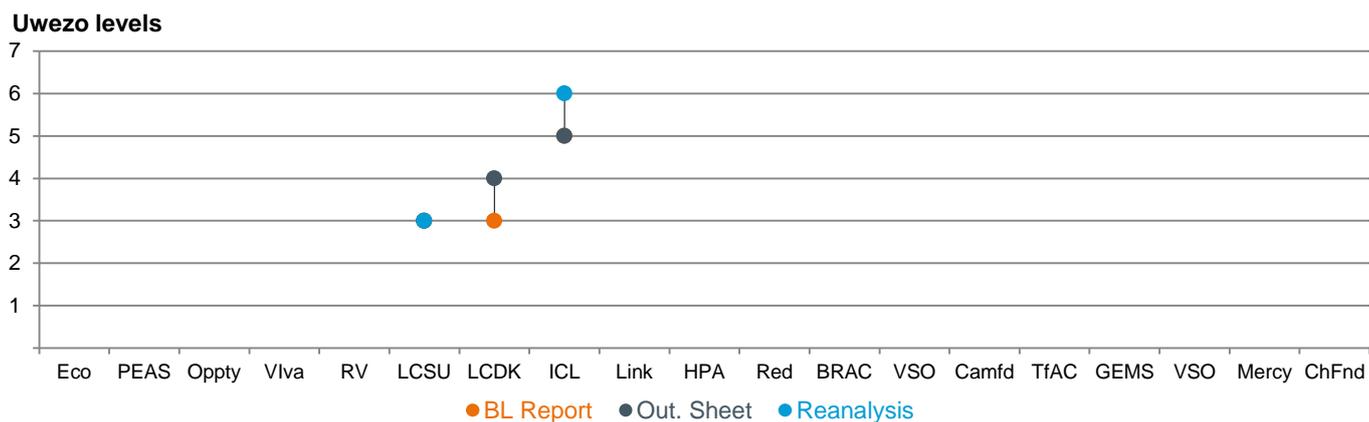


Figure 3.30: Uwezo scores across IW (9 to 11 year old), in-school girls only



As shown in [Figure 3.29](#), [Figure 3.30](#) and [Table 3.31](#), the following are our key findings on the numeracy scores of 9-11 year olds across the IW:

- Project Baseline Reports:** Out of 19 IW projects, 13 presented findings on the numeracy levels of 9-11 year old girls in their baseline report. Across projects that reported EGMA scores (as a total out of 100) disaggregated by age (six projects), the average score was 37 out of 100. The lowest score was reported by HPA (Rwanda) i.e. 10 out of 100, while the highest score was reported by TfAC (Mali) i.e. 60 out of 100. Three projects reported Uwezo scores (in levels) disaggregated by age. LCDK (Kenya) reported a level of 2.7, LSCU (Uganda) a level of 2.9, while ICL (Kenya) reported a level of 5.5.
- Outcome Spreadsheets:** Figures on numeracy levels among 9-11 year olds were available from 17 projects' Outcome Spreadsheets. Across the nine projects reporting EGMA scores (as a total out of 100), we found an average score of 36. The lowest EGMA score was reported by Red (South Sudan) i.e. 7 out of 100; while the highest average score was reported by BRAC (Tanzania) i.e. 59 out of 100. Three projects reported Uwezo scores in level. The lowest average level was reported by LSCU (Uganda) at 3, while the highest was reported by ICL (Kenya) at 5.
- Reanalysis:** We were able to reanalyse the data provided by 11 projects to assess the numeracy levels of 9-11 year olds. For the six projects that used EGMA tests, we found an average numeracy level of 35 out of 100.

Based on the reanalysis of project data, we could reanalyse Uwezo results for two project areas. We found a level of 5.9 in the ICL (Kenya) project area, 3.7 in the VSO (Mozambique) project area and 2.9 in the LCSU (Uganda) project area.

- **Missing data:** Two projects did not report comparable data and did not provide datasets that the EM could investigate for the reanalysis of 9-11 year old girls. For PEAS (Uganda), this is explained by the fact that the project mainly focuses on secondary school-aged girls.

Table 3.31: Numeracy scores for 9-11 and consistency by source, in-school girls only

Numeracy scores	Average across IW projects (EGMA scores /100 only)	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
		EGMA				UW				EGMA				UW	Nat.	EGMA					
		/100	/100	/100	unsp.	unsp.	level	level	level	/100	/100	/100	/100	unsp.	/100	/100	/100	/100	/100	/100	/100
		Uganda						Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
East Africa												Southern Africa				W.A.	Asia				
● BL Report	37	27		34	70		3	3	5		10	7	59	⊙		60		54	50	30	
● Out. Sheet	36	17		27	70	8	3	4	5		12	7	59	17 ²⁸	27	57	54	57	51	23	
● Reanalysis	34	16				11	3		6		5	45		4	28		57		50	32	
Consistency	-	+		+	✓	✓	+	+	✓		+	+	✓	+	✓	✓	✓	✓	✓	+	

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

- **Consistency:** There is a degree of inconsistency of numeracy test scores between the different sources of data provided by the projects. Of the 16 projects for which we have more than one data source there is a variation of over 10% in the scores for eight of the projects. Among the 11 projects for which we have a specified scale (total out of 100 or standard Uwezo scale); only five projects present discrepancies between the different streams of data.

In almost all cases, the discrepancies can be found between the Project Baseline Report data and the Outcome Spreadsheet results. For four projects where the differences are over 10% between the project-reported data and the reanalysis conducted by the EM, these differences can be explained by the fact the EM developed an equivalence scale between age and grade to report Outcome Spreadsheet and Project Baseline Reports data (refer to Section 2.5).

Numeracy – 14-15 year olds

As shown in Figure 3.32, Figure 3.33 and Table 3.34, the following are our key findings on the numeracy levels of 14-15 year olds across the IW:

- **Project Baseline Reports:** Out of 19 IW projects, nine projects presented findings on numeracy levels of 14-15 year old girls in their baseline report. Across projects reporting EGMA scores as a total out of 100 disaggregated by age (six projects) the average score is 58 out of 100. The lowest score was reported by HPA (Rwanda) i.e. 24 out of 100, while the highest score was reported by Opportunity (Uganda) i.e. 71 out of 100.

One project reported Uwezo levels, ICL (Kenya) with a level of 6.6.

- **Outcome Spreadsheets:** Figures on numeracy levels among 14-15 year olds were available from six projects' Outcome Spreadsheets. Across the four projects reporting EGMA scores as a total out of 100, we found average scores of 41 out of 100.

One project, ICL (Kenya), submitted an Uwezo level for 14-15 year olds in their Outcome Spreadsheets of 6.6.

²⁸ Uwezo scale used not specified in Project Baseline Report. This figure is not included in the Uwezo scores graph.

- Reanalysis:** We were able to reanalyse the data provided by nine projects to assess the numeracy levels of 14-15 year olds. Across the two projects that used EGMA tests (total out of 100), we found an average numeracy score of 37 out of 100.

Based on the reanalysis of project data, we could analyse Uwezo results for one project area. We found a numeracy level of 6.6 for ICL (Kenya).

- Missing data:** Four projects did not report comparable data and did not provide data sets that the EM could investigate for the reanalysis of 14-15 year old girls.
- Consistency:** Of the six projects for which we have more than one data source there is a variation of over 10% in the scores for three of the projects (Eco Fuel (Uganda), ICL (Kenya) and HPA (Rwanda)). ICL (Kenya) reported consistent numeracy and literacy scores in the Project Baseline Report and Outcome Spreadsheet, for both age groups. Differences between these two sources and Reanalysis data can be partly explained by the fact the EM developed an equivalence scale between age and grade to report Outcome Spreadsheet data and Project Baseline Report data (refer to [Section 2.5](#)).

Figure 3.32: EGMA scores across IW (14 to 15 year old), in-school girls only

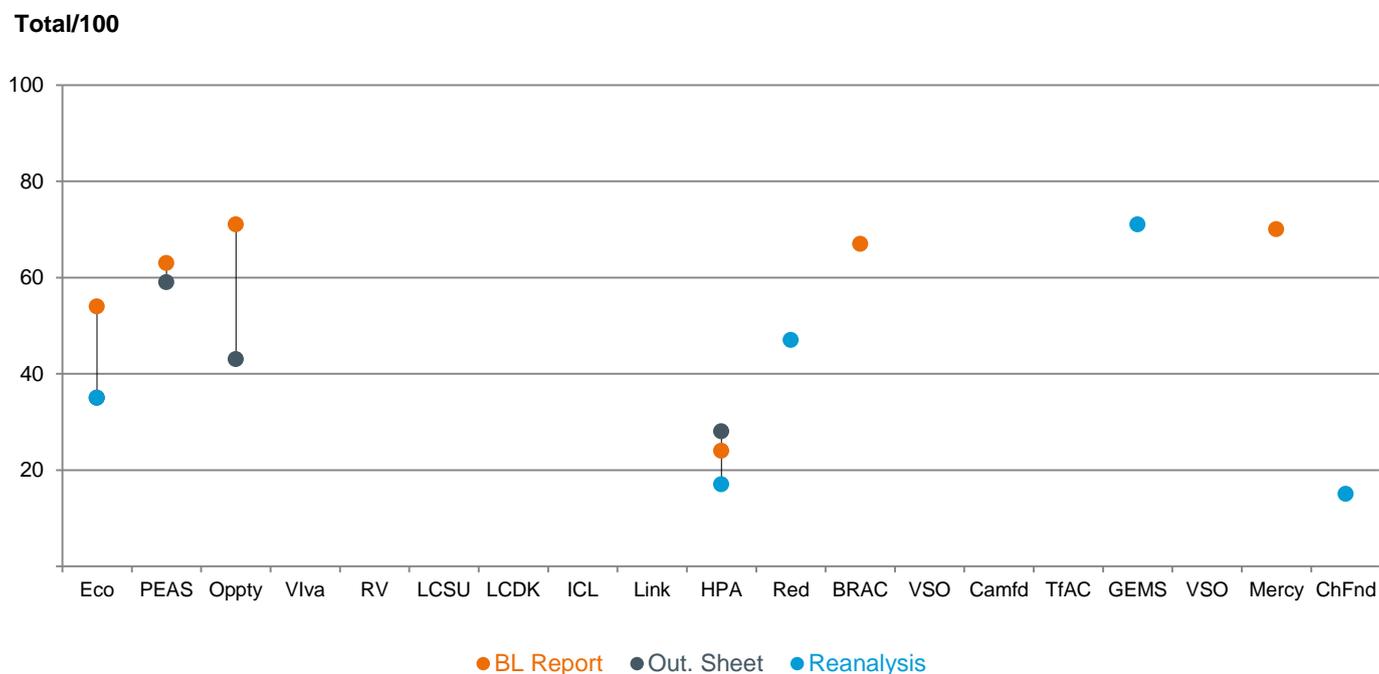


Figure 3.33: Uwezo scores across IW (14 to 15 year old), in-school girls only

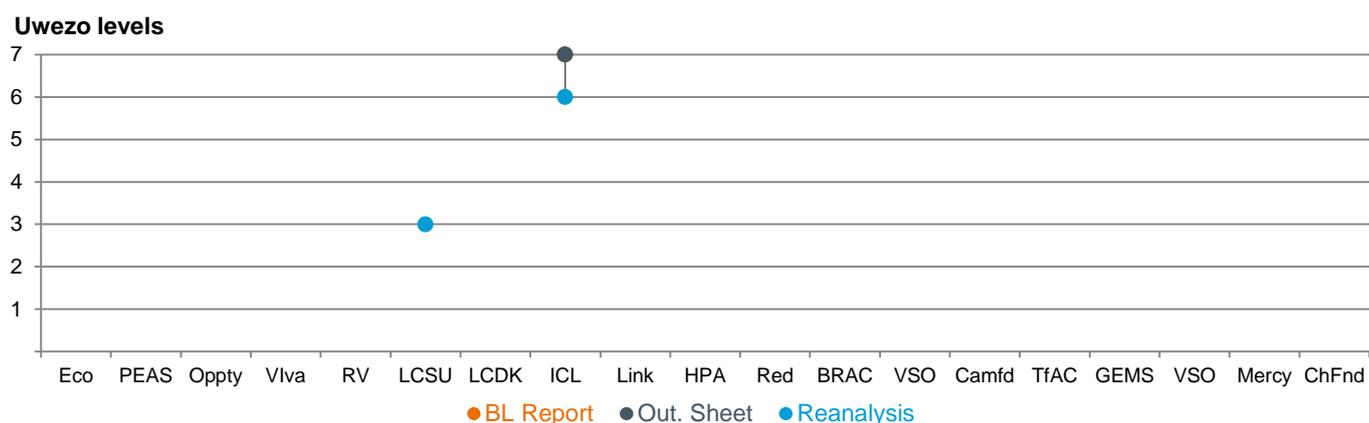


Table 3.34: Numeracy scores for 14-15 and consistency by source, in-school girls only

Numeracy scores	Average across IW projects (EGMA scores /100 only)	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
		EGMA					UW			EGMA				UW	Nat.	EGMA					
		/100	/100	/100	unsp.	unsp.	level	level	level	/100	/100	/100	/100	unsp.	/100	/100	/100	/100	/100	/100	/100
		Uganda							Kenya		Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
● BL Report	58	54	63	71	72				7		24		67	⊙					70		
● Out. Sheet	41	35	59	43	72				7		28										
● Reanalysis	37	35				12	3		6		17	47			27		71			15	
Consistency	-	+	✓	+	✓	•	•		+		+	•	•		•		•		•	•	

Notes: Data is presented across age categories but most of time was collected by grades. Equivalence was compiled using Table 2.8 in Section 2.3.3. Evidence reported in Project Baseline Reports and/or reanalysed from Project Datasets that could not be attributed to a specific age group is marked with '⊙'. We present project findings related to unspecified age groups in a separate table.

Similar to the literacy scores, the most notable feature of the numeracy scores is the wide range of scores achieved by girls. Of the three projects for which we are able to compare Outcome Spreadsheet scores between the two age groups and reported results on a specified scale, **all of the projects reported higher numeracy scores among the 14-15 year olds than the 9-11 year olds, suggesting that girls acquire numeracy skills during these schooling years (Figure 3.36).**

Comparing literacy scores with numeracy scores, the overall trend reflects the results seen in the literacy data that **the projects achieving higher scores among 9-11 year olds maintain comparatively higher scores for the 14-15 year olds.**

Numeracy – unspecified age groups

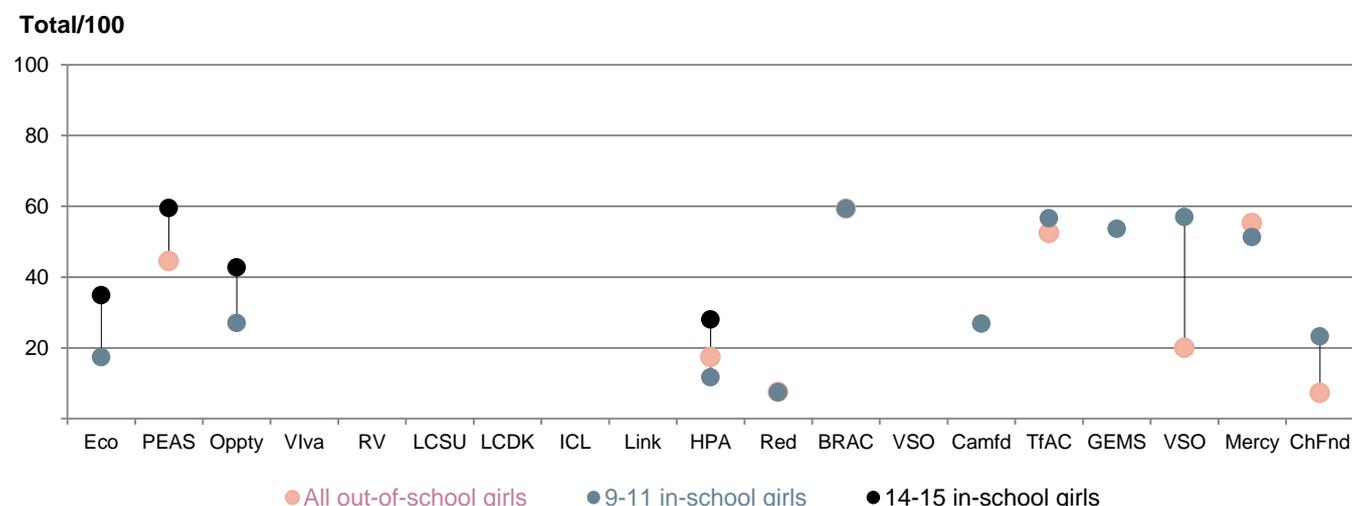
For projects which did not report literacy scores disaggregated by age in their baseline reports, and where the reanalysis of baseline outcomes could not be disaggregated by age due to the limited information available in Project Datasets, **we present project findings related to unspecified age groups in Table 3.35.**

Table 3.35: Numeracy scores for unspecified age groups and consistency by source

Numeracy scores	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
	EGMA				UW				EGMA				UW	Nat.	EGMA				
	/100	/100	/100	unsp.	unsp.	level	level	level	/100	/100	/100	/100	unsp.	%	/100	/100	/100	/100	/100
	Uganda				Kenya				Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
East Africa												Southern Africa			W.A.	Asia			
BL Report													5						
Out. Sheet																			
Reanalysis													4						
Consistency													+						

Numeracy – out-of-school girls

Figure 3.36: EGMA scores for in-school girls and out-of-school girls (Outcome Spreadsheet)



Differences in EGMA scores between in-school girls and out-of-school girls²⁹ are shown on Figure 3.36. For six projects (out of seven projects reporting EGMA scores as a total out of 100 for out-of-school girls) **out-of-school girls have lower EGMA scores than in-school girls**. Only one project (MercyCorps (Nepal)) found that out-of-school girls are performing slightly better than in-school girls in terms of numeracy. For this project, the absence of a marked difference between both groups suggests that out-of-school girls may have gained numeracy skills before dropping out (after the first years of primary school). In cases where out-of-school girls are girls who never enrolled (Table 2.9), it may be that these girls learn those skills through their daily domestic activities (managing household expenses for instance) or by engaging in income-generating activities. Interestingly the gap between in-school and out-of-school girls seems to be less significant in terms of numeracy skills compared to literacy skills.

Summary: Are 9-11 and 14-15 year old girls marginalised from learning (numeracy)?

We found that numeracy scores are relatively low for both age groups, with a wide range of scores across IW projects. A majority of projects reported higher numeracy scores for secondary school-aged girls compared to primary school-aged girls, suggesting that learning occurs across the two school phases. Similarly to findings on literacy, numeracy data show that girls achieving higher scores during their primary school age tend to maintain comparatively higher scores during secondary school.

²⁹ It is important to note that out-of-school girls' data were not reported by specific age groups, and therefore may reflect outcomes for a range of ages. Please refer to the detailed methodology in Section 2.

Does the evidence confirm target girls are educationally marginalised?

Following the data extraction and document review process, the EM has assessed project findings against baseline assumptions and expectations. The underlying assumption that is relevant to the GEC programme is that outcomes are (a) poor because the target group is marginalised and (b) poor because this leaves substantial space for improvement, which is measurable.

1. Projects' findings (on average, and across the projects which reported data) suggest that **baseline enrolment and attendance rates are relatively higher than expected** at the project design stage.
2. In terms of differences between primary school-aged girls and secondary school-aged girls, the EM found lower levels of enrolment and retention among secondary school-aged girls compared to primary school-aged girls, suggesting that **girls across the IW target project areas tend to be more marginalised (enrolment and retention) as they get older**.
3. **This finding does not apply to attendance rates**, suggesting that secondary school-aged girls attend school just as much as primary school aged-ones, once they are enrolled.
4. With regards to learning outcomes the EM found a more consistent picture of girls demonstrating relatively **low levels of literacy (reading fluency) and numeracy across almost all IW projects** – in line with what would have been expected based on GEC-relevant assumptions.
5. The low levels of literacy (reading fluency) and numeracy of secondary school-aged girls indicate that **learning increases by only a little over the course of schooling especially in the case of reading fluency**.

4 Barriers to Girls' Education at Baseline

In this section we discuss the barriers to girls' education which were assumed by the projects to exist within their intervention areas and which they aim to overcome through their interventions in order to allow girls within their target groups to attend school and learn. This is followed by a discussion regarding the evidence presented by the projects in relation to their assumed barriers.

As indicated in [Section 2.4](#), the findings presented in this section are based solely on IW projects' analysis, which limited the EM ability to verify the objectivity or robustness of projects' findings relating to the prevalence of barriers in the researched areas. We indicate the origin of the findings by referring to individual Project Baseline Reports and we chose to express reservations on these findings wherever projects themselves have expressed these reservations (refer to [Box 4.5](#) for a detailed discussion). Where possible, we triangulated projects' findings using the existing literature relating to barriers to girls' education.

Following the mapping of barriers reported by projects across the IW, barriers were categorised into two groups, proximal and indirect barriers (refer to [Figure 4.1](#)). This categorisation allows us to reflect the differences between [barriers that have a direct influence](#) on girls' enrolment, retention, attendance and learning (proximal barriers) and [barriers which influence the pathways](#) that cause girls to remain out-of-school, to leave school, attend irregularly or learn poorly (indirect barriers).

Proximal barriers

School-related factors

[Inadequate school facilities](#): lack of classrooms, lack of sanitation facilities

[Long distance to school](#): school distance, limited number of schools in area

[Inadequate provision of teachers and teaching materials](#): teacher absenteeism, high pupil teacher ratio, shortage of female teachers, lack of school materials, gender biased teaching materials

[Poor quality of teaching](#): teachers not responsive to student needs, teachers' inadequate pedagogy, lack of teachers' knowledge about their topic, use of corporal punishment, teaching not related to concrete employment opportunities, language issues/ school not taught in mother tongue

Poverty factors

[Cost of schooling](#): high school fees, uniforms, equipment and textbooks

[Household duties](#): significant housework commitments of girls

[Material deprivation](#): lack of educational resources at home, limited electricity/ light for studying at home

Female aspirations, motivation and autonomy factors

[Lack of female motivation/ aspirations](#): lack of self-confidence, no local women of influence/ role models

[Lack of female autonomy in decision-making](#): do not have the ability to make decisions about marriage, early marriage; do not have the ability to make decisions about pregnancy

Violence-related factors

[Violence](#): reports of violence

[Safety](#): reports of fears of violence, reports of harassment and insecurity

Indirect barriers

School-related factors

[Poor school governance](#): poor school management, low representation of female teachers in high positions

[Unfriendly school environment](#): unfriendly environment, no guidance /counselling at school

Poverty factors

Poverty: hunger, health related factors

Chronic poverty: limited opportunities and circular effects at community level

Subjective poverty: negative perception of poverty affecting girls' enrolment, attendance and learning

Lack of human capital: employment issues in household, low household educational background

Poverty-related strategies: girls engaging in income-generating activities, girls marrying early and dowries

Negative attitude towards girls' education factors

Negative attitudes towards girls' education: negative attitudes towards (girls) education, families value boys over girls, low expectations of girls' ability to achieve in schools, low awareness of value of education

Lack of engagement in girls' education: lack of family support for education, low community support for girls education, perceived irrelevance of education to employability

Personal and family factors

Personal factors: issues in terms of disability

Family factors: orphan status/ family bereavement, recent migration/ mobility, presence of drugs/ alcohol

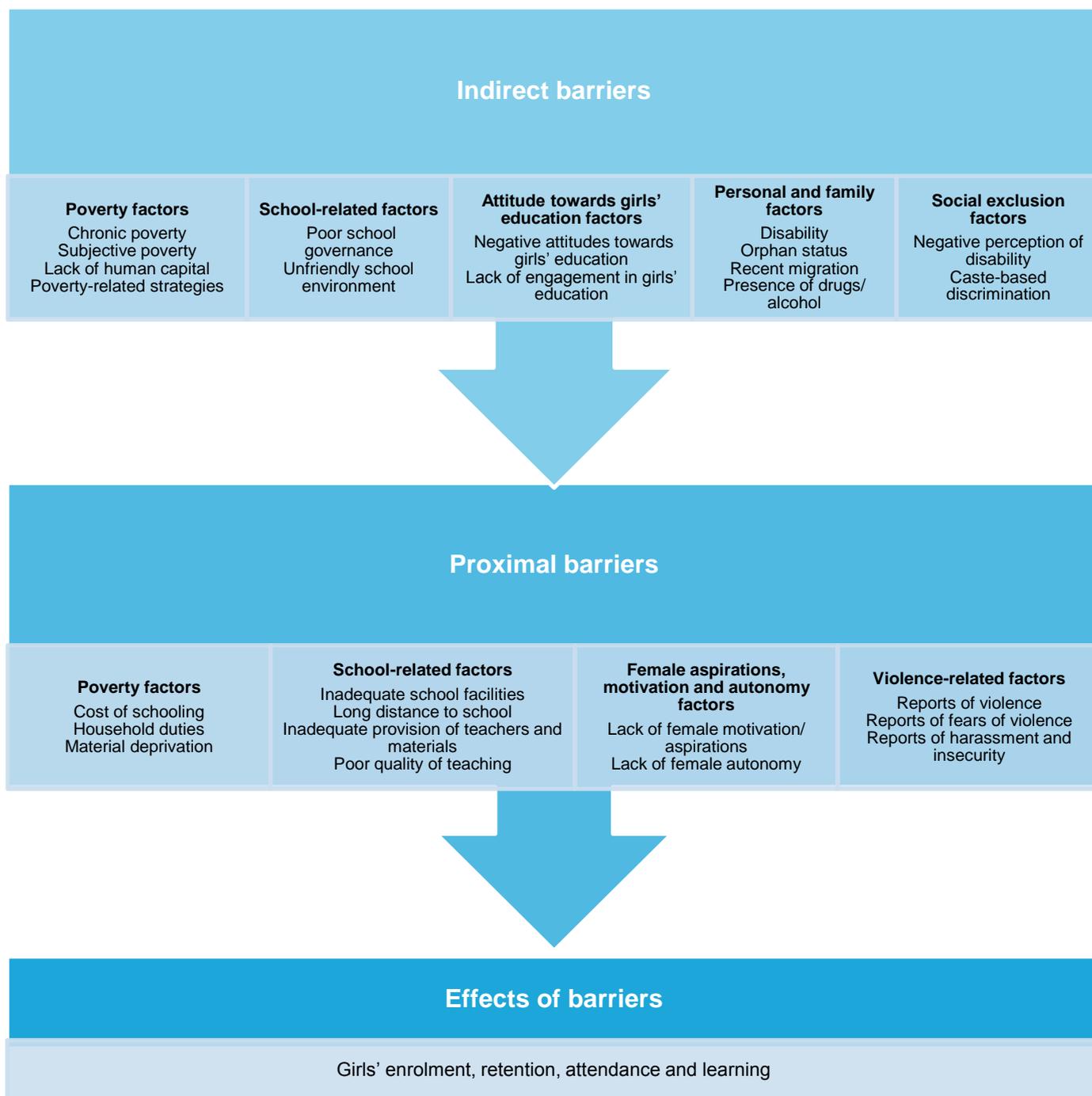
Social exclusion factors

Exclusion: negative perception of disability, caste-based discrimination

As part of the EM's synthesis, we discuss in this section findings relating to barriers, thematic areas and the extent to which evidenced barriers and educational baseline figures present specific patterns for each theme based on the Project Baseline Reports. **The key thematic areas are: Poverty, Disability, Early Marriage and Violence³⁰.** Thematic definitions can be found in [Section 2.4.3](#).

³⁰ These thematic areas were identified as part of our analysis and are based on comments received by DFID and UEA on a draft version of this report. Refer to [Section 1](#) and [Section 2](#).

Figure 4.1: Proximal and indirect barriers



4.1 What did the projects assume to be the barriers to girls' education in their target areas?

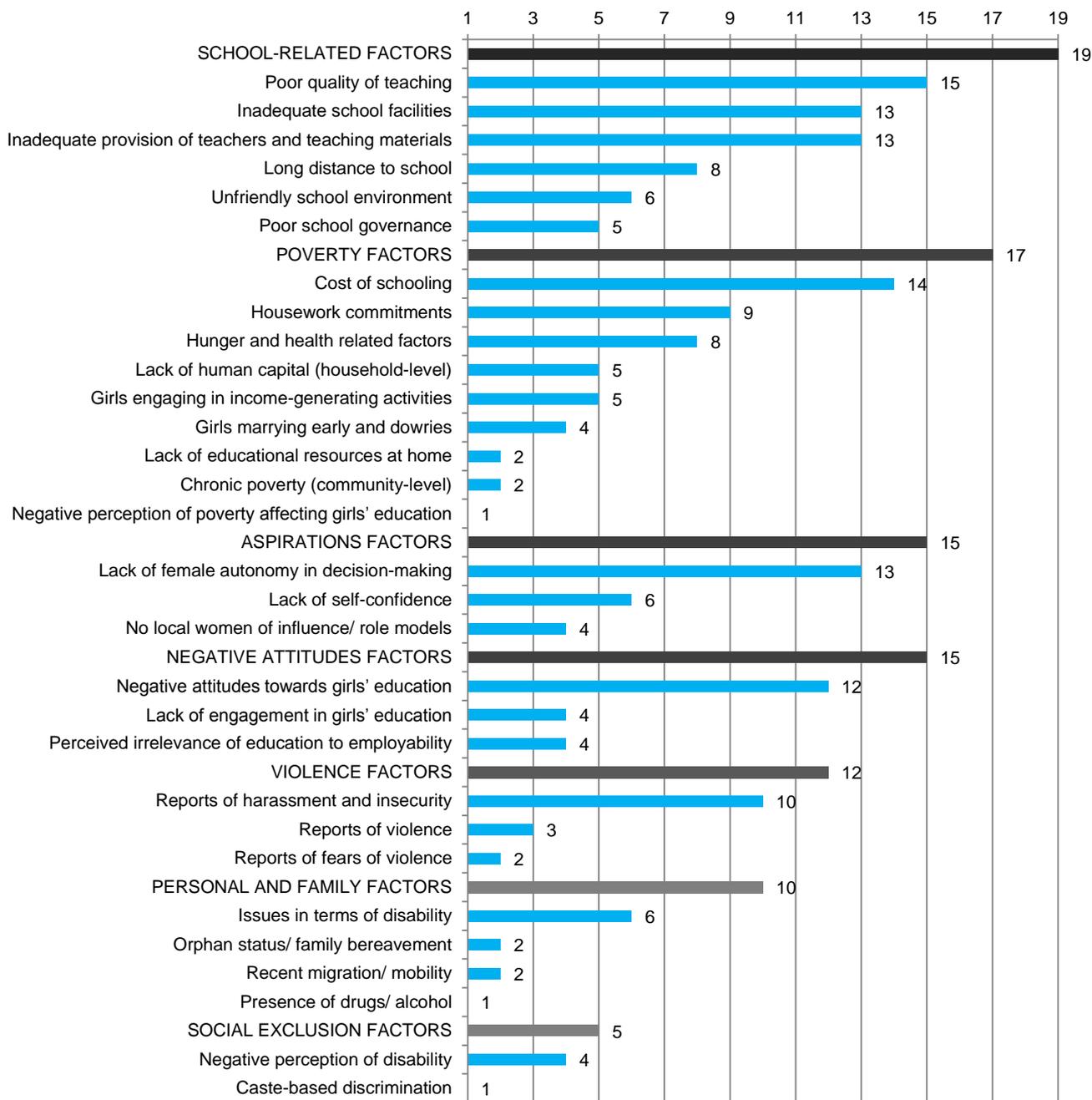
Projects described barriers which they assumed existed within their target areas in their Project Proposals and Project M&E Frameworks. These barriers have been grouped into categories following the methodology described in [Section 2.4.2](#).

All 19 IW projects assumed that school-related factors were likely to affect girls' education in their target areas. The second category of assumed barriers expected by 17 projects across the IW related to poverty factors, ranging from the inability to afford the cost of schooling to girls being involved in income-generating activities in order to support their families. Barriers relating to female aspirations and decision-making and negative attitudes towards girls' education were also assumed by a majority of IW projects (15). Finally, violence, personal

and family factors and social exclusion were reported as potential barriers by half or less than half of the 19 IW projects.

Figure 4.2 gives an overview of barriers assumed by projects by sub-categories of assumed barriers.

Figure 4.2: Number of projects assuming barriers before baseline, by categories of barriers



During the project design stage, there were a large number of different sub-categories of barriers believed to affect girls' education, cited by projects within the key categories of barriers.

- The specific barriers related to schools assumed by most projects included **poor quality of teaching** (15 projects), **inadequate school facilities** (13 projects) and **inadequate provision of teachers and teaching materials** (13 projects).
- Barriers related to poverty were most frequently assumed by projects to affect girls' education through parents' inability to afford the **cost of schooling** (14 projects), girls' significant **housework commitments** (nine projects) and issues in terms of **affording meals and healthcare** products such as soap and sanitary pads (eight projects).

- The barriers relating to female aspirations and decision-making assumed by projects included the **lack of female autonomy in decision-making (early marriage and pregnancy)** for 13 projects, followed by **girls' lack of self-confidence** (six projects).
- Barriers related to negative attitudes towards girls' education mainly focused on **low awareness of the value of education** (five projects) and **families valuing boys over girls** (four projects).
- Finally, violence-related barriers mainly related to: **harassment and insecurity** (10 projects); personal and family circumstances relating to **disability** (six projects); and social exclusion barriers as a result of **negative perceptions of disability** (four projects).

In summary, projects across the IW proposed a diverse range of barriers believed to be affecting girls' education, suggesting a multiplicity of obstacles faced by girls in terms of their education. Half of these sub-barriers are poverty and school-related. Fewer projects anticipated that violence, social exclusion and family circumstances would act as barriers to girls' education.

4.2 What are the barriers to girls attending school and learning?

This section focuses on the findings provided by the projects based on the data they collected through household surveys and other data collection methods (quantitative and qualitative), in relation to their assumed barriers. We first present an overview of the **prevalence of barriers across the IW** in relation to the different categories of barriers (number of projects reporting the existence of a specific barrier) and then report on the **projects' evidence found for specific barriers** within each of these categories (projects' findings relating to their assumed barriers). The methodology for assessing the prevalence of barriers is detailed in [Section 2.4.2](#).

- **Meta-level analysis across the IW:** The metrics used to assess the prevalence of barriers are derived from the ways in which projects present their findings, e.g. whether the reported barriers are deemed as prevalent or not prevalent by the projects. Across the IW and for each of the identified barriers, we discuss the number of projects that have reported the existence of a specified barrier in their target areas.
- **Project-level analysis:** We discuss projects' findings in order to assess whether the evidence was found, not found or not reported by projects for the assumed barriers identified by projects at the design stage.

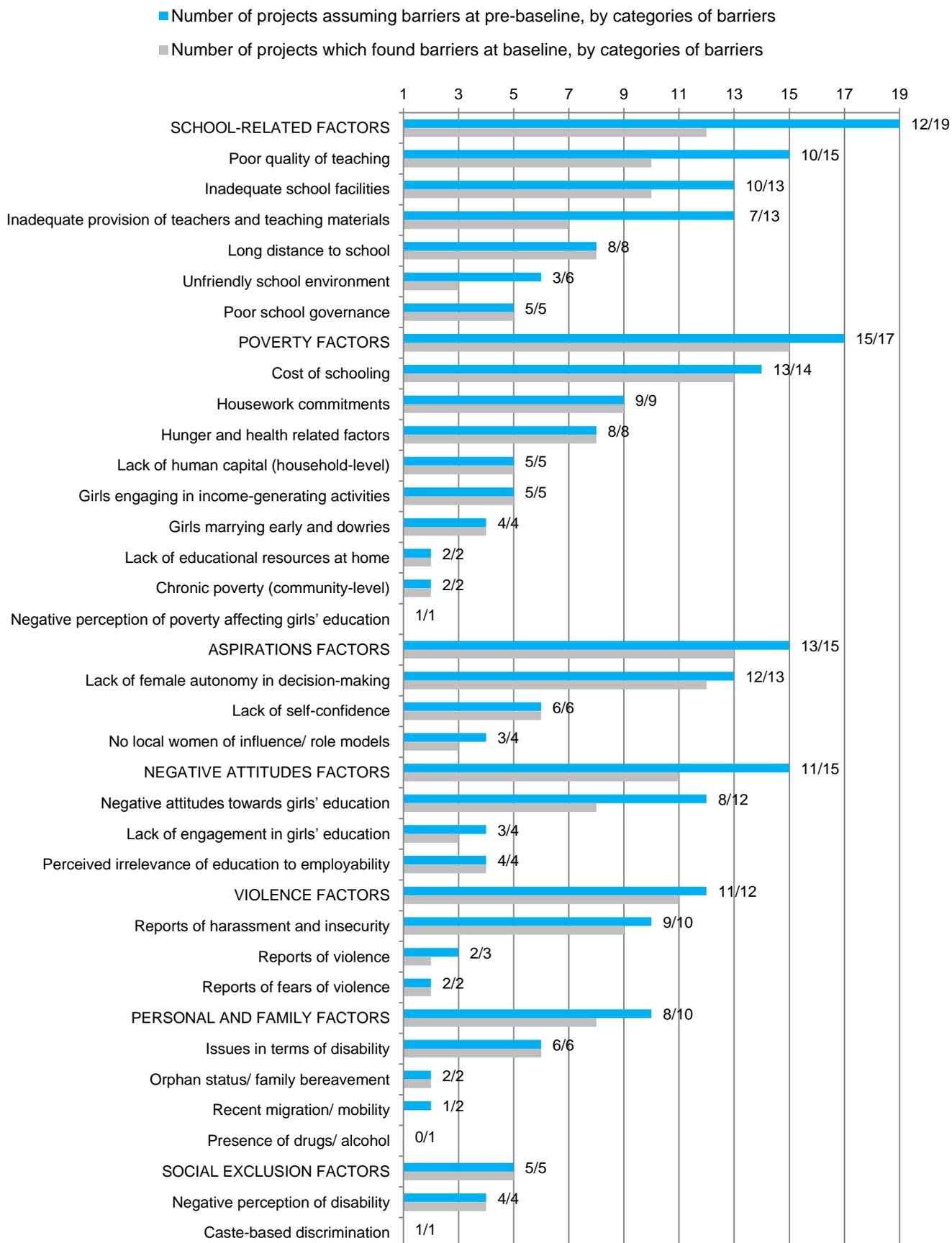
Table 4.3: Projects' evidence of assumed barriers – Key

Type of evidence in relation to assumed barriers	Key
Barriers found and reported: Assumed barriers were mentioned by a relatively high number of respondents compared to respondents in other IW projects. Barriers found and reported are marked with '✓'.	✓
Barriers not found: Assumed barriers were mentioned by a relatively low number of respondents compared to respondents in other IW projects. Barriers not found are marked with '✦'.	✦
Barriers not reported: Barriers were assumed but not reported/ discussed/ measured by the project. Missing evidence is marked with '•'.	•
Non Applicable: Barriers neither assumed nor reported are marked in Grey .	

Meta-level analysis across the IW by category of barriers

Across the IW and for each of the identified barriers, we discuss the number of projects who have reported the existence of the specified barrier in their target areas. The ranking of reported barriers (from most reported to least reported) gives the relative prevalence of some barriers compared to other barriers across IW projects ([Tables 4.3 and 4.6](#)). [Figure 4.4](#) gives a summary of barriers found by projects by sub-categories of assumed barriers.

Figure 4.4: Number of projects which found expected barriers at baseline, by categories of barriers



Box 4.5: Assessing the prevalence and intensity of barriers

Factors responsible for barriers to girls' education can be understood in several ways. Barriers take different forms – among others, barriers to access, barriers to quality services and barriers to relevant curricula and/or pedagogy. Barriers may also be related to historically embedded stigma and only observable as part of subtle social norms.

Assessing the existence of barriers is therefore a difficult task, as barriers existing in the form of perceived stigma against girls' education may be difficult to detect in a population. For instance, 90% of a population may consider that education is a valuable asset for girls; although the remaining 10% state that there is little value in educating girls. For the purpose of this report, we chose to consider that these 10% demonstrated the existence of negative attitudes towards girls' education.

Determining the prevalence and intensity of barriers is subjected to an evaluative judgement by the EM. In the previous example, one may argue that girls' access to education is not markedly affected by only 10% of the population reporting negative attitudes towards girls' education. In practice, this may however imply that 10% of the girls are prevented from being in school and learning. Our approach therefore lies in **ranking the intensity of reported barriers** across IW projects, in order to assess the relative intensity of barriers from one project to another. More importantly, we attempt to discuss the **contextual factors** affecting the areas in which projects operate. For instance, a project working with disabled girls may only report a high prevalence of negative attitudes towards disabled girls' education because they focus their baseline research in communities and households facing issues in terms of disability. A project working with a population of girls in which only 5% of the girls are disabled could report a marginal number of respondents expressing their negative attitudes towards disabled girls' education due to the fact that disability is less common among the population. In the case of the latter, we chose to report the intensity of the barrier related to disability as proportionate to the issue of disability as identified in the project sample³¹.

Overall IW projects found evidence of the existence of the barriers they anticipated. **The most evidenced barriers were sub-barriers relating to poverty factors affecting girls' education.** Most projects (15 out of 17) found evidence of barriers such as the cost of schooling, housework commitments of girls and hunger and health-related factors in their target areas.

As shown in [Table 4.6](#), **barriers for which evidence was not systematically found by projects relate to school factors** (i.e. evidenced as not being barriers to girls' education (↔)). Two-thirds of the projects (12 out of 19) expecting school factors to represent a barrier to girls' education provided evidence of the existence of such barriers. Barriers which were most difficult to evidence or for which evidence was found to contradict projects' assumptions related to the poor quality of teaching, inadequate school facilities and provision of teachers and unfriendly school environments. This suggests that despite the overarching importance of school factors, these barriers were harder to evidence and sub-categories of school barriers were not systematically found to be as prevalent as expected in project areas.

Projects' assumptions about schools before baseline were that schools were the most crucial obstacle for girls to enroll, attend and learn due to the poor quality of teaching (15 projects), inadequate school facilities (13 projects) and inadequate provision of teachers and teaching materials (13 projects). While the overarching assumption about the relevance of school-related factors in preventing girls from accessing quality education holds true in view of the baseline evidence, five projects (Red (South Sudan), BRAC (Tanzania), Camfed (Zambia), PEAS (Uganda), Eco-Fuel (Uganda) and Opportunity (Uganda)) found evidence challenging assumptions about inadequate pedagogy of teachers, inadequate school facilities/ sanitation and teacher absenteeism. **This suggests that schools' capacity and performance in terms of providing quality education to girls is more nuanced than expected by projects before the baseline research.**

Negative attitudes towards education are the second category of barriers for which projects' assumptions appear to be challenged by baseline research results. Four projects reported that low expectations of girls to achieve, low awareness of the value of education and low community support for girls did not exist in their target

³¹ It is important to note that IW projects could develop their own qualitative research designs and may have taken different approaches with regards to qualitative sampling or the development of interview guides. This is especially true with respect to the qualitative findings about barriers to girls' education. While quantitative data (Project Datasets) was shared with the EM along with Projects Baseline Reports, qualitative data was not submitted to the EM. As a result, the qualitative findings presented in this report are based solely on IW projects' analysis, which limited the EM ability to verify the objectivity or robustness of projects' findings relating to the prevalence of barriers in the researched areas. For more information on IW projects' research design, refer to [Annex A](#).

areas, in spite of their pre-baseline assumptions. This finding is discussed further in this section, and highlights the difficulty in identifying specific barriers to education. More specifically, we attempt to differentiate between the *perceived* awareness and support to girls’ education of parents, caregivers and community members in contrast with the *actual* support provided by these different stakeholders.

It is important to note that the capacity of projects to report on barriers may have differed according to the barriers projects were looking to evidence. **Barriers relating to poverty appear to have been fairly straightforward to evidence by projects, while barriers relating to attitudes may have been harder to measure due to social desirability bias³² during in-depth interviews or focus group discussions.** Projects may have also faced difficulties in using the appropriate research instruments to collect evidence relating to the pathways³³ through which barriers affect girls’ education. For instance, Raising Voices (Uganda) assumed the existence of issues of violence in schools that would have required evidence from a perception survey to capture whether in-school violence perceived by girls, care givers or community leaders was preventing girls from attending school regularly, rather than an absolute figure reporting the occurrence of violence in schools.

As a mitigation strategy, the EM has interpreted projects’ findings in light of the context in which projects operate (refer to [Box 4.5](#)). Furthermore, when evidence was reported on the share of respondents declaring a positive attitude towards the value of education for instance, the EM also considered the importance of the share of respondents not declaring positive attitudes as a proxy for negative behaviours towards girls’ education. This partially mitigates the issue of social desirability bias which may have resulted in respondents not fully revealing their actual attitudes (refer to [Section 4.2.4](#)). For instance, when a project reported that 75% of the respondents had positive attitudes towards girls’ education, the EM commented on the fact that 25% of the interviewees may have negative views on girls’ education.

As such, it can be observed that **most of the projects found some level of evidence to support their assumptions about barriers to girls’ education, although the intensity of the evidenced barriers tends to differ across projects.** This is discussed at the project level by sub-category of barriers.

Table 4.6: Projects’ baseline evidence by category of barriers

Baseline evidence by categories of barriers	Evidence found	IW projects by country and region																			
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh		
East Africa											Southern Africa				W.A.	Asia					
School factors	12	+	+	+	✓	✓	✓	✓	✓	✓	✓	+	+	✓	+	•	✓	✓	✓	✓	
Poverty	15	✓	✓	✓	✓	✓	✓	+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Aspirations	13	✓	✓	✓	✓	✓	✓	+	✓	✓	✓	+	✓	✓	✓	✓	✓	✓	✓	✓	
Negative attitudes	11	✓	+	✓	✓	✓	✓	✓	✓	✓	+	✓	+	+	✓	✓	✓	✓	✓	✓	
Violence	11	✓	✓	✓	✓	+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Personal/ family	8	✓	✓	✓	✓	✓	✓	+	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Social exclusion	5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

³² Social desirability bias is the tendency of respondents to answer questions in a manner that will be viewed favourably by others. It can take the form of over-reporting "good behaviour" or under-reporting "bad" or undesirable behaviour.

³³ Mainly pathways from indirect to proximal barriers. See [Figure 4.1](#).

Findings from UNESCO indicate that over the decade since the 1990 Jomtien conference, where girls' education was identified as a critical priority, much effort has been put into understanding the obstacles to girls' education. Two types of barriers stand out in UNESCO's research³⁴:

- **School-related factors are important for ensuring girls access, stay and learn in schools.** In a number of countries investments in girls' education benefited girls, but they benefited boys more. What seems to have happened is that there were significant investments in girls' education, and girls' enrolments increased, but at the same time, boy enrolments increased more, resulting in a larger gender gap. What this may show is that the investments made essentially improved the quality of schooling and that parents tended to put more children in school when the offering was better.
- It appears that parents still had no additional incentive to enroll their daughters to the same extent as their sons. The quality of education is essential for ensuring that girls get into school and learn, but in itself it is not sufficient. The growing gender gap in some countries where there are significant investments in girls' education indicates that quality improvements are both recognised and appreciated by parents, but they do not inevitably lead to their daughters' participation in education. **Growing evidence suggests that the nature of the learning environment and societal attitudes are important factors in improving girls' education.** With regard to the learning environment, there should be a broader definition of "quality" that embodies the concepts of "girl-friendly" or "gender-sensitive" learning environments.

While these findings indicate the prevalence of school-related factors and parental/ community attitudes as key barriers to girls' education, IW projects found poverty factors to be the most important obstacle to girls' education, more than the existence of negative attitudes among parents and community members. Due to the design of the GEC, IW projects focused on marginalised girls, namely girls affected by poverty. **By design, it can be assumed that the influence of poverty on girls' access to education is therefore significant across the IW³⁵.**

Key findings across the IW

Overall most of the projects found some level of evidence to support their assumptions about barriers to girls' education, although the intensity of the evidenced barriers tends to differ across projects. The most evidenced barriers were sub-barriers relating to poverty factors affecting girls' education. Projects found evidence of barriers such as the cost of schooling, housework commitments of girls and hunger and health-related factors in their target areas.

The second most evidenced barriers were sub-barriers relating to school factors. However, evidence was not systematically found by projects. This suggests that schools' capacity and performance in terms of providing quality education to girls is more nuanced than expected by projects before the baseline research.

A lack of female aspirations and inability to make decisions ranked third in the list of barriers evidenced by projects during the baseline research.

In contrast with UNESCO's research, negative attitudes towards education are another category of barriers for which projects' assumptions appear to be challenged by baseline research results. It is important to note that while barriers relating to poverty appear to have been fairly straightforward to evidence by projects, barriers such as attitudes may have been harder to capture. Attitudinal barriers to girls' education may be more prevalent than reported by projects.

³⁴ http://www.unesco.org/education/wef/en-conf/coverage_session1_2.shtml

³⁵ From a socio-economic perspective, a majority of projects (13 out of 19) define marginalisation and their target groups at least in part through levels of poverty, compiled using different criteria and factors affecting the level of resources available to households. Refer to Section 5 for a discussion of targeting and definition of marginalisation.

Project-level analysis by sub-categories of barriers

In this sub-section, we discuss the projects' findings to assess whether the evidence was found, not found or not reported for the assumed barriers identified by projects at the design stage.

Our focus is on discussing the variable intensity of each barrier and sub-barrier found by projects. This is done by contextualising the different barriers found, in light of projects' target areas, target groups, and also national or regional-level factors that may affect the prevalence of certain types of barriers for some projects (refer to [Box 4.5](#)). For instance, the pathways through which poverty affects girls' access to education may vary across projects and contexts, while the intensity of poverty may be more or less conducive to limiting educational opportunities in some areas.

Finally, we comment on barriers that projects assumed during the design stage and did not find during the baseline research. The overarching categories of barriers are presented in this section following the number of projects assuming they would find evidence for each of the barriers, i.e. from most assumed barriers to less assumed barriers.

School-related factors are therefore presented before poverty-related factors, although the baseline research showed that school-related factors were reported as the second most important barriers to girls' education. While **school-related barriers were assumed by IW projects at pre-baseline as the most important barriers to girls' education**, only two-thirds of the projects provided evidence confirming the existence of these barriers, demonstrating that **poverty factors, contrary to pre-baseline expectations, are the primary barrier to girls' education according to IW project baseline findings**. Subsequent assumed categories of barriers (aspirations and decision-making, negative attitudes towards girls' education, violence and safety issues, personal and family factors and social exclusion) are presented in the order of importance as assumed by IW projects before baseline. The evidence reported by projects during the baseline research process supported their initial assumptions for these categories of barriers.

It is not expected that the relative importance of these categories of barriers reflects or supports the broader body of evidence described in the literature relating to barriers affecting girls' education. It should be noted that IW projects work in specific target areas and that the barriers they evidenced are specifically related to their initial assumptions and individual project design. As a result, some projects may have disregarded certain types of barriers as part of the scope of their evaluation required by the GEC programme. This issue is further discussed in [Section 6](#).

4.2.1 School-related factors

All 19 projects reported school-related factors as affecting attendance and in some cases learning. While a variety of school-related barriers were assumed by IW projects at pre-baseline, 12 out of 19 projects provided evidence confirming the existence of these barriers.

Many of these barriers are specific to each project. However, the three sub-barriers which were most often reported across the IW were **inadequate school facilities/ sanitation** (10 projects), **long distance to school** (eight projects) and **teachers' inadequate pedagogy** (seven projects). Barriers which proved difficult to evidence/ report relate to various sub-categories ([Table 4.7](#)).

Table 4.7: Evidence reported by projects for barriers relating to school factors

Baseline evidence for school factors	Evidence found	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
East Africa											Southern Africa				W.A.	Asia				
School facilities and access																				
Inadequate school facilities/ sanitation	10		+	+	✓		✓	✓	✓	✓	✓	+		✓	✓			✓		
Long distance to school	8	✓	✓	✓	✓		✓	✓				✓							✓	
Provision of teachers and teaching materials																				
Teacher absenteeism	5		✓					✓				✓		+		✓		✓		
High pupil teacher ratio	2				✓						✓									
Shortage of female teachers	2				•								•		•		•	✓	✓	
Lack of school materials	2					✓		✓			+									
Gender biased teaching materials	1												✓							
Quality of teaching																				
Teachers not responsive to needs	4		✓			✓	✓		✓											
Teachers' inadequate pedagogy	7	✓			✓			✓			+	+		✓	•	✓	✓	✓		
Lack of teachers' knowledge about topic	2	+									✓					✓			•	
Use of corporal punishment	3	✓			✓											✓				
Teaching not related to employment	1																	✓		
School not taught in mother tongue	3										✓			✓			✓			
School governance																				
Poor school management	4	✓				✓		✓	✓											
No female teachers in high positions	1																	✓		
School environment																				
Unfriendly environment	2		✓							✓	+			•	•					
No guidance/ counselling at school	1	✓																		

Projects' baseline evidence for school-related barriers

Barriers found and reported: It was found that long distances to school entails girls' absenteeism (evidenced by eight projects). Poor quality of teaching is affecting girls' education due to teachers' inadequate pedagogy (evidenced by seven projects). In terms of school facilities, it is primarily sanitation facilities which prevent girls from

attending school (evidenced by seven projects). More than the lack of female teachers and high pupil teacher ratios, it is teacher absenteeism that seems to affect girls' ability to learn (evidenced by five projects).

Examples of evidence indicating that the assumed barriers exist include:

- Red (South Sudan) indicated that 38% of the teachers teaching in the target schools have no training at all;
- ICL (Kenya) reported that 40% of girls do not find the lessons interesting;
- Link (Ethiopia) reported that 48% of household survey respondents and 62% of interviewed girls are dissatisfied with the toilets facilities; and
- One in four girls in the BRAC (Tanzania) target areas and 29% in the GEMS (Ghana) target areas reported issues relating to teacher absenteeism.

Barriers not found: Inadequate school facilities were not reported as being an issue by BRAC (Tanzania), PEAS (Uganda) and Opportunity (Uganda). Teachers' pedagogy and knowledge about the topics they teach were found to be adequate by Red (South Sudan), BRAC (Tanzania) and Eco-Fuel (Uganda).

Examples of project evidence challenging the existence of the assumed barriers include:

- 78% of household respondents in PEAS's (Uganda) target areas and 79% in Opportunity's (Uganda) target area reported being satisfied with school latrines;
- 85% of girls in BRAC's (Tanzania) target areas reported that teachers' attitudes and teaching are satisfactory;
- 77% of teachers in Red's (South Sudan) target areas indicated that they have access to all of the required teaching materials coupled with constant supervision from head teachers;
- 97% of girls in Red's (South Sudan) target area reported that teachers treat them well in school indicating that the school environment is friendly; and
- A 91% teacher attendance was reported by Camfed (Zambia).

Barriers not reported: Six projects had at least one proposed barrier for which evidence was not reported in their Project Baseline Reports. Specifically, the shortage of female teachers (reported by four projects) and unfriendliness of the school environment (reported by 2 projects) were identified at the design stage as key barriers but not discussed in the Project Baseline Reports.

School-related barrier #1 – Quality of teaching (10 projects)

Teachers' inadequate pedagogy is the main factor affecting the quality of education received by girls, followed by the lack of responsiveness to girls' specific needs.

#1.1 Teachers' inadequate pedagogy (seven projects)

Among different aspects of teaching quality, teachers' inadequate pedagogy was reported as the main barrier to girls' education by seven projects. According to Camfed's (Zambia) teacher survey, most of the teaching materials are improvised materials (38%) and 'talking walls'³⁶ (52%), which are produced by teachers with limited participation of the students, suggesting that teaching is not especially participatory. In addition, 31% of the teachers do not develop lesson plans with specific objectives on a regular basis. GEMS (Ghana) found similar **evidence of 'teacher-centred pedagogy'**³⁷, with lessons involving long explanations from teachers, followed by written tests for the students to complete based on the content delivered during the lectures. According to the project, Ghanaian teachers have the **tendency to "teach to the top of the class"**:

³⁶ Educational talking walls are posters including pictures, texts and charts used by teachers in the classroom.

³⁷ In order to be learner-centred, instructional practice needs to consider the following areas: the balance of power, the function of content, the role of the teacher, the responsibility for learning, and the purpose and processes of evaluation.

Since teachers in Ghana rarely employ differentiation within their pedagogy to allow students of different abilities to master materials matched to their learning levels, the less able students rarely get a chance to catch up the ground they have lost in the early grades.

GEMS (Ghana)³⁸

At baseline, GEMS (Ghana) found that the sequencing of topics is not always coherent or consistent and that the content of lessons is not specifically tailored to the age range or ability levels in the classroom. Also, **teacher feedback on student work was found to be very general and not conducive to learning:**

Teacher markings of student work tend to simply be ticks or crosses showing where a student has answered correctly or incorrectly, with little further guidance on why answers were handled incorrectly or subsequent reflection on future pedagogy.

GEMS (Ghana)

#1.2 Teachers not responsive to student needs (four projects)

Classroom observations were also carried out by IW projects in order to assess the responsiveness of teachers to student needs, and more particularly to girls' needs. VSO (Nepal) reported that the results of their baseline classroom observations revealed a poor understanding of teachers and head teachers on teaching methods in general, and on gender-friendly learning environments in particular. Observations included teacher-student relations, teachers' planning, students' learning, learning environment and inclusion of all students (boys and girls), which all received low marks (1 out of a maximum score of 6). Link (Ethiopia) reported similar findings on the **lack of gender responsiveness of teaching**, as 39% of Grade 2 girls felt that boys get more attention in class and 32% that boys are more important in school.

In the case of projects working with disabled girls, it was found by LCSU (Uganda) that the teachers' training curriculum does not address the needs of children with disabilities, therefore compromising the quality of education received by disabled girls – 49% of the teachers reported to be lacking knowledge and skills to effectively identify the learning needs of learners with disabilities, which is considered a barrier to the specific group of disabled girls targeted by the project³⁹.

#1.3 Use of corporal punishment (three projects)

Three projects reported that teaching techniques frequently involved corporal punishment. In at least three schools visited by GEMS (Ghana), enumerators declared having witnessed a teacher or a head teacher "caning the students":

When questioned about the purpose of the caning, teachers gave vague answers and blamed the child for misconduct, or defended the use of the cane as the only effective measure of last resort, after other disciplinary techniques had already been tried and failed.

GEMS (Ghana)

Viva (Uganda) found that a majority of the respondents said that girls generally dropped out due to abuse. When asking girls about what they perceived as being good and bad about school, girls reported that beatings, unfair punishments, abuse by the teachers and ear-pulling were negative aspects of schools. Furthermore, 2.1% of the girls interviewed reported that teachers would "beat them with a cane" if they failed a test.

Eco-Fuel (Uganda) noted during their baseline research that while the majority of teachers disagree with corporal punishment, this could simply reflect teachers' willingness to demonstrate compliance with the law. By contrast, most of the girls interviewed reported that they had been subjected to corporal punishments in school. In some cases, being late to school entailed systematic corporal punishment (e.g. caning). According to the project,

³⁸ GEMS (Ghana) is frequently quoted in this section as they reported extensively on the importance of school-related factors. Other IW projects had similar findings relating to teachers' inadequate pedagogy i.e. Viva (Uganda), MercyCorps (Nepal), Eco-Fuel (Uganda), ICL (Kenya), VSO (Nepal) and Camfed (Zambia).

³⁹ One may argue that teachers' knowledge about disabled girls' needs is generally low in both developing and developed countries schooling contexts and that 51% of teachers feeling able to address disabled girls' needs is relatively high. However, in the case of a project identifying disabled girls as their target group, there is a rationale for considering teachers' capacity to address disabled girls' needs as a barrier to address through interventions.

Girls would rather skip school for the entire day than risk this form of punishment which is painful and embarrassing.

Eco-Fuel (Uganda)

Although **corporal punishment is experienced by both girls and boys** and therefore is not a form of discrimination against girls in the most obvious sense, it is directly linked to other forms of gender-based violence according to the Global Initiative to End All Corporal Punishment of Children (2012)⁴⁰:

It is particularly closely related to domestic violence against women and is used to control and regulate girls' behaviour much as intimate partner violence aims to control women's behaviour that may perpetuate violence against girls in other parts and at other times of girls' lives.

Global Initiative to End All Corporal Punishment of Children (2012)

#1.4 Language issues and lessons not taught in mother tongue (three projects)

Red (South Sudan), VSO (Nepal) and Camfed (Zambia) reported similar issues related to language barriers experienced by girls in schools. Red (South Sudan) found that teachers struggled with the **lack of teaching materials available in the local language** (i.e. Dinka). VSO (Nepal) highlighted the issue of girls' lack of fluency in the language of instruction. EGRA results revealed differences between districts, especially in Parsa where results were well below the average of other targeted districts. According to the project, this is largely influenced by the fact the language spoken at school differs from girls' mother tongue. In Parsa, 89% of the girls speak their mother tongue at home. In comparison with other districts, the evidence shows that the **languages used at home and school have a significant impact on girls' EGRA performance** (approximately 7 words per minute for Parsa/English speakers compared to approximately 24 words per minute for English/Nepali speakers).

Camfed (Zambia) had similarly interesting observations from their baseline research. Respondents repeatedly noted that **students engage more actively when the local language is used in the classroom.**

The extent to which the issue of language is a gender-related issue was not discussed by projects. According to UNICEF⁴¹ (International Conference on Language, Education and MDGs (2010)), **research shows that there are clear linkages between language, girls/ women empowerment and gender equality in education.** Girls/ women are much less likely than boys/ men to be exposed to the 'prestige' language, because they are restricted to the home and family where the local language is spoken. Differences in language competence often go unnoticed at school, especially where girls are given fewer opportunities to speak and are expected to perform less well than boys. Girls speaking less may be interpreted as evidence of limited academic ability, rather than lack of exposure to the language of instruction, which may have had effects on IW projects' assessment of educational outcomes for girls. However, **the evidence-base is still weak due to the lack of relevant data and indicators that allows systematic cross-tabulation of data on gender, language and educational attainment**⁴².

#1.5 Teachers' lack of knowledge about their topic (two projects)

According to Red (South Sudan), teachers demonstrate through their teaching styles that they are "enthusiastic and supportive". They have access to materials and feel supported by their headmasters, which may explain girls' positive attitude towards teachers' quality of teaching. Interestingly though, Red (South Sudan) indicates that 38% of the **teachers in target schools have not received any teacher training at all.** A number of teachers are also not trained to teach classes in English although the language of instruction for upper classes is English.

Eco-Fuel (Uganda) reported slightly different evidence of teachers' lack of knowledge. Results show that most teachers (73%) have diplomas, 23% of teachers have a Grade 3 teaching certificate while 3% of teachers have university degrees. This suggests that most teachers have the necessary qualifications required to teach their respective grades. Nevertheless, **teachers' knowledge does not always appear to translate into good quality teaching**, as evidenced by a school inspector interviewed by Eco-Fuel (Uganda):

⁴⁰ <http://www.endcorporalpunishment.org/pages/pdfs/briefings/Corporal%20punishment%20of%20girls.pdf>

⁴¹ <http://www.seameo.org/language/mdgconference2010/doc/presentations/day2/makihayashikawa-ppt.pdf>

⁴² This is an important gap in the IW baseline research which could be addressed during midline research and as part of the EM thematic research.

These teachers spend two or three years in college and when they graduate, they never receive any more on-the-job training to enable them acquire practical teaching skills. The two or three years spent in college are not enough to enable them to learn everything they need to know about delivering high quality education. This is why students cannot learn well in school.

Eco-Fuel (Uganda)

#1.6 Teaching not related to concrete employment opportunities (one project)

MercyCorps (Nepal) was the only project to investigate and report on the **lack of support for girls' transition into vocational training and employment**. In the project target areas, girls reported “not knowing what to do after secondary school” and therefore neither they nor their families seemed likely to invest in their secondary education. This barrier is also discussed in [Section 4.2.4](#), as four projects found evidence of a perception that education is irrelevant to employment among girls, parents and community members.

School-related barrier #2 – Distance to school (eight projects)

Safety issues on the way to and from schools are the main factor affecting girls' absenteeism.

As evidenced by eight projects, the **long distance to school appears to result in greater girls' absenteeism due to safety issues**. Girls often reported having to walk long distances to get to school and many consider the journey as ‘unsafe’ and as such represents a key barrier to attending school. Safety issues related to the journey to school were repeatedly mentioned across the IW, indicating that **more than the distance itself between home and school, the hazards of having girls walking on their own are of concern**. Due to poor infrastructure and long distances to school, LCDK (Kenya) reported that girls with disabilities are more vulnerable to “instances of bullying by strangers”, which prevents them from going to school. Link (Ethiopia) indicated that safety to get to school was an issue for 41% of Grade 6 girls and 19% of Grade 2 girls. The qualitative data collected by Link (Ethiopia) shed light on the risks associated with walking to school:

The physical topography of the zone includes long distances to be travelled and also mountainous and forest areas offering physical hazards to girls. Travelling is limited to trips that can include a male counterpart and mobility is restricted for girls, due to the risk of harassment. Harassment and abuse still seem to occur in places, which further hamper movement. Girls also reported being verbally harassed on the way to or nearby schools.

Link (Ethiopia)

The distance to school becomes a crucial issue when girls enter the secondary school phase. The lack of secondary schools in some project areas increases the distance to travel to get to school. Also, distant boarding schools are perceived by parents as posing additional risks of safety and harassment, as girls need to commute long distances and end up spending long periods away from home in environments that care givers do not consider as appropriate for secondary school-aged girls.

Finally, as most IW projects work in poor areas, the distance to school and the time to get to school are perceived as a **trade-off for girls who are often engaged in a significant amount of housework tasks**.

School-related barrier #3 – School facilities (seven projects)

With regards to school facilities and infrastructure, the inappropriateness of sanitation facilities is the main factor affecting girls' education.

The key factor relating to school facilities predominantly related to the provision of toilets. These were considered to be ‘inadequate’, ‘unsatisfactory’, ‘not safe for girls’ and in some areas, projects reported that girls did not have separate toilets. As explained by girls participating in a survey conducted by Opportunity (Uganda), school facilities are the ‘main attraction’ of a secondary school, indicating **the importance of appropriate sanitation facilities when choosing to attend school**. It is especially important for secondary schools to have adequate sanitation facilities particularly in view of the fact that **girls are reported to be absent from school during menstruation**.

While older girls are more likely to be affected by a lack of adequate sanitation facilities in schools due to menstruation, younger girls also reported that school facilities were not satisfactory (BRAC (Tanzania)). According to HPA (Rwanda), most of the sanitation facilities are shared with boys and located in remote parts of schools (i.e. “near bushes”). Additionally, toilets often do not lock from the inside. They also do not include hand washing facilities and changing room facilities were reported as being “inadequate” to girls' needs.

According to UNICEF⁴³, water, environment and sanitation (WES) are all children's issues that are inexorably linked to girls' education. Safe water and adequate sanitation are as important to quality education as pencils, books and teachers:

While affecting all school-aged children, inadequate sanitation facilities hit girls hardest, pushing many out of the classroom for lack of privacy and dignity. In some cases girls put up with these deplorable conditions only to leave when they begin to menstruate.

(UNICEF, Water and Sanitation)

School-related barrier #4 – Provision of teachers and teaching materials (seven projects)

More than the lack of female teachers and high pupil teacher ratios, it is teacher absenteeism that seems to affect girls' ability to learn.

#4.1 Teacher absenteeism (five projects)

Teacher absenteeism was reported as the main barrier to girls' education in terms of the different aspects of teaching provision (teachers and materials). **Five projects reported issues with teacher attendance.** Additionally, MercyCorps (Nepal) reported that teacher absenteeism was rather considered as a lack of teachers' involvement in the tasks given to students:

Whilst children are frequently told to study, the teachers sleep in class.

MercyCorps (Nepal)

In support of the GEMS (Ghana) project findings, a 2009 study by Al-Hassan⁴⁴ assessed the causes and the impact of teacher absenteeism in selected schools in northern Ghana. Results of the study reveal that 30% of teachers in the sampled schools are considered to be absent, late to school or leaving from school early. Teacher absenteeism in the sampled schools is higher in deprived schools compared to endowed schools. Lateness and early departure from school by teachers are more common among teachers who live outside the school community (70%), and are responsible for 65% of the lateness/ early departure. On average, 70% of the sampled teachers agree that absenteeism has a significantly negative effect on teaching and learning.

These findings were corroborated across the IW, with teacher absenteeism reported as the main barrier to girls' education when it comes to teaching provision. **The lack of female teachers (and high pupil teacher ratios) were reported as less prevalent barriers** by IW projects, suggesting that issues in teacher provision are likely to be affecting girls as well as boys and should not be considered a specifically gendered barrier to girls' education.

#4.2 Gender-biased teaching materials (one project)

VSO (Mozambique) interestingly noted that feedback from girls suggested that they perceive little bias in the treatment they receive in classrooms, although classroom observation suggests that the learning environment could be greatly improved. According to the project, the delivery of the national curriculum in a gender-responsive manner remains a critical challenge and **gender stereotypes perpetuated through textbooks and curricula choices have an impact on girls' engagement in learning.**

School-related barrier #5 – School governance (five projects)

In terms of school governance, poor school management was reported as affecting teachers' capacity to respond to girls' needs.

As reported by five projects, **poor school management was found as an obstacle to girls' education in target schools.** Despite a number of projects collecting evidence on school management systems, the evidence gathered across the IW is relatively heterogeneous and difficult to assess in terms of the actual prevalence of poor school management as a barrier to girls' education. **Pathways through which girls are affected by non-functional school governance were not clearly articulated by IW projects.** For instance, Link (Ethiopia) reported that 13% of teachers rated the school management system as not being responsive to girls' needs. ICL (Kenya) found that a majority of the schools have committees that are not "equipped to handle oversight duties over the management of schools":

⁴³ http://www.unicef.org/education/index_focus_water.html

⁴⁴ Al-hassan (2009), An Assessment of the Effects Teacher Absenteeism on Quality Teaching and Learning in Public Primary Schools in Northern Ghana, NNED & IBIS

The head teachers and principals in some of the schools seem not to be in control of the schools with poor facilities, poor teaching and teacher absenteeism being of major concern to girls in the country.

ICL (Kenya)

According to Raising Voices (Uganda), one of the project barriers relating to teacher's unresponsiveness to student needs has been assessed during baseline research in relation to the **absence of teacher committees and student committees**. Finally, Eco-Fuel (Uganda) noted that 98% of their target schools do not have a policy on school attendance and re-admission of girls who get pregnant. Most girls who get pregnant are dismissed from school and do not attend school after giving birth, which, as suggested by the project, could be addressed through improved **governance mechanisms and policies at the school level**.

School-related barrier #6 – Value of girls' education in schools (three projects)

Valuing boys' education over girls' is a barrier existing in schools as well, not only in communities or among parents.

As reported by Link (Ethiopia), about a third of the girls in their target schools felt that teachers regarded education for boys as more important than for girls (31%) and that boys were getting more attention than girls in classes (38%). More than half of the girls (58%) felt that teachers foresee limited career options for girls. A large proportion of girls (77%) think that they learn less than boys in school, suggesting that the **absence of gender-sensitive education methods in schools has a negative influence on girls' self-esteem and confidence**.

Summary: Is girls' education affected by school-related factors?

We found evidence across the IW that **school-related factors were reported as the second most important barriers to girls' education**. While school-related barriers were assumed by IW projects at pre-baseline as the most important barriers to girls' education, only two-thirds of the projects provided evidence confirming the existence of these barriers, demonstrating that poverty factors, contrary to pre-baseline projects' assumptions, are the primary barrier to girls' education according to IW project baseline findings.

Pathways through which girls' education is affected primarily relate to the **poor quality of education**, as evidenced by the prevalence of 'teacher-centred pedagogy', the lack of gender responsiveness of teaching and teaching techniques that frequently involve corporal punishment.

The second school-related factor identified by IW projects in their target areas relates to the **distance to school**. Long distance to school appears to result in greater girls' absenteeism due to safety issues and more than the distance itself between home and school, the **hazards of having girls walking on their own** are of concern⁴⁵. With regards to school facilities and infrastructure (third school-related factor), the **inappropriateness of sanitation facilities** is the main barrier affecting girls' education. Girls are particularly reported to be absent from school during menstruation due to the absence of appropriate sanitation facilities. Fourthly, in terms of teaching provisions, more than the lack of female teachers and high pupil teacher ratios, it is **teacher absenteeism** that seems to affect girls' ability to learn. **Poor school management** was found as a fifth obstacle to girls' education, although pathways through which girls are affected by non-functional school governance were not clearly articulated by IW projects.

⁴⁵ Distance to school also becomes a more crucial issue when girls enter the secondary school phase due to the absence of nearby secondary schools and the additional safety issues faced by secondary school-aged girls.

4.2.2 Poverty factors

Almost all projects (15 out of 17 assuming barriers at project design stage) reported poverty factors as affecting girls’ education. The three sub-barriers which were most often reported across the IW were the **cost of schooling** (13 projects), **housework commitments** (nine projects) and **hunger and health-related factors** (eight projects). The evidence confirms the assumption of many projects that poverty is a major barrier to girls’ education (Table 4.8).

Table 4.8: Evidence reported by projects for barriers relating to poverty

Baseline evidence for poverty	Evidence found	IW projects by country and region																			
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh		
East Africa											Southern Africa				W.A.	Asia					
Proximal barriers																					
Cost of schooling	13	✓	✓	✓	✓		✓		+	✓	✓	✓	✓	✓	✓				✓		
Significant housework commitments of girl	9				✓					✓		✓	✓	✓	✓	✓			✓		
Lack of educational resources at home	2									✓									✓		
Indirect barriers																					
Hunger and health related factors	8	✓			✓				✓	✓	✓				✓	✓			✓		
Chronic poverty (community-level)	2									✓					✓						
Negative perception of poverty	1																		✓		
Lack of human capital (household-level)	5													✓	✓			✓	✓	✓	
Poverty-related strategies																					
Girls and income-generating activities	5								✓				✓		✓	✓			✓		
Girls marrying early and dowries	4	✓			✓							✓		✓							

Projects’ baseline evidence for poverty barriers

Barriers found and reported: It was found that the costs of schooling involved a variety of expenses that must be met by parents and act as an important obstacle to girls’ education although primary education is technically free (evidenced by 13 projects). Significant housework commitments of girls are the second most important poverty barrier preventing girls from attending school (evidenced by nine projects). Inability to afford meals, hunger and health related factors put girls in a situation where they either cannot attend schools and/ or learn properly (evidenced by eight projects).

Examples of evidence indicating that the assumed barriers exist include:

- Eco-Fuel (Uganda) reported that 100% of the households who participated in the survey were below the poverty line and 60% could only afford one meal a day;
- TfAC (Malawi) reported that 73% of households were unable to meet basic needs;
- 66% (HPA (Rwanda)), 63% (Viva (Uganda)), 82% (Opportunity (Uganda)), 54% (TfAC (Malawi)) of parents interviewed and 38% of girls interviewed (Opportunity (Uganda)) reported that school fees are too high;
- 76% of households and 67% of girls surveyed by HPA (Rwanda) reported a lack of school materials (uniforms, books);

- A high percentage of girls reported to have significant household commitments. For example, 67% of Link’s (Ethiopia) and 92% of TfAC’s (Malawi) interviewed households reported this issue. While 98% of MercyCorps’ (Nepal) and 86% of BRAC’s (Tanzania) interviewed girls also reported helping with housework, without specifying the extent to which housework prevented them from attending schools;
- HPA (Rwanda) reported that the lack of sanitary pads is also a barrier to girls’ education because at least 20% of girls reported that they stay at home during menstruation; and
- Almost two-thirds of the girls (62%) interviewed during Camfed’s (Zambia) survey, and 76% of households from ChildFund’s (Afghanistan) survey reported that parents had low levels of education, which may affect girls’ learning and performance in school.

Barriers not found: Contrary to pre-baseline assumptions, ICL (Kenya) found that poverty was not a prevalent barrier to girls’ education, as 95% of households in the ICL (Kenya) sample stated they were able to provide for their girls’ basic needs.

Barriers not reported: All projects reported on their assumed barriers in their Project Baseline Reports.

Poverty barrier #1 – Cost of schooling (13 projects)

Costs of schooling involve a variety of expenses that must be met by parents act as an important obstacle to girls’ education although typically primary education is technically free.

Although primary school education in most countries is considered to be free and universal, there are a variety of expenses that must be met by parents, for example school uniforms, textbooks, contribution to the school’s development fund (e.g. for classroom construction) and payment of costs associated with school projects, extracurricular activities and education trips. Parents often consider these costs as informal schooling fees.

Thirteen projects reported that the costs of schooling affected girls’ education in their project areas. As illustrated by BRAC’s (Tanzania) findings, over half of the out-of-school girls participating in the survey reported affordability as a reason for dropping out of school. Viva (Uganda) reported that 14% of girls drop out due to an inability to afford school fees and school material.

While a large majority of IW projects reported on the existence of schooling costs, few of them evidenced specified which aspects of the costs of schooling were obstacles to girls’ education. This may suggest that parents perceive the costs of schooling as a black box, with a limited understanding of the costs that schooling may imply. A potential explanation may be that they are likely to perceive the overall costs of schooling as higher than they may be in proportion to their daily living costs, therefore **preventing girls from attending schools for fear of not being able to afford unknown costs at the time of enrolment**.

Poverty barrier #2 – Girls’ housework commitments (nine projects)

Significant housework commitments of girls are the second most important poverty barrier preventing girls from attending school.

#2.1 Housework and time for school/ studying (nine projects)

As evidenced by nine projects, **girls’ household responsibilities associated with household survival strategies suggest that girls have less time to attend school and learn**. Examples of household work include taking care of siblings, cooking, cleaning, fetching water and taking care of ill family members. Additional responsibilities do not only affect girls’ ability to attend school but imposes restrictions on the time for study at home, which was reported by one third of the girls surveyed by MercyCorps (Nepal) as a reason for failing their exams.

According to Link (Ethiopia), barriers to girls’ education result from a culture where women as well as girls are seen as part of the domestic work force:

Limited resources are rather spent on boys’ education. Girls are part of the maintenance and income generation function in the household which interferes with their going to school.

Link (Ethiopia)

The burden of household chores in the mornings before school severely influences girls arriving late for school, missing classes, attention and ability to concentrate in class. Additionally, household chores in the afternoon limits the time and energy girls have to study and do homework.

#2.2 Gender norms in poverty contexts and girls' domestic responsibilities (three projects)

Three projects found that gender norms in **poverty contexts tend to favour girls' responsibilities in terms of household chores and care of family members**. Gender norms require girls to help with household chores or care for siblings. BRAC (Tanzania) found that 86% of the girls reported that women/ girls alone are responsible for taking care of household chores such as washing, cleaning and cooking in the family. When asked who should go to fetch the water if the house does not have water access, 79% of the girls reported that this task is also a female responsibility in the household.

Poverty barrier #3 – Hunger and health (eight projects)

An inability to afford meals, hunger and health-related factors put girls in a situation where they either cannot attend schools and/ or learn properly.

Illustrating the findings relating to poverty factors of eight IW projects, a comment from one of the parents from BRAC (Tanzania) describes the struggle that parents may face when they have limited resources affecting girls' education:

I wake up early every morning to go and look for any job that I can find to feed my children. Since I did not go to school, I have no specialised skills. So, I do whatever job is available provided they can pay me some money. Sometimes I wash clothes for my neighbours, sometimes I slash their compounds, or dig for them. However, sometime I cannot find work for days or even weeks and during that period, we are lucky to even have one meal a day. So if I cannot even feed my family consistently, how do you expect me to afford sending my children to school?

BRAC (Tanzania)

Similarly, Eco-Fuel (Uganda) found that 60% of the households interviewed eat only one meal a day. As a result, girls from these households attend school without having breakfast and most of them do not get any meal at school or do not carry packed food to school. Most of these girls are hungry at school, leading to low participation especially during afternoon lessons. This suggests that **poverty, and the proximal barrier related to hunger, ultimately affects girls' learning**.

Interestingly, menstruation was also reported as an issue affecting girls' attendance, in particular an **inability to afford sanitary pads**. For example, almost 40% of a sample of girls interviewed by Link (Ethiopia) and Viva (Uganda) reported menstruation as an issue and one third of girls (ICL (Kenya)) reported missing school due to a lack of sanitary towels. Some girls participating in a focus group discussion in Ethiopia identified menstruation as a significant issue:

We often leave school when our clothes get soiled during menstrual cycles. This problem is not tackled well and an adequate education has not been given on this issue. We lack a place to clean ourselves during menstruation.

Link (Ethiopia)

According to UNICEF⁴⁶, it is a widespread but unacknowledged problem that girls miss school and stay at home because of menstruation. There are many aspects that link girls' attendance rates to their menstrual cycles. Firstly, the lack of affordable sanitary products and facilities for girls and women keeps them at a disadvantage in terms of education when they are young and prevents their mobility and productivity as women. Secondly, the lack of clean and healthy sanitation such as toilets and running water means that girls often do not have anywhere to change or dispose of pads safely and in privacy at school. Thirdly, the taboo nature of menstruation prevents girls and their communities from talking about and addressing the problem; raising awareness and education to eliminate the stigma of menstruation is a large part of the battle. Additionally, the cultural implications of **menstruation as an important stage in a woman's development may be used as an opportunity to remove girls from school** –

⁴⁶ UNICEF (2001). Teacher's guide for the integrated water, sanitation and hygiene education, and HIV/AIDS for grades 1 to 7. Lusaka, Zambia, United Nations Children's Fund (http://www.schoolsanitation.org/Resources/Readings/Zambia_teachersguide%5B1%5D.pdf)

confirming the idea that ‘if a girl is ready for motherhood, then she is ready for marriage’ (refer to [Section 4.2.3](#) for a discussion of early marriage baseline findings).

Poverty barrier #4 – Low parental education (five projects)

More than employment issues, a lack of human capital at the household level relates to parents’ inability to provide support for girls’ education.

Along with four other projects, VSO (Nepal) found that **low parental literacy means that parents are less able to support girls in relation to what they learn at school**. VSO (Nepal) findings also suggest that an educated mother in particular has a positive impact on a daughter’s literacy, as girls with one or more parents who are literate were found to perform better in the EGRA test.

Poverty barrier #5 – Poverty-related strategies affecting girls’ education (five projects)

Poverty-related strategies mean that girls tend to engage in income-generating activities (five projects), or are forced to marry early for financial reasons (four projects).

Short term strategies in poverty-constrained environments suggest that girls either start working or get married at a young age.

Link (Ethiopia) mentioned that **girls’ efforts to overcome poverty translate into their engagement in micro-enterprises, or trade in local markets**. The community focus is therefore on survival rather than on long-term goals such as education. This leads girls to drop out of school, and in cases where girls remain in school it affects their performance due to missed days of school and their attention being allocated between school and work. MercyCorps (Nepal) also noted that **in addition to domestic work, some girls have to carry out daily wage work in agricultural fields**. During the agricultural season, some girls are absent from school as they engaged in agricultural paid work.

Another type of poverty-related strategy related to early marriage. By contrast with Asian countries, in most African countries a daughter’s marriage increases a family’s wealth through combined cattle and cash dowries. Furthermore, since a girl has to live with her husband’s family after her marriage, her family is relieved of the economic burden of supporting her. Viva (Uganda) found that 9.8% of their respondents declared that girls “choose marriage when the challenges are too high for them” or when they are **married off for bride compensation by their parents** or guardians. According to Red (South Sudan), “as people are poor, dowry is an important source of income and a ‘good reason’ to keep girls home from school”. The challenges mentioned by Viva (Uganda) were found by Eco-Fuel (Uganda) as well. Eco-Fuel (Uganda) found that 21% of households surveyed had teenage mothers who had dropped out of school:

Many girls from poor households turn to older men with money for financial support because their parents are unable to provide them with things like sanitary pads, books, uniforms and money to eat at school.

Eco-Fuel (Uganda)

Poverty barrier #6 – Material deprivation and educational resources at home (two projects)

Material deprivation suggests an inability to meet basic needs such as electricity/ light for studying at home.

Poverty and the lack of resources were prominent barriers mentioned in the qualitative interviews conducted by Link (Ethiopia). Poverty is often interrelated with other factors such as the inability of girls to afford basic and educational resources. The lack of electricity or kerosene supplies also prevents girls from being able to study after dark. In addition, MercyCorps (Nepal) found that 80% of surveyed girls have light at home only one month a year, suggesting that **educational resources at home are being affected by poverty and lead to inadequate studying conditions for girls**.

Poverty barrier #7 – Chronic poverty (two projects)

Chronic poverty at the community level is another factor influencing the ability of girls to enrol, attend and learn in schools.

Link (Ethiopia) reported that in the rural districts of the Wolaita zone, in the southern region of Ethiopia, all girls are defined as marginalised as they live in subsistence farming communities where 77% of households live under the

absolute poverty line. Due to chronic poverty and cultural factors girls have limited opportunities. Poverty in the community has a direct effect on school facilities as well. According to Link (Ethiopia), poverty and a lack of resources can also lead to early and unwanted marriages which are seen as “an escape route out of poverty”. This indicates that **chronic poverty in the community may entail a shift in the educational aspirations of girls.**

Poverty barrier #8 – Negative perceptions of poverty (one project)

The negative perception of poverty affects girls’ likelihood of going to school due to the fear of being seen as poor.

For most IW projects, poverty is seen as an issue in terms of the ability to afford school costs. One project commented on the negative perceptions associated with poverty, as poverty is also sometimes a perceived barrier (e.g. going to school with no uniforms or inadequate shoes). As reported by MercyCorps (Nepal), girls are willing to attend school and learn, although their family cannot afford their stationery due to financial constraints. These girls have a higher tendency to drop out than other girls, suggesting that **being seen in schools with an old uniform for instance may prevent girls from attending school:**

Such a tendency is seen in larger families where there are many children. Schools provide books, but they have to buy uniforms themselves. Furthermore, a family that cannot manage resources for additional requirements (such as sanitary pads, new uniform) of pre and post puberty girls is likely to see their girls dropping out-of-school.

MercyCorps (Nepal)

Summary: Is girls’ education affected by poverty factors?

While school-related barriers were assumed by IW projects at pre-baseline as the most important barriers to girls’ education, baseline findings revealed that **poverty factors are the primary barrier to girls’ education.**

Pathways through which girls’ education is affected primarily relate to the **cost of schooling**, which was found to prevent girls from attending schools due to parents’ inability (or fear of not being able) to afford the costs of schooling at the time of enrolment and during subsequent years of schooling.

The second poverty factor identified by IW projects in their target areas relates to **girls’ household responsibilities that are associated with household survival strategies.** Poverty contexts tend to favour girls’ responsibilities in terms of household chores and care of family members, suggesting that girls have less time to attend school and learn. The third poverty factor affects girls’ learning relates to the **inability of girls’ households to afford basic needs such as meals or sanitary pads.** **Low parental literacy** means that parents are also less able to support girls in relation to what they learn at school (as the fourth poverty barrier).

Less frequently reported barriers relating to poverty that reveal the different pathways through which poverty affects girls’ education include: girls having to carry out daily wage work in addition to domestic work; girls married off for bride compensation by their parents; limited educational resources at home creating inadequate studying conditions for girls; and chronic poverty in the community provoking a shift in the educational aspirations of girls.

4.2.3 Female aspirations and decision-making

A large majority of projects (13 out of 15 assuming barriers at project design stage) reported that their assumptions about girls’ low aspirations and female lack of decision-making affected girls’ education. The two sub-barriers which were most often reported across these 13 projects were **early marriage** (12 projects) and the **inability to make decisions relating to pregnancy** (10 projects).

Projects’ evidence confirms the assumption of IW projects that the lack of female autonomy in decision-making is a major barrier to girls’ education (Table 4.9). Fewer projects reported on the existence of girls’ lack of self-confidence or the influence of female role models (eight projects).

Table 4.9: Evidence reported by projects for barriers relating to female aspirations and decision-making

Baseline evidence for aspirations	Evidence found	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
East Africa											Southern Africa				W.A.	Asia				
Lack of female motivation/ aspirations																				
Lack of self-confidence	6						✓		✓					✓	✓	✓		✓		
No local women of influence/ role models	3	✓						+	✓		✓									
Lack of female autonomy in decision-making																				
Early marriage	12	✓	✓		✓		✓		✓	✓	✓	+	✓	✓	✓	✓		✓		
No ability to make decisions (pregnancy)	10	✓	✓		✓		✓			✓	✓	✓	✓		✓	✓				

Projects’ baseline evidence for aspirations and decision-making barriers

Barriers found and reported: It was found by IW projects that early marriage is seen as an alternative to education, either for parents to receive financial benefits or for girls to be provided for by their husbands (evidenced by 12 projects). Fear of early pregnancy also encourages parents to marry their daughters at a young age (evidenced by 10 projects). Finally, the lack of self-confidence and absence of local women of influence/ role models influences girls’ interest in education (evidenced by eight projects).

Examples of evidence indicating that the assumed barriers exist include:

- Almost all teachers (94%) interviewed by Red (South Sudan) reported marriage as a reason for girls to drop out of school, and 40% of girls from the same area reported being aware of arranged marriages;
- MercyCorps (Nepal) reported a high prevalence of early marriages leading to early school dropout, with half of the girls (48%) getting married by the age of 18 and a significant proportion by the age of 15;
- VSO (Mozambique) found that many families living in poverty ‘sell’ their daughters to marriage. It emerged from focus group discussions with girls that female new-borns are sold after their birth to ‘cover their costs to their families’ until they are of marriageable age, usually at puberty when they leave for their husband’s family;
- 58% of girls in PEAS (Uganda) target area reported pregnancy as a reason for dropping out of school;
- Red (South Sudan) reported that 48% of out-of-school girls cited pregnancy as a reason for dropping out;
- 46% of the girls participating in the survey conducted by Viva (Uganda) reported not returning to school after giving birth (44% responded ‘Sometimes’ and 10% ‘Often’); 98% of schools were reported by Eco-Fuel (Uganda) not to have a re-admission policy for girls after giving birth;
- Camfed (Zambia) reported that 13% of pupils demonstrated very low self-esteem. TfAC (Malawi) reported that 52% of the household respondents reported a lack of self-confidence among girls as a barrier; and
- Link (Ethiopia) reported that very few schools report inviting female role models into their schools.

Barriers not found: Evidence reported by ICL (Kenya) did not confirm that there was a lack of local women of influence. BRAC (Tanzania) also did not find evidence of early marriage issues. Marriage or co-habitation rates were found to be low (about 1%) in the BRAC (Tanzania) sample. However, BRAC (Tanzania) demonstrated that while marriage rates are the same for in-school and out-of-school girls, fertility rates are much higher (6%) among out-of-school girls relative to school-going girls (0.4%), suggesting that pregnancies may be a cause of girls’ dropping out of school.

Barriers not reported: All projects reported on their assumed barriers in their Project Baseline Reports.

Aspirations and decision-making barrier #1 – Early marriage (12 projects)

Early marriage is seen as an alternative to education, either for parents to receive financial benefits or for girls to be provided for by their husbands.

Along with 12 projects, PEAS (Uganda) reported that **there are deeply entrenched beliefs relating to marriage** in project target areas. A father reported that,

During the adolescent stage for girls (15-17 years), their attitude changes; they refuse to go to school and get married; they start getting out of home and parents loose interest in providing fees for their girls.

PEAS (Uganda)

PEAS (Uganda) also found that **girls can be forced into early marriages to older and wealthier men**, so that the family gets a financial compensation and the girl leaves her home before starting her menstrual cycles. This finding was confirmed by Viva (Uganda), with 9% of the **girls being married off for bride compensation** by their families. [Box 4.10](#) discusses the context of early marriage in Uganda more specifically, using evidence from the educational body of literature on the reasons identified for early marriage.

The cultural values around marriage are reported to affect girls' education by VSO (Mozambique) as well, due to:

(...) cultural beliefs, norms of bride price reflecting the high value placed on a girl's virginity and related early marriage at puberty.

VSO (Mozambique)

Most of the key informants cited premature marriages/ forced marriages as the major cause of dropping out of school among girls. A head teacher stated that 80% of the drop-out cases in his school were due to early marriages. According to a girl respondent,

My father thinks I should get married soon. He decided who my husband should be even before I was born and said now that I have reached puberty he wants to protect me from the dangers of being on the street and in school with older boys. Once I marry I will be living with my husband's family, I learned how to work in the home and fields with my mother when I was not at school.

VSO (Mozambique)

Early marriage also affects specific sub-groups of girls, as shown by LCSU (Uganda). Disabled girls lack information on reproductive health to enable them to cope with body changes, early marriages and prevent unwanted pregnancies. A baseline study undertaken by The National Union of Women with Disabilities of Uganda (NUWODU) covering all four regions of Uganda revealed that women and girls with disabilities experience gender-based violence in the form of sexual abuse such as rape, defilement and forced marriage. In relation to this, LCSU (Uganda) found that 9.9% of households reported having child mothers, suggesting the **importance of early marriage and pregnancy as a disruptive event affecting girls' education**. As mentioned in [Box 4.10](#), the **fear of early pregnancy also encourages parents to marry their daughters at a young age**. HPA (Rwanda) found evidence of forced marriage due to early pregnancy – 14.3% of the girls interviewed declared that they knew girls that had been forced into early marriages. Findings from focus group discussions with out-of-school girls indicated that **girls who were forced into early marriages were those who were pregnant**. They also declared that these pregnancies were linked to inadequate counselling and guidance on the part of schools and parents, and the inability of parents to provide girls with school materials (refer to [Section 4.2.2](#) for a discussion of early marriage as a poverty-related strategy).

Box 4.10: Early marriage in Uganda

In Uganda, the rate of child marriage (40%) is higher than the African average of 39%. A number of factors contribute to this high rate, including poverty, gender norms and expectations, culture and tradition. In rural areas, parents also tend to believe that child marriage offers protection against premarital pregnancy and HIV infection.

Child marriage occurs when one or both spouses are below the age of 18. While boys can be affected, the practice predominantly concerns girls. It is often referred to as "early and forced" marriage because girls, given their young age, can rarely make a free and informed decision about their partner, the timing or the implications of the commitment. An element of coercion may be involved because their families may pressure or force the girls into marriage. Strong social and cultural norms also drive the practice despite the legislation in place.

While child marriage is common in Uganda, prevalence is highest in Northern Province (59%). Child marriage occurs more frequently among girls who are the least educated, the poorest and those living in rural areas. In 2006, women aged 20-24 and living in rural areas were about twice as likely to be married before the age of 18 as their urban counterparts. This urban-rural divide has remained roughly at the same level since 2000.

Where poverty is severe, a young woman may be considered either an economic burden or an asset from which families can gain property and livestock from bride wealth exchanges. Bride wealth transactions are different from dowry payments. Bride wealth exchanges are offered by the groom's parents to the bride's parents. A dowry is a pre-death inheritance by a bride from her father and is more common in Asia than in Africa (except among Asian communities in Africa).

Related to poverty is the phenomenon of 'sugar daddies and sugar mommies', older men and sometimes women who seek sex from children and adolescents in exchange for money or other goods. To earn money, some parents may encourage their daughters to take jobs that place them in circumstances where they meet with men (e.g., working in bars). Such associations could lead to early marriage, especially in the case of premarital pregnancy.

Aspirations and decision-making barrier #2 – Self-confidence and female role models (eight projects)

To a lesser extent than early marriage and pregnancy, the lack of self-confidence and absence of local women of influence/ role models influences girls' interest in education.

Link (Ethiopia), for example, reported that 10 out of the 15 schools involved in their baseline research do not invite female role models to school. This suggests that the barrier exists but does not confirm that the lack of female role models hinders girls' attendance and learning. Red's (South Sudan) baseline research suggests that female role models can have a positive influence where they encourage girls to return to school and help convince parents of the value of educating girls. However, even though the presence and engagement of female role models may be beneficial, it remains unclear whether their absence is a key factor contributing to educational marginalisation in the target areas.

Summary: Is girls' education affected by aspirations and decision-making factors?

IW projects found that the lack of female aspirations and girls' inability to make decisions was the third most important barrier to girls' education after poverty and school-related factors.

Pathways through which girls' education is affected primarily relate to deeply entrenched **beliefs relating to marriage and the role of women**. Early marriage is seen as an alternative to education, either for parents to receive **financial compensation** or for girls to be provided for by their husbands. The **fear of early pregnancy** also encourages parents to marry their daughters at a young age, suggesting that early marriage and early pregnancy are important and **disruptive events** affecting girls' education.

4.2.4 Negative attitudes towards girls' education

Two-thirds of the projects (11 out of 15 assuming barriers at the project design stage) found that their assumptions about negative attitudes towards girls' education existed in their target areas. The two sub-barriers which were most often reported across these 11 projects were a **low awareness of the value of education** (four projects) and the **perception that education was irrelevant for employment** (four projects).

A third of the projects reported not having found their assumed barriers during baseline research (Table 4.11). A large majority of projects (15 out of 19) assumed that girls', parents' or communities' attitudes were a relatively important obstacle to girls' education. However, it appears that negative attitudes towards girls' education derived from a perception that there was little value gained from getting an education (evidenced by seven projects), as opposed to a general lack of positive support for girls' education (evidenced by three projects)⁴⁷.

Table 4.11: Evidence reported by projects for barriers relating to negative attitudes towards girls' education

Baseline evidence for negative attitudes	Evidence found	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LC DK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
East Africa											Southern Africa				W.A.	Asia				
Attitudes towards education																				
Negative attitudes towards education	2	✓							✓		+									
Families value boys over girls	3				✓					✓			+						✓	
Low expectations of girls to achieve	0													+						
Relevance of education																				
Low awareness of value of education	4		+		✓							✓						✓	✓	
Irrelevance of education to empl.	4						✓			✓					✓				✓	
Support to education																				
Lack of family support for education	1									✓ ⁴⁸										
Low community support for girls	3		+			✓	✓			✓										

Projects' baseline evidence for attitudinal barriers

Barriers found and reported: It was found by IW projects that education is seen as being of little value (evidenced by seven projects). Negative attitudes towards girls' education were relatively less reported (evidenced by five projects) compared to the perceived relevance of education – although social desirability bias⁴⁹ may have played a role in limiting the reliability of the evidence. Finally, a lack of community or family support was perceived as an obstacle to girls' education by fewer projects (evidenced by four projects).

⁴⁷ The available evidence shows that negative attitudes towards education, in particular the low expectations of girls to achieve a good education, are relatively less mentioned by respondents as a barrier to girls' education compared to perceiving education as being of little value.

⁴⁸ 4% of parents in Link (Ethiopia) survey reported that they do not support their daughters to attend school. Although the evidence is weak, the EM found the finding worth reporting.

⁴⁹ Social desirability bias is the tendency of respondents to answer questions in a manner that will be viewed favourably by others. It can take the form of over-reporting "good behaviour" or under-reporting "bad" or undesirable behaviour.

Examples of evidence indicating that the proposed barriers exist include:

- Viva (Uganda) reported that 23% of parents believe that educating women is not worth the investment;
- 49% of BRAC’s (Tanzania) out-of-school girls reported that there is a lack of awareness of the value of education;
- Eco-Fuel (Uganda) reported that 59% of girls agreed that teachers perceive boys to be academically more competent than girls;
- Raising Voice (Uganda) reported that 10% of household respondents stated that girls are given equal opportunities as boys. This finding was confirmed during the focus group discussions during which community members reported that parents often treat boys more favourably than girls; and
- Low community support for girls’ education was reported by 69% of respondents in the LCSU (Uganda) household survey.

Barriers not found: Evidence reported by Red (South Sudan) did not clearly confirm the prevalence of negative attitudes towards girls’ education. The opinion of community leaders varied, as the majority of them appear to encourage parents to send girls to school, while some of them (13%) discouraged household heads from taking their daughters to school. VSO (Mozambique) also did not find clear evidence of families valuing boys over girls. PEAS (Uganda) reported that 99% of surveyed households value girls’ education. There is clear engagement from the community for girls’ education, and about 79% of caregivers declared that girls’ learn at least as much as boys, if not more. Interestingly, it appears from baseline research that a more important issue for the project is the treatment of girls in school rather than negative values attached to girls’ education.

Barriers not reported: All projects reported on their assumed barriers in their Project Baseline Reports.

Attitudes #1 – Perceived value of education and relevance to employment (seven projects)

Education is seen as being of little value and perceived as mostly irrelevant to girls’ employability.

Different aspects of the perceived value of education emerged from the baseline research. The value given to education from parents’ perspective and girls’ perspective was found to vary across projects.

Firstly, the value of education is reported as being low in terms of its relevance and returns expected from engaging girls’ in education (e.g. a lack of interest among girls themselves, a low level of awareness among parents of the value of sending girls to school and a lack of relevance of education to female adult life). LCDK (Kenya) reported that the main barrier to education (mentioned by 46% of caregivers) is disabled girls’ perception of the relevance and usefulness of education. Link (Ethiopia) indicated that a strong belief among families is that girls’ education is a “useless investment because girls will eventually get married”, suggesting that the **economic returns of getting a girl into school** will benefit the husband’s family. In the words of a parent, during a focus group discussion:

They [parents] lack interest to educate their female children to avoid the disappointment they would feel when the girl leaves home upon completing her education or get married. (...) They don’t give consideration to girls’ education due to their wrong belief that pertain the invalidity of female education.

Link (Ethiopia)

This finding was confirmed during school staff interviews:

Parents think that educating a girl is pointless since she is bound to marry sooner or later.

Link (Ethiopia)

And by a member of the school management:

Parents prefer that their children get married rather than learn.

Link (Ethiopia)

Secondly, the value of education is assessed by parents and community members against the opportunity costs of sending girls to school, as girls are often engaged in household chores and sometimes in income-generating activities contributing to the household income (refer to [Section 4.2.2](#)). For instance, MercyCorps (Nepal) reported that parents perceived the value of girls' labour (agricultural labour) as being higher than the value of girls' education.

Thirdly, in cases where girls' education is perceived as a potential asset for girls, which therefore leads to a positive attitude towards girls' education, the issue of the relevance of education to employability is still raised as a concern by parents and communities, as evidenced by four projects across the IW. HPA (Rwanda) notes that parents often do not think that the skills learned by girls in school are relevant for the career prospects of their daughters in the rural context of Nyaruguru. HPA's (Rwanda) baseline research confirmed that 50% of parents or caregivers did not feel that school was relevant for girls. It is interesting to note that girls themselves value the skills that they learn in school (more than their parents), and that they have career aspirations and plans for their futures.

MercyCorps (Nepal) also found that the lack of relevance of education to employability is closely linked to the caste system, since girls do not need to acquire skills in schools as their caste group determines the type of livelihoods they will carry out in the future. Furthermore, high skill levels are required for a girl to find employment outside of her caste, suggesting that parents may favour the idea of keeping girls at home or engaging them in relevant income-generating activities (in view of their caste group) rather than sending them to school with a limited probability of success outside of caste-determined livelihoods.

A recent study⁵⁰ found that expected returns and risk perceptions are important determinants of schooling decisions. With regards to the role of young people in the decision-making process, results showed that while both boys and girls expect high returns to schooling, only boys' expectations mattered and not those of girls. This suggests that **girls are more likely to be considered for alternative occupations than going to school compared to boys**, as evidenced by projects' findings relating to the value attached to girls' education.

Attitudes #2 – Negative attitudes towards girls' education (five projects)

Negative attitudes towards girls' education were relatively less reported compared to the perceived relevance of education – although social desirability bias may have played a role in limiting the reliability of the evidence.

As found by HPA (Rwanda), another barrier to girls' education is that parents favour boys' education over girls' as they do not see much income generation potential for girls. Interestingly, the project reports that parents were more likely to report that they valued girls' education to a lesser extent than boys' during focus group discussions rather than during household interviews⁵¹.

Social desirability bias, the tendency to answer self-reported questions in a manner that may heighten social approval instead of reflecting one's true feelings⁵², is a major type of response bias. In the case of attitudes, beliefs and opinions research, this bias may influence respondents' answers depending on the ways in which questions are formulated and whether respondents anticipate that their beliefs may not be in line with the beliefs of others. We therefore question the reliability of the evidence presented by IW projects when questions about attitudes were directional (e.g. 'Do you agree with the statement "girls' education is important"?'), which suggests that **more evidence relating to the existence of negative attitudes towards girls' education may exist than was actually reported by projects**. Alternatively, findings from focus group discussions may reveal the existence of attitudes that were not revealed during face-to-face interviews (see HPA (Rwanda) above).

Nevertheless, five IW projects found the **existence of different attitudes towards boys' and girls' education** during their baseline research. When girls were asked if they felt that their teachers considered boys to be academically more capable than girls, 59% of girls agreed that teachers perceive boys to be academically more competent than girls⁵³ (Eco-Fuel (Uganda)). Link (Ethiopia) also reported that negative cultural beliefs and practices which undermine the value of girls and girls' education were often mentioned as barriers to girls' education in focus group discussions,

⁵⁰ Attanasio and Kaufmann (2008)

⁵¹ 95% of HPA (Rwanda)'s household survey respondents reported that they wanted their daughters to continue education.

⁵² Crowne and Marlowe (1960); Paulhus (1991)

⁵³ One may argue that the question asked was directional here as well.

The perception that girls are less important and priority should be given to boys result from traditional cultural beliefs. Gender perceptions and stereotypes describe girls as being lazy and low achievers. (...) Parents do not have confidence in their female children's ability to attain respectable position in society.

Link (Ethiopia)

Attitudes #3 – Lack of community or family support (four projects)

Lack of community or family support was perceived as an obstacle to girls' education by relatively fewer projects.

Low community support for girls' education was reported by 69% of respondents in the LCSU (Uganda) household survey. Additionally, 4% of parents in Link's (Ethiopia) survey reported that they do not support their daughters to attend school.

According to UNESCO⁵⁴, parents and community attitudes are mainly influenced by traditional beliefs regarding the ideal roles of women and girls in society, suggesting that **negative attitudes are being conveyed at the household and community levels**, with a direct influence on girls' access to education,

These traditional beliefs have been found to foster negative attitudes which limit family and community support for girls' education. (...) It is an indisputable fact that without parents and community support, any efforts to improve girls' participation in education will be greatly hampered.

UNESCO (1998)

Summary: Is girls' education affected by negative attitudes towards education?

IW projects reported that negative attitudes towards education were the fourth most important barrier to girls' education after poverty, school-related factors and female aspirations. Negative attitudes affecting girls' education are mostly related to the **perception that there is little value of getting an education** rather than a general lack of family/ community support to girls' education.

Firstly, the perceived value of education affects girls' education because **parents assume that it has little relevance and that little or no returns are expected** from engaging girls in education. Another attitudinal pathway through which girls' education is affected relates to the fact that the value of education is assessed by parents and community members **against the opportunity costs of sending girls to school**. In cases where girls' education is perceived as a potential asset for girls, the issue of the **relevance of education to employability** is raised as a concern by parents and communities.

Projects discussed the existence of **different attitudes towards boys' and girls' education**, although the nature of these attitudes remained vague. Also, due to social desirability bias, more evidence relating to the existence of negative attitudes towards girls' education may exist than was actually reported by projects. **A lack of community or family support** was perceived as an obstacle to girls' education by relatively fewer projects, suggesting that although negative attitudes towards girls' education may be conveyed at the household and community levels, these were not found as a prevalent pathway affecting girls' education compared to other attitudinal barriers.

⁵⁴ UNESCO (1998), Parents' and Community Attitudes Towards Girls' Participation in and Access to Education and Science, Mathematics and Technology (SMT) Subjects

4.2.5 Violence and safety

A large number of projects (i.e. 10 out of 11 projects assuming these types of barriers at the design stage) found that their assumptions about violence and safety issues affected girls’ education. The sub-barrier which was most often reported across these 10 projects was **harassment and insecurity** (nine projects).

The evidence confirms the assumption of IW projects that harassment and insecurity is a barrier to girls’ education (Table 4.12). Fewer projects reported on the existence of girls’ fear of violence (two projects) or actual reports of violence (two projects).

Table 4.12: Evidence reported by projects for barriers relating to violence and safety

Baseline evidence for violence	Evidence found	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
East Africa											Southern Africa				W.A.	Asia				
Safety																				
Reports of fears of violence	2				✓							✓								
Reports of harassment and insecurity	9	✓	✓		✓	+				✓	✓	✓	✓					✓	✓	
Violence																				
Reports of violence	2	✓				+								✓						

Projects’ baseline evidence for violence-related barriers

Barriers found and reported: It was found by IW projects that harassment and insecurity is mainly felt on the way to and from schools⁵⁵ (evidenced by nine projects). Sexual violence also happens in schools (evidenced by two projects). Corporal punishment is discussed as part of school-related factors in Section 4.2.1.

Examples of evidence indicating that the proposed barriers exist include:

- Link (Ethiopia) reported that 41% of Grade 6 girls felt threatened for their safety when getting to school;
- Over half (52%) of Viva’s (Uganda) respondents reported their journeys to school as being dangerous. 30% of girls said they were never as safe as boys on their way to and from school;
- HPA (Rwanda) reported that only 19% of girls reported feeling safe, supported and secure in their school environment. By contrast, 9% of parents felt that their girls were safe, supported and secure;
- PEAS (Uganda) reported that the second barrier to girls enrolment and attendance in schools (after the inability to pay schools fees (39%)) was the fear of abuse by male students (18%); and
- Eco-Fuel (Uganda) reported that schools had no guidelines on handling cases of abuse; therefore most cases of child abuse in schools were never reported.

Barriers not found: Raising Voices (Uganda) is the only project which reported not having found barriers related to violence⁵⁶.

Barriers not reported: All projects reported on their assumed barriers in their Project Baseline Reports.

⁵⁵ Also discussed as part of Section 4.2.1 in relation to the distance to school.

⁵⁶ Raising Voices (Uganda) assumed the existence of issues of violence in schools that would have required evidence from a perception survey of whether the in-school violence perceived by girls, care givers or community leaders was preventing girls from attending school regularly, rather than an absolute figure reporting the occurrence of violence in schools.

Violence and safety #1 – Harassment and insecurity (nine projects)

Girls' reported that harassment and insecurity is mainly felt on the way to and from schools.

While the main obstacles to female education are frequently assumed to stem from cultural or religious social attitudes, there are also concerns about safety when traveling to and from school which were identified at community level as the reason behind female dropout. For instance, Link (Ethiopia) reported that safety on the way to school was an issue for 41% of Grade 6 girls. Qualitative findings showed that travelling is limited to trips that can include a male counterpart and **mobility is restricted for girls due to the risk of harassment**. Interestingly, parents (83%) reported that the fear of bullying, violence or physical threats did not influence the girls' school attendance.

Insecurity and harassment appear to influence girls' attendance more specifically at secondary school level. BRAC (Tanzania) found that 20% of out-of-school girls reported that the journey to the nearest secondary or high school is not safe (only 13% of in-school girls reported on this issue) suggesting that another potential barrier for girls to continue their education may be the safety concerns on their way to school. According to ChildFund (Afghanistan), given the security concerns, economic constraints and lack of resources, there are no special arrangements to encourage or support nomadic students' attendance in class. Security was identified as an additional factor contributing to long absences or reasons for nomadic girls dropping out.

Violence and safety #2 – Sexual violence (two projects)

Sexual violence was reported as happening in schools.

Two projects reported that they found cases of sexual violence in schools.

Eco-Fuel (Uganda) states that **sexual violence, particularly the defilement of girls by teachers, older men in the community and boys, takes place in schools**. Results from focus group discussions with girls, teachers and parents showed that marginalised girls from poor households are more vulnerable to sexual abuse than other girls. Marginalised girls from poor households are generally "easier to entice with small material possessions" such as shoes that their parents cannot provide. The project also reported that **school administrators are likely to protect teachers who sexually abuse girls in their schools in order to protect the reputation of their schools** and therefore they dismiss the girls abused from school. Key informant interviews with district school inspectors also revealed that school inspectors in the project target areas are not currently investigating cases of sexual violence against girls in schools. The project also reported that **schools have no guidelines on handling cases of abuse**; therefore most cases of child abuse in schools were never reported.

Similarly, VSO (Mozambique) reported that a high level of sexual abuse was taking place in schools. The survey revealed that nearly a third of marginalised girls (30%) had never heard of mechanisms for reporting abuse cases although there is evidence that sexual violence against girls exist (9%).

Findings from the Institute of Education (2011)⁵⁷ suggest that girls in Kenya, Ghana and Mozambique are subjected to violence in schools. Physical punishments are very common at home and at school, and are frequently taken for granted by girls and boys, despite recent legislative changes. The legal status of corporal punishment may discourage teachers from openly advocating the practice, but it appears to have a minimal impact on classroom practice, raising questions about how to implement laws prohibiting corporal punishment. Girls in the project area researched in Kenya appeared to be more vulnerable to many forms of sexual violence, but are also more outspoken about violence than girls in Mozambique and Ghana, which would support VSO's (Mozambique) findings. Protecting family honour, shame and embarrassment, and fear of repercussions hinder girls from talking about violence. As found by Eco-Fuel (Uganda)⁵⁸, **sex in exchange for goods is seen as a direct consequence of poverty**, and by some respondents from the Institute of Education study as "symbolising the disruptive effects of modernity on girls' behaviour". Girls are seen both as victims and to blame for the violence they experience.

⁵⁷ Parkes and Heslop (2011), A cross-country analysis of baseline research from Ghana, Kenya and Mozambique, Stop Violence Against Girls in School, Institute of Education, University of London, for ActionAid International.

⁵⁸ This finding is also discussed as part of the poverty barriers. Refer to [Section 4.2.2](#).

Summary: Is girls’ education affected by violence and safety-related factors?

The fifth most important barrier to girls’ education evidenced by IW projects relates to violence and safety. **Harassment and insecurity** was reported as the most prevalent sub-barrier, in contrast with girls’ fear of violence or actual reports of violence.

Girls’ reported that harassment and insecurity is mainly felt on the way to and from schools. **Mobility is restricted for girls due to the risk of harassment**, providing evidence of the pathway through which insecurity affects girls’ ability to attend school. **Sexual violence**, particularly the defilement of girls by teachers, older men in the community and boys, takes place in schools and was reported as the second barrier affecting girls’ education with respect to violence. Furthermore, sexual violence is seen as being closely related to girls seeking to trade sex in exchange for goods as a consequence of poverty.

4.2.6 Personal and family factors

Most projects (eight out of 10 assuming these types of barriers at the design stage) found that their assumptions about personal and family factors affected girls’ education. The sub-barrier which was most often reported across these eight projects was **disability** (six projects).

For the three IW projects mainly targeting disabled girls, it appears that disability was found as a prevalent barrier to girls’ education in these project areas (Table 4.13). Fewer projects reported issues relating to orphan status (two projects) or migration/ mobility (one project).

Table 4.13: Evidence reported by projects for barriers relating to personal and family factors

Baseline evidence for personal/ family factors	Evidence found	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
East Africa											Southern Africa				W.A.	Asia				
Issues in terms of disability	6		✓		✓	✓	✓	✓		✓										
Orphan status/ family bereavement	2						✓								✓					
Recent migration/ mobility	1										•								✓	
Presence of drugs/ alcohol	0							+												

Projects’ baseline evidence for personal and family barriers

Barriers found and reported: IW projects found that issues relating to disability prevent girls from attending and learning in schools (as evidenced by six projects). Fewer projects found evidence related to orphan status and family bereavement (evidenced by two projects). Recent migration or mobility was found to affect girls’ attendance and learning for projects working with mobile populations (evidenced by one project).

Examples of evidence indicating that the proposed barriers exist include:

- The majority of the girls (73%) in LCDK’s (Kenya) survey reported being unable to attend school due to illness/ disability;
- PEAS (Uganda) reported that about 27% of girls stated that issues associated with their health or disability as a barrier to their education;

- 5% in Link’s (Ethiopia) household survey reported that disability affects attendance. It is important to note that the project’s main target group was not disabled girls, which may explain why such a small percentage of girls reported a linkage between disability and attendance⁵⁹;
- 68% of household respondents in ChildFund’s (Afghanistan) survey reported migration as a reason for missing school; and
- 28% of marginalised girls reported being orphans in TfAC’s (Malawi) project areas and 6% reported coming from child-headed households.

Barriers not found: The presence of drugs/ alcohol was assumed by ICL (Kenya), but no evidence was found during their baseline research.

Barriers not reported: Red (South Soudan) is the only project which did not comment on an assumed barrier relating to personal and family factors.

Personal and family factors #1 – Disability (six projects)

Issues in terms of disability were reported to prevent girls from attending and learning in schools.

The majority of girls (73%) in LCDK’s (Kenya) survey reported **being unable to attend school due to illness or disability**. LCDK (Kenya) also found that 70% of girls with a hearing impairment rated school a nice place to be most of the time, compared to only 20% of those with a visual impairment. Girls identified “hostility from peers” as an aspect they did not like about school. Concerning treatment from teachers, 59% of the girls felt that teachers treated them fairly and 56% believed that teachers respected their opinions.

Evidence also suggests that **limited assistance and appropriate school facilities are available to girls with disabilities**. For example, 90% of a sample of girls surveyed in Uganda (LCSU (Uganda)) reported that the support required by them is not available, while 83% reported a lack of appropriate teaching aids. 50% of parents reported that schools were not suitable for their disabled girls. LCDK (Kenya) reported that girls with disabilities were also perceived to have ‘less confidence than other girls’.

Overall six projects found evidence of disability in their target areas and reported on its effects on girls’ access to and ability to learn in school. Social exclusion associated with disability is discussed as part of [Section 4.2.7](#).

Personal and family factors #2 – Orphan status and family bereavement (two projects)

Fewer projects found evidence related to being orphaned and family bereavement.

LSCU (Uganda) indicated that they found single mothers taking care of girls with disabilities. According to the project, this could have resulted from family separation due to having a disabled child. TfAC (Malawi) reported that 35% of out-of-school girls (and 26% of in-school girls) were reported as orphans and 17% of out-of-school girls (and 2% of in-school girls) were reported as coming from child-headed households, suggesting that reasons for never enrolling or dropping out may be related to family factors.

Although not reported as a barrier to girls’ education, PEAS (Uganda) found that there were issues over the **differential treatment of orphans within households**. Girls’ attendance and learning is often affected by domestic violence, especially where step mothers influence husbands “not to pay fees for girls and instead have them prepare for marriage”.

Summary: Is girls’ education affected by personal and family factors?

The sixth category of barriers reported to affect girls’ education by IW projects relates to personal and family factors. [Issues in terms of disability](#) were reported to prevent girls from attending and learning in schools, particularly due to the limited assistance and appropriate school facilities available to girls with disabilities. Fewer projects found evidence related to [being orphaned and family bereavement](#). This suggests that the pathways through which personal and family factors other than money and resources-related affect girls’ education are mostly linked to disability across the IW.

⁵⁹ As such, the project found that disability was a barrier to girls’ education for the majority of the girls surveyed who reported being disabled (5%).

4.2.7 Social exclusion

One in four of the 19 IW projects (five out of five projects assuming these types of barriers at the design stage) found that social exclusion affected girls' education. The sub-barrier which was most often reported across these five projects was the **negative perception of disability** (four projects).

For the three IW projects mainly targeting disabled girls, it appears that the negative perceptions of disability were found as a prevalent barrier to girls' education (Table 4.14). One project reported on issues related to caste discrimination.

Table 4.14: Evidence reported by projects for barriers relating to social exclusion

Baseline evidence for social exclusion	Evidence found	IW projects by country and region																		
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
East Africa											Southern Africa				W.A.	Asia				
Negative perception of disability	4		✓				✓	✓								✓				
Caste-based discrimination	1																	✓		

Projects' baseline evidence for social exclusion barriers

Barriers found and reported: IW projects found that negative perceptions of disability prevented girls from attending and learning in schools (as evidenced by four projects). Caste-based discrimination was found to affect girls' attendance and learning (by one project). For a discussion of caste-related factors, refer to Section 4.2.4.

Examples of evidence indicating that the proposed barriers exist include:

- 66% of participants in LCDK's (Kenya) household survey reported that girls with disability have less confidence than others;
- MercyCorps (Nepal) reported that on a scale of 1 (low) to 5 (high), girls reported the scale of effect of caste-based discrimination as 3.5 to 4; and
- PEAS (Uganda) reported that according to caregivers, disabled girls were considered to be less able to perform in schools than non-disabled girls.

Barriers not found: All projects found the barriers they had assumed before baseline research.

Barriers not reported: All projects reported on their assumed barriers in their Project Baseline Reports.

Social exclusion #1 – Negative perceptions of disability (four projects)

Negative perceptions of disability appear to affect disabled girls' self-confidence.

While disability has been reported as an issue by six IW projects (refer to Section 4.2.6), it is important to note that disability is not only an issue in terms of school facilities and infrastructure. Negative perceptions of disability among the community and parents are also likely to affect girls' education, as **there is a shared belief that disability is "a curse" and cannot be overcome by providing education to disabled girls.**

For example, 69% of households and 63% of girls participating in a survey in Kenya (LCDK (Kenya)) reported that girls learn less because of their disability. Responses reflecting community perceptions relating to girls with disability included the following comment from a Kenyan Education Officer:

There are various challenges when it comes to provision of education for disabled children, particularly girls. The first obvious disadvantage they face is the community beliefs and perceptions. There are some communities that believe if you have some disability like a physical disability then that is a curse, you have to live with that tag in the community. There are others who also perceive them as good for nothing people because they are not physically able, they are not able to do work on the farm and such.

LCDK (Kenya)

Summary: Is girls' education affected by social exclusion factors?

The last category of barriers reported to affect girls' education by IW projects relates to social exclusion. [Negative perceptions of disability](#) were found as a prevalent barrier to girls' education, as some communities and parents appear to share the belief that disability is a curse and that disabled girls should not be offered education.

Does the evidence support project assumptions about barriers?

Following the data extraction and document review process, the EM has assessed project findings for barriers against baseline assumptions and expectations relating to barriers. The underlying assumption that is relevant to the GEC programme is that the assumed barriers are present and that they tend to be associated with poorer educational outcomes (enrolment, retention, attendance and learning). The EM has tried to assess the extent to which the evidence presented supports or potentially challenges these assumptions.

1. Projects' findings suggest that contrary to pre-baseline assumptions from IW projects, **the most evidenced barrier related to poverty factors**.
 - Pathways through which girls' education is affected primarily relate to the **cost of schooling**, found to prevent girls from attending schools due to parents' inability (or fear of not being able) to afford the costs at the time of enrolment and during the subsequent years of schooling.
 - The second poverty factor identified by IW projects in their target areas relates to **girls' household responsibilities occasioned by household survival strategies**. Poverty contexts tend to mean that girls' responsibilities include household chores and caring for family members, suggesting that girls have less time to attend school and learn.
2. **School-related barriers**, assumed by IW projects at pre-baseline as the most important barriers to girls' education, **ranked second in the list of barriers to girls' education found at baseline**. Evidence was not systematically found by projects, which suggests that schools' capacity and performance in terms of providing quality education to girls is more nuanced than expected by projects before the baseline research.
 - Pathways through which girls' education is affected primarily relate to the **poor quality of education**, as evidenced by the prevalence of 'teacher-centred pedagogy', the lack of gender responsiveness of teaching and teaching techniques frequently involving corporal punishment.
 - The second school-related factor identified by IW projects in their target areas relates to the **distance to school**. The long distance to school appears to result in greater girls' absenteeism due to safety issues and more than the distance itself between home and school, the hazards of having girls walking on their own are a concern.
3. IW projects found that **the lack of female aspirations and girls' inability to make decisions was the third most important barrier to girls' education**. Pathways through which girls' education is affected primarily relate to **deeply entrenched beliefs relating to marriage and the role of women**. Early marriage is seen as an alternative to education, either for parents to receive financial compensation or for girls to be provided for by their husbands.
4. In contrast with UNESCO research, **negative attitudes towards girls' education** are a category of barriers for which projects' assumptions appear to be challenged by baseline research results. It is important to note that barriers such as attitudes may have been harder to measure, suggesting that attitudinal barriers to girls' education may be more prevalent than reported by IW projects.
 - Negative attitudes affecting girls' education are mostly related to the **perception that there is little value in girls getting an education** rather than a more basic lack of family or community support for girls' education.
 - The perceived value of education affects girls' education because parents assume that **little should be expected in return for engaging girls' in education**. Another attitudinal pathway

through which girls' education is affected relates to the fact that the value of education is assessed by parents and community members against the **opportunity costs of sending girls to school**.

5. The fifth most important barrier to girls' education evidenced by IW projects relates to violence and safety. **Harassment and insecurity** was reported as the most prevalent sub-barrier, in contrast with girls' fear of violence or actual reports of violence.
6. The sixth category of barriers reported to affect girls' education by IW projects relates to personal and family factors. **Issues relating to disability** were reported to prevent girls from attending and learning in schools, particularly due to the limited assistance and appropriate school facilities available to girls with disabilities.
7. The last category of barriers reported to affect girls' education by IW projects relates to social exclusion. **Negative perceptions of disability** were found as a prevalent barrier to girls' education, because some communities and parents appear to share the belief that disability is a curse and that disabled girls should not be offered education.
8. **Barriers affecting specific age groups** such as secondary school-aged girls related more to: the distance to school and insecurity on the way to and from secondary schools because they are located further away from their homes than their primary schools were; the lack of adequate sanitation facilities in schools that prevent girls from attending school during menstruation; and the prevalence of early marriage among teenaged girls.

In summary, the evidence reported by IW projects suggests that most of the barriers assumed at the project design stage exist within projects' contexts. While it is difficult to reach definitive conclusions about the extent to which aspects of girls', parents' and communities' lives constitutes an obstacle for girls to attend and learn in schools, **the evidence provided by IW projects suggests that two categories of barriers, namely poverty-related barriers and school-related barriers prevail across a variety of contexts.**

For further insights on coping strategies put in place by parents and girls to overcome barriers to girls' education, refer to the [Step Change Window Baseline Report](#) where additional data sources (EM data) were used to discuss the prevalence of barriers.

Finally, identifying the barriers influencing girls' education is crucial for projects to achieve sustainable change through their planned activities. **The sustainability aspects of projects' interventions should be addressed more extensively at midline and endline stages**, in order to address the limited evidence presented in Project Baseline Reports in relation to the implications of baseline findings on expected sustainable changes.

5 Project Targeting and Changes to Project Design

This section focuses on the projects' definition of marginalised girls and projects' criteria for inclusion in their target groups. It seeks to explain the extent to which IW projects' target girls are marginalised, socially and educationally, and whether projects managed to reach their target groups. Also discussed are the intervention activities planned by the projects at the design phase and changes to these resulting from the project baseline research. Key findings are reported based on baseline research findings reported by IW projects.

5.1 Does the evidence support project targeting?

During baseline data collection, most projects asked girls in their sample to respond to questions that would allow the project to identify them as members of target groups and to assess their level of marginalisation compared to non-target girls. As a result, it is possible in light of baseline findings to:

- clarify and confirm how projects have defined marginalisation, specifically how they have measured the relevant characteristics that support the identification of target groups;
- assess the extent to which projects have been able to ensure that the designated target groups are directly represented in their research, specifically in survey samples; and
- examine the accuracy of assumptions made about the nature and level of girls' educational marginalisation in target groups against the definition of social and educational marginalisation that projects had formulated at the onset of the Inception Phase.

5.1.1 How have projects defined marginalisation (social and educational)?

The GEC Business Case⁶⁰ defined marginalised girls as those (aged 6 to 19) who have not been enrolled or have dropped out from school or are in danger of doing so (whether living in slums, remote areas, ethnic/religious minorities, girls with disabilities, girls who become pregnant, girls affected by conflict). However, the design of the GEC Fund deliberately left the definition of marginalisation open to the projects' individual interpretations of what marginalisation entailed in each of their intervention contexts. Projects have therefore taken various approaches to defining marginalisation with respect to their target groups.

Three broad categories of marginalisation criteria have been identified across the 19 IW projects, as listed below:

- **Educationally marginalised girls:** Projects which opted to define marginalised girls through the spectrum of educational marginalisation, e.g. out-of-school girls, girls at risk of dropping out, girls at risk of poor learning or poor attendance.
- **Geographically or socio-economically marginalised girls:** Projects which provided a range of socio-economic criteria to define marginalised girls, e.g. girls living in a slum or in a rural area, girls from displaced or migrant population groups, girls whose families are unable to meet basic needs or facing hunger, orphan girls, girls with disabilities, girls facing early marriage or a young pregnancy, girls living on the street or being forced into labour and – more broadly – any other definitions that fit the context where projects operate.
- **Combination of educational, geographic and socio-economic factors to identify marginalised girls:** Projects which identified marginalisation for their target group using multiple criteria or indexes (refer to [Table 5.1](#)). Five of the 19 IW projects provided detailed explanations of the multiple criteria or indexes used to arrive at their definition of marginalisation.

⁶⁰ DFID (2012), Girls' Education Challenge, Business Case Version 4, June 2012, pp. 13-28

Table 5.1: IW projects’ marginalisation criteria

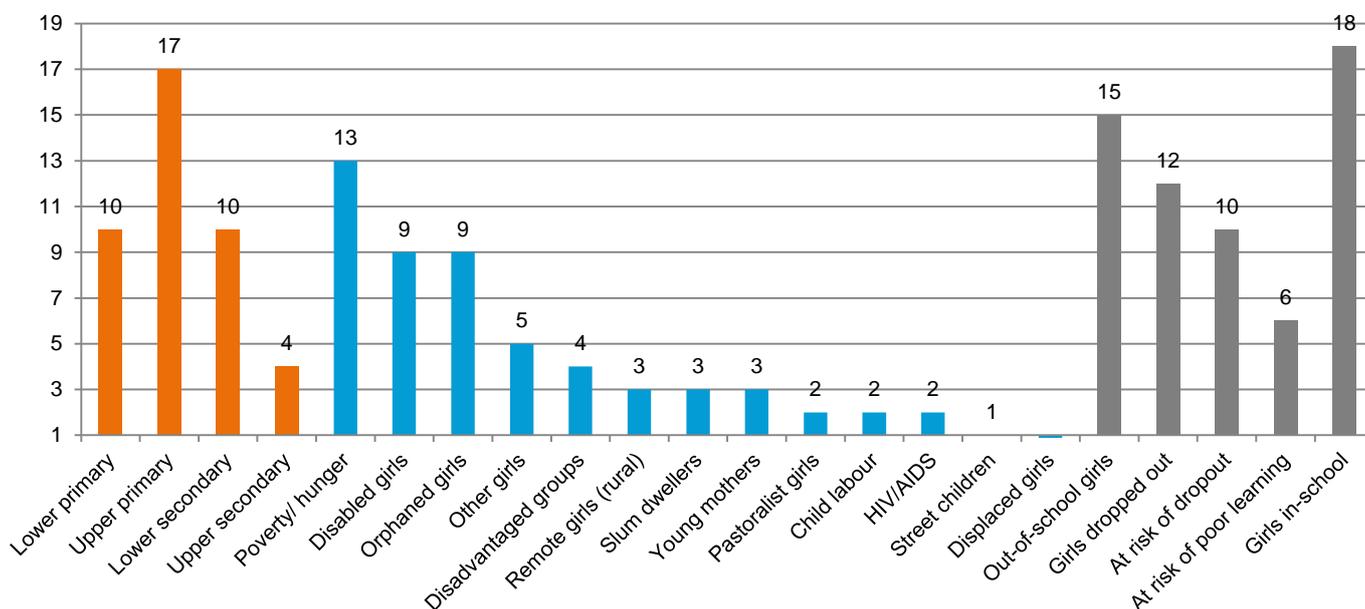
Marginalisation criteria	Number of projects	IW projects by country and region																			
		Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh		
East Africa											Southern Africa				W.A.	Asia					
Single criteria	14	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		✓				✓ ²	✓	✓	
Multiple criteria ¹	4					✓							✓			✓	✓				
Index (weighted)	1													✓							

1- Some projects have listed multiple criteria (for example, poor AND disabled AND/OR orphan) that define a marginalised girl, but they have not specified that it is an index. Similarly, some projects have specified marginalised in comparison to extremely marginalised girls.
 2- This project distinguishes between marginalised and extremely marginalised girls. However, it is not an index but two separate definitions.

5.1.2 How have the projects defined their target groups?

During the Inception Phase, projects refined their theories of change to reflect the different types of barriers that they anticipated would drive educational marginalisation in their target areas. Based on these considerations, projects identified the specific educational or social groups that they would want to target through their interventions. Figure 5.2 below provides an overview of how projects have defined their target groups. A discussion of baseline findings and implications for the criteria used to target project beneficiaries is presented as part of this section.

Figure 5.2: Number of projects targeting school phase groups / social groups / educational groups



In the IW, the category “other girls” refers to various definitions provided by the projects that did not fit the main categories. For example, VIVA (Uganda) included girls who are victims of sexual violence, girls at risk of murder or child sacrifice, girls from child-headed households and girls in conflict-affected areas. GEMS (Ghana) included girls who are over-age in their grade, girls who travel more than 30 minutes to school, girls who have absented themselves from school more than 10 times in a term and girls who have more than four siblings. Raising Voices (Uganda) has included structural vulnerability (circumstances: nutritional deficit, living in child headed households, having to work outside the home while still attending school or having some form of disability) and environmental vulnerability (experiences: severe physical or sexual violence at school or home or scoring highly on emotional or behavioural problem measurements). Finally, TfAC (Malawi) has included vulnerability to domestic violence or

harmful practices against girls. This underlines the wide range of factors identified by IW projects as marginalisation factors.

School phase groups

Projects are targeting girls aged in the range of 5 to 19 years with a dominant focus on **primary school girls**. In terms of school age groups, girls of upper primary school age (regardless of whether they are in school or out-of-school) are the age group targeted by 17 projects, while four projects target girls of upper secondary age. Only one project in the IW (LCSU (Uganda)) is not targeting primary school-aged girls as part of its project design.

Social marginalisation

From a socio-economic perspective, a majority of projects (13 out of 19) define marginalisation and their target groups at least in part through levels of poverty, compiled using different criteria and factors affecting the level of resources available to households. This suggests that **poverty** is expected by projects to be a common theme underlying educational marginalisation for girls. However poverty is also recognised to be a multidimensional phenomenon and is likely to take various forms and to different degrees across different project contexts, and having different types of relationships to educational experiences and outcomes.

As shown in [Figure 5.2](#), various other social criteria have been used by projects to narrow their definition of social marginalisation. Almost half of the projects (nine out of 19) include **disability or orphan status** as criteria in their definition of marginalised girls.

Two of the IW projects have defined marginalisation of their target group as girls who are HIV positive. Two projects include children who are forced into labour in their definition of their target group. From a geographic perspective, two projects target girls in pastoralist communities, three projects target girls in remote or rural areas, and three projects target girls living in slums.

Educational marginalisation

As noted above, some IW projects also defined their target groups in educational terms, proposing to work with girls who have never been enrolled in school, girls who have dropped out, or girls who are in school but at risk of dropping out or learning poorly.

Almost all projects (18 out of 19) are targeting **in-school girls**, except for one project, LCSU (Uganda), which is targeting only out-of-school girls. Fourteen projects are targeting both in-school and out-of-school girls. A further four are targeting only in-school girls. Girls who have dropped out are also an important focus for projects, with 12 out of 19 projects proposing to work with girls who have dropped out.

Girls at risk of dropping out and girls at risk of poor learning are target groups which have been targeted by less than half of the projects, as the projects had difficulties in finding the appropriate indicators for predicting whether girls were at risk of educational marginalisation.

Primary and secondary target groups

It is important to note that projects have often used several criteria to target their beneficiaries, but that this did not always imply that each of the sub target groups was equally represented in projects' samples. As shown in [Table 5.3](#), projects tended to have a primary target group and several secondary target groups. Primary target groups are most likely the target groups for which projects will attempt to demonstrate improved access to school and learning for girls during the life of the GEC programme.

Table 5.3: Projects' primary and secondary target groups

Projects	Primary target group(s)	Secondary target group(s)
HPA (Rwanda)	Poor; rural girls	Orphan girls; HIV positive girls; historically marginalised groups (e.g. Batwa); girls with a history of being absent/ late in school; pregnant girls; very poor girls; not enrolled /willing to re-enroll; disabled girls; girls involved in work
Link (Ethiopia)		Disabled girls
VSO (Mozambique)		
PEAS (Uganda)	Poor; rural girls; physical disabilities; orphaned girls	
BRAC (Tanzania)	Poor girls	Orphan girls; disabled girls; minority ethnic group
VSO (Nepal)	Disadvantaged caste/ minority; poverty	Extremely vulnerable girls
Eco Fuel (Uganda)	Poor girls; slum dwellers	
TfAC (Malawi)	Orphan girls; girls at risk of pregnancy; vulnerable to domestic violence or harmful practices	
Opp Int (Uganda)	Poor girls; orphan girls; in female-headed household; rural or peri-urban	
LCSU (Uganda)	Disabled girls; slum dwellers; poor girls	
LCDK (Kenya)	Disabled girls	
ICL (Kenya)	Disabled girls; young mothers and orphans	
Viva (Uganda)	Out-of-school girls/ at high risk of dropping out	Orphan girls (lost mother, lost both mother and father); girls infected and affected by HIV/AIDS; girls with disabilities; girls in worst form of child labour; girls from child headed households; girls in war affected areas; young mother or expectant young mother
MercyCorps (Nepal)	In-school girls/ girls who have dropped out	Sub-castes; bonded labour
GEMS (Ghana)	Girls with more than 4 siblings; living more than 30 minutes from school; girls over-age for their class	
Child Fund (Afghanistan)	Nomadic girls	
Red (South Sudan)	In-school girls/ girls at risk of dropping out/ girls who have dropped out	
Raising Voices (Uganda)	Any of the following: nutritional deficit, living in child headed households, having to work outside the home while still attending school or had some form of disability, severe physical or sexual violence at school or home or scoring highly on emotional or behavioural problem measurements	
Camfed (Zambia)	Index: orphan status, hunger, education of household members, household assets and repetition to define marginality	

Summary: How have the projects defined marginalisation and their target groups?

Poverty is expected by projects to be a common theme underlying educational marginalisation for girls. Other **social criteria** have been used by projects to narrow their definition of social marginalisation: almost half of the projects include disability or orphan status as criteria in their definition of marginalised girls. To a lesser extent, some IW projects also defined their target groups in **educational terms** (girls who have never been enrolled in school, girls who have dropped out, or girls who are in school but at risk of dropping out or learning poorly). This may be explained by the fact that IW projects had difficulties in finding the appropriate indicators for predicting whether girls were at risk of educational marginalisation.

5.1.3 Have the projects found baseline evidence that their target groups exist?

During their baseline research, projects were encouraged to collect data that is representative of their target group(s), as well as of a control group of marginalised girls, who will not receive the intervention but are similar in other relevant respects. [Tables 5.4](#) and [5.5](#) below show the extent to which proposed target groups are represented in the project baseline survey samples.

Table 5.4: Projects' evidence of target group identification – Key

Type of evidence in relation to target group	Key
Target group found and reported: Targeted group was reported by the project as being present in population sampled. Target groups found and reported are marked with '✓'.	✓
Target group not found: Targeted group was not reported by the project as being present in population sampled. Target groups not found are marked with '✦'.	✦
Target group not reported: Targeted group was assumed but not reported/ discussed/ measured by the project. Missing evidence is marked with '•'.	•
Non Applicable: Target groups neither assumed nor reported are marked in Grey .	

Baseline findings show that projects are targeting diverse groups of girls and have evidenced, to a certain extent⁶¹, that these groups are present in their target areas.

- **Target groups not found:** Projects targeting disabled girls did not all manage to reach a large proportion of disabled girls. Two projects (LCDK (Kenya) and LCSU (Uganda)) out of nine found all girls to be disabled in their baseline samples as their primary focus is on addressing disability and related barriers to girls' education. However, another four projects found less than 10% of their baseline sample to be disabled girls.
- **Target groups not reported:** Projects in general had difficulties presenting evidence on disadvantaged caste/ ethnic minority groups (four out of four projects), girls at risk of dropping out (nine out of 10 projects) and girls at risk of poor learning (five out of six projects).

Findings indicate that projects have achieved the representation of target girls in their baseline data to varying degrees (refer to [Tables 5.5](#) and [5.6](#)). While project samples include the major categories of target groups, data related to social sub-groups within these categories is missing in various cases, such as for girls from disadvantaged castes or ethnic minorities⁶². With respect to educational sub-groups, data for girls at risk of dropping out and girls at risk of poor learning is not available. Data related to age groups however is reported by most projects, although not available for all. The EM does not comment on target groups for which evidence was

⁶¹ Depending on the share of targeted girls found in their samples.

⁶² This may be related to the difficulties for projects to report disaggregated data by ethnic group or caste, and/ or to the sensitivity of such data.

not reported by projects in their baseline reports (missing evidence marked with ‘•’), as these groups may have been found in the baseline sample but not reported by the projects.

Table 5.5: Identification of target groups in project samples

Target groups found at baseline	IW projects by country and region																			
	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
	Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh	
	East Africa										Southern Africa					W.A.	Asia			
Baseline sample size	1768	1462	800	1480	1257	746	1142	2108	1500	714	1108	2582	414	3075	942	2722	1740	1129	381	
Treatment	893	1114	300	779	848	374	610	1054	750	•	601	1711	199	2610	471	•	1064	621	194	
Control	875	348	500	701	409	372	532	1054	750	•	507	870	215	465	471	•	676	508	187	
School phase																				
Lower primary	✓				✓		✓	•	•	✓	✓		+			•	•		✓	
Upper primary	✓	✓	✓	✓	✓		✓	•	•	✓	✓	✓		✓	•	•	•	•		
Lower secondary	✓	✓	✓	✓		•		•		✓		•					•	•		
Upper secondary					•		•		✓									•		
Older				✓						✓	✓		✓	✓					+	
Social groups																				
Disabled girls		+		+	•	✓	✓	•	+	✓		+								
Orphaned girls		✓	•	✓	•			✓		•		✓		✓	✓					
Pastoralist girls								✓											✓	
Displaced girls																				
Remote girls (rural)		✓							✓				✓							
Slum-dwellers	•					✓		✓												
Other girls				✓	•			•							•	•				
Child labour				+														•		
Poor/Hunger	✓	✓	•	✓		✓			✓	•		✓	✓	✓	✓	•	•			
Disadvantaged groups										•		•			•		•			
Affected by HIV/AIDS				✓						•										
Young mothers				✓				•		+										
Street Children				✓																
Educational groups																				
Out-of-school girls	✓	✓		✓	+	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	
Girls dropped out	✓			✓	✓		✓				✓	✓	✓		✓	✓	✓	•	•	
At risk of dropout	•			•			✓		•	•	•	•			•		•	•		
At risk of poor learning		•		•					•			✓		•		•				
Girls in-school	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	•	✓	✓	✓	✓	•	•		

Where data was reported and analysed by the EM based on project data, the evidence shows that:

- With respect to **school age groups**, five projects reported to have found older girls (up to 22 years old) within their sample. HPA (Rwanda) found a large number of girls in their sample to be older (197 girls out of 714 sampled girls (28%)), which suggests that the GEC activities will also target marginalised girls who are beyond the primary and secondary school age.
- Thirteen projects define marginalisation and their target group through **poverty**. Nine of these projects reported having found their target group, and a high number of girls reporting to be living in poverty. Link (Ethiopia) reported that 1485 girls out of 1500 sampled girls (99%) were in a situation of poverty (all girls were sampled in rural areas); PEAS (Uganda) found 1039 girls out of 1452 sampled (72%) were reported

to be poor or from impoverished households; Eco-Fuel (Uganda) found that 1096 out of 1768 sampled (62%) and TfAC (Malawi) found that 688 out of 942 girls sampled (73%) were living in poverty.

- Nine projects defining marginalisation using **disability** criteria reported finding disabled girls within their sample. LCSU (Uganda) and LCDK (Kenya), two projects predominantly targeting disabled girls, have the largest proportion of disabled girls in their sample.
- **Orphaned girls** (girls who have lost one or both of their parents) were targeted by nine projects, although only six projects reported evidence for orphaned girls as a primary target group. PEAS (Uganda) baseline figures show that 381 out of 1462 girls sampled (26%) are orphaned girls.
- **Out-of-school girls** were targeted by 16 projects. The number of out-of-school girls found in projects' samples varies considerably across these 16 projects, suggesting that the number of out-of-school girls expected pre-baseline may have been higher than found during baseline. While most of the 16 projects found between 5% and 20% of their sampled girls to be out-of-school girls, Raising Voices (Uganda) found a markedly lower number of out-of-school girls in their sample (39 out-of-school girls out of 1257 sampled girls (3%)).

For detailed figures on baseline samples achieved by projects, refer to [Annex C](#).

Based on projects' baseline samples and assumptions prior to the baseline research, it is difficult to assess to what extent they found the target groups they expected to reach. Projects may have found a smaller than expected sample of a specific sub-group in their sampled populations. However there are no definite thresholds for assessing whether projects reached the expected number of disabled or orphaned girls in their sample for instance. Projects did not specify the size they expected at the design stage.

As a result, where projects defined a target group as a primary target group, it is assumed that a majority of girls should belong to this target group in the project sample. [Table 5.6](#) presents projects' comments on target groups for which the achieved representation in projects' baseline data was relatively low.

Table 5.6: Target groups not found during baseline research

Projects	Target group expected	Achieved representation in sample	Projects' comments
PEAS (Uganda)	Disabled girls	3% (42 girls out of 1462 sampled girls)	The fourth group of girls identified by PEAS as marginalised included the girls with disabilities. The baseline study found very few girls with disabilities who are eligible for PEAS interventions in the sampled population. PEAS will not change any of the activities from the planned focus on girls with disabilities.
Link (Ethiopia)		5% (75 girls out of 1500 sampled girls)	Parents reported that about 5% of sampled girls had some disability that could influence their school work. These girls may be the most marginalised girls and may benefit from additional tutoring classes.
Viva (Uganda)		4% (60 girls out of 1480 sampled girls)	Not reported as a primary target group by the project.
Raising Voices (Uganda)	Out-of-school girls	3% (39 girls out of 1257 sampled girls)	Not reported as a primary target group by the project.
HPA (Rwanda)	Young mother/expecting	1% (8 girls out of 714 sampled girls)	The baseline survey observes that the question around pregnancy attracted a high non-response as girls, from the enumerators' observation, felt uncomfortable to discuss this sensitive issue. The sample size was too low to draw definitive conclusions, but suggests that the number of girls dropping out of school due to teenage pregnancy may be significant.
Viva (Uganda)	Child labour	1% (22 girls out of 1480 sampled girls)	Not reported as a primary target group by the project.

There are several implications related to the fact that the achieved representation of target groups in projects' samples was markedly low. Firstly, projects may have difficulties in demonstrating a significant change in educational outcomes on such small sample sizes. Secondly, the scalability of findings is likely to be questioned

at the endline stage due to the limited size of these sub-groups. Finally projects may want to revise their project design to adapt the size of their interventions to reflect the proportionality of results expected for these sub-groups.

Changes to projects' marginalisation criteria and target group definitions

In response to findings from the baseline research some projects changed their definition of marginalisation while other projects developed a better understanding of their contexts and target groups. This shows the use and value of undertaking the research for refining project design including target groups.

Three projects modified their definition of marginalisation to include socio-economic criteria. LCSU (Uganda) identified the existence and marginalisation of street girls and refined their definition of relevant marginalisation to include these girls. These are now included in the project's current target group alongside disabled girls. Similarly, HPA (Rwanda) has included girls who are forced into child labour into their target group, considering these to be marginalised in ways that are relevant to GEC. BRAC (Tanzania) has also changed its target group as a result of its baseline evidence which now only includes girls in upper primary schools.

Other projects did not change their target groups but their learning about the target groups was enhanced. For example, ChildFund (Afghanistan) did not change its target group, but learned that the target communities of girls migrate for shorter times than expected. Theatre for a Change (Malawi) and VSO (Nepal), in one of their interventions, had planned to work with boys and girls in a mixed setting. Given the level of vulnerability of target girls, found at baseline, they decided that the intervention had higher chances of success if boys were not included as direct project beneficiaries or if special care was provided to ensure girls did not feel further marginalised with the inclusion of boys.

Summary: Have the projects found baseline evidence that their target groups exist?

We found that IW projects are targeting diverse groups of girls. Most projects have evidenced, to a certain extent (depending on the share of targeted girls found in their samples), that these groups are present in their target areas. Projects found a high number of girls reporting to be living in **poverty**, and half of the projects reported finding **disabled girls** within their sample. In contrast, **orphaned girls** were not found by all projects expecting a significant share of orphaned girls in their target areas. Similarly, the number of **out-of-school girls** expected pre-baseline may have been higher than found during baseline. In general, the baseline research allowed projects to develop a better understanding of their contexts and target groups.

5.2 Has the baseline evidence influenced project targeting and project intervention design?

In this section we summarise the baseline findings and review whether projects changed their target groups, outcome targets and project designs (e.g. intervention activities), based on their baseline research findings.



It is important to note that the EM had limited information on the project design changes that took place after the baseline research was completed. Project design changes were discussed between the FM and the IW projects, and the EM used the available information shared by the FM at the time of writing, which may not reflect the full range of changes projects made subsequently.

Intervention opportunities

All projects were required to report on the baseline levels of educational marginalisation, and encouraged to analyse barriers to education. In addition, some projects also reported on existing opportunities for their planned interventions to take place in the target communities. For example, some projects verified that textbooks are actually in short supply or that communities are not yet exposed to community radio messages on girls' education. [Tables 5.7](#) and [5.8](#) provide an overview of the broad intervention types that projects set out to implement according to their full proposal application and the evidence supporting interventions as per projects' baseline findings.

Table 5.7: Projects’ evidence for intervention activities – Key

Type of evidence in relation to intervention activities	Key
Evidenced intervention activities: Evidence was reported by the project which is supporting proposed project intervention activities. Evidenced intervention activities are marked with ‘✓’.	✓
Challenged intervention activities: Evidence was reported by the project which is challenging proposed project intervention activities. Challenged intervention activities are marked with ‘✦’.	✦
Missing evidence: Opportunities for intervention activities was not discussed by the project. Missing evidence is marked with ‘•’.	•
Non Applicable: Intervention activities not planned by the project are marked in Grey .	

Initially planned interventions – 15 projects initially planned to undertake activities related to the development of ‘Capacity’ and ‘Community’, 12 projects planned to provide ‘Teaching’ inputs and ‘Safe spaces’, and 11 ‘Material’ support. Nine projects aimed to intervene by providing ‘Learning’ support, seven through ‘School Governance’ activities and seven by improving ‘Access’. Within each of these categories of intervention type, projects proposed specific activities planned to be undertaken during the project period. Some examples include adapting self-financing education model with business classes, setting up income generating activities, building accelerated-learning schools and supporting families to review their household budget and income generating strategies (for a full list of interventions for each project, refer to [Annex A](#)).

Evidence of intervention opportunities – Evidence was mostly supportive of projects’ initially planned interventions. Projects planning interventions relating to ‘Governance’ and ‘Voice’ reported clear opportunities for the proposed interventions. Twelve of the 15 projects that proposed interventions related to ‘Capacity’ provided evidence suggesting that these are relevant.

Table 5.8: Evidence reported for proposed project intervention activities

Intervention types and baseline evidence	IW projects by country and region																		
	Eco	PEAS	Oppty	Vlva	RV	LCSU	LC DK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
	Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal	Afgh	
	East Africa										Southern Africa					W.A.	Asia		
Access	✦		✓			✦					•	✓			✓	✦			
Capacity	✓	✓			✓	✦	✓	✓		✓	✓	✦	✓	✓	✓	✦	✓		✓
Community	✓	✦			✦	✓		✓	✓	•	✓	✓	✓	✓		•	•	✦	✓
Governance		✓			•			•	✓	✓							•		✓
Learning		✓				✓		✦	•			✓			•	✓	✦		✦
Material	✓	✓				✓		✓	✓		•	✓		•	✦	✓		✦	
Safe spaces	✦	✦					✓	•	✓	✦	•	•		✓		•		✓	✓
Teaching	✦	✦		✓		✓			✓		✓	✓	✦	✓		•	•	•	•
Voice	✓				•	•	✓		✓	✓		✓			✓		✓	•	•

Challenged planned interventions – Thirteen projects provided evidence for their designed activities which suggest that some of these may not be relevant for their intervention areas. PEAS (Uganda), Eco-Fuel (Uganda), GEMS (Ghana), MercyCorps (Nepal) and LCSU (Uganda) all reported two or more interventions being challenged by their baseline evidence. After finding out that parents were supportive of girls’ education, PEAS (Uganda) adapted their community engagement plan to use messages that emphasise what parents can do to facilitate and support their daughters’ education rather than why educating their daughters is important in the first instance. Furthermore, LCSU (Uganda) revised its project design in order to develop school-based inclusive education resource centres in schools rather than at the central office. These will be used for education, medical assessment, remedial teaching, therapeutic services, counselling, learning test centres and a library for accessible teaching and learning materials.

Missing evidence – For 12 of the 19 projects, evidence was missing relating to one or more of the proposed interventions. More specifically, evidence was missing for almost half of the projects planning to intervene at the ‘Governance’ level, suggesting intervention opportunities may be more challenging to evidence for this type of intervention.

Revisions to the project design, outcome targets and target groups

A primary purpose of the projects’ baseline research was to test assumptions about degrees and types of marginalisation, barriers to girls’ education, and the opportunities for planned interventions to take place, in order to be able to adjust outcome targets, target groups or the intervention design before the start of project implementation. [Table 5.9](#) summarises the challenges that projects have encountered with respect to their assumptions about outcome levels, barriers and interventions, as a result of the baseline analysis. The table further indicates whether a project has made any changes or adjustments to the definition of their target groups, their outcome targets, or their intervention design.

Projects may have wanted to adjust their target population on the basis of evidence about marginalisation for either of the following reasons:

- Because a sub-group was found to be more or less marginalised than expected; or
- Because evidence about expected barriers was different than expected (for example the assumed barrier that the intervention targets is not unique to a sub-group).

A small number of other projects decided to adjust their target population based on the evidence collected at baseline, as indicated in [Table 5.9](#).

Based on this evidence four projects adjusted their target groups. These projects are HPA (Rwanda), BRAC (Tanzania), Eco-Fuel (Uganda) and LCSU (Uganda). LCSU (Uganda) found street girls (considered to be a marginalised group), and refined their definition of marginalisation. These are now included in the project’s current target group alongside disabled girls. Similarly, HPA (Rwanda) have included girls who are forced into child labour into their target group, considering these to be marginalised. BRAC (Tanzania) has also changed its target group which now only includes girls in upper primary schools.

Based on a review of the baseline evidence, some projects decided to change their intervention type or mix of interventions due to one or several of the following baseline findings:

- The evidence about one or several educational barriers contradicts assumptions about the way in which the intervention should support marginalised girls (for example, the barrier is not present in the population or operates in a different way or is less important than another barrier);
- The evidence about outcomes levels in the target groups contradicts assumptions about the educational needs of the groups of girls that are targeted (for example, the project finds that they need to help a larger group or less disadvantaged girls rather than a small group of very disadvantaged girls or vice versa); and
- The evidence about intervention opportunities suggests that there is no specific need for the planned intervention type.

As shown in [Table 5.9](#) all projects made adjustments to their outcome targets and 18 projects proposed to make changes to their proposed intervention activities. Only GEMS (Ghana) did not propose to adjust their intervention activities although challenging evidence was found relating to their planned interventions. More projects aimed to change their activities related to ‘Capacity’ (seven projects), ‘Community’ (seven projects), ‘Material’ (six projects) and ‘Safe spaces’ (five projects). Only one project, Viva (Uganda), planned to change its intervention related to ‘Governance’, as their research revealed the critical need to advocate on behalf of children with disabilities and young mothers who are excluded from school when they have a right to be in school.

Table 5.9: Changes to project interventions, target groups and outcome targets

Changes to interventions, target groups and outcomes	IW projects by country and region																		
	Eco	PEAS	Oppty	Viva	RV	LCSU	LC DK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
	Uganda				Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh	
East Africa											Southern Africa				W.A.	Asia			
Evidence challenges assumption about:																			
Barriers	✓	✓	✓		✓			✓			✓	✓	✓	✓					
Interventions	✓	✓			✓	✓		✓		✓		✓	✓		✓	✓	✓	✓	✓
Project adjustments to:																			
Target groups	✓					✓				✓		✓							
Outcome targets	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intervention design	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Specific adjustments to interventions:																			
Access	✓		✓	✓		✓													
Capacity					✓		✓	✓			✓	✓	✓		✓				
Community		✓		✓	✓			✓	✓		✓								✓
Governance				✓															
Learning		✓							✓								✓		✓
Material	✓							✓	✓					✓	✓			✓	
Safe spaces	✓	✓							✓	✓								✓	
Teaching	✓	✓							✓									✓	
Voice							✓		✓						✓			✓	

Summary: Has the baseline evidence influenced project targeting and project intervention design?

Evidence was **mostly supportive** of projects’ initially planned interventions. Based on a review of the evidence from the baseline research all projects made adjustments to their **outcome targets** and 18 projects proposed to make changes to their proposed intervention activities. Broadly speaking most projects responded to challenges to their pre-baseline assumptions. However the extent to which projects were able to better articulate the **linkages between their evidenced barriers to girls’ education, the composition of their target groups identified during the baseline research and their proposed interventions** seems to have been limited.

6 Projects' Evidence and Effective Evaluation

6.1 Does the evidence support effective project evaluation?

6.1.1 What challenges did projects face during baseline?

At the proposal development stage IW projects were encouraged (but not required) to use a combination of: a representative longitudinal household survey of target and control communities; longitudinal tracking of school based cohorts; and structured qualitative research. Learning assessments would be implemented at the household level and where appropriate supplemented by in-school testing. The focus of the baseline research was to ascertain the degree of marginalisation and barriers affecting girls. At the midline it was planned that projects would assess the extent to which target groups were exposed to intervention activities and assess for any intermediary changes. At the endline projects would assess changes in outcomes and the processes contributing towards this change.

Some projects however adopted strategies which varied from the description above. This was due to their intervention population, for example, those working with girls with disabilities, or girls who were judged to be segregated from their communities, street children or girls boarding at secondary schools. Projects also relied upon the evaluation approaches they had previously used. Some also had their own understanding of the feasibility and desirability of establishing control groups in their project areas. On the one hand, some projects were positive about adopting an RCT design while others suggested that project implementation was dependent on limiting such activity to highly restricted and purposive sampling.

The intent of the Evaluation Manager was to encourage harmonisation. Where possible, the EM advocated design ideas that enabled projects to work from a common framework for undertaking their evaluations while respecting the variety of approaches available and the different contexts across the Innovation Window. Projects were encouraged to at least undertake some level of community assessment to allow evaluation of the effects on both target groups and the general population and also to help form a control group to establish a counterfactual. Some projects proposed a phased design where some intervention areas would start later than others forming controls initially. In many cases the research designs evolved during the baseline design phase and in some instances at the post-baseline phase where remedial or redesign activity was required.

The projects were also encouraged to prepare for the requirements of PbR. To some extent these evolved as DFID provided clarifications of their requirements, as the availability of measures could be repeated, and the practicalities of collecting data became clearer. A focus also emerged on learning assessments for specific sub-groups (in school by grade and out-of-school) and for collecting attendance data (from schools). This has led to some projects developing specific out-of-school samples and not developing a single probability sample for target communities.

IW projects faced a range of difficulties while conducting baseline data collection, which have been described in Project Baseline Reports. From these reports, the most frequently reported research challenges, experienced by over a third of the projects were: (1) the inability to achieve a full sample size; (2) difficulties in obtaining reliable administrative data on attendance, enrolment or retention; and (3) weak analysis of data in Project Baseline Reports (Table 6.1).

The review process for the Project Baseline Reports assessed the baseline research based on the results presented. The projects and the Fund Manager agreed on their research designs with input from the Evaluation Manager. There was an understanding that if implemented these designs would provide a reasonable probability of generating evidence that was fit for purpose for project-level evaluation. However, even if these designs were used as planned across the 19 projects some data imbalances or unrepresentativeness were likely to arise that might require remedial measures. Issues were also expected to arise due to constrained sampling opportunities and challenging fieldwork circumstances as well as limited knowledge of the project contexts. In most cases, projects overcame or mitigated the issues associated with these challenges. In some cases, however, issues appear to be outstanding, either because these concerns have not as yet been addressed by projects or because they were not fully discussed in the Project Baseline Reports.

Table 6.1: Research challenges reported or identified by IW projects at baseline

Research challenges at baseline	IW projects by country and region																			
	Eco	PEAS	Oppty	Vlva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd	
	7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100	
	Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh	
East Africa											Southern Africa				W.A.	Asia				
Non-response/ refusal		✓	✓	✓			✓	✓		✓										
Unrepresentativeness		✓					✓	✓	✓	✓	✓					✓	✓		✓	
Differences control/ int.				✓				✓	✓											
GEC admin. issues				✓				✓			✓									
Prob. with admin. data	✓	✓	✓	✓		✓	✓		✓		✓						✓	✓		
Survey length		✓		✓					✓		✓									
Disruptive conflict				✓							✓									
Survey logistics		✓		✓			✓	✓			✓								✓	
Data entry/ analysis	✓			✓	✓						✓	✓	✓			✓	✓			
Survey cost/ incentive				✓																
Benefits for participation				✓			✓													
Did not gather key info.				✓		✓						✓	✓		✓	✓				
Problems with evaluator															✓				✓	

Was representativeness achieved?

Six IW projects reported high levels of non-responses to the survey, or refusal or non-cooperation of girls, community leaders, or head teachers. Four projects mentioned problems caused by the length of the survey instrument, and the relevance of certain questions, or noted that respondents complained about the length of the survey or that this caused logistical issues in administering the survey. These issues have the potential to affect the representativeness of the findings, suggesting that **representativeness was only achieved to a certain extent**.

One aspect of representativeness involves the ability to identify target groups. A number of projects were reported as having some difficulties in identifying and articulating their target beneficiaries within their context.

- **LCDK (Kenya):** The project acknowledged the limitations in using a snowballing technique to identify girls with disabilities and states that this will not be used for midline and endline evaluations. Some of the data which remains to be collected includes attendance data.

Almost half of the projects reported problems in collecting official data from school or other government sources. This data was either unavailable, or incomplete, due to poor school records. At times there were also discrepancies with the projects' own data, which highlighted the potential over-estimation of attendance or enrolment obtained from official data sources. Collecting reliable attendance data was particularly problematic, although enrolment and retention data were also mentioned. Some of the problems in collecting official data were related in the GEC approval process which resulted in schools being closed at the time of the baseline. An example of this issue was that faced by VSO:

- **VSO (Mozambique):** Due to time constraints, the external evaluation research team was not able to conduct spot checks or review school registers. As a result, the enrolment and attendance figures do not provide a comprehensive account of enrolment in the targeted schools.

Two projects, in different regions, reported that their external evaluator had not delivered their work as promised or lacked the capacity to deliver to the expected standard of quality.

Six projects were reported by the EM to have omitted to collect key information in their baseline. This included not conducting quantitative or qualitative elements of the survey, not conducting household surveys, or not gathering evidence of key barriers or other assumptions in the project's theory of change.

- **BRAC (Tanzania):** No qualitative data was collected at baseline due to the Christmas period. Additional data may be collected during early implementation phases, along with data on attendance.

Almost half of all IW projects, from three of the four regions, identified problems with data entry or presented weak data analysis on quantitative or qualitative aspects of their surveys. It should be noted that none of the projects which were identified as having weak data analysis reported problems with the capacity of their external evaluator.

Some projects experienced challenges in fully using their intended sampling approach. Some of these relate primarily to achieving the numbers required, affecting the precision of the data rather than its representativeness. About 50% of IW projects reported problems in completing the desired number of interviews. Some examples include:

- **Red (South Sudan):** Conflict disrupted the project's ability to achieve a full sample (70% achieved).
- **ChildFund (Afghanistan):** Several challenges arose during the initial round of enumeration that prevented the external evaluator from obtaining the required sample size of 380 girls. These challenges included incomplete household identification data (e.g. missing names or phone numbers), potential variations in data from what was provided from the pre-baseline and security concerns that prevented enumerators from visiting certain areas.
- **GEMS (Ghana):** The external evaluator experienced a few challenges in implementing the agreed sampling framework – it originally had planned to rely on the head teachers to identify marginalised girls and out-of-school girls. Even with a revised sampling strategy, GEMS was not able to achieve 1,500 out-of-school girls it expected to identify. The external evaluator will analyse the outcomes on out-of-school girls using a difference-in-difference analytical strategy, which should account for baseline imbalances.

For some of the projects, the direct consequence was that the sample achieved was not representative of the population of beneficiaries and its various sub-groups (such as, out-of-school girls and in-school girls, lower primary and upper primary, etc.) and/or that the sample was not large enough to achieve a high level of statistical confidence in the baseline results. Three projects were unable to achieve the full target sample using the methodology agreed:

- **HPA (Rwanda):** High levels of non-response during baseline – due to the small samples for EGRA/EGMA assessments of Grades S4 to S6, it may be difficult to draw conclusions about these grades.
- **LCSU (Uganda):** Some of the girls with disabilities, though eligible to participate in this survey could not talk, or communicate or express themselves in any way that would be used to respond to the survey questions. Also, the last census conducted in Uganda dates back from 2002. Therefore there was no comprehensive record of households with children with disabilities.

Projects have taken remedial measures to overcome some of the issues identified above. This process has been negotiated with the Fund Manager and the projects will develop datasets which have a reasonable potential for enable evidencing of PbR requirements for project impact. The Evaluation Manager has provided input in the form of advice and guidance, although a number of the issues involved are specific to PbR requirements rather than to the broader evaluation process.

Were control groups and intervention groups well matched?

A key area in terms of representativeness concerns the extent to which the control group is representative (or matched) to the intervention population. For the most part, **control groups and intervention groups were reasonably well matched**, and were successful in achieving an acceptable level of comparability between the groups. Some projects either raised concerns about the comparability or suitability of control groups or concerns were raised by the EM. Sixteen projects found a clearly comparable counterfactual (or control/ comparison) group, as represented in the Project Baseline Reports, while three projects, namely: Link (Ethiopia); Viva (Uganda); and ICL (Kenya) reported some differences between their treatment and control groups, as follows:

- **Link (Ethiopia):** Differences between control and treatment groups have been reported for attendance levels and Grade 8 examination results; attendance data in schools was not available; the project was unable to collect data on some of the indicators, including re-enrolment. Any data that the project has not been able to collect will be collected as part of future data collection, using qualitative methods.
- **Viva (Uganda):** The review by the EM recorded control and treatment groups being different and the sample not being representative.
- **ICL (Kenya):** Due to control and treatment groups being located in the same counties and districts, the project has expressed concerns over the possibility of interaction and contamination.

- **TfAC (Malawi):** The external evaluator reported that there was a lack of engagement of traditional authorities and community members in responding to questions about the programme concept and planned intervention. It was difficult to get the control schools to participate in the research.

Was project analysis of good quality and were findings triangulated?

Some issues were raised during the review of Project Baseline Reports regarding **a lack of detailed analysis of data and of a failure to make use of qualitative data to support analysis**. These issues, combined with the incomplete documentation of project data and the variety of sampling approaches make it more difficult to assess whether the evidence base for midline and endline is likely to be robust for every project.

Where results reported by projects do not provide information about the broader outcomes that are relevant to the GEC, the Evaluation Manager has sought to obtain both the minimal extent of available information and to establish a best estimate of the general baseline circumstances on a basis that is as comparable as possible across projects.

As a result, a number of indicators of interest to the evaluation have been identified and analysed by the Evaluation Manager from the project baseline data. For reasons of independence and in order to avoid the generation of 'alternative' baseline figures before all projects have carried out their baseline research and revised their logframes, our analysis has treated the baseline project data as a 'found' resource and analysis has been confined to unambiguously labelled and structured data. The results presented have been arranged to support a review of the state of play across the GEC without duplicating the figures required for PbR. In other words the approach has been to fill some gaps in the set of potential (not mandatory) indicators of interest for GEC where the data allows us to do so.

Future issues

We anticipate that the following issues may arise at the midline stage of the evaluation:

- A number of projects are working with mobile populations. Where sampled populations are displaced and or migratory, this may make it difficult to find the same households at midline;
- Learning assessments will need to be maintained, modified and in some instances augmented to capture the variation in outcomes for all sub-groups and age groups relevant for the purpose of measuring projects' impacts; and
- At midline the challenge will be to detect and identify the extent to which target groups have been exposed to diverse project activities and measure the intermediary outcomes that have been achieved as a result, while retaining as much consistency as possible across GEC.

External events

The baseline process was relatively extended with a stagger between IW projects.

- Three projects mentioned that delays in the approval process led to them being unable to collect all of the required data, as schools were inaccessible or no longer open or students were sitting exams.
- Six projects, from three regions, reported problems in survey logistics, including long distances between households, timing or season in which the survey was undertaken to be affecting access to respondents.
- One project, in South Sudan, was unable to complete the baseline research and achieve the full sample due to conflict breaking out. Conflict was not reported by the IW project in Afghanistan.

Additionally, one project, in Uganda, reported the cost of conducting baseline research as a problem, and also mentioned that respondents were demanding incentives to participate. The same project reported that respondents were expecting the GEC implementing partner to provide services or enrolment in another of their programmes in exchange for participation in the GEC baseline survey.

Summary: What challenges did projects face during baseline?

Overall the background and evolution of the GEC IW baseline research has led to a variety of approaches. All approaches were reviewed at the proposal stage and in more detail at the pre-baseline approval stage for their ability to represent target groups and to deliver representative data on key outcomes for target populations and control or comparison groups along with contextual data on barriers and context. The focus on achieving a specified level of precision on learning outcomes and attendance has led to some [unification in approach](#), but also to some [diversity in sampling and research designs](#) to address projects' research challenges.

6.1.2 Will projects' evidence support counterfactual analysis of impact?

Based on the different evaluation designs and samples achieved by IW projects during the baseline research, projects' evidence appears for the most part capable of supporting a counterfactual analysis of impact.

In most cases, IW projects overcame or mitigated the issues associated with the challenges encountered. In some cases, however, issues appear to be outstanding, either because these concerns have not been addressed by projects or because they were not fully discussed in Project Baseline Reports.

As described in [Table 6.3](#), 12 out of 19 IW projects either used experimental (RCT) or quasi-experimental evaluation designs (QED) while seven projects used alternative designs that do involve a contrast or comparison group. [Box 6.2](#) gives a summary of the guidance provided to IW projects with regards to their evaluation designs.

Box 6.2: Evaluation design requirements for IW projects⁶³

IW grant recipients were requested to develop and implement the most appropriate and rigorous evaluation approach possible within their specific context. The EM and FM provided feedback on projects' M&E Frameworks to help IW projects to determine how they could measure the additional impact directly attributable to their interventions.

Impact is defined as the additional effect that IW projects have on marginalised girls (i.e. at outcome and impact levels of the GEC logframe). The additional benefit that is realised is defined as 'an impact arising from an intervention that is additional if it would not have occurred in the absence of the intervention'.

The fundamental problem that all impact evaluation faces is that projects cannot observe what would have happened in the absence of the intervention. The way around this problem is to establish a control group. This is a sample group that is representative of the group that is benefitting from the intervention (the treatment group). The control group should not benefit from any of the IW projects' interventions. By measuring the starting position of both the control group and the treatment group at the baseline stage and then measuring the progress they both make throughout the project lifecycle, it is possible to estimate with rigour the additional impact directly attributable to the interventions.

IW projects were advised that the selection of the control group could be undertaken as a Randomised Control Trial (RCT) or through a Quasi-Experimental Design. Unless under exceptional circumstances agreed with the Fund Manager, all IW projects had to identify a control group for their project.

⁶³ GEC Documentation (June 2013), Grant Recipient Handbook, Innovation Window.

Table 6.3: IW projects evaluation design and data collected

Project evaluation design at baseline		IW projects by country and region																		
		Eco	PEAS	Oppty	Viva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	GEMS	VSO	Mercy	ChFnd
		7549	7374	8980	6595	7133	7879	6627	6803	6473	6317	6567	6957	7038	7156	8329	7045	7042	6616	8100
		Uganda					Kenya			Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
		East Africa										Southern Africa				W.A.	Asia			
Design	RCT ⁶⁴												✓				✓			
	QED ⁶⁵				✓	✓				✓		✓		✓	✓	✓		✓	✓	✓
	Other ⁶⁶	✓	✓	✓				✓	✓	✓		✓								
Data collected	Quant.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Qual.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Counterfactual group ⁶⁷	Area	✓		✓	✓		✓			✓		✓	✓	✓		✓			✓	✓
	School	✓	✓	✓		✓		✓	✓		✓				✓	✓	✓	✓		
Unit(s) of observation	Girl	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Boy									✓					✓		✓	✓	✓	
	Household	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	School	✓	✓	✓		✓	✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓

Projects' definitions of counterfactual groups

Two projects chose to conduct Randomised Control Trials, while 10 projects opted for a Quasi-Experimental Design. We give examples of the definitions and selection processes of their counterfactual groups below. Other evaluation designs used by IW projects are presented in [Alternative project evaluation designs](#) at the end of this section.



It is important to note that the EM has limited information about the changes in evaluation design that took place after the Project Baseline Reports were submitted by IW projects. Evaluation design changes were discussed between the FM and the IW projects, and the EM used the available information shared by the FM at the time of writing, which may not reflect the full range of changes projects made subsequently.

Randomised Control Trials

BRAC (Tanzania): The project identified 108 communities that met the eligibility criteria for intervention. As part of their RCT design, BRAC (Tanzania) randomly split the 108 communities into three groups of 36 communities each. The project will track educational outcomes in a control group where the project does not intervene and two treatment groups where BRAC (Tanzania) establishes non-paying study groups (Treatment 1) and where BRAC (Tanzania) establishes study groups with a voluntary fee (Treatment 2).

GEMS (Ghana): The evaluation design comprises a RCT conducted with 77 control schools and 70 treatment schools. In collaboration with IPA, GEMS (Ghana) incorporated their RCT into their budget and timeline.

Quasi-Experimental Designs

Link (Ethiopia): The project uses a quasi-experimental design comprising intervention areas (*Woreda*) that were matched with control areas based on a range of criteria. Since Link (Ethiopia) is intervening in all schools in their intervention areas, randomisation using schools as randomized units could not be achieved. The project therefore opted for a matching of intervention Woredas with control Woredas.

⁶⁴ Randomised Control Trial

⁶⁵ Quasi-Experimental Design

⁶⁶ Refer to [Alternative project evaluation designs](#) in this section.

⁶⁷ Counterfactual groups were identified by projects following two different processes: (1) from the selection of treatment schools and control schools, and their catchment areas, or (2) from the selection of treatment areas and control areas, and the schools identified in these areas. Some projects also used more than one control group and may have used a combination of the two aforementioned approaches to select their counterfactual groups.

Viva (Uganda): The project opted for a quasi-experimental design using communities as their matching unit (20 treatment communities and 10 control communities). The treatment and control communities were selected based on: geographical location; demographic factors; social factors; education levels in primary and secondary schools; and financial background of households.

Raising Voices (Uganda): The project evaluation design used identical criteria to identify their cohort of respondents in four intervention districts and four control districts.

Alternative project evaluation designs

Seven projects used alternative designs that do involve a contrast or comparison group. We present below some examples of these.

LCDK (Kenya): The project faced the difficulty of having to identify a sample of households that have girls with a disability. After a pre-baseline household survey listing girls with disabilities in the project areas, LCDK (Kenya) selected a sample of 25 schools to draw their treatment cohort from, while 25 other schools were selected from the districts that did not contain treatment schools in order to prevent contamination effects. Although the treatment and control areas were matched according to a range of criteria prior to the baseline research, LCDK (Kenya) had to sample additional households during the baseline research in order to achieve their targeted sample of disabled girls.

Opportunity International (Uganda): Working with a credit institution, the project's sample for the household survey was drawn from Opportunity Bank Uganda Limited (OBUL)'s current clients who are either in their first loan cycle or at the beginning of their second cycle of business loans. The credit institution estimates that eventually 25% of these clients go on to obtain the tuition loan. As a result, Opportunity International (Uganda) used an evaluation design that builds on clients who are expected to eventually access the tuition loan to form a treatment and a contrast group.

PEAS (Uganda): PEAS (Uganda) evaluates the impact of their project by comparing a treatment group with two similar control groups. Due to the potential interference of other NGOs operating in the area, one of the control groups has been selected within the network of PEAS schools. Additionally, PEAS (Uganda) measures the impact of their interventions against a control group of non-PEAS schools. Secondary schools with characteristics similar to those of PEAS schools were found in the districts PEAS operates in.

Implications of the methodological challenges faced by projects during baseline

All projects specified sample sizes that should provide a reasonable chance of detecting the agreed level of impact for the key GEC outcomes (attendance and learning). The level of precision of the data collected is subject to the circumstances of data collection, sample distributions and district level variation. However, the rigor of the design process means that the collection of longitudinal data from intervention and control samples of sufficient samples sizes should support counterfactual analysis of impact. This needs to be supported with effective causal investigation using qualitative research at midline and endline.

Projects have already experienced issues with the planned design integrity, data quality and matching. These reduce the likelihood that all projects will be in a position to demonstrate impact where it occurs as definitively as intended. With probability sampling and multiple project participants in the IW, there is always the likelihood that some projects will not be able to evidence actual change or falsely evidence or overstate non-existent impact. Nonetheless, some aspects of the default approach provide some protection against both the probability of false results and the external challenges to project design.

This mitigation of this risk is provided by the following factors:

- The GEC Household Survey approach and cohort studies are designed to be longitudinal and this provides some scope to evaluate change even if intervention and control locations are not ideally matched; and
- The standard template for the household survey provides information on a number of risk factors for outcomes (in other words markers or barriers to adverse outcomes) which can be used to control for differences in intervention and control locations, or to support matching work for the same end.

Where re-contact rates are lower at midline, projects may need to use a mixed longitudinal and cross-sectional approach across their project locations.

Summary: Will projects' evidence support counterfactual analysis of impact?

We recognise and anticipate that some IW projects will experience challenges providing counterfactual evidence of their impact. Where possible these can be identified in advance through [further analysis of baseline data](#) in order to work with the projects. Despite the complex circumstances and challenges which have led to changes in evaluation designs, we are confident that through support from DFID, the FM and the EM, outstanding risks to the quality of project evaluation can be minimised to ensure that counterfactual analysis of their impact can be undertaken.

7 Conclusions and Recommendations

7.1 Conclusions

The EM has reviewed and analysed the findings from IW projects' baseline research. This has enabled us to assess whether projects have been successful in identifying target girls who are educationally marginalised in terms of their access to education (enrolment, retention, attendance) and learning. Additionally, we have provided an assessment of the extent to which the evidence supports the projects' initial assumptions with regards to the barriers that girls face. Finally, we have assessed the implications for project designs and targeting in response to the baseline data, analysis and findings.

To what extent are target girls educationally marginalised?

Conclusion 1 – Girls targeted by IW projects tend to enrol and attend school, but they are less likely to stay enrolled as they reach secondary school age compared to the primary school phase. Despite these relatively high levels of enrolment and attendance, learning is poor⁶⁸ for in-school girls and only improves by a relatively small amount over the primary and secondary phases of schooling.

IW projects' findings and EM analysis of the project data show that in several project areas enrolment and attendance are higher than would have been expected at baseline. Baseline research revealed that secondary school-aged girls have lower levels of enrolment and year-on-year retention compared to primary school-aged girls, suggesting that girls across the IW target project areas tend to become more marginalised from education (in terms of enrolment and retention) as they get older. In contrast, secondary school-aged girls who are enrolled seem to attend school just as much as primary school-aged girls⁶⁹. This suggests that attendance is regular for the girls who decide to transition to secondary education.

Baseline learning results were typically found to be poor regardless of relatively high levels of enrolment and attendance in several project areas. Furthermore, the low levels of literacy (measured as reading fluency) and numeracy of in-school secondary school-aged girls indicate that learning increases less than would be expected over the course of schooling, especially in the case of reading fluency.

Overall, it is unclear whether the girls targeted by IW projects are as relatively disadvantaged in terms of getting into and attending school compared to non-target girls, as assumed at the outset of the GEC. It is clear though that when in school the average learning progression of girls by age is generally relatively very slow as they transition to secondary education.

Which barriers were found to affect girls' education?

Conclusion 2 – Most of the barriers proposed by projects were supported by evidence presented as part of their baseline findings. Contrary to expectations of some projects relating to the importance of school-related barriers, poverty appears to be the primary reason evidenced as to why girls do not enrol and attend school. In terms of making an investment decision in education, poor families have less spare resources to invest and experience significant opportunity costs, therefore the returns to school must be reasonably assured for this group. However, projects also reported that parents in target communities sometimes perceived little value and expected limited returns from sending their girls to school. School-related barriers that were found to be the second most important barrier affecting girls' education potentially explain the poor levels of learning evidenced across the IW.

At the design stage, IW projects assumed that a wide range of different barriers prevented their target girls from attending school and learning effectively. The assumptions about these 'risk factors' affecting girls' ability to enrol, attend and learn in school were mostly driven by grantees' historical understanding of the environments in which they operate and lessons learned from previous programmes they have implemented with similar communities. This may explain the extent and variety of the evidence presented by IW projects.

Projects' findings suggest that contrary to pre-baseline assumptions about the importance of school-related factors, **the most evidenced barrier to schooling outcomes was related to poverty.** Pathways through which girls'

⁶⁸ Compared to internationally-defined benchmarks.

⁶⁹ It should be noted though that projects have reported concerns with the quality and reliability of the attendance data they have collected, which is largely secondary data sourced directly from their target and control schools.

selection into education (enrolment and attendance) is affected primarily relate to the cost of schooling. These types of pathways prevent girls from attending schools due to parents' inability (or fear of not being able) to afford the costs at the time of enrolment and during the subsequent years of schooling. Contexts where poverty is an important issue tend to lead to girls having greater responsibility for household chores and caring for family members, suggesting that girls have less time to attend school and learn.

These barriers appear to be real and have an impact on families, but the relatively high levels of enrolment and attendance found at baseline by several projects suggest that these parents and caregivers send their girls to school, despite having to make difficult financial choices in poverty-constrained situations involving potentially high opportunity cost of these choices⁷⁰.

Interestingly, the perceived value of education is often low among girls and their parents, suggesting that they do not expect high returns from education despite the difficult choices they make about sending girls to school. As girls appear to experience limited learning progression as they get older, it is possible that this affects perceptions and decisions about transitioning to secondary school, especially given the range of factors and barriers that girls and their parents face. **As the opportunity cost of sending a girl to school past a certain age seems to increase, parents tend to explore alternative life paths for their daughters**, such as early marriage or getting girls to contribute to household earnings through income-generating activities.

The second pathway through which girls' education is affected relates to the poor quality of education, as evidenced by the prevalence of non-participatory approaches to teaching, the lack of gender responsiveness of teaching and teaching techniques that frequently involve corporal punishment. Teacher absenteeism was also found to affect the quality and regularity of education received by girls. Nevertheless, the evidence presented by projects was not always systematically able to prove these links. The level of schools' capacity and performance in terms of providing quality education to girls may be more nuanced than expected by projects before the baseline research. It is also important to note that projects may have faced difficulties in evidencing school-related barriers in part because only a limited number of projects included classroom observations in their research design.

Conclusion 3 – In spite of the wealth of evidence, IW projects presented the barriers they found in a descriptive way and did not always clearly assess the linkages between barriers and the ways in which these affect their target communities, and girls and parents' behaviours and decision-making processes. Furthermore, barriers identified during the baseline research may not represent the range of risk factors affecting girls' education.

Synthesising and unpacking the range of barriers evidenced by projects at baseline allowed the EM to start to identify the linkages between girls' educational marginalisation and the risk factors that affected their ability to enrol, attend and learn in school. **The analysis of these linkages could have been better framed through projects' research and analysis, in order to assess both the importance of the prevalence of barriers and the multiple pathways through which barriers influence educational outcomes.**

The identification of barriers at the design stage was influenced by grantees' thematic focus, since some grantees chose to target and support groups who experienced a specific set of barriers – for example, barriers faced by disabled groups or girls living in remote areas, based on their historical knowledge of these groups. Consequently, **IW projects sometimes had pre-conceptions about the barriers they expected to find during the baseline research**, which meant that despite good intentions and a desire to understand needs, the data collection process was sometimes implicitly directed by and towards projects' interests and may not capture the range of risk factors faced by marginalised girls. Project data collection strategies were typically more focused on collecting information about their target groups rather than on capturing the characteristics of the general population or communities in which their target groups live. This means that **barriers identified during the baseline research may not represent the range of risk factors affecting girls' education**. Finally, whether projects have control or not over the identified barriers to girls' education remains subject to debate and would require an in-depth assessment by each individual project to ensure the anticipated outcomes of their interventions are realistic or not.

⁷⁰ For further insights on coping strategies put in place by parents and girls to overcome barriers to girls' education, refer to the [Step Change Window Baseline Report](#) where additional data sources (EM data) were used to discuss the prevalence of barriers. These may explain why enrolment and attendance rates were actually found to be higher than expected across the IW.

Does the evidence support project targeting and project design?

Conclusion 4 – During baseline research, projects generally managed to identify and measure the groups they aimed to target as part of their design, although the achieved representation of target groups in projects' samples was markedly low for specific sub-groups. In other cases, where purposive samples were drawn, the data did not allow the EM to assess whether the target groups were marginalised compared to other groups in target communities.

The GEC programme design allowed IW projects to target diverse groups of girls. IW projects are primarily targeting primary school age girls, with important sub-groups targeting girls who are in poverty, living in rural areas, are disabled, out of school or at risk of dropping out. These target groups were generally successfully identified in projects' samples, although the prevalence of the various groups differed sometimes from expectations – for example fewer out-of-school girls were identified than was envisaged across the projects.

Projects generally sought to obtain data that was representative of their target community with appropriate boosts for sub-groups of interest or in some cases purposive surveys directly of sub-groups. Sometimes achieving this balance was inherently challenging and a representative sample of the target group within its wider population was not achieved. **This means that projects were not always able to show whether their target groups were marginalised compared to other groups in their target communities.** In the absence of data that is representative of the communities with which projects engage, there are no means of verifying whether projects' pre-conceptions of who are the most marginalised girls in their target groups hold true. This constrained our ability and those of projects to analyse the extent to which these target girls are marginalised relative to others. It also sometimes limited projects' capacity to understand and evidence the complex linkages between the social and economic factors that marginalise particular groups of girls compared to other groups and their capacity to attend school and learn.

Nevertheless, for the purpose of identifying the specific needs of targeted girls, the baseline research was successful to the extent that it confirmed and deepened projects' knowledge of their target populations.

For those projects whose target girls have relatively high levels of enrolment and retention rates and/or attendance, it is possible that within the relatively short lifetime of the project significant change in these rates will not be achieved. The effect of this on overall project performance will depend on the extent to which the rationale for a particular project design was predominantly based on helping girls be in school more than they would otherwise have done and improve their literacy and numeracy through this. Even those projects where the evidence regarding the ways in which their target girls are marginalised is inconclusive or uncertain run the **risk of delivering interventions that may have little effect on their results within the time available.**

Conclusion 5 – Evidence was mostly supportive of projects' initial assumptions about their design, but where it was not we found that project responses were mixed. Not all projects made changes to their proposed interventions when their pre-baseline assumptions were challenged by baseline findings.

Broadly speaking most projects responded to challenges to their assumptions by either changing their outcome targets or modifying their definition of marginalisation. However, **not all projects adapted their interventions to address the complex socio-economic factors disadvantaging their target group of marginalised girls.**

Projects that have not responded to their baseline findings by changing their design adequately may not bring about the change they aim for, nor be able to measure the change they actually manage to deliver. This issue is likely to be further exacerbated for those projects in which the links between key risk factors identified and their effects on education outcomes are not clear.

Does the evidence support effective project evaluation?

Conclusion 6 – Overall, IW projects M&E strategies appear to be appropriate for delivering effective project evaluation. The focus on achieving specified precision on learning outcomes and attendance has led to some unification in approach, but also to some diversity in sampling and research designs to address projects' research challenges.

The background and evolution of the GEC IW baseline research has led to a variety of approaches. In most cases, IW projects overcame or mitigated the issues associated with the challenges encountered. All projects also specified sample sizes that should provide a reasonable chance of detecting the agreed level of impact for the key

GEC outcomes (attendance and learning). **The collection of longitudinal data from intervention and control samples of sufficient samples sizes should support counterfactual analysis of impact.**

The breadth and depth of the evidence base is arguably a result of a more rigorous approach towards establishing a clear theory of change and articulating M&E strategies in line with an analytical research framework. However, **issues still prevail, particularly in terms of how projects’ research frameworks address the relationship between risk factors and barriers and educational outcomes.** Furthermore, challenges relating to the limited ability of projects to achieve a full sample size and obtain reliable administrative data on attendance, enrolment or retention suggest that some projects will experience difficulties providing evidence of impact relative to a counterfactual.

7.2 Recommendations

Recommendations for DFID and the EM

1. The most important limitation of the baseline research relates to **projects’ reporting of educational outcomes and barriers to girls’ education as two distinct categories of findings.** Projects’ inability to clearly establish the linkages between the evidenced barriers to girls’ education, the composition of target groups identified during the baseline research and their proposed interventions has prevented the EM from drawing definitive conclusions on the most prevalent pathways through which different barriers affect girls’ education across the IW.
2. A second limitation of the secondary data analysed in this report are the difficulties faced by the EM in **assessing the levels of educational marginalisation of different sub-groups** – for example, target groups identified by their levels of poverty, disability, geographical area in which they live, or their household characteristics. Some of this data exists but the data is not yet sufficiently accessible for analysis.
3. In order to address these two limitations, the EM proposes to **extend the reanalysis of project data to include full documentation and relevant clarification work with projects** to enhance the quality and utility of project baseline data. This would facilitate more detailed analysis of the relationship between barriers, sub-groups and contexts as part of GEC learning and also provide a means of refining the evaluation approach and tools for projects and the GEC as a whole for midline and endline evaluation.
4. DFID and the EM should consider these findings and conclusions when **finalising the approach to the thematic research.** This research could be used to unpack some of the links between social and educational marginalisation and the various target sub-groups identified by projects, particularly those that are implementing different types of innovative strategies to reach those girls who are the most marginalised from education.
5. A common lesson learned for DFID and the EM relates to the **added value of conducting rigorous baseline research.** The identification of barriers to girls’ education and target groups at baseline deepened the projects’ knowledge of the populations they work with, suggesting that the GEC Evaluation Strategy is likely to help build a solid evidence base in terms of what works and what does not for improving girls’ access to education and learning.
6. A potential recommendation for DFID for future programming relates to the extent to which **a specific purpose should be established for the baseline research.** Projects generally sought to obtain data that was representative of their target community, but their sampling strategies were not always suitable for evidencing whether their target groups were marginalised compared to other groups in their target communities. However, for the purpose of identifying the specific needs of targeted girls, the baseline research was generally successful to the extent that it deepened projects’ knowledge of their target populations. Both approaches to baseline research have different purposes and entail different types of actions for projects based on their baseline findings.

Recommendations relating to projects’ use of baseline findings

1. It is expected from projects that they will evidence additionality for their interventions through the use of a counterfactual research design. Nevertheless, without a sufficiently precise understanding of the complex mechanisms at play in their intervention areas – the main purpose of the baseline research – projects may fail in delivering significant results over the GEC cycle. **A post-baseline research reflection upon the**

evidence collected is needed to identify the mechanism through which projects will be likely to influence girls' educational outcomes, so that beyond the measurement of results, the pathways of change can be identified. Importantly, identifying the barriers influencing girls' education is crucial for projects to achieve sustainable change through their planned activities. **The sustainability aspects of projects' interventions should be addressed more extensively at midline and endline stages**, in order to address the limited evidence in relation to the implications of baseline findings on expected sustainable changes.

2. **In general, projects' capacity to effectively respond to their baseline findings in a formative way could be strengthened**, as project changes to interventions to address the barriers faced by marginalised girls appear to have been limited in scope. Additionally, whether projects have control or not over the identified barriers to girls' education, they should be assessed by each individual project to determine whether the anticipated outcomes of their interventions are realistic or not. This should be addressed during implementation and should be a focus of the on-going monitoring of projects' baseline evidence and the current assumptions that underpin their designs, especially since the GEC programme lifespan has recently been extended by one year for most projects.

Recommendations relating to projects' M&E Frameworks

3. Projects' lack of analysis of the complex mechanisms at play in their intervention areas should be addressed before midline research takes place. Following the example of best practice from other projects and the EM's approach to barrier analysis, projects should define and establish these linkages based on their data and assess the relationship between the prevalence of barriers and educational outcomes. This can be achieved by **developing an appropriate analytical framework and comprehensively analysing internal and external factors interacting with girls' education (directly or indirectly) supported by more focused research questions.**
4. Projects whose evidence base is inconclusive or where there is insufficient disaggregated data about their sub-groups should **conduct more in-depth research as an integral part of their monitoring strategies** to understand the type of effects they are having on the complex barriers faced by their target girls. This should enable projects to make short-term corrections to their activities that are most likely to improve the effectiveness of their interventions.
5. We anticipate that some IW projects will experience challenges **providing counterfactual evidence of impact**, specifically in terms of the limited ability of projects to achieve a full sample size. Where possible these can be identified in advance through further analysis of baseline data. These will need to be supported with effective causal investigation using qualitative research at midline and endline.

Recommendations relating to projects' midline research

6. For projects where baseline enrolment rates and attendance are relatively high, it is recommended that projects try to identify sub-groups within their overall target group who have lower enrolment rates and evidence changes at this level. It is also important for projects with high baseline enrolment rates and attendance to continue to monitor these to **assess whether these levels remain high over the course of the project period**, so that the project can respond to any changes that may occur.
7. IW projects' baseline data showed that girls' average learning progression by age is generally relatively slow as they transition to secondary education. This should be explored further by projects through the research conducted for the midline evaluation. It is also important to note that projects may have faced difficulties in evidencing school-related barriers as only a few projects included classroom observations in their research design. It is recommended that projects focus on **unpacking school-related barriers as part of the midline research in order to understand the limited learning gains of in-school girls.**

Recommendations relating to projects' longitudinal research

8. **Some issues and questions require longitudinal data to fully understand and evaluate.** Continued evaluation throughout the course of GEC of the relationship between baseline circumstances, combinations of barriers and context and the levels of intervention exposure will lead to a better understanding of what barriers are really present and causally relevant to GEC-relevant objectives, and may lead to further recommendations for adjustment at the project level, as well as more effective understanding of what works, why and under what conditions – a key aim of the IW.



Baseline Report – Innovation Window Annexes

Final Version

Evaluation Manager Girls' Education Challenge Fund-
January 2015





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This document has been approved for submission by Coffey's Project Director,
based on a review of satisfactory adherence to our policies on:

- Quality management
- HSSE and risk management
- Financial management and Value for Money (VfM)
- Personnel recruitment and management
- Performance Management and Monitoring and Evaluation (M&E)

Ben Ward, Project Director

Signature:

A handwritten signature in blue ink, appearing to read "Ben Ward", written over a horizontal line.



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Rwandan Girls' Education and Advancement Programme (REAP)

Education Focus: Upper and lower primary, secondary

Lead Organisation: Health Poverty Action Ltd.

Country: Rwanda

GEC Funding: £1,100,652

Target Reach: 16,652 girls

Overview of Project

Health Poverty Action Rwanda (HPA) in partnership with Nyaruguru District Local Authority, Teach a Man to Fish and Urunana Development Communication is implementing its project in Nyaruguru District in the Southern province of Rwanda. Nyaruguru is one of the poorest districts in the Rwandan Southern Province. The project intends to pilot the “Education that Pays for Itself” model to support the schools to run profit-making businesses, which will cover secondary school fees and the costs of making this project sustainable. It will also pilot the Mother-Daughter Clubs (MDC) model for the most marginalised girls in the schools and their mothers, providing them with income generation support, facilitation to discuss issues such as teenage pregnancy, mentoring for career planning, and support to sensitise the community to the importance of girls’ education. The project will separate girls’ toilets and sanitation facilities using ECOSAN waterless composting toilets that turn human excreta into safe compost material and use this for income generating school gardens. It also plans to pilot a radio soap opera on girls’ education.

Baseline Research Activity

The project was approved to move to baseline data collection in November 2013. The external evaluator for the project is Winsor Consult Ltd. Baseline data was collected from December 2013 to January 2014. Quantitative and qualitative data was collected using a household survey, survey of girls and boys, key informant interviews and focus group discussions. Girls (6-19 years both in and out of school) were assessed using EGRA and EGMA, which was administered in both English and Kinyarwanda. Data related to attendance was collected from school attendance registers and household survey which also provided information related to enrolment, and retention. The sampling framework for the evaluation allows for the comparison of the combined 28 treatment schools against 14 control schools.

Definition and Identification of Target Groups

Marginalised girls are defined by the project to be all girls attending the 28 poorest and most rural schools in Nyaruguru where girls have high dropout rates.

The project is seeking to help girls at risk of dropping out and girls who are out of school. Additional support will also be provided to a sub-group of girls considered as most marginalised including those who are orphans, HIV positive, historically marginalised (e.g. Batwa), have a history of being absent/late in school, are pregnant, very poor and not enrolled/willing to re-enrol. After the baseline research, the project added girls with disabilities and those involved in work.

At the baseline stage, 165 girls were found to be out of school (96 in the intervention area and 69 in the control area). Additionally, 82 girls were found to have a disability (48 in the intervention area and 34 in the control area). Altogether, 450 girls were considered to be most marginalised.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

6317	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm		total / 100	total / 100	
All	714		86					83			3			12
< 6	0													
6 to 8	87		92	50				92	0	0	0	0	1	1
9 to 11	157		99	50				100	4	5	1	10	12	5
12 to 13	132		95	55				92	13	7	3	17	17	14
14 to 15	118		92	60				92	22	24	3	24	28	17
16 to 19	220		65					60			7			22
OOS										10	3		17	13

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Cost of school, Inability of parents /guardians to afford school user fees
- Unfriendly school environment
- Lack of safe and adequate sanitary facilities for girls, at school, leading them to stay at home during menstrual periods
- Perception that girls have limited opportunities after their education than boys
- Teenage pregnancy
- Child sexual abuse and exploitation

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Cost of school, inability of parents/guardians to afford school user fees	High school fees		●	64%	57%						
		Lack of school requirements (uniform, books)		●	76%	51%	64%	67%	79%	73%		●●
School-related factors	Unfriendly school environment	Reported school environment safe, supportive and secure	●	●	9%	32%	28%	23%	17%			
	Lack of safe and adequate sanitary facilities for girls at school	Don't attend school when menstruating		●						94%		

ANNEX A1 – PROJECT PROFILE – 6317 – HEALTH POVERTY ACTION LTD

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Female aspirations, motivation and autonomy factors	Teenage pregnancy	Reported pregnancy		●	13%	26%		16%	15%			
Personal and family factors												
Negative attitudes towards girls' education factors	Perception that girls have limited opportunities after education than boys	Want their daughter to continue education (do not value boys over girls)	●	●			95%					
		Poor awareness of parents on the value of girls' education	NS	NS	5%	1%		4%	5%			
		Report school is not relevant for girls	●					50%				
Violence-related factors	Child sexual abuse and exploitation	No evidence found										
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

As a result of the findings from the baseline research the project made a number of changes (see Table 3) to their project design. Some of these changes involved: changing awareness trainings to not focus on early/forced marriages; including child labour in the initial definition of marginalised girls; and removing the assumptions from the theory of change about teachers' willingness to attend training during summer holidays and parents giving priority to girls' education.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	In 28 schools, the project will adapt a self-financing education model, with business classes alongside regular current curriculum, and set up income generating activities (IGAs).	Schools do not have income generating activities - KII and FGD participatory discussions highlighted the need for income generation projects.	
Community	Mother daughter clubs will be set up targeting the most marginalised girls in the schools and their mothers, to run various activities including community outreach on girls' education and the IGA. Using participatory approaches, PTAs will consult students, communities, and MDCs to develop plans to make their schools safer and more girl-friendly. The PTA will ensure these views are reflected in the school business spending plan for using the school businesses' profit. Increasing awareness on girls' education through PTA and MDC: PTAs and MDCs have a mission to encourage their own daughters and girls in the community to go to school and to prepare them on different challenges they may face at school and how to overcome them. Training on the mother-to-child communication approach, community mobilisation and barriers to girls' education	Not established at baseline. FGDs/interview indicate the need for MDCs.	

	will be included in the PTA and MDC one week training. 28 teachers among the PTA members will be trained to support girls to form theatre clubs to perform dramas and role plays around issues of girls' education, e.g. barriers to it, and the link between a woman's education, her life chances and the health of her household.		
Governance			
Learning			
Materials			
Safe Spaces	Sanitation facilities, separate facilities for girls using ECOSAN composting toilets. For 28 most marginalised schools targeted, school toilet and changing room facilities will be planned, constructed, managed, repaired, and owned by the local communities themselves, with support from their local authorities and the project partners. Currently in Nyaruguru, latrines are individually managed with little control or organisation. Using Ubudehe the project will facilitate latrine and changing room project planning meetings involving relevant stakeholders, and will involve students and communities in the planning process facilitated by the 28 PTAs as well as Community Development Committees (CDCs).	74% of the girls did NOT use changing rooms at school in treatment A, 60% did not use them in treatment B, and 57% did not use them in the control group. Majority of girls (94%) felt that they were not safe using composting toilets. 56% of girls said their toilets were in good condition, while 44% said they were not. 66% of girls said they did not have enough toilets at school for everyone to use. 79% of girls said their schools had composting toilets.	The project will only build toilets in schools where there are inadequate facilities, so focus will be on increasing both quality and quantity of ECOSAN toilets and hand washing facilities. Re-wording in the ToC to reflect that some girls are not attending school during menstruation, hence the project focus will be on increasing the number of girls who attend school during menstruation.
Teaching			
Voice	Educational radio soap opera broadcast nationally and on BBC World Service following the success of the show in transmitting health messages. New version of	Percentage of target parents in Nyaruguru who say they have increased awareness of importance of girls' education through radio, drama and other behaviour	

	<p>the soap will be developed (using the same popular characters) to address issues related to girls' education. This project will tap into Urunana's large, captive audience to include information about girls' education and its barriers. The weekly soap opera will be produced and broadcast on the BBC Great Lakes Service and rebroadcast on Radio Rwanda. IEC materials on issues related to girls' education will be produced in Kinyarwanda and English with pictorial images (given the low literacy of Nyaruguru women). Through participatory methodologies with beneficiaries, project staff and teachers, local artists will design and produce culturally appropriate, relevant printed IEC materials.</p>	<p>change activities of project is Treatment A: 79%, Treatment B: 82%, Control C: 76%.</p> <p>76% of respondents in treatment A, 75%, in treatment B and 55% in the control group said they listened to Urunana radio soap opera.</p> <p>Boys, 76% in the treatment A, 73% in the treatment B and 84% in the control group said they have increased awareness of importance of girls' education through radio, drama and other behaviour change activities.</p>	
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Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

The criteria used for selection of intervention and control schools are relevant. The analysis of school and survey data has shown that purposive selection of schools has not affected comparison, and that the intervention and control schools are comparable.

The EM reviewed the first draft of the project's baseline report. In that version, evidence was neither well analysed nor presented, which made it difficult to determine if appropriate quantitative evidence was collected. Qualitative research was not presented systematically. The project has made major changes to its M&E framework and baseline report since that date.

Revisions to M&E

The project has made major changes to its M&E over the course of its inception period. The project has also increased its budget allocation for M&E.

Challenges in Project Data Collection

The project faced challenges during baseline data collection due to schools being on holiday, so head teachers and key informants were not available. In the first round of baseline data collection, there were issues in administering EGRA/EGMA, which led to an incomplete sample. A second round of data collection in January allowed the project to resolve methodological issues, including reaching its desired sample for household surveys and EGRA/EGMA.

The project reports that there were high levels of non-responses during baseline and due to the small sample for grade S4-S6 EGRA/EGMA assessment it may be difficult to draw conclusions about these grades.

Specifically, the project reports that there were high levels of non-responses for personal and sensitive questions such as menstruation. The project will use other strategies such as qualitative interviews in order to gain further information on these topics.

List of References

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- Health Poverty Action/Health Unlimited (2012), Full Application for the Innovation Window – Ref # 6317, London: Health Poverty Action/Health Unlimited.
- Health Poverty Action/Health Unlimited (2014), 1. 6317 GEC REAP Outcomes Model, 6317 Health Poverty Action /Health Unlimited, London: Health Poverty Action/Health Unlimited.
- PwC (2014) Fund Manager's recommendation at close of the inception phase, 6317 Health Limited, Rwanda, London: PwC.
- PwC (2014), 140430 GEC Annual Review Report Annexes vfinal, London: PwC.
- PwC (2014), GEC Logical Framework March 25 Scenarios v2, London: PwC.

Life Skills and Literacy for Improved Girls Learning in Rural Wolaita Zone

Education Focus: Lower and upper primary

Lead Organisation: Link Community Development Ethiopia

Country: Ethiopia

GEC Funding: £1,823,917

Target Reach: 48,175 girls

Overview of Project

The project “Life Skills and Literacy for Improved Girls Learning in Rural Wolaita Zone” is operating in four marginalised and densely populated rural Woredas (districts) of Wolaita Zone in the Southern region of Ethiopia. The project will be implemented in subsistence farming communities with high levels of poverty and HIV. The project proposed a systems intervention, involving a wide range of stakeholders including parents, community members, school governors and managers, teachers and woreda officials in capacity-building training and awareness-raising activities.

Baseline Research Activity

The project was approved to move to baseline data collection in October 2013. The evaluation was designed as a quasi-experimental design. Baseline data was collected from November to December 2013. Quantitative data was collected using surveys with parents, teachers, girls and Woreda Officers. To assess learning, girls took EGRA and EGMA tests. Qualitative data was collected using focus group discussions with female teachers, vulnerable girls, boys, school management, parents and interviews with Woreda officials. There were 30 schools in the sample for the baseline study, 15 in the intervention and 15 in the control group.

Definition and Identification of Target Groups

The project considers all girls in their target Woredas to be marginalised as they are economically deprived and live in remote rural areas with high population. They are all at risk of dropping out, repetition and non-completion of primary school. The project also states that they will include all disabled girls registered in the 114 target schools. The disadvantaged are considered to be the daughters of subsistence farming families.

The project states that they are not planning to disaggregate the target group. However, they will identify those requiring sanitary pad provision and tutorial classes.

The project found in their sample that 5% of girls had a disability. The project found that in their control schools that 98% of grade 6 and 92% of grade 2 girls were in school. Whereas, in intervention areas, it found that 93% of grade 6 and 90% of grade 2 girls were also in school.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

6473	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm		total / 100	total / 100	
All														
< 6														
6 to 8		90		90	90		79		5	5		44	44	
9 to 11							94							
12 to 13		93		89	89		93		18	18		34	34	
14 to 15							98							
16 to 19														
OOS														

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Lack of school facilities such as separate toilets for boys and girls
- Teachers' attitude towards girls' education
- Lack of support for girls' education in the school system
- Girls' self-esteem and aspirations
- Girls' disabilities
- Household chores
- Poverty
- Lack of parental support for girls' education

- Safety issues and harassment of girls
- Inequality between boys and girls
- Community climate influencing girls’ education
- Traditional community gender norms which do not promote gender equality

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Household chores	Involved in household chores	●	●	67%	86%		65%	80%			●●
	Poverty	Difficult to afford sending girls to school/no financial support from parents		●	82%	82%				22%		
		Boys' education should get preference when money is scarce			●			55%				

ANNEX A2 – PROJECT PROFILE – 6473 – LINK COMMUNITY DEVELOPMENT ETHIOPIA

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
School-related factors	Lack of school facilities (separate toilets)	Unable to go to school during menstruation		●				37% reported	10% reported			
		Unsatisfactory toilet facilities		●			46% agree	62% agree	26% agree			
	Teachers' attitude towards girls' education	Believe career options are limited for girls	NS	NS							58%	
		Education more important for boys than girls	●	●				71% agree	78% agree		15% agree (I) 23% agree (C)	
	Lack of support for girls' education in the school system	SMC responsive to girls' needs	NS	NS							19% report mostly responsive	
Female aspirations, motivation and autonomy factors	Girls' self-esteem and aspirations	Girls not as clever as boys	●					74% agree	59% agree			
	Traditional community gender norms which do not promote gender equality	Women should obey wishes of partner	NS	NS			82% agree	86% agree	80% agree			
		Women should conform to traditional gender role	NS	NS				65% agree	75% agree			

ANNEX A2 – PROJECT PROFILE – 6473 – LINK COMMUNITY DEVELOPMENT ETHIOPIA

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
		Men should not share household chores	NS	NS				76% agree	64% agree			
		A man has the final say in family matters	NS	NS			68% agree	84% agree	82% agree			
Personal and family factors	Girls' disabilities	Girl has an illness/disability		●	5%	5%						
Negative attitudes towards girls' education factors	Lack of parental support for girls' education	Parents who are supportive		●			66%				27% find parents supportive	
		Not important to send girls to school daily		●			20% agree	52% agree	56% agree			
		Girls need not do well in school	●					53% agree	18% agree			
		Girl could leave school before completing Grade 8		●			43% agree	56% agree	79% agree			
	Inequality between boys and girls	Girls learn less than boys	●				46% agree	77% agree	85% agree			
	Community influencing girls' education	Men have more right to jobs	NS	NS			53% agree	82% agree	80% agree			

ANNEX A2 – PROJECT PROFILE – 6473 – LINK COMMUNITY DEVELOPMENT ETHIOPIA

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Violence-related factors	Safety issues and harassment of girls	Threat to safety n getting to school		●			17% agree			41% agree (G6) 19% agree (G2)		
		Scared of boys in school		●						22% agree		
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

A number of changes have been recommended by the project and agreed upon as a result of the findings from the baseline research as given in Table 3.

A risk for the project after baseline is that it still has a limited understanding of the underlying factors behind girls' low self-esteem that may not enable the intervention to address this in the most effective way. There is a risk that the community awareness campaigns are not as effective as hoped in leading to behaviour change that would ease the burden of household chores for girls. There is also risk that schools are not consistent and equally well equipped to address the needs of disabled children.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity			
Community	Engage teachers, parents and school community members in support of girls' education.	<p>Parents' support for girls' education was rated as average (5.57 and 5.38 for project and control group on a scale of 1-10).</p> <p>Almost all parents of girls in project schools reported that they support their children to an extent to attend school (38% very much; 4% not), help them with homework (18% very much; 13% not), decrease their chores (13% very much; 11% not) and provide for them financially (11% very much; 6% not).</p> <p>Parents' support for the girls' education is rated as average (scale score of 5.57 for project group and 5.38 for control group on a scale of 0 to 10).</p>	<p>New output indicators to be added - self-esteem of girls, relationship between boys and girls, harassment of girls, and community gender perceptions (identified as specific variables having influence on girls learning).</p> <p>Training for key school stakeholders on the psychosocial factors affecting girls' sense of self-worth; additional community campaigns to raise awareness of the barriers girls face and encourage innovate solutions.</p> <p>Increased activity levels and budget for 'support to GEAC campaigns' so that active advocacy in the communities can be undertaken (using audio visual material in Wolaitigna depicting barriers faced by girls and featuring female role models developed by Whizz Kids Workshops).</p>
Governance	Working with local government to implement Gender Plans/head teachers, school management committees and parent-teacher associations trained in how to implement gender policies in school.	<p>Most of the teachers rated their colleagues to act in a gender sensitive way (90%).</p> <p>6 schools reported partially having gender policy in schools, while 9 reported having no policy.</p> <p>4 schools reported having allocated resources to</p>	

		<p>address gender issues, while 11 reported allocating no resources.</p> <p>13 schools reported having a Gender Advisory Committee. Those in the control schools are reported to be more active than GAC in project schools.</p>	
Learning	Teaching life skills and improving literacy knowledge.		Training for tutors in basic reading and mathematics skills development. To improve the learning of girls, their reading and mathematics skills need to be improved - specific training needs to be provided to teachers to assist students with reading.
Materials	Sanitary pads, audio-visual resources.	Grade 6 girls in the project schools (91%) were not satisfied with the bathroom facilities at school.	Addition of underwear to sanitary pad provision (project not aware of the need of girls)
Safe Spaces	Extracurricular: Girls clubs, female learners' forums, reading clubs/sanitation facilities upgraded.	A few schools (5 schools) presented girls' clubs as an extra-curricular activity.	School development plan needs to include innovative strategies, peer mentoring and literacy clubs.
Teaching	Audio-visual resources and supplementary readers developed for a curriculum adapted to marginalised girls/teachers trained in gender-friendly methodology.	More schools in the control group are reported to implement gender sensitive teaching. There were four schools in the project group that implemented a gender sensitive curriculum and teaching methods.	Gender sensitive teaching/gender role models in community.
Voice	School performance appraisal meetings to engage parents and opinion leaders on how to advocate for girls education.	<p>The Gender Audit shows a lack of school mechanisms to mobilise communities and raise awareness of the importance of girls' education.</p> <p>Only two schools are actively involved in communities. There were almost no schools that collaborated with communities to address absenteeism and dropouts and to negotiate a decrease in household chores for</p>	<p>Awards for girls, parents and teachers and case studies of local female role models during Girls Education Week.</p> <p>Introduction of awards during Zone Girls' Week (at school, cluster, woreda and zone level), for girls, teachers and parents as incentives for good performance/support to girls' education.</p>

		<p>girls.</p> <p>Two schools indicated that they partially give attention to invite female role models to schools and 13 schools did not attend to this aspect. In control schools two schools actively involved role models.</p>	
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Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the project's first baseline report, the EM reported that appropriate quantitative and qualitative evidence has been collected. The EM notes that the control and treatment groups have differences. Specifically, the control schools seem to perform better in terms of attendance, perceptions of the schools (including with regards to the teachers and the facilities, toilets, etc.), as well as in terms of safety when going to school. On the other hand, control schools seem to perform significantly worse in terms of pass rates, of girls as well as boys. These are some of the most important differences but there are also other differences.

These differences are statistically significant. A more in-depth analysis of the potential reasons for this would be appropriate. These differences will need to be taken into consideration when measuring additionality at midline and endline.

Revisions to M&E

The project found that attendance data is collated per class and school in a manual way and is not generally available. As official attendance data is not part of EMIS data, the project will change the indicator and focus on the attendance data of the cohort girls that could be collected from their class teachers. Another indicator the project was not able to gather data on was the number of girls re-enrolling after previous drop out, as it is not recorded as part of EMIS data.

Challenges in Project Data Collection

The project reports that there were large differences between its intervention and control schools. Specifically, the intervention area had more rural schools while the control area had more peri-urban schools. As LCDE has previously worked in the intervention area, it may explain more positive results regarding examination results and attendance compared to the control area. Attendance data was not available, so it was also not possible to collect data on re-enrolment.

The project reports that Grade 2 girls answered a shortened survey of the survey for Grade 6 girls, and it is possible that they were still too young to be answering some of the questions. Also, due to translation issues, some of the questions in the survey were not understood as intended.

The project states that its selected sample of grades may not be representative of girls in all grades, as they are following girls from Grade 2 to Grade 4 and girls from Grade 6 to Grade 8.

List of References

- Coffey International Development (2014), Innovation Window Baseline Review Link SA, London: Coffey International Development.
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What's Up Girls?!

Education Focus: Lower and upper primary

Lead Organisation: Red Een Kind Foundation South Sudan

Country: South Sudan

GEC Funding: £917,121

Target Reach: 2,922 girls

Overview of Project

What's Up Girls operates in Rumbek East in South Sudan where 90% of the population is Dinka with a small minority of Jur-Bel. The project seeks to address three main barriers: cultural mind-set, capacity of teachers and girl-unfriendly environment in schools. The main activities include the "School Mother" concept (respected women in the community, to be trained to act as advocates), training of boys and girls in life skills, training teachers in formal methods and raising community awareness.

Baseline Research Activity

This project was approved to move onto baseline data collection in November 2013. Its external evaluator, Praxis Consult International, designed the evaluation as a quasi-experimental design. Data collection took place in December 2013. The project collected quantitative data using household surveys, administered EGRA and EGMA tests and a survey with girls. It collected qualitative data using key informant interviews with head teachers and focus group discussions with community leaders, out-of-school and in-school girls, in-school boys, mothers, community leaders and PTA members. Data collectors administered EGRA and EGMA (in English and Dinka) to P2 and P5 girls both in and out-of-school. Data collection was brought to a halt before its completion due to conflict breaking out in South Sudan.

Definition and Identification of Target Groups

The project defines marginalised girls as girls who have dropped out of primary education or are at high risk of dropping out.

The project identified girls in 26 communities during its baseline data collection. It targeted girls in Grade 2 and Grade 5, as well as those out of school aged between 6 to 18 years.

The survey found 217 out-of-school girls out of 1,108 households (20%, 15% in the control group and 23% in the treatment). The girl child questionnaire indicated that 39% of girls were not enrolled in school (40% in control group and 39% in treatment).

The findings from the baseline research show that 10% of the interviewed girls have some form of disability.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

6567	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	total / 100	total / 100	unspec
All	1108	60	61			87		86						47
< 6	38					88		83						24
6 to 8	76			62	62	89		91	12	12	12	7	7	45
9 to 11	166					88		91	12	11	11	7	7	45
12 to 13	118					85		65						47
14 to 15	139					88		92						47
16 to 19	71					88		92						47
OOS									11	11	11	8	8	47

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Capacity of teachers(teachers can't speak English)
- Unfriendly environment for girls
- High pupil teacher ratio
- No school facilities- schools under trees(lack of toilets)
- Lack of materials in Dinka
- Attitudes towards girls education
- Violence against girls including in schools-
- Partially nomadic life style (moving around)
- Lack of financial resources

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Lack of financial resources	Unable to meet school requirements		●	46%	50%	48%					
		Girls engaged in work that contributes to household income		●				83%	80%	82%		
		Girls involved in household chores		●	66%	60%	63%					
		Unable to afford school fees		●	68%	81%	74%					
School-related factors	Capacity of teacher	Teacher respect girls' opinion	●	●						94%		
		Teaching is satisfactory in schools	●		57%	57%	57%					

ANNEX A3 – PROJECT PROFILE – 6567 – RED EEN KIND

Description		Barrier			Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
	Unfriendly environment for girls	Teacher support girls to overcome learning difficulties		●						84%			
		Teachers treat girls well		●						97%			
	High pupil teacher ratio	Boys make it difficult for girls at school	●					50%	40%	45%			
	No school facilities	Schools have satisfactory classrooms	●	●	54% agree	48% agree	51% agree						
	Lack of toilets	Report no separate toilets for boys and girls			●	53%	52%	52%					
		Schools have satisfactory latrines			●	51% agree	59% agree	50% agree					
	Lack of materials	Schools have satisfactory textbooks	●		53% agree	52% agree	52% agree						

ANNEX A3 – PROJECT PROFILE – 6567 – RED EEN KIND

Description		Barrier			Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
Female aspirations, motivation and autonomy factors													
Personal and family factors	Partially nomadic life style	No evidence found											
Negative attitudes towards girls' education factors	Negative attitudes towards girls' education	Men are committed to educating their daughter up to university level	●		57%	61%	56%						
		Community leaders promote girls' education	●				36%						
Violence-related factors	Violence against girls in school	Fear of going to school due to violence in school	●						35%	37%	36%		
		Girls' journey to school is not safe		●	81%	82%	81%						
Social exclusion factors													

Changes to Project Interventions after Baseline

Very few changes to the project design were suggested as a result of baseline findings. However the project does intend to include issues of early pregnancies in the life-skills sessions.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	Building 20 primary, accelerated-learning schools.		
Capacity	<p>What's Up' life skills training for teachers. Especially aimed at male community members.</p> <p>School Mothers, respected women in the community, to be trained to act as advocates. Girls and boys will be taught 'What's Up' life skills training.</p> <p>'What's Up?!':Boys/Girls, Teachers training package</p>	<p>School Mothers' importance as female role models, influencing girls to go to school.</p> <p>More than 81% of the men indicated that they would have preferred their daughters to stay in school. Men understand the importance of education.</p> <p>98% of the girls mentioned they are inspired by the School Mothers and 88% of the girls indicate the school mothers encourage them to go back to school.</p> <p>44% of teachers have been trained in life skills.</p>	<p>Early pregnancies are an issue which is not specifically assessed in the baseline, but in discussion it has been mentioned. This will be a topic in the sessions of life skills.</p> <p>It is out of reach of the What's Up Girls?! project to address the issue of security and finance. However, where possible, cultural practices and barriers will be discussed with the men and solutions sought in the What's Up Men sessions.</p>
Community	<p>Raising awareness among male community members.</p> <p>School Mothers involved as advocates to work with communities and parents.</p> <p>720 men, 80 community leaders, 4000 parents engaged in What's Up Girls?! campaign designed to change their attitudes and encourage them to support girls' education.</p> <p>Community dialogue meetings with men, parents and community leaders.</p> <p>These activities will be repeated to gradually change attitude towards girls' education. Of special</p>	<p>SMC members admitted they do not really know their roles and responsibilities.</p> <p>29% of the PTA members reported that they had been fully trained and were confident that they were able to do their job.</p>	<p>More effort needed to establish functional PTAs and SMCs (training and support required). However, this is reported to not be part of the project and will be implemented by another donor.</p>

	importance is the development of a 'What's Up Men?!' package.		
Governance			
Learning			
Materials	Solar powered digital audio players for informal training.		
Safe Spaces	20 accelerated-learning schools make girls feel safe.		
Teaching	<p>Formal teaching methods through solar powered digital audio players in local language and also training on What's Up?!, package of soft skills designed to address girls needs in the school environment.</p> <p>Social cooperation, dealing with emotions, dealing with relationships, conflict resolution and future perspective.</p>	<p>Interview with teachers indicated that only 33% of the teachers interviewed had been trained as teachers, while the rest had just completed secondary education. In spite of this, 77% indicated that they have access to all required teaching materials.</p> <p>77% of teachers interviewed indicated that they have been trained in male/female relations and conflict resolution.</p> <p>25.2% of the teachers have gone through an 'ideal' teacher training of 2 years, 36.5% have gone through short courses of less than three months each and 38.3% of the teachers teaching in the schools have no training at all.</p>	
Voice			

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first baseline report, the EM noted that the control and treatment groups seem well matched; however analysis on differences between groups for some key variables was not conducted. Quantitative data was available, but presentation of the data needed work. Qualitative research was not well presented in the report.

Revisions to M&E

The project recommends that future research (midline and endline) is not conducted during exam time but rather in the middle of the term to allow for sufficient time for data collection. The project highlighted the need to revise data collection instruments, in particular removing open-ended questions in the household survey (for ease of analysis), and 'irrelevant questions' from the head teacher survey. The format of tools should also be improved to allow for more of a conversation. The external evaluators suggested introducing school registers to allow for data to be collected as attendance registers are not available in school, which made attendance data collection difficult.

The project did not intend to undertake further research as recommended in the feedback received from PwC. The project believed that it would be costly and not likely to lead to new 'issues'. However, the project will tailor the 'What's Up Package' to the current needs of the girls, boys, teachers and men in the community as part of the life skills training.

Challenges in Project Data Collection

The outbreak of conflict and inter-tribal conflict affected data collection. The project was unable to achieve its original sample due to conflict breaking out. It achieved 70% of its original sample, however it reported that this did not affect the results which are statistically significant and representative. Having an insufficient number of girls in the schools was overcome by including another school in the sampling frame. Due to the school's opening hours, it was difficult for data collectors to interview the expected number of children each day. Data entry and analysis of the extensive survey data also created problems.

List of References

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- PwC (2014), GEC Logical Framework March 25 Scenarios v2, London: PwC.
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- Red Een Kind Foundation (2013), Logframe What's up Girls?! Project East Rumbek, Netherlands: Red Een Kind Foundation.
- Red Een Kind Foundation (2014), Annex 6 6567 Outcome Model Template FDS, 6567 Red Een Kind Foundation, Netherlands: Red Een Kind Foundation.

Creative Learning Centres for Girls Aged 10-18 in Greater Kampala

Education Focus: Upper primary, lower secondary

Lead Organisation: VIVA

Country: Uganda

GEC Funding: £931,937

Target reach: 5,112 girls

Overview of Project

VIVA's project "Creative Learning centres (CLC) for Girls aged 10-18 in Greater Kampala" is operating in Uganda, within Greater Kampala. The project seeks to actively engage girls, with the most important strategy being the creation of individual learning action plans by each girl with the help of dedicated and trained female teachers. Through the activities, partnerships will be forged between the girl, the home, the community, the CLC, the local school, the local community based organisations and a wide network of organisations.

Baseline Research Activity

The project was approved to move onto baseline data collection in August 2013. The external evaluator, CRANE, designed the evaluation using a quasi-experimental design. Baseline data was collected in August 2013. Quantitative data was collected through a household survey, a girls' survey and a children's perception survey. Learning was assessed through the administration of EGRA and EGMA tests. Qualitative data was collected using focus group discussions with girls (9-14 and 15-18 years), parents, teacher association members, interviews with primary and secondary school head teachers, and community mapping with local elders. There were 30 communities included in the sample (20 intervention and 10 control).

Definition and Identification of Target Groups

The project has defined marginalised girls as one of the following:

- girls who have dropped out of upper primary education or are at high risk of doing so but who could succeed if supported to re-engage;
- girls who have dropped out of lower secondary education or are at high risk of doing so but who could succeed if supported to re-engage;
- girls who have been excluded from education because of physical or learning disabilities; and
- girls who have particular challenges fitting into a school day, in particular pregnant girls, young mothers and domestic workers.

The project found 1,047 out-of-school girls. At baseline, 16% of girls reported having disabilities.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

6595	Sample	Enrolment		Attendance			Retention			Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis	
Test									EGRA			EGMA			
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	unspec	unspec		
All	1480		70			84		63			56				
< 6	0														
6 to 8	6		60	82	82	77		100		26		61	61		
9 to 11	435		80	83	83	85		70	42	33	53	70	70		
12 to 13	362		77		79	84		74	49	41	57	72	72		
14 to 15	289		72		87	84		61	47	51	58	72	72		
16 to 19	349		47			84		47	47	51	59	74	74		
OOS									38	29	52		63		

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Lack of sanitation facilities (menstruation)
- Lack of transport to school
- Poor motivation of teachers
- Distance from home to school
- Inadequate teacher training
- School too far from home
- Teaching styles
- Overcrowding
- Inadequate government investment in schools
- Discrimination
- Poor/harsh discipline
- Male teachers
- Child labour/domestic responsibilities
- Girls education not priority/ parents do not see benefits of education(parents attitudes)
- Early marriage
- Pregnancy
- Disability/illness
- Menstruation
- Past academic failure

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Poverty	If parent does not have enough money to pay fees, girl has to miss school		●			63%					
		Have lack of money for school fees and other school related materials		●								●● Reported by 15% of girls in FGD
	Child labour/domestic responsibilities	Girls contribute to household income through work		●	189 reported	138 reported	327 reported					●● 6% of girls reported in FGDS involved in child labour/work
		Girl reports too much work at home		●								
School-related factors	Lack of sanitation facilities (menstruation)	Can't go to school because of menstruation		●				145	176	321		
		Don't feel safe using the toilet		●						34%		
	Inadequate teacher training	Evidence not found										
	School too far from home	Journey to school is dangerous		●	279 reported	254 reported	42%					

ANNEX A4 - PROJECT PROFILE – 6595 – VIVA

Description		Barrier			Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
	Teaching styles	Teachers respect girls' opinions	NS	NS									
	Overcrowding	Girls not happy because of overcrowding	NS	NS				512	512	1024		●● (reported by 5% of girls in FGD)	
	Inadequate government investment in schools	Evidence not found											
	Discrimination in school	Girls encouraged to succeed as much as boys	●								59% report always		
	Poor/harsh discipline	Evidence not found											
	Male teachers	Sexual harassment from male teachers		●									●● (reported by 5% of girls in FGD)
	Past academic failure	Evidence not found											
Female aspirations, motivation and autonomy factors	Early marriage	Evidence not found											
	Pregnancy	Don't continue school if they get pregnant		●							73%		●●●
		Don't continue school if they have a baby		●									
Personal and family factors	Disability/Illness	Evidence not found											
Negative attitudes towards girls' education factors	Girls' education not a priority	Value boys education over girls		●	61% agree	39%	49% agree						

ANNEX A4 - PROJECT PROFILE – 6595 – VIVA

Description		Barrier		Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Parents do not see benefits of education	Parents do not believe education is important and worth social investment	●	●								●●● (23% in FGD)
		Jobs in the area for children are an important consideration when thinking of sending children to school	NS	NS	60% agree	40% agree	51% agree					
Violence-related factors												
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

Despite findings relating to parents' desire for incentives the project decided to pursue the original design and the log frame indicators. The project considered some options, including putting small start-up loans and grants into the family mentoring package, but concluded that this would cause the parents to believe there are personal benefits for them. Therefore, they decided to train the mentors in how to work with the families and in the communities to set up savings groups and to provide skills training, but not to offer families any financial incentives for ensuring their girls are in school. It is also suggested that some CLCs may be opened for boys at different times. This has been agreed as long as it does not impact the target girls and that female teachers paid through the project are not overworked.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	<p>Establish Creative Learning Centres (CLC) to re-engage dropped-out or at-risk girls.</p> <p>Design short-term individual learning plans to address girls' special needs and/or help them catch up to prepare for reintegration into formal mainstream education.</p>		Some CLCs may also be opened for boys at different times to the girls.
Capacity	Creative learning centres.		
Community	Families supported and counselled by some community mentors who will pay considerable efforts to helping them review their household budget and income generating strategies.		Train the mentors in how to work with the families and in the communities to set up savings groups and to provide skills training, but not offer families any financial incentives for ensuring their girls are in school.
Governance	Strengthen networks to include 'duty bearers, and within local communities' working groups will meet regularly, and the league and the library will provide avenues for networking.		One aspect that has come out strongly is the lack of provision for young mothers and children with disabilities. These issues will be dealt with in the immediate future through the opportunity presented by the CLCs and will become key issues for advocacy through output 4 in the advocacy and networking, which will be developed through the local network of CRANE.
Learning			
Materials	Run mobile resource unit providing books, media and sports equipment, and		

	teaching and learning aids to CLCs; diversify sources of donations.		
Safe Spaces			
Teaching	Training teachers who will train and influence other teachers.		
Voice	Organise CLCs into educational working group that will meet quarterly to share excellence in education; provide a platform for advocacy to government; mobilise stakeholders to advocate for quality of girls' education and better accessibility in marginalised communities; engage corporate stakeholders/ leverage corporate funds.		

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

The project did not report any concerns regarding the matching of control and intervention communities, and the analysis showed very little difference between the two groups.

The EM in its review of the project's first baseline report recorded both the control and intervention groups as being different and the sample group is not representative. The overall rating given by EM the was 'poor', which also included comments related to the lack of evidence for the key barriers identified in the original proposal and the project not adapting its ToC or the log frame to align with the findings.

Revisions to M&E

The project has not reported any changes to its M&E.

Challenges in Project Data Collection

The project reported that it faced the following challenges during data collection:

- increased cost and time due to long distance between households in rural areas;
- lack of cooperation from community leaders during the survey;
- poorly maintained school records (enrolment and attendance); and
- community leaders expecting to be paid for their support.

There were also delays in obtaining approval to start baseline data collection, which resulted in undertaking the research during the school holidays when teachers were not available. The project also found it difficult to involve parents in the survey as they expected their children to be registered for a sponsorship programme (not offered by the project). Additionally, on many occasions, the parents did not allow their girls to be tested using EGRA and EGMA after the survey.

Researchers felt that they were not being well compensated for the amount of work expected, and as a result may not want to work with the evaluation company in the future.

List of References

- Coffey International Development (2013), Innovation window baseline review (IDEVFARR11060XR GEC EM BR Review Viva SG 20131007), 6595 Viva, London: Coffey International Development
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- Viva (2014), Innovation Window Girls' Education Challenge Viva and CRANE Baseline Survey, Oxford: Viva..
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Supporting the Education of Marginalised Girls in Kailali (STEM)

Education Focus: Upper primary, lower and upper secondary

Lead Organisation: Mercy Corps Scotland

Country: Nepal

GEC Funding: £1,346,170

Target Reach: 6,660 girls

Overview of Project

STEM operates in 14 Village Development Committees and one Municipality in Kailali district in Far West Nepal. The project seeks to facilitate the mobilisation of existing and new Public Private Partnerships (PPP) that engage with and support existing sustainable community structures, and where necessary create new ones that will make the education of marginalised in-school and out-of-school (OOS) Dalit and Janajati girls more efficient, equitable and effective.

Baseline Research Activity

The project was approved to move onto baseline data collection in November 2013. Its external evaluator Research Inputs and Development Action International designed the study as a quasi-experimental design. Baseline data was collected in November 2013. Quantitative data was collected using a household survey including a Knowledge, Attitude and Practice (KAP) component, a KAP survey with in-school and out-of-school girls, a school survey and EGRA and EGMA tests. Qualitative data was collected using focus discussion groups and interviews.

Definition and Identification of Target Groups

The project defines a marginalised girl as the following: any girl living in Kailali District that is enrolled in secondary school (Grade 6 to Grade 10) and any girl in Kailali District that was previously enrolled in secondary school and dropped out, so who is currently out-of-school. The project also intends to target a sub group of extremely marginalised girls who are Janajati and Dalit. One of the related sub castes is Tharu-ex-Kamayias who are sold by their parents into indentured servitude or bonded labour to higher castes.

The project identified 166 out-of-school girls (103 treatment and 63 control). Overall, it identified 621 marginalised and extremely marginalised in-school girls in its treatment area and 508 in its control area.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

6616	Sample		Enrolment		Attendance		Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	total / 100	total / 100	total / 100
All	1082		93				94							
< 6	0													
6 to 8	0													
9 to 11	118			80	80				65	67	66	50	51	50
12 to 13	542			80	80				81	78	89	61	58	68
14 to 15	323								93			70		
16 to 19	68													
OOS									47	45	47	56	55	56

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- School infrastructure (sanitation facilities)
- Female friendly environment (lack of girls’ clubs and curricula addressing reproductive health and life skills)
- Lack of support in transitioning girls into vocational training and employment
- Attitudes towards girls
- Household and other work
- Financing girls’ education

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is

disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Household and other work	Report needing to do household work		●				98%	97%	98%		
		Report needing to do paid work		●						35% extremely marginalised 19% marginalised		
School-related factors	School infrastructure	No evidence found										

ANNEX A5 – PROJECT PROFILE- 6616 – MERCY CORPS SCOTLAND

Description		Barrier			Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
	Sanitation facilities	Poor sanitation in school	NS	NS									● Reported in FGD/IDI
	Lack of a female friendly environment (lack of girls' clubs and curricula addressing RH)	Confident about school taking decisions about issues that affect girls' education	NS	NS	49%	53%							

ANNEX A5 – PROJECT PROFILE- 6616 – MERCY CORPS SCOTLAND

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Lack of support in transitioning girls into vocational training and employment	Report weak teaching	NS	NS				16%				● Reported in FGD/IDI
	Cost of girls' education	Monthly household expenditure on school fees		●	28% (avg monthly expense, NR2203)	34% (avg monthly expense, NR3079)						●● FGD (report education costs 1500NRs/month for school fees and text books)
		Report secondary education is affordable		●	54%	52%						
Female aspirations, motivation and autonomy factors												
Personal and family factors												

ANNEX A5 – PROJECT PROFILE- 6616 – MERCY CORPS SCOTLAND

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Negative attitudes towards girls' education factors	Attitudes towards girls	Parents consider it essential for girls to complete secondary education		●	97%	95%	96%					
Violence-related factors												
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

The project has used the baseline findings as the basis to recommend changes to the original design (Table 3).

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity			
Community	<p>Enhancing parent-to-teacher/headmaster communication.</p> <p>Girls' education "champions" to bridge the gap between schools, families and the community and communicate the economic return on investing in girls' education.</p>	<p>SMCs and PTAs visit households for recruitment drive. The enrolment campaigns were organised in all schools within 15 VDCs except two treatment schools, around 88%of households in the school catchments in treatment schools reported that they recall seeing enrolment campaigns.</p> <p>There are also school governance mechanisms such as School Improvement Plans (SIP) and social audits. Among the treatment schools, around 77% had School Improvement Plans compared to 82%of schools among the control schools during the academic year 2013/2014.</p> <p>In 2012/13, 90%of both treatment and control schools had conducted social audits as compared to 2013/14 where 72%of treatment schools and 67%of control had done the same.</p> <p>Around 88%of households in treatment schools (compared to 96%in control schools) recalled seeing or hearing at least one household visit, street performance, radio advert or poster and pamphlet. Among those who recalled seeing such campaign in treatment schools, 48%witnessed household visits by school stakeholders. In addition, around 31%reported that they heard radio advertisements.</p> <p>There were only around 13%of females in School Management Committees.</p>	

Governance			
Learning	<p>Develop a financial literacy curriculum.</p> <p>Facilitate enrolment in flexible education for girls who have dropped out of school (flexible learning curriculum).</p> <p>Healthy transition to adulthood through peer support, life skills, health information, and mentorship.</p>		
Materials	<p>Incentivise girls' families and the greater communities to enrol and keep girls in school through Community Agreements and Most Improved Student Awards; student performance targets measured through school-wide aggregated attendance and end-of-year exam data; granted annually to male and female students (CCT).</p> <p>Loan to support small business activities.</p> <p>Solar Light Lending Libraries: make solar lights available and affordable to marginalised girls, low-cost, rent-to-buy payment plans introduced by entrepreneurs in target communities (library system: girls will register accounts to rent a solar light and return the light daily for charging).</p>	<p>Though there are no <i>portable</i> solar lamps available in the households, around 26% of HHs (24% in control and 27% in treatment) reported that they have solar powered lights at home. Majority of girls (68% for treatment schools) believe that the solar lamps (portable) could be used to study in the evenings, with the next most popular use being for kitchen activities.</p>	<p>One such revision has been to the Community Awards whose original site of focus for projects was communities themselves. As a result of the baseline study, and other inception phase stakeholder engagements, it was understood that there is a pressing need to make the school environment safer for girls, coupled with the knowledge that putting assets in the hands of parents has not and does not solve the longer-term cultural and economic constraints on attendance and retention.</p> <p>Community Awards has been renamed as Community Agreements (CAs) EGAP Upgrade Awards. EGAP stands for 'Educate Girls. Alleviate Poverty'.</p> <p>Formerly libraries would be based in three schools only on a rent-to-own scheme, access will now be spread across all treatment schools .using the entrepreneurs' shops as bases for the sales agents. This will allow more sales agents to be employed as entrepreneurs' overheads will be reduced by not having to support a library. The lamps will be bought by households and paid for – where required – using clean energy loans with Empower Generation (EG) facilitating the links for this in Kailali.</p> <p>Solar lamps will no longer be accessed through libraries on a lending/hiring basis, but will be sold and limited to three school sites. The inception phase research showed that solar light libraries in schools would be both unfeasible</p>

			(given a shortage of space in schools already) and risky (lack of security at schools could mean misuse or theft of both assets and money, and exposure to monsoon rains would be problematic for storage). Instead, the lamps will be bought by households. Loans to do so will be facilitated by the organisation EG which specialises in clean energy loans.
Safe Spaces	Girls' Club for out of school (OOS) girls, and after school Girls Clubs; safe environment; reinforce academic learning; teach reproductive health, life and financial education and entrepreneurship skills.	<p>There were no separate Girls' Clubs in any of the project schools. However, there were child clubs available in some schools. Among the treatment schools, child clubs were available in 69% of schools compared to 58% of control schools.</p> <p>On average they have to pay 250 to 500 NPR per subject to the teachers. The school teachers conduct extra classes in school. Those who cannot pay do not take extra classes. Sometimes girls source this money by working as farm help during harvesting and planting season.</p> <p>In an FGD with secondary girls in Shree Tribhuwan H.S.S, girls said that male teachers in higher grades (9-10) skip the lessons on HIV/AIDS, family planning and sexual and reproductive health. The findings support MC's plans to include reproductive health in the curriculum, to have separate girls' clubs, but also this highlights the need to both break down taboos and develop male teacher confidence in delivering the material, and for more female teachers.</p> <p>Though many girls reported that they receive adequate time to study at home, the average study time was around two and half hours. As in earlier cases, there was no significant difference between the comparison groups in the number of hours girls allocate each day to study at home. The availability of adequate time for girls to study at home differed widely. In focus group discussions, some girls reported that they do not get adequate time</p>	<p>The Girls' Transition Fund (GTF) will focus solely on school leavers and OOS girls since the government offers scholarships for all girls to attend secondary school and this is to avoid duplication.</p> <p>Mercy Corps will invest more time and resources into seeking out and building relationships with OOS girls.</p>

		to study at home due to heavy household work load. For the girls who failed recently in examinations, the main reason for their failure was unavailability of adequate time at home to study. Hence, STEM's Girls Clubs and solar light initiatives seem appropriate interventions to increase the number of study hours, especially for girls who are performing poorly at school.	
Teaching	Teacher training on the sensitivities of marginalised castes and girls.		.
Voice	Linking secondary girls to job opportunities through private sector linkages; facilitate linkages between marginalised girls and informal and formal vocational, apprenticeship and small business start-up opportunities.	<p>The results on the need for financial support to girls for education were inconclusive with differences between the quantitative and qualitative findings.</p> <p>Vocational training and employment opportunities are clearly needed to transition girls out of secondary education and into real income generation.</p> <p>Around three-quarters of all girls showed an interest in vocational training with marginalised girls a little more represented; extremely marginalised girls showed a slightly greater interest in starting their own business.</p>	<p>The GTF will provide revolving funds to be managed by a board of 50% education stakeholders and 50% business stakeholders. Furthermore, there will be a 75% quota for female representation on this board to avoid exploitation of girls in exchange for financial services, and to offer a more 'women for women' leadership model. The GTF will offer school leavers and OOS girls the opportunity to access start up loans and also fund vocational trainings from reliable institutes for courses which have a clear link into the local job market, and thus, repayment is more secure.</p> <p>The second aspect of EG's work with STEM that has been revised is the STEM Step Programme which is a more refined pathway for achieving the fourth main outcome for STEM, which is access to training and employment opportunities for marginalised girls. The Step Programme offers two routes for school leavers: Route A and B. Both start with a first step of Mercy Corps devised financial literacy training (to be delivered to girls as a ToT). Step 2 is business, sales and marketing skills training provided by EG; Route A trainees then move on to EG sales agent training and eventual selection and employment, whilst Route B girls progress through to vocational training or apprenticeships followed by access to start up loans from the GTF.</p>

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

The project baseline reports found that there was very little difference between control and treatment groups, and it will implement activities in a way to avoid spillover effects from treatment to control group through monitoring.

The review of the baseline report by the EM confirms that the control groups are sufficiently similar to the treatment groups and are a reasonable counterfactual. However, the EM reports that the sample is 'somewhat' representative of the treatment and control groups.

The EM reports that sufficient quantitative and qualitative evidence has been collected.

Revisions to M&E

The project has not reported any changes to its M&E.

Challenges in Project Data Collection

The project reports that it faced the following challenges:

- high number of absences as it was harvesting season;
- differing numbers of marginalised girls in each school;
- inadequate data available from schools and district offices; and
- very few OOSC girls were available for a survey.

The project knows that more OOSC girls exist than identified and intends to spend the first six to seven months tracking these girls and working with them.

List of References

- Coffey International Development (2013), Baseline Review 6616 Mercy Corps Scotland (GEC ME Baseline Review Mercy Corps EM Comments), London: Coffey International Development.
- Mercy Corps (2013), Full Application for the Innovation Window - 6616, Edinburgh: Mercy Corps.
- Mercy Corps (2014), 6616 MC Outcomes baseline non PBR 24.1.2014 v2, 6616 Mercy Corps, Edinburgh: Mercy Corps.
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- PwC (2014), 140430 GEC Annual Review Report Annexes vfinal, London: PwC.
- PwC (2014), GEC Logical Framework March 25 Scenarios v2, London: PwC.
- Research Inputs & Development Action (RIDA) (2013), Supporting the Education of Marginalised Girls in Kailali District (STEM), Baseline Study Report, (6616 Baseline Report for Final Submission) Nepal: Mercy Corps.

Pioneering Inclusive Education Strategies for Disabled Girls in Kenya

Education Focus: Lower and upper primary

Lead Organisation: Leonard Cheshire Disability

Country: Kenya

GEC Funding: £1,975,678

Target Reach: 2,186 girls

Overview of Project

This project “Pioneering Inclusive Education Strategies for Disabled Girls in Kenya” operates in five districts in the Lake region of Kenya: Mbita, Migori, Kisumu East, Kuria East and Siaya. The project seeks to broaden the understanding of the context in which disabled girls live, and to pilot ways of transforming the ways in which disabled girls are seen by others and by themselves. It will use a combination of practical and social solutions that will enable disabled girls to access quality mainstream primary education, and to progress to secondary education.

Baseline Research Activity

The project was approved to move onto baseline data collection in October 2013. The project’s external evaluator, Ipsos Synovate Kenya, collected baseline data in November 2013. Quantitative data was collected using a household questionnaire, which was administered to the parent, guardian or care giver of the girl with a disability and to the girl herself. The girl was also assessed using the UWEZO learning outcome test. The sample consisted of 25 schools in the intervention group and 25 in the control. Qualitative data was collected using key informant interviews and focus group discussions.

Definition and Identification of Target Groups

This project defined marginalised girls as girls with any kind of disability, between the ages of 6 and 19, in primary education.

The survey identified 1,142 girls with disabilities (610 in the treatment group and 532 in the control). Of the 41% (n=479) of girls with disabilities who were found to be out of school, half of them had never been to any school and half of them had been to school previously but dropped out. The dropout rate is highest among those aged 16 years and above. And, 59% of the girls with disabilities were enrolled in school.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Findings on literacy are expressed through UWEZO competency levels reached using the following scale: 1- Nothing, 2- Can read letters, 3- Can read a word, 4- Can read a paragraph, and 5- Can read a story and comprehend it. Numeracy findings are expressed using the following UWEZO competency levels: 1- Nothing, 2- Counting, 3- Number recognition, 4- Addition, 5- Subtraction, 6- Multiplication, and 7- Division.

Table 1: Findings on Baseline Levels of Marginalisation

6627	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy			
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis	
Test										UWEZO			UWEZO		
Unit	N	%	%	%	%	%	%	%	levels	levels		levels	levels		
All		55													
< 6															
6 to 8									2.8	2.7		3.0	2.8		
9 to 11									2.9	3.8		2.7	3.9		
12 to 13									2.5	4.6		2.2	4.7		
14 to 15															
16 to 19															
OOS										1.7			1.7		

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Inaccessible school facilities and learning materials
- Negative cultural beliefs and practices
- Difficulties encountered in traveling to school
- Stigma and discrimination
- Poor confidence and self-esteem of girls with disabilities
- Difficulties in the transition to secondary school

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier		Source of evidence (project)									
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
Poverty factors													
School-related factors	Inaccessible school facilities and learning materials	School not suitable for girls with disabilities	●	●			49%					● School not equipped for disabled girls needs	
	Difficulties encountered in traveling to school	Journey to school is not safe		●			30%						
		Discrimination on the way to school			●			24%					
		Too far from school			●			22%	8%	7%	8%		
	Difficulties in transitioning to secondary school	Enough support in the community for disable girls to succeed in school	●				11%						

ANNEX A6 - PROJECT PROFILE – 6627 – LEONARD CHESIRE DISABILITY

Description		Barrier		Source of evidence (project)									
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
		Girls with disabilities learn at the same rate as other girls	●					16%					
Female aspirations, motivation and autonomy factors	Poor confidence and self-esteem of girls with disabilities	Girls have less confidence than other girls	NS	NS				66%					
Personal and family factors	Negative cultural beliefs and practices (related to disability)	Disability important factor when deciding to send girls to schools		●				37%					
Negative attitudes towards girls' education factors													
Violence-related factors													
Social exclusion factors	Stigma and discrimination	Discrimination in school		●					25%	34%	29%		
		Discrimination and bullying around home		●				32%	16%	14%	15%		

Project Interventions: Baseline Evidence and Subsequent Revisions

Baseline survey data revealed that there were girls over 15 years that were still in primary education. The upper age limit of the survey was therefore set to 22 years. The project will therefore increase the target age to 22 years. Following the baseline findings the project is now able to conduct further research into gender and education from a disability perspective. There is also a need to strengthen the assessment and identification of girls with hidden disabilities.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	<p>Train and sensitise education officials, relevant politicians and media at district and national levels. This project will train 150 key stakeholders per district per year on the rights and potential of disabled girls, and effective implementation of relevant legislation.</p> <p>Select, recruit and provide monthly training for 100 representatives of local CSOs, FBOs, NGOs and DPOs. Each organisation will be supported to carry out an organisational capacity assessment and development planning exercise.</p> <p>The project team will establish and support 50 parents' groups (one attached to each target school), with an average of 20 parents or carers per group. These groups will meet to receive training on the rights and potential of their disabled child, as well as training on practical care (e.g. basic physiotherapy that parents/carers can do in the home).</p>	<p>It was observed in the KILs that there are high levels of unawareness among the community and parents on the rights of the girls with disabilities and their access to education. However, education officials and other stakeholders in education seemed to be aware of the government policies and the rights of the girls with disabilities to access education.</p>	<p>Will extend this training at school level.</p> <p>Without further intervention the identification process cannot be strengthened and is indicative of the lack of disability awareness in general. Based on this there is a need within the project design to strengthen the assessment and identification of girls with hidden disabilities. This was already identified as a priority of the project.</p> <p>This will take place through CRWs working closely with local communities and the EARCs to increase awareness and identify girls with disabilities. This additional sensitisation and awareness raising will also encourage the greater involvement of the communities to support the families of girls with disabilities, promoting inclusive education and the rights of girls with disabilities in particular.</p>
Community			
Governance			

Learning			
Materials			
Safe Spaces	The project will establish Child-to-Child Clubs encouraged to carry out and participate in advocacy through community events, open days, radio broadcasts etc.	It emerged during the key informant interviews (KII) and focus group discussions (FGD) that teachers in the treatment and control schools were not well equipped with skills to respond to the needs of children with disabilities. It was also pointed out that most schools were understaffed with some schools having six teachers for eight classes.	
Teaching			
Voice	<p>Sensitise District Development Committees, County Heads and County Assembly members, increasing their awareness of the rights of girls with disabilities, and their responsibilities under the Kenyan Constitution, Vision 2030 and other relevant national and district plans.</p> <p>Disseminate policies and guidelines on disability, education and gender issues, and the Awareness of Disability Act will be produced in simplified user-friendly versions.</p> <p>Media engagement.</p>	Lack of awareness on ways to identify more hidden disabilities.	There is also a need to strengthen the assessment and identification of girls with hidden disabilities in order to raise awareness.

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

Based on a review the project's first baseline report, the EM reported that there was a good match between the control and treatment samples. The baseline report appears to have appropriate quantitative evidence. However, qualitative evidence is not clearly presented and discussed.

The project reported that the sample was limited to households identified through the local administration, Educational Assessment and Resource Centres and community workers. These groups identified girls with disability based on visible disabilities; hence there is a possibility that more girls with disabilities will be identified in later stages of the project. The project acknowledges the limitations of using a snowballing technique to identify

girls with disabilities and states that this technique will not be used during midline and endline evaluations. Some of the data which remains to be collected includes data on attendance, schools facilities and infrastructure: views of wider community relating to importance of education for disabled girls: and attitudes of other parents regarding girls with disabilities in mainstream schools.

Challenges in Project Data Collection

The project reported the following challenges during baseline data collection: long distances between households, repeated household visits, refusal of parents to participate without material benefit and lack of skilled researchers able to use sign language. The project also reported that local administration expected an intervention to be implemented in their area and communities expected financial benefits.

List of References

- Coffey International Development (2013), Baseline review 6627 Leonard Cheshire Disability (Copy of Baseline review template – Emcg) London: Coffey International Development.
- Leonard Cheshire Disability (2012), Full Application for the Innovation Window - 6627, London: Leonard Cheshire Disability.
- Leonard Cheshire Disability (2014), Baseline report (6627 LCD Baseline report), London: Leonard Cheshire Disability.
- Leonard Cheshire Disability (2014), 6627 LCD Outcomes, 6627 Leonard Cheshire Disability, London: Leonard Cheshire Disability.
- PwC (2014), Fund Manager's recommendation at close of the inception phase, 6627 Leonard Cheshire Disability Kenya, London: PwC
- PwC (2014), 140430 GEC Annual Review Report Annexes vfinal, London: PwC
- PwC (2014), GEC Logical Framework March 25 Scenarios v2, London: PwC.

Improved School Attendance and Learning for Vulnerable Kenyan Girls through an Integrated Intervention

Education Focus: Upper and lower primary, secondary

Lead Organisation: I Choose Life

Country: Kenya

GEC Funding: £1,924,585

Target Reach: 9,347 girls

Overview of Project

The project “Jielimise GEC Project” is being implemented by I Choose Life, in partnership with the Kenya Red Cross Society, SoS Children’s Village and Mothers & Daughters. It operates in three counties in Kenya: Laikipia, Meru and Mombasa. The project envisions that, with the girl child at the core, and as a result of addressing the school environment (the quality of teaching, infrastructure and teacher attitudes); the girls’ community (parents/primary care givers, community gate keepers/resource persons) as well as government policies and their implementation, the marginalised girls will enrol, attend, stay in school and learn, ultimately resulting in increasing her life chances.

Baseline Research Activity

The project was approved to move to baseline data collection in November 2013. Women Educational Researchers of Kenya, the project’s external evaluator, collected baseline data in December 2013. It collected quantitative data using a household survey administered to the head of the household, primary caregiver and girl; a school questionnaire administered to head teachers and learning assessments. The WasichanaWoteWasome learning assessments, based on a class 5 syllabus, but tailored for upper secondary, were administered to girls in classes 4-8 and Form 1 and 2. The data was collected from 60 treatment and 20 control schools. The project also conducted a qualitative pre-baseline survey to understand the three counties in Kenya.

Definition and Identification of Target Groups

The project has defined its target as girls from the target communities who are disabled, young mothers and orphans. These are girls who are marginalised due to the communities in which they have been brought up in. The project is seeking to help girls who are: in classes 4 to 8, Form 1 and 2, and girls who are not enrolled between the ages of 9-16 years (upper primary, lower secondary).

The Head Teachers and Principals from the schools were used to identify girls from households who were disabled, young mothers, orphaned or generally marginalised. Both the enrolled girls and not enrolled girls were identified in the household survey.

During baseline, the project identified a sample of 2,108 girls (1,054 control and 1,054 intervention). In the Laikipia county, the project found that 4% of all the eligible girls (6 years-16 years) in intervention areas and 6% in the control areas were not enrolled in school. In Mombasa, the project found that 9% of all the eligible girls (6 years-16 years) in intervention areas and 6% in the control areas were not enrolled in school. In Meru, 8% were not enrolled in the intervention in comparison to 5% in the control area.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Findings on literacy are expressed through UWEZO competency levels reached using the following scale: 1- Nothing, 2- Can read letters, 3- Can read a word, 4- Can read a paragraph, and 5- Can read a story and comprehend it. Numeracy findings are expressed using the following UWEZO competency levels: 1- Nothing, 2- Counting, 3- Number recognition, 4- Addition, 5- Subtraction, 6- Multiplication, and 7- Division.

Table 1: Findings on Baseline Levels of Marginalisation

6803	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									WasiWW			WasiWW		
Unit	N	%	%	%	%	%	%	%	levels	levels	levels	levels	levels	levels
All	2838	93	93					96			4.2			6.1
< 6	73		65					95						
6 to 8	191		96					97			3.5			5.2
9 to 11	408		98	89	89			98	3.9	3.9	4.0	5.5	5.5	5.9
12 to 13	457		96					96	4.4	4.1	4.0	6.2	5.5	5.9
14 to 15	716		95					95	4.5	4.5	4.3	6.6	6.6	6.1
16 to 19	568		93					97			4.4			6.4
OOS										4.0			6.6	

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Low quality of teaching
- Poor leadership and management of schools
- Inadequate infrastructure
- Inconsistent implementation of government pro gender education policies
- Cultural barriers
- Lack of adequate motivation for girls to regularly attend and stay in school

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
Poverty factors													
School-related factors	Poor leadership and management of schools	No evidence found											
	Low quality of teaching	Lack of teachers	●			8% (L) 4% (M)	13% (L) 15% (M)	11% (L) 8% (M)					
		Poor teaching	●							33% (M-OOS) 50% (L-OOS)			
		Absence of teachers	●								56% (M OOSC) 50% (L OOS)		
	Inadequate infrastructure	Bad condition of facilities	●	●				6% (M) 9% (MR)	5% (M) 5% (MR)	6%(M) 7% (MR) 50% (L OOS)			
	Inconsistent implementation of government pro-gender education policies	No evidence found											

ANNEX A7 - PROJECT PROFILE – 6803 – I CHOOSE LIFE

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Female aspirations, motivation and autonomy factors	Cultural barriers	No evidence found										
Personal and family factors												
Negative attitudes towards girls' education factors	Lack of adequate motivation for girls to regularly attend and stay in school	Parents talk to the girl regularly on the importance of education	NS	NS			91% (L) 96% (MR)					
		Parents support girls in doing their homework	●				43% (L) 53% (M) 51% (MR)					
		Community support for education		●							38% community	
Violence-related factors												
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	<p>Support each school and community to identify what their unique physical and capital barriers are and then work with them to develop resource mobilisation plans.</p> <p>Training 600 teachers/parents to sensitise through local meetings with communities in mosques.</p> <p>60 strengthened schools (teaching, management, policies) to improve quality of education and learning.</p> <p>Training of 400 teachers in curriculum delivery and management committees trained in gender policy.</p> <p>600 secondary school students trained as life skills peer educators and 340 life skills mentoring clubs established in schools. 15 large motivational events held for girls and their mothers.</p> <p>Economic empowerment and livelihood training and support for 25,000 parents and guardians, including both men and women.</p>	<p>There is a general lack of in service training of teachers in math and reading and very little focus on gender responsive pedagogy.</p> <p>86% of the schools hold G&C sessions in the school.</p> <p>53% of the learners report that the life skills training is highly effective in motivating girls to remain in school, the qualitative findings point to largely unstructured approach to the implementation of life skills.</p>	<p>GEC Project shall emphasise on gender responsive pedagogy training programme for the target schools. Jielimishe GEC Project will further support mechanisms that will enable teachers' access to other fundamental in-service trainings on mathematics and reading.</p> <p>Jielimishe GEC Project will implement the biometric data collection system as part of strengthening the evidenced based decision making relating to attendance, factors leading to attendance, linking attendance to achievement and how to model attendance.</p>
Community	<p>Community sensitisation, working with men and boys to secure long term cultural change.</p> <p>Strengthened family/community to encourage girls' education in 60 communities. 60 trained</p>	<p>Low community support for education (less than 40% in Mombasa).</p> <p>In Meru county, only 40% of the primary schools and 18% of the secondary schools had trained all the committee members since 2012.</p>	<p>More engagement with communities, particularly in Mombasa than Meru.</p> <p>Incorporate activities enhancing communities' capacity to access increased income.</p> <p>Project shall engage communities (with schools being the mobilisation points). Mombasa</p>

	<p>'gate-keepers'.</p> <p>5200 primary school teachers trained.</p> <p>PTAs and School Management Committees supported to develop corporate sponsors and gain fundraising experience.</p> <p>600 men and women PTAs to sensitise communities.</p> <p>Connect young mothers with mentors.</p>	<p>There is very little capacity building that targets school boards especially in secondary schools, with Laikipia being the worst affected. There is almost non-existent corporate involvement in the targeted schools.</p> <p>It was found that there are already existing programmes or activities on girls' mentorship. The girls also believe that these activities or programmes help them in learning. However, these programmes remain unstructured and not well coordinated, hence not fully efficient.</p>	<p>shall have more focus on this activity and Meru the least focus. One of the activities should be to engage with the school committees and how parents and communities support the school committees to build highly effective schools that can retain girls to learn.</p> <p>Project partners shall incorporate activities that would lead to the school communities enhancing their capacity to access increased income (e.g. linkages to other donors or supporters of income generating activities, introducing to microfinance institutions etc.). Mombasa will have the highest emphasis on economic empowerment leveraging activities with Meru having the least activities.</p> <p>Jielimishe GEC Project shall seek to enhance the efficacy of the re-entry programmes in schools in all the counties. On sanitary towels provision, the focus should be in Laikipia followed by Mombasa.</p> <p>Jielimishe GEC project will design comprehensive capacity building programmes for school boards in all the counties. The strategy on corporate social responsibility should be emphasised by Jielimishe GEC Project as there is little corporate involvement in schools across all counties. The activity will also provide strong linkage with the MoEST as key partners.</p> <p>The project will implement the mentorship and life skills programme across the counties based on the model already implemented in Nairobi and Uasin Gishu. The mentorship programme could contribute to building the self-esteem of the girls. Special emphasis should be put in Laikipia. Clubs for secondary schools in Laikipia will be part of the priorities. The focus will be on the quality of the club activities in ten target schools.</p>
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Governance	Implement pro-gender policies to improve the quality of education School Management Committees supported to understand, budget for and implement the Back to School Policy (for young mothers) and Sanitary Towel provision policy.		
Learning	Accelerated learning for girls in 20 primary schools.	The accelerated learning models are also being implemented.	
Materials	10,000 reusable sanitary towels.	Sanitary towels available in: Meru (primary 25%, secondary 27%), Mombasa (secondary 41%), Laikipia (primary 46%, secondary 36%).	
Safe Spaces	Linkages' with 15 safe houses for referrals and 10 safe houses strengthened. Girls clubs built in 420 schools.		
Teaching			
Voice	Girls' education advocacy campaign launched in target communities and schools.		

Table 4: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Pathways	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	Support each school and community to identify what their unique physical and capital barriers are and then work with them develop resource mobilisation plans. Training 600 teachers/parents to sensitise	Teachers implement gender responsive pedagogy and (viii) schools capacity for data collection = strengthened schools teaching and management capacities. Summary Finding: (a) There is a general lack of in	GEC Project shall emphasise on gender responsive pedagogy training programme for the target schools. Jielimishe GEC Project will further support mechanisms that will enable teachers' access to other fundamental in-service trainings on mathematics and reading.

	<p>through local meetings with communities in mosques.</p> <p>60 strengthened schools (teaching, management, policies) to improve quality of education and learning. Training of 400 teachers in curriculum delivery and management committees trained in gender policy. 600 secondary school students trained as life skills peer educators and 340 life skills mentoring clubs established in schools. 15 large motivational events held for girls and their mothers.</p> <p>Economic empowerment and livelihood training and support for 25,000 parents and guardians, including both men and women.</p>	<p>service training of teachers in math and reading and very little focus on gender responsive pedagogy; (b) All the schools have registers that are marked by class teachers with majority (over 70%) marking twice a day.</p>	<p>Implication 4.2: Jielimishe GEC Project will implement the biometric data collection system as part of strengthening the evidenced based decision making relating to attendance, factors leading to attendance, linking attendance to achievement and how to model attendance.</p>
Community	<p>Community sensitisation, working with men and boys to secure long term cultural change.</p> <p>Strengthened family/community to encourage girl's education in 60 communities. 60 trained 'gate-keepers'.</p> <p>5200 primary school teachers trained.</p> <p>PTAs and School Management Committees supported to develop corporate sponsors and gain fundraising experience.</p> <p>600 men and women PTAs to sensitise communities.</p> <p>Connect young mothers with mentors.</p>	<p>Low community support for education (less than 40% in Mombasa).</p> <p>It was established that in Meru county, only 40% of the primary schools and 18% of the secondary schools had trained all the committee members since 2012.</p> <p>There was a sense that the schools are not averse to teenage mothers re-entering school. The accelerated learning models are also being implemented. Discussions with girls showed that girls who re-enter schools prefer transferring to other schools. Lack of sanitary towels is likely to inhibit learning in Laikipia and Mombasa.</p> <p>There is very little capacity building that targets school boards especially in secondary schools, with Laikipia being the worst</p>	<p>More engagement with communities, particularly in Mombasa than Meru.</p> <p>Incorporate activities enhancing communities' capacity to access increased income.</p> <p>Project shall engage communities (with schools being the mobilisation points). Mombasa shall have more focus on this activity and Meru the least focus. One of the activities should be to engage with the school committees and how parents and communities support the school committees to build highly effective schools that can retain girls to learn.</p> <p>Project partners shall incorporate activities that would lead to the school communities enhancing their capacity to access increased income (e.g. linkages to other donors or supporters of income generating activities, introduction to microfinance institutions etc.). Mombasa will have the highest emphasis on economic</p>

		<p>affected. There is almost non-existent corporate involvement in the targeted schools.</p> <p>Girls who are regularly mentored and (x) girls who receive life skills are motivated to remain in school and learn</p> <p>Summary Finding: Generally, it was found that there are already existing programmes or activities on girls' mentorship. The girls also believe that these activities or programmes help them in learning. However, these programmes remain unstructured and not well coordinated, hence not fully efficient.</p>	<p>empowerment leveraging activities, with Meru having the least activities.</p> <p>Jielimishe GEC Project shall seek to enhance the efficacy of the re-entry programmes in schools in all the counties. On sanitary towels provision, the focus should be in Laikipia followed by Mombasa.</p> <p>Jielimishe GEC project will design comprehensive capacity building programmes for school boards in all the counties. The strategy on corporate social responsibility should be emphasised by Jielimishe GEC Project as there is little corporate involvement in schools across all counties. The activity will also provide strong linkage with the MoEST as key partners.</p> <p>The project will implement the mentorship and life skills programme across the counties based on the model already implemented in Nairobi and Uasin Gishu. The mentorship programme could contribute to building the self-esteem of the girls. Special emphasis should be put in Laikipia. Clubs for secondary schools in Laikipia will be part of the priorities. The focus will be on the quality of the club activities in ten target schools.</p>
Governance	<p>Implement pro-gender policies to improve the quality of education</p> <p>School Management Committees supported to understand, budget for and implement the Back to School Policy (for young mothers) and Sanitary Towel provision policy.</p>		
Learning	Accelerated learning for girls in 20 primary schools.		

Materials	10,000 reusable sanitary towels.	Sanitary towels available in: Meru (primary 25%, secondary 27%), Mombasa (secondary 41%), Laikipia (primary 46%, secondary 36%).	Introduction of Biometric Record Keeping System at schools.
Safe Spaces	Linkages' with 15 safe houses for referrals and 10 safe houses strengthened. Girls clubs built in 420 schools.		
Teaching			
Voice	Girls' education advocacy campaign launched in target communities and schools.		

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

The project reported 'isolated' differences between intervention and control groups, particularly for Mombasa where the control group was in a different County (Kilifi County). The treatment and control 'zones' are reported to have been selected based on the performance, enrolment, school size, percentage of girls and school type, and both were at a sufficient distance to reduce/eliminate contamination. Schools unwilling to participate in the project were replaced as well as those implementing other education interventions. In Mombasa, there were not enough schools due to interventions by other organisations which lead to Kilifi County to be selected as the control area. Steps were reported to have been taken to reduce selection bias (verification using zone level indicator analysis, replacement of schools not meeting the criteria). Due to both control and treatment groups being from the same counties and districts, the project expressed concerns over the possibility of interaction and hence contamination. It recommended rethinking ways to overcome this.

After a review of the first draft of this report, the EM has explained that the data is all available, but it has not been well presented. Qualitative findings are not well presented. There is little analysis and interpretation of baseline findings, especially to show if the intervention areas are marginalised.

Revisions to M&E

The FM has required the project to conduct an adequate booster sample in its first month of implementation to cover gaps in the baseline report related to outcome spreadsheet.

The project has proposed that additional data should be collected such as 'teacher observations' within one month of project implementation, as well as establishing the implementation status of accelerated models of learning. The project does recommend that data collection should take place when schools are open and data for all indicators should be collected.

Also, due to concerns at baseline about the quality of the school-level data, the project will use a low cost biometric system to enable the schools to track student and teacher attendance, student performance, the time teachers spend on different tasks and payment of school fees.

Challenges in Project Data Collection

The project reports that the main challenge it faced during baseline data collection was accessing its target group. The project also faced low response rates, delays in approval of its M&E framework resulting in data being collected after schools closed, lack of cooperation from head teachers which made data collection difficult, long travel distances, and added distance between households where the sampled girls were residing.

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A Community Based Approach Supporting Marginalised Adolescent Girls to Stay in School or Re-enrol and Improve their Learning

Education Focus: Upper primary and lower secondary

Lead Organisation: BRAC Maendeleo Tanzania (BRACMT)

Country: Tanzania

GEC Funding: £1,924,585

Target Reach: 9,347 girls

Overview of Project

The project operates in Tanzania in the regions of Dar es Salaam, Mwanza, Shinyanga, Tabora and Singida. It is designed to improve the life chances of marginalised girls in Tanzania. BRACMT proposes to introduce free tutoring for in school and out of school girls and provide basic scholastic necessities like pens and books. BRAC will link the families of the out of school girls to its existing microfinance/agriculture programmes in the five regions of Tanzania. It will provide tuition for in school girls in the afternoon three times a week for three hours, which will be facilitated by trained teachers who will be paid an honorarium for their work. Out of school girls will also have tutoring sessions in the mornings five days a week for three hours.

Baseline Research Activity

The project was approved to move to baseline data collection in December 2013. The external evaluator for the project is University of Dodoma. The evaluation has been designed as a randomised control trial. The project collected quantitative and qualitative data using the following tools: household surveys, girls' surveys, EGRA, EGMA and FGDs.

Definition and Identification of Target Groups

The project has used the following definition of a marginalised girl:

1. Dropped out or at risk of dropping out:
 - within the last two years, has dropped out of school; or
 - demonstrates poor learning outcomes, i.e. obtained a grade of less than 50% in Mathematics, Science, or English in the last exam.

AND

2. From a low income household:
 - Household with a low poverty score (e.g. < 60 score, and threshold score may change depending on community. All households in the census will be visited and given a poverty score using the *poverty scorecard for Tanzania*, developed by Grameen foundation. This tool assigns scores based on 10 simple indicators such as number of HH members, children attending school, female literacy, main building materials for houses, and asset ownership).

AND/OR

3. Demonstrates signs of marginalisation:
 - has lost one or both parents; or
 - displays signs of physical or mental disability; or
 - from a minority ethnic group.

Based on its definition and baseline data collection, 79% (2033 girls) of the project's sample is marginalised.

The project demonstrates that 332 girls in the sample are girls who have dropped out of school recently, which corresponds to 13% of the total sample size. Among the remaining girls who are currently enrolled in school, 1281 girls have obtained marks below 50% in English and/or Math.

For the definition of 'low income household', instead of the poverty score, the project uses the daily consumption per capita in the girls' households. Based on this, 32% of the sampled girls live in households with per capita expenditures below 1 US Dollar per day at purchasing power parity. With respect to the third category of marginalisation, the project notes that 18% (454) of the sampled girls have lost either their birth mother, their birth father or both and 7% display physical disability (in terms of severe difficulty of sight, hearing, speech or mobility).

Information on their ethnicity was not collected due to the sensitive nature of this topic in Tanzania.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

6957	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm		total / 100	total / 100	
All	1337	90	88			97								
< 6	7		100			97								
6 to 8	4		67			100								
9 to 11	262		98		97	97			33	33		59	59	
12 to 13	536		90		97	98			36	36		63	63	
14 to 15	338		88			97			40			67		
16 to 19	161		62			96								
OOS									34	34		59	59	

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Lack of trained personnel
- Teacher absenteeism
- Distance from school
- Lack of sanitation facilities
- Poverty
- Lack of understanding of the socio-economic value of education
- Early pregnancy
- Marriage
- Safety concerns on the way to and in school
- Gender norms that require girls to help with household chores or care for siblings

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Poverty	Not able to afford further education		●				53% OOS	47% OOS			
		Live on less than 1\$/day		●				33%	30%			
	Girls help with household chores or care for siblings	Believe women alone are responsible for housework	●	●				86%				
School-related factors	Lack of trained personnel	Reported being satisfied	●					85%				
	Teacher absenteeism	Report teacher absenteeism is common	●					25%				

ANNEX A8 – PROJECT PROFILE – 6957 – BRACMT

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Distance from school	Not aware of high school in the vicinity		●				45%				
	Lack of sanitation facilities	Report lack of sanitation facilities		●				10%				
Female aspirations, motivation and autonomy factors	Early pregnancy	Average rates of pregnancy		●				1.5% (6% OOS and 0.4% IS)	0.60%			
	Marriage	Reports marriage		●				2% OOS 1% IS				
Personal and family factors												
Negative attitudes towards girls' education factors	Lack of understanding of the socio-economic value of education	Low awareness of value of education		●				49% OOS				
Violence-related factors	Safety concerns on the way to and in school	Journey to school is not safe		●				13%	15%			
Social exclusion factors												

Source: Baseline Report (2014), Full Application (2013)

Project Interventions: Baseline Evidence and Subsequent Revisions

Based on baseline findings, the project has not made clear changes to its project intervention. The following table captures the interventions stated prior to baseline data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	Second-chance tuition to help girls who have dropped out of primary school catch up and pass their Standard VII Exams, so they can enrol in secondary school.	51% OOS reported lack of resources as main reason for not being in school.	
Capacity	<p>Life skills training provided by trained study club leaders on health, hygiene, reproductive health and negotiation skills.</p> <p>Adolescent empowerment clubs.</p> <p>After school tutoring for girls in school.</p> <p>Second chance tuition for girls who have dropped out.</p> <p>Girls' club leaders will receive six days training and bi-monthly refresher trainings on organising the girls' clubs, leadership and mentoring.</p>	<p>85% of girls thought their teacher was effective [gs].</p> <p>7% of girls disabled in intervention area [gs].</p> <p>Over half of girls participate in study groups.</p>	Groups will form to help disabled girls access clubs. No other information provided.
Community	<p>Community awareness activities would target the wider community, workshops with leaders, radio and theatre campaigns, collaboration with head teachers and teachers of 100 government schools.</p> <p>Working in close partnership with existing community institutions.</p> <p>Community mobilisation, community-based education and empowerment of marginalised girls, combining them in an innovative way, incorporating community</p>	<p>25% of girls reported teacher's absenteeism was a common phenomenon.</p> <p>86% of girls responsible for household chores [gs].</p> <p>79% of girls reported women's responsibility to fetch water [gs].</p>	

	<p>tutoring.</p> <p>Programme organisers will take responsibility for nine communities, working with teachers and communities to identify girls' club locations and suitable study club leaders, who will be young women (>18) from the communities.</p> <p>Activities will be undertaken to raise community awareness of the value of girls' education and rights of the girl child to support a change in attitudes and behaviour, so that communities are actively supporting girls' education.</p>		
Governance			
Learning	<p>Tutoring for the 5148 girls at risk for 1 hour 3 days a week.</p> <p>3 hour sessions 5 days a week for dropped out girls.</p>	Poor learning outcomes.	
Materials	Exercise books and pens as small incentives to stay in school.	51% OOS reported lack of resources as main reason for not being in school.	
Safe Spaces	180 girls' clubs to reach 5148 girls at risk. Clubs to offer safe space peer support and a supportive environment.		
Teaching	Group tutoring.		
Voice	Workshops, radio, and theatre which challenge norms about girls' education and raise awareness about its value (including positive impacts on health and socio-economic well-being on the whole family including her future children). These sessions will be targeting parents and teachers. There will also be sessions for boys, with methods	<p>86% of girls responsible for household chores [gs].</p> <p>79% of girls reported women's responsibility to fetch water [gs].</p>	

	appropriate for this group.		
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Source: Project Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the baseline report, the Evaluation Manager reported that the quantitative data was poorly analysed. The ToC is not tested through the data collected. The definition of marginalisation is also not tested. Also, the descriptive statistics are included in a chart, which limits readability. At baseline, no qualitative data was collected. This was a deviation from the approved M&E framework. Qualitative data may be collected during early implementation phases.

The project appears to have a control group that is sufficiently similar to the treatment group.

Revisions to M&E

The project recommended changing the questions on teacher quality for midline and endline, to be answered using a scale.

Challenges in Project Data Collection

During baseline, the project was not able to conduct interviews in all of the selected clusters. It also was not able to collect data on attendance, as students were on holiday when the baseline data was collected. Similarly, the project was not able to carry out the Focus Group Discussions with the stakeholders in the schools due to the Christmas period. The project has not reported any other challenges.

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The Business of Girls' Education

Education Focus: Upper primary

Lead Organisation: VSO Mozambique

Country: Mozambique

GEC Funding: £1,000,015

Target Reach: 4,062 girls

Overview of Project

The Business of Girls' Education operates in seven districts of the Manica Province of Mozambique. The project has been designed to enable marginalised girls in the Manica Province of Mozambique to overcome the barriers to education and generate improvements in learning outcomes. The project will deliver this by creating gender responsive classrooms, communities, and home environments that support the empowerment of marginalised girls, resulting in broader livelihood outcomes and choices for marginalised girls.

Baseline Research Activity

The project was approved to move to baseline data collection in December 2013. The external evaluator for the project is Kixiquila. The evaluation was designed as a quasi-experimental design. Data collection took place in February 2014. The project collected quantitative data using household surveys and Uwezo. As part of qualitative data collection, it interviewed gender focal points, school council presidents, parents, head teachers and out of school girls. The project also conducted focus group discussions with girls.

Definition and Identification of Target Groups

The project seeks to target marginalised girls who live in remote rural areas where the multiple dimensions of poverty are prevalent. From an educational perspective, the project is targeting marginalised girls where the severity of the barriers to girls' education is evident.

The project has identified a total of 3,744 girls who fit their description of marginalised girls. Most of these girls are in upper primary school and some are out of school.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Findings on literacy are expressed through UWEZO competency levels reached using the following scale: 1- Nothing, 2- Can read letters, 3- Can read a word, 4- Can read a paragraph, and 5- Can read a story and comprehend it. Numeracy findings are expressed using the following UWEZO competency levels: 1- Nothing, 2- Counting, 3- Number recognition, 4- Addition, 5- Subtraction, 6- Multiplication, and 7- Division.

Table 1: Findings on Baseline Levels of Marginalisation

7038	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									UWEZO			UWEZO		
Unit	N	%	%	%	%	%	%	%	levels	unspec	levels	levels	unspec	levels
All	478	76	75					87	2.9		3.4	4.6		3.5
< 6	0													
6 to 8	0										0.3			2.1
9 to 11	0			87	87					33	3.8		17	3.7
12 to 13	0		90					95			6.1			4.0
14 to 15	217		74					85						
16 to 19	75		45					70						
OOS										22	2.8		23	3.6

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Gender stereotypes perpetuated through textbooks
- Curricula choices
- Lack of female teachers
- Sexual violence in schools
- Prioritisation of boys
- Deep rooted gender roles/practices
- High level of sexual abuse
- Teenage pregnancy
- Child marriage
- Initiation
- Low levels of parent literacy and
- Constrained Livelihood options

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Low levels of parent literacy	Report no education background (head of household)	●	●	32%	19%						
	Child marriage	Early marriage for bride price		●								●
	Constrained livelihood options	Report doing household work for half a day/every day		●				50%				●●● Doing seasonal labour (in fields or for miners)
School-related factors	Gender stereotypes perpetuated through textbooks	No evidence found										
	Curricula choices	No evidence found										

ANNEX A9 – PROJECT PROFILE – 7038 – VSO MOZAMBIQUE

Description		Barrier			Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative	
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty	
	Lack of female teachers	Low representation of female teachers in high positions	●								4%		
Female aspirations, motivation and autonomy factors	Initiation	No evidence found											
	Teenage pregnancy	Unwanted pregnancy cause by teachers		●									●
Personal and family factors	No evidence found												
Negative attitudes towards girls' education factors	Prioritisation of boys	Low community support for girls' education		●			56%						●● Men prefer girls to marry
	Deep rooted gender roles/practices	No evidence found											
Violence-related factors	Sexual violence in schools	Report not being afraid in school		●							80%		

ANNEX A9 – PROJECT PROFILE – 7038 – VSO MOZAMBIQUE

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
		Report violence against girls		●					9%			
	High level of sexual abuse	Perceive danger on their way to school		●					14%			
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

The project has presented evidence that supports its intervention rationale and assumptions. It has not made significant changes to its programme design based on baseline findings.

The following table captures the interventions stated prior to baseline data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	Lead girls at each school will be trained on peer education, life and vocational skills training; lead girls, teachers and local facilitators trained on gender responsive teaching; participation of boys and girls in business mentorship initiative.	30% of marginalised girls had never heard of mechanisms for reporting abuse cases. 25% of marginalised girls are currently receiving mentoring support. 68% of in-school marginalised girls believe other girls can motivate others to complete their education.	Removal of business mentorship initiatives working with Moz foods. VSO Mozambique has confirmed they will explore this further in implementation.
Community	School council members trained on gender responsive curriculum, formulate gender responsive school plans; engaging community radio stations to promote gender responsive programming.	46% of marginalised girls are aware of community programs meant to prompt girls' education. 77% of in school marginalised girls believe community programs are crucial in raising awareness about perceptions.	
Governance			
Learning			
Materials			
Safe Spaces			
Teaching	Training teachers on gender responsive curriculum.	8% of teachers demonstrated understanding of a gender responsive curriculum. 31% of marginalised girls	

		reported teaching was to their needs 57% of girls reported that teachers respect their opinion.	
Voice			

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the project's baseline report, the Evaluation Manager has rated the quality of quantitative evidence as poor. Specifically, there is limited disaggregation of data. The presentation of the data could be improved. Analysis and interpretation of the data and in particular inferences with regards to conclusions that can be drawn is weak. The majority of the conclusions drawn are not supported by the data, analysis or findings presented in the report.

The Evaluation Manager has also rated the quality of qualitative evidence as poor. Specifically, the project should present evidence collected from the qualitative methods and triangulate this with the quantitative findings from the surveys undertaken, and feed this into the discussion of the theory of change and project activities going forward. The amount of qualitative research undertaken is low, but also not adequately reflected in the baseline document.

Evidence suggests that groups are similar. The baseline research among school council members was limited in its reach and suggests an additional survey at project start-up is required to better understand their composition and effectiveness.

Revisions to M&E

At this stage, the project has not made any revisions to its M&E.

Challenges in Project Data Collection

The project reports that the first round of baseline data collection was done during the rainy season and because of floods, broken bridges and muddy roads one of the schools was not accessible. Due to time constraints, the external evaluation research team was only able to conduct spot check/review school registers for only one grade 6 class in each of the targeted schools. So, the total enrolment and attendance figures do not provide the entire picture of the total enrolment in the targeted schools.

The project reports that an area of major concern in terms of data accuracy relates to enrolment and attendance. The secondary data sources at national level give enrolment figures at the provincial level, disaggregated by gender. A key project indicator is attendance; it was intended to capture data from school based registers. Yet, it is apparent that the sensitive nature of school performance measures relating to attendance and pass rates makes data from registers problematic for monitoring.

During the first baseline assessment, the UWEZO data was erroneously administered to Grade 7 students only, VSO was given permission by PwC to administer the tests again on the targeted Grade 6 students. VSO had a week to conduct the tests, and with rains and poor enrolment in the targeted schools, the sampled girls in Grade 6 were fewer than the targeted 25 girls per school.

List of References

- Coffey International Development (2014), Innovation Window Baseline review (IDVFARR11060XR VSO Baseline Review SG 20140305), 7038 Voluntary Service Overseas, London: Coffey International Development.
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Sister for Sisters' Education in Nepal

Education Focus: Upper and lower primary, lower Secondary

Lead Organisation: VSO Nepal

Country: Nepal

GEC Funding: £1,000,000

Target Reach: 6,909 girls

Overview of Project

Sister for Sisters' Education operates in four districts (Dhading, Lamjung, Parsa, Surkhet) of Nepal. It has been designed to enable out of school girls to access education and help those at risk of dropping out complete a full cycle of education to Grade 8. It addresses the barriers to girls' education at individual, social, cultural and institutional levels. The project introduces gender-sensitive teaching methodologies, management systems and school environments to facilitate girls' active participation in education. It develops the skills and capacities of stakeholders throughout the education system and in the community to effectively implement, monitor and expand improvements in girls' education. It raises the expectations and ambitions of girls and the wider profile of women's achievements and potential in Nepal. It is designed to develop a culture among girls and their communities to recognise and support the value and right of all girls to a quality education. Ultimately, it empowers girls and women to assert greater control over their lives, to influence decision-making and to contribute more fully to the development process

Baseline Research Activity

The project was approved to move to baseline data collection in December 2013. Its external evaluators are Aasaman Nepal (ASN) and Global Action Nepal (GAN) with support from Shtrii Shakti (S2). Its evaluation used a quasi-experimental design. It used the following quantitative research data collection tools: household surveys included a survey for parents and caregivers and a survey of girls, EGRA and EGMA assessments, and Barefoot Assessments to assess improvements in teachers' capacity. It used the following qualitative research methods: key informant interviews and focus group discussions.

Definition and Identification of Target Groups

The project distinguishes between marginalised girls and extremely marginalised girls. A marginalised girl within this project is:

- a girl who is between 9 and 13 years of age at project start, and is enrolled in any of the 48 schools ("in school"); or
- a girl between 6 and 9 years of age, who has never been to school or has dropped out of school ("out of school"); and
- in either case, is a member of a disadvantaged caste or ethnic minority.

Extremely marginalised girls refer to girls facing the greatest vulnerability to factors putting them at risk of dropping out or not attending school, or who are already out of school.

The study confirmed that at least 9.4% of the girls are out of school in the treatment catchment areas. Regarding caste and poverty status, the project managed to identify out of school girls and girls at risk of dropping out according to their definition of marginalisation and extreme marginalisation.

Language spoken at home versus language of instruction was found to be another factor of interest in the identified group of girls, along with the influence of parental literacy on girls' education outcomes.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

7042	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm		total / 100	total / 100	
All														
< 6														
6 to 8					56		87		12	12		31	33	
9 to 11					71		91		31	31		54	57	
12 to 13							88							
14 to 15							88							
16 to 19														
OOS									3	3			20	

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Lack of fluency in language of instruction
- Lack of female teachers
- Low awareness of gender sensitive methodologies
- Issues around mother tongue
- Negative attitudes towards the relevance of schooling, from both parents' and girls' perspectives
- Low levels of literacy among parents leading to lack of support to girls' education

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors												
School-related factors	Lack of fluency in the language of instruction	Speak other languages	•									Bhojpuri 22% Nepali 71% Other languages 7%
	Lack of female teachers	Out of 139 teacher, number of female									47	

ANNEX A10 – PROJECT PROFILE – 7042 – VSO NEPAL

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Low awareness of gender sensitive methodologies	Gender sensitive teaching from Barefoot assessment (out of 64)										7.09
	Issues around school not in mother tongue	EGRA results	●									●●●Mother tongue spoken at home/school approx. 7 wpm compared to approx. 24 wpm for English/Nepali
Female aspirations, motivation and autonomy factors												
Personal and family factors												
Negative attitudes towards girls' education factors	Negative attitudes towards the relevance of school from both parents' and girls' perspectives	Negative attitudes	●									●●● (FGD)

ANNEX A10 – PROJECT PROFILE – 7042 – VSO NEPAL

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Low levels of literacy among parents leading to lack of support to girls' education	Low levels of literacy in relation to girls' EGRA score	●									●●● Reported to influence EGRA scores, literacy scores not reported
Violence-related factors												
Social exclusion factors												

Project Interventions: Baseline Evidence and Subsequent Revisions

After baseline data collection, the project has slightly changed its intervention to reflect baseline findings. Specifically, VSO’s vision for the bridge course initially included boys as well as girls. The project prefers to keep the focus on girls in the bridge clubs and designate them as girls-only. So, 237 boys will no longer participate in the course. VSO originally planned to implement its Big Sister mentoring component in 32 schools. Following information gathered during the inception phase, the component will now cover all 48 schools. VSO concluded that the original project activities would not be sufficient to improve the learning outcomes of low performing girls. VSO has responded to the research by proposing that it introduces remedial classes for girls in grades 1 to 4 with weak learning performance, which will be conducted in after school hours. In these classes, the girls will be supported by accelerated learning class facilitators.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	<p>Revising and implementing School Improvement Plans to ensure gender responsiveness and gender sensitivity.</p> <p>Train senior girls (Big Sisters) and male champions to support younger girls to stay and achieve at school (Big Sister Scheme: positive role models and other practical measures to address issues which keep girls out of school, including the journey to school, parental attitudes, self-confidence, and concerns around menstruation and hygiene).</p> <p>Recruit and train local Professional Mentors to facilitate school gender assessments, district-level M&E, and coordinate the involvement of the Adult Champions, the visits of the role models and the Sisters’ annual events.</p>	<p>VSO originally planned to implement its Big Sister mentoring component in 32 schools. Following information gathered during the inception phase, the component will now cover all 48 schools.</p> <p>1,134 potential Big Sisters identified: 320 will be selected as Big Sisters for the project, and tracked through the M&E framework to assess their changing confidence in mentoring throughout the project lifecycle.</p> <p>As it is intended that each school catchment area has three adult champions, there will be 144 champions in total. These champions will both act as mentors/support to the Big Sisters and sensitise the communities around gender-sensitive education.</p>	<p>VSO originally planned to implement its Big Sister mentoring component in 32 schools. Following information gathered during the inception phase, the component will now cover all 48 schools. As it is intended that each school catchment area has three adult champions, there will be 144 champions in total. These champions will both act as mentors/support to the Big Sisters and sensitise the communities around gender-sensitive education.</p>
Community	<p>Community dialogues targeting issues including child marriage, dowry and the value of educating girls.</p> <p>Engaging female role models from the private sector.</p>		

Governance	<p>Mentoring DEO and MoE gender officers to implement effective gender-appropriate strategies.</p> <p>Sharing grassroots information with MoE to influence evidence-based planning.</p>	(Not part of baseline, will start with project activities).	(Not part of baseline, will start with project activities).
Learning	Delivering bridge classes to out of school girls to accelerate transition into mainstream education.	<p>VSO's vision for the bridge course initially included boys as well as girls. However, during the inception phase, the organisation became increasingly aware of pronounced gender discrepancies and prefers to increase the focus on girls through the bridge clubs, designating them girls-only. Therefore, 237 boys will no longer participate in the course.</p> <p>9% or 373 (C = 6% or 168) of student girls are OOS</p> <p>The baseline research demonstrated very poor learning outcomes generally. The situation was found to be particularly acute in the Parsa district due to Nepali being the language of instruction/ test administration but not the children's mother tongue.</p>	<p>VSO's vision for the bridge course initially included boys as well as girls. The project prefers to increase the focus on girls through the bridge clubs, designating them girls-only. Therefore, 237 boys will no longer participate in the course.</p> <p>VSO concluded that the original project activities would not be sufficient to improve the learning outcomes of low performing girls. VSO has responded to the research by proposing that it introduces remedial classes for girls in grades 1 to 4 with weak learning performance, which will be conducted in after school hours. In these classes the girls will be supported by accelerated learning class facilitators.</p>
Materials			
Safe Spaces			
Teaching	<p>Gender-friendly school environments: Coaching teachers, head-teachers and PTAs in gender-responsive teaching methodologies.</p> <p>Partnering with private International Schools for opportunities for teachers to see child-friendly methodologies in practice.</p>	<p>Gender sensitive teaching average score of 7.09 out of 64 which is the highest possible score in Barefoot Assessment, for 139 teachers from 48 treatment schools.</p> <p>33 SIPs documented in the 48 treatment schools incorporating gender sensitive measures.</p>	

Voice	Annual Big Sister/Little Sister events promoting equality between girls and boys. Production of a project video and best practice report (including case studies).		
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Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

The Evaluation Manager has rated the quantitative evidence presented by the project as good overall. The project has identified discrepancies between government flash enrolment data and their own self-reported attendance and spot check attendance data. There is a question as to whether government enrolment data is more or less accurate but attendance rates are far below enrolment rates, or whether enrolment data is itself over-reported. If the latter, it is not clear whether government enrolment and retention data should be relied upon.

Furthermore, within the first month of implementation, the project should boost its out of school girls sample to 40 girls in treatment areas and 18 girls in control groups in order to gain a representative sample of this group.

The Evaluation Manager rated the qualitative evidence presented by the project as good. However, qualitative triangulation between parents' and girls' attitudes towards schooling shows some important discrepancies, which could be critically interrogated further. Much is made in the report of the girls' response that they prefer to play at home than attend school, but it is not clear that the girls themselves are the ones who decide whether they go to school each day. More could be done to determine who decides whether the girl attends and give more weight to their explanation of why the girl does not attend.

The Evaluation Manager rated the household survey sample matching as fair across most indicators. The control groups show some demographic variation when compared to treatment groups but are well matched in terms of baseline outcome indicators (attendance, learning outcomes).

Revisions to M&E

The project presented no recommendations for changes in M&E in the project baseline report. However, within the first month of implementation, the project should boost its out of school girls sample to 40 girls in treatment areas and 18 girls in control groups in order to gain a representative sample of this group.

Challenges in Baseline Data Collection

During baseline data collection, it was necessary to increase the number of control schools involved in the project. The project recognised it did not have access to enough children using a 1:3 ratio of control to treatment schools, so it revised it to a 1:1 ratio. This involved randomly selecting additional control schools from those which met the criteria – i.e. from the remaining schools on the eligible schools list. This change ensured that the project is able to track enough children across all cohorts for statistically significant findings.

The baseline was carried out during winter season in Nepal, which slowed down the process, as there are 14 hour daily blackouts during winter. Also, seasonal migration posed a challenge in finding the identified respondents in the area. When the respondent was found to be unavailable, the interviewer used a randomly identified replacement by selecting the next girl on the list.

In most districts, surveys were conducted in Nepali. However, in Pars, levels of Nepali were inadequate, so interviewers carried out the survey in the local language. This could have led to misinterpretation.

In all districts, it was difficult to gain access to out of school children, as they are often hidden from public view, especially in front of people outside of the community as it is a topic of sensitive nature.

Data produced at the government district level is often unreliable, and is rarely disaggregated by gender or demographic. The project reports that it emerged as a limitation as official school data was at odds with findings from the school spot checks and class observations.

List of References

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MGCubed: Making Ghana Girls Great!

Education Focus: Lower and upper primary

Lead Organisation: GEMS Education

Country: Ghana

GEC Funding: £1,979,736

Target Reach: 3,864 girls

Overview of Project

“MGCubed: Making Ghana Girls Great!” operates in Volta and Greater Accra in Ghana. The project will provide interactive distance learning to deliver both formal in-school teaching and informal after-school training to primary students in rural Ghana. It will simultaneously improve the quality and quantity of taught inputs and the girls’ instructional time-on-task, while engaging the girls and their wider community in a pro-girl, pro-education after-school programme (Wonder Women). Another component of the project is the interactive discussions with adult female role models and the career exploration activities designed to combat marginalisation and boost aspirations. The project is scheduled to start implementation in May 2014.

Baseline Research Activity

The project was approved to start baseline data collection in October 2013. The external evaluator for the project is Innovations for Poverty Action (IPA). It designed the evaluation as a randomised control trial. It collected data using both quantitative and qualitative methods between November and December 2013. IPA did not do a household survey. It conducted a survey with in school girls, out of school girls and boys from 77 control and 70 treatment schools, and administered EGRA and EGMA assessments. The project conducted qualitative interviews with in-school and out of school girls, their parents, head teachers and community leaders.

Definition and Identification of Target Groups

The project has used the following marginalisation criteria to identify its target group:

- girls who are over age in their class;
- girls who travel more than 30 minutes to school;
- girls who have absented themselves from school for more than 10 times in a term; and
- girls who have more than four siblings.

The project is targeting children who receive poor quality education at school. It is also targeting girls who are out of school. Out of school girls are composed of two groups of girls, those who dropped out and those who never enrolled.

The project has not found the 1,500 out of school girls it expected to find. Instead, it has found 196 out of school girls across its treatment and control groups. The project’s sampled beneficiaries are: 2,626 in school girls, 96 out of school girls and 2,663 boys.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

7045	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	total / 100	total / 100	total / 100
All	4988		96			86					19			61
< 6	22		95			83					8			33
6 to 8	545		90		77	85				7	4		38	41
9 to 11	1958		97		85	85				24	14		54	57
12 to 13	1594		98			87					24			68
14 to 15	698		93			87					29			71
16 to 19	167		91			90					37			79
OOS											8			31

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Self-esteem
- Household work
- Early marriage
- Pregnancy
- Teacher absenteeism
- Outmoded teacher-centric pedagogy
- Inefficient student time one task

- Poor quality of instruction

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - • Fair - •• Strong - ••• None - empty
Poverty factors	Lack of finances	Lack of finances		•						35% OOS (reason for not being in school)		
	Household work	Work on market days		•								•••
School-related factors	Teacher absenteeism	Report teachers absent last week	•					28%				

ANNEX A11 – PROJECT PROFILE – 7045 – GEMS EDUCATION

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Outmoded teacher-centric pedagogy	Observations	●	●								●●● (observations)
	Inefficient student time on task	Teacher and student absenteeism	●									●●●
	Poor quality of instruction	Observations	●	●								●●● (observations)
Female aspirations, motivation and autonomy factors	Self-esteem	Do not have women of influence	●	●								●●●
	Early marriage	No evidence found										
	Pregnancy	Early pregnancy		●							13% OOS (reason for dropping out)	Majority claim it is an issue

ANNEX A11 – PROJECT PROFILE – 7045 – GEMS EDUCATION

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Personal and family factors												
Negative attitudes towards girls' education factors												
Violence-related factors												
Social exclusion factors												

Source: Baseline Report (2014), Full Application (2013)

Project Interventions: Baseline Evidence and Subsequent Revisions

Based on baseline findings, the project has made changes to its original programme interventions. The following table captures the interventions stated prior to baseline data collection and any changes made to the intervention after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	Deliver Wonder Woman teaching/lessons to marginalised girls out of school hours to enable attendance.	Did not find the expected number of OOS girls. Parents reported that children work on market days.	Revised after BR to include snacks two days a week, otherwise hunger would affect attendance because of the timing. The activities on the other two days may still lead to hunger if parents cannot provide a snack. Also, the teaching lessons will be reduced from 5 days to 4 days because children help parents on market day. The project has also revised this activity because it did not find the expected number of out of school girls, so it has reduced its target to 200 OOS. The Wonder Women after school club will still include some OOS girls, but it will predominantly benefit in school girls. There is a risk of further marginalisation for the OOS girls because they will be the minority in the Wonder Women clubs.
Capacity	<p>Six teachers trained in interactive distance learning delivery, assessment, and gender-sensitive content.</p> <p>MGC-cubed facilitators will benefit from 2-3 weeks' of certified project training and will receive a small monthly stipend.</p> <p>In the event a facilitator is absent, a group of the oldest girls will also be trained how to switch on and manage the classroom equipment in order for lessons to still occur.</p> <p>Appropriate female role models will be identified and trained to deliver a key interactive component of the</p>	<p>63% of teachers had partial theoretical understanding of some of the core teaching concepts.</p> <p>None of the teachers has previous experience using ICT in the classroom or outside of it.</p>	Revised after baseline - GEMS has built in residential training courses for the 140 government teachers. This responds to concerns raised by the FM on how classroom management is handled and how a class of mixed ability, with different student needs, and languages will need effective in-class teaching support.

	<p>gender empowerment programme.</p> <p>Three studio technicians will be trained.</p>		
Community	<p>Create MGC-cubed committees (self-governing local committees) by working with the GEU and District Officers. The process of forming a particular committee, involving School Principal, Village Elder, and at least two women from the community will test village appetite and commitment for project participation. Committees will nominate which female teacher or National Service Volunteer will participate as in-class facilitator.</p> <p>Network of 100 female professional role-models to encourage the students.</p>		<p>Revised to include two additional District Coordinators based in the field and monitoring schools more regularly. The geographic spread of the 70 schools is far wider than originally envisaged. The support needs of the Facilitators and Community committees will require higher-touch management than previously anticipated. Many of the 70 schools are in very remote and rural settings, so travel time between them is extensive.</p>
Governance			
Learning	<p>740 hours of educational content delivered: synchronous interactive English Language and Maths lessons to classes of 40 girls and boys, one class streamed at a basic ability level and the other, intermediate.</p> <p>For 2 hours per day after school, Wonder Women activities will be taught to a single class of 50 girls; including the in school girl students, supplemented by up to 10 out of school girls.</p> <p>Programme of lectures, readings, group activities and discussions covering important practical topics (girls' rights, sexual harassment, menstruation, malaria prevention, health, family planning, jobs, professions and careers).</p>	<p>Reading scores are extremely poor across all.</p>	<p>Based on baseline findings of learning level and community difficulties of finding space. The project has decided to single stream multi-grade classrooms with differentiated pedagogy built into lesson plans. The project has also changed the duration of implementation activities to include an extra academic year.</p>

Materials	<p>The Everonn technicians will fully equip and install two studios in Accra from which lessons will be broadcast.</p> <p>Equip two classrooms in each school with a technology package: a computer, projector, satellite modem and solar panels to provide reliable power 6 hours per day, 5 days per week.</p> <p>Deliver and install any other necessities to render classrooms secure and fit for purpose; including blinds and whiteboards, as well as security measures such as window-bars and lock-boxes.</p> <p>Vehicles: a car for the Accra based team and two motorbikes for the district managers.</p> <p>MGC-cubed facilitators will receive a small monthly stipend.</p>	Target beneficiaries at the two pilot schools have already given positive feedback.	The project has decided to include two already installed pre-pilot schools as part of the ongoing pilot implementation, to increase the target student beneficiary numbers at marginal cost.
Safe Spaces	Install security measures such as window-bars and lock-boxes where required.		
Teaching	<p>Self-study programme allowing boys and girls in remote areas access to a computer, pre-loaded with education software and internet access.</p> <p>Timetable tailored with relevant course content, based on the Ghanaian syllabus and standards.</p>		Revised to include more training for in-class facilitators.
Voice			

Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the project's baseline report, the Evaluation Manager has commented on the quality of the evidence. Regarding quantitative evidence, the project did not conduct any household surveys. The report acknowledges that a household survey would have significantly helped identify out of school girls for the purpose of both intervention and measurement. Comparisons of EGRA/EGMA are made across countries, but it is not clear for what purpose these comparisons were made. The project has measured the GEC leverage outcome

indicator by the number of times it will receive funds instead of by the amount of additional funds received throughout the life of the project. The EM has noted that a new output indicator for snacks (a new component of the project) is needed. The EM believes that it would be useful to better benchmark some of the key variables with national benchmarks (if available) such as teacher absenteeism.

The EM has stated that the qualitative evidence is good, but it only somewhat meets the requirements for the reasons that follow. The qualitative data includes names, it should either be made clear that these are fictitious names or they should be anonymised. The qualitative data that has been collected should be better presented to explain in a bit more depth the relationship between the key drivers of marginalisation and educational outcomes. There is more analysis and commentary needed about the quality of teaching given that this is a key part of the project's rationale. Also, the project should further comment on what effect (e.g. on girls' confidence? or attitude? or awareness?) the lack of female role models has on girls' capacity to stay in school and learn because it is not clear in the baseline report. Further analysis concerning the reasons girls marry or get pregnant at an early age would also help identify the role and contribution that education makes in these decision-making processes. Generally, more use of the qualitative data could have been made to explain the relationship between the characteristics of target communities and groups and the effects of these on educational outcomes.

For the data that was collected, the control groups were sufficiently similar to the treatment groups to provide a reasonable counterfactual. In both groups, a far smaller sample of out of schools girls was found than expected. The baseline report states that only nine variables out of 63 were unbalanced at the 5% confidence level between both groups.

Revisions to M&E

The project has added a new indicator to monitor the spillover effects around pedagogical training for the Facilitators on a school wide level during the duration of the pilot. As the project has added a school snack programme, it will also require specific monitoring and qualitative research activities in order to assess its effectiveness at maintaining student attendance in the after school girls club. The Logframe now includes a new indicator (output 3.3: percentage of girl student feedback forms from sampled participating schools that confirm receiving the school snack at least two days per week) to measure the effective reach of the school snack programme.

The project will also develop a plan for conducting more systematic baseline teacher observations across project schools during the first three months of project implementation. It will also start to track/capture teacher absenteeism levels across the schools, potentially adding an indicator to the logframe on it. The project has already determined a baseline value for teacher absenteeism.

The FM recommends that the project develop a better indicator on the impact of the snack in the afternoon and to agree mechanisms for monitoring and reporting unintended impacts. The FM is also asking GEMS to increase attendance targets to at least two percentage points. In addition, the attendance methodology will need to be set out more clearly in the comments section of the outcomes spread sheet.

Challenges in Project Data Collection

IPA experienced a few challenges in implementing the sampling framework. It had originally planned to rely on the head teachers to identify marginalised girls and out of school girls. During the sampling process, IPA learned that head teacher knowledge of the characteristics of their students and out of school girls in the community was limited. As a result, it underwent a larger sampling effort and introduced two further identification methodologies: asking members of the community leaders and enlisting the help of District Assembly members and GES circuit supervisors. This caused delays to the start of the baseline. Even with the expanded sampling effort, IPA fell far short of the 1,500 out of school girls it expected to identify. Not all communities surrounding a school have out of school girls in the target age range. Many circuit supervisors and community leaders insisted that there were not out of school girls in their community under the age of 15. IPA believes that there are more out of school girls than it was able to identify. This has been evidenced by the fact that GEMS identified more in the treatment communities after the sampling already took place. The small number of schools in which IPA found out of school girls has led to the sample being somewhat imbalanced between treatment and control groups. IPA will analyse the outcomes on out of school girls using a difference-in-difference strategy, which will account for baseline imbalances.

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Good School Toolkit: Creating a Violence-Free and Gender Equitable Learning Environment at School

Education Focus: Lower and upper primary

Lead Organisation: Raising Voices

Country: Uganda

GEC Funding: £2,000,000

Target Reach: 16,517 girls

Overview of Project

The project, “Good School Toolkit: Creating a Violence-Free and Gender Equitable Learning Environment at School”, operates in Uganda. The project will roll out of the Good School Toolkit that directly aims to influence the operational cultures of schools. This is a six step process developed over five years in partnership with schools and is currently being used in more than 450 schools in Uganda. It is based on a simple and intuitive equation: *Good School* = good teachers plus good learning environment plus responsive and progressive administration. These practical ideas are presented to the teachers in a creative format using colourful learning materials and processes, technical assistance and peer support. In conjunction with the roll-out of the Toolkit, the project will have a communication campaign that is composed of community activism and a multimedia campaign that engages the community surrounding the intervention schools in a dialogue regarding this issue. The public dialogue will work on the demand side of the problem and create an opinion infrastructure for the idea that girls should be invested in; that their education benefits the entire community and that their achievements are as valuable as those of boys. It will promote a dialogue led by community-based partners and supported by the project’s activism and media teams.

Baseline Research Activity

The project was approved to move onto baseline data collection in November 2013. Its external evaluator, Adroit Consult International Ltd, used a quasi-experimental design. The project collected quantitative data using a household survey, a child questionnaire, school facility questionnaire, teachers’ questionnaire, and EGRA (in local language and English) and EGMA assessments. The project collected qualitative data through focus group discussions with community members and key informant interviews.

Definition and Identification of Target Groups

The project is seeking to help girls who have experienced structural vulnerability (circumstances: nutritional deficit, living in child headed households, having to work outside the home while still attending school or had some form of disability) and/or environmental vulnerability (experiences: severe physical or sexual violence at school or home or scoring highly on emotional or behavioural problem measurements). For the purpose of this project, any girl with at least one of the factors from both categories of vulnerabilities was considered marginalised. The project used a screening survey to identify households with marginalised girls, according to the project definition of marginalisation. If the selected household did not have a marginalised girl, the team moved on to the next household on the list.

The survey targeted 8 to 16 years old girls who were: currently in school (Primary one to Primary five), out of or dropped out of school or who had never been to school.

A total of 1,247 marginalised girls, 844 in intervention and 403 in control areas, were interviewed based on the selection process.

At baseline, the project found:

Of the 1,247 girls interviewed, almost two-thirds (65.8%) were between 10 –12 years old (69% and 59.1% in intervention and control districts respectively), while some 17.6% were between 13 –15 years old (16.4% and 20.3% respectively). About 15.8% of the girls interviewed were below 9 years, while very few (0.8%) were 16 or more years old. The results suggest that most of the girls who are marginalised are less than 13 years old which is the age when a child is expected to complete the primary level of education. The project therefore concluded that it needed to target mainly girls under 13 years old.

The girls interviewed were asked whether they were attending school and indeed the majority (96.9%: 96% in intervention and 98.8% in control districts) reported that they were attending school. Some (3.1%) of the girls were not going to school due to factors related to the nature of their vulnerability and marginalisation for instance total orphans (those without any parent alive). A number of girls (14%) in the intervention districts reported contributing to the household's income.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

7133	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	unspec	unspec	total/100
All	1247	97	97								8			11
< 6	0													
6 to 8	227			64	64					8	4		8	8
9 to 11	589			60	60					32	9		8	11
12 to 13	322										9			12
14 to 15	87										8			12
16 to 19	6													10
OOS														

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- negative attitudes towards girls’ education;
- girls not being given the same opportunities as boys;
- sexual violence;
- disability;
- teachers not responsive to girls’ needs; and
- schools not reaching out to marginalised girls or providing them with opportunities.

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors												
School-related factors	Teachers not responsive to girls' needs	Functional school committees	NS	NS	62%	29%						●●
	Schools not reaching out to marginalised girls or providing them with opportunities	No evidence found										
Female aspirations, motivation and autonomy factors												
Personal and family factors	Disability	No evidence found										
Negative attitudes towards girls' education factors	Negative attitudes towards girls' education	No evidence found										

ANNEX A12 – PROJECT PROFILE – 7133 – RAISING VOICES

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Girls' not being given the same opportunities as boys	Report girls are given equal opportunities to boys	NS	NS		11%						●●●
Violence-related factors	Sexual Violence	Provided support to girls who experienced violence	NS	NS	18%							●● Experience providing help to girls
Social exclusion factors	Negative attitudes towards marginalised girls	Very community members demonstrate positive attitudes towards marginalised girls	NS	NS								●●

Source: Baseline Report (2014), Full Application (2013)

Project Interventions: Baseline Evidence and Subsequent Revisions

Based on baseline findings, the project determined that it needed to further train key partner organisations to build capacity. It has also reduced the number of schools that it had planned to reach due to a shorter implementation period.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	<p>Train staff of community-based partner organisations and engage them in peer learning network.</p> <p>Community-based partner organisations develop action plans to foster dialogue between schools and communities about the rollout of education toolkit.</p> <p>Assist schools in developing progressive policies on corporal punishment, sexual violence and Teachers and Students' Code of Conduct, and develop pro-gender equity ethos statement.</p> <p>Engage local leaders and district officials.</p> <p>Form innovators in each school to lead process of change and promote roll out of education toolkit.</p> <p>Foster collaborative admin-teacher-student relationship triad.</p>	<p>None of the schools visited had the three functional committees (Student, Teachers & Community) to address issues of marginalised girls.</p>	<p>Number of schools to be reached was reduced from 800 to 480 due to a longer inception phase and shorter implementation time. As a compensating measure, targeted schools (480) will receive an additional copy of the Good School Toolkit. Additional resources in each school should help improve results.</p>
Community	<p>Establish partnerships with eight community-based organisations which engage in dialogue with 800 schools (cascading model).</p> <p>Conduct community based public events (street theatre, parades, discussions, film shows, and video testimonies).</p> <p>Engage partner organisations in advocacy for</p>	<p>On closer investigation during inception it was found that the eight KPOs lacked the full capacity needed to train schools in the GST methodology.</p> <p>Only 11% of the parents of girls in and out of school were knowledgeable about positive discipline practices. Very few community members demonstrated a positive attitude towards</p>	<p>The project has scheduled additional training.</p>

	<p>children in the community;</p> <p>Engage parents through booklet clubs, community outreach and hosting activism.</p>	<p>marginalised girls as well as encouraging them to enrol and stay in school.</p> <p>However, more than half of the KPO staff had received some form of training in community mobilisation and provided such support to children experiencing violence.</p>	
Governance	<p>Build collaboration with Ministry of Education and Sports by engaging ministry officials and senior local government officials in toolkit roll-out.</p> <p>Stir discussions about the toolkit in key policy forums.</p>	<p>No baseline evidence collected as project activities have not started.</p>	
Learning			
Materials			
Safe Spaces			
Teaching			
Voice	<p>Multi-media communication campaign to disseminate ideas; foster community-based discussion about the importance of quality education and gender equity; includes films, radio, and talk-shows.</p> <p>Foster alliances between schools, parents and community members endorsing the toolkit.</p>	<p>No baseline evidence collected as project activities have not started.</p>	

Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the baseline report, the Evaluation Manager rated the quantitative evidence as of good quality; however, the project needed to finalise its baseline research. It needed to complete the outcomes model to FM standards (including agreeing attendance targets, verifying metrics for the EGRA and EGMA tests) and administer additional EGRA tests to grade 6 and 7 girls.

In the first version of the report, the project did not present qualitative data. The Evaluation Manager commented that the report lacked a proper interpretation of the qualitative data, which could provide evidence of what type of

difficulties are being encountered by marginalised girls. Triangulation with findings from FGDs is mentioned, but often anecdotal.

The Evaluation Manager rated the household survey sample matching as fair for most indicators, although the criteria used for matching at district level are unclear and subjected to discussion. Recommendations for change in the M&E activities were presented in the project baseline report and related to spot checks on attendance records to triangulate data.

Revisions to M&E

While the project captures an indicator on number of cases of violence against children being reported to activism centres, there is a need to have another indicator specifically looking at violence against the children in the school environment. The above changes were agreed between the FM and the project, along with an agreement to administer additional EGRA tests to grade 6 and 7 girls before setting learning targets.

Challenges in Project Data Collection

The project and its external evaluator have reported that while the baseline survey has been carried out, there is a need to undertake a detailed capacity assessment of the key partner organisations and their staff to ascertain their strengths and weaknesses if project is to succeed.

The project has not reported any other challenges in data collection.

List of References

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Child Centred Schooling: Innovation for the Improvement of Learning Outcomes for Marginalised Girls in Zambia

Education Focus: Upper primary

Lead Organisation: Camfed

Country: Zambia

GEC Funding: £1,848,852

Target Reach: 17,755 girls

Overview of Project

The project “Child Centred Schooling Innovation for the Improvement of Learning Outcomes for Marginalised Girls in Zambia” operates in Muchinga Province in northern Zambia. The project aims to introduce the Fundación Escuela Nueva’s (FEN) democratic school governance model and flexible, child-centred pedagogy to Zambia. The FEN model will be introduced in conjunction with Camfed’s existing model of cash transfers for families of girls in primary school, training and support for Teacher Mentors and the implementation of a set of child protection initiatives in schools including Help Desks for girls to get advice and support.

Baseline Research Activity

This project was approved to move onto to baseline data collection in February 2014. The baseline data collection required two rounds of data collection: the first was in October 2013 and the second was in February and March 2014. The external evaluator, Dr. Lungowe Matakala from the University of Zambia, has structured the evaluation as a quasi-experimental design. A total of 148 schools will receive interventions. Of those, 60 will receive a combination of Camfed and FEN interventions, while a further 30 will receive only FEN and 58 will receive only Camfed interventions. The project collected quantitative data using surveys with girls in Grade 5, surveys with teachers, a teacher assessment and the Grade 5 National Assessment for English and Math. It collected qualitative data using focus group discussions with upper primary school teachers and classroom observations.

Definition and Identification of Target Groups

Increased marginalisation is defined by poverty and high proportion of young people to adult care givers (orphans and fostered children). The project has defined marginalised for their target group through a marginality index. The project used a set of variables: orphan status, hunger, education of household members, household assets and repetition to define marginality. Educationally, marginalised girls perform poorer than other girls in terms of learning outcomes, civic engagement and cooperation.

At baseline, according to its index, 64% of the 3,075 girls who are tracked fall below the marginalised threshold. The project states that there are 1,950 marginalised girls in the current cohort.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Literacy scores are shown as the percentage correct on the National Assessment. Numeracy scores are also shown as the percentage correct on the National Assessment.

Table 1: Findings on Baseline Levels of Marginalisation

7156	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									National			National		
Unit	N	%	%	%	%	%	%	%	total / 100	total / 100	% correct	total / 100	total / 100	% correct
All	3075										25			28
< 6	0													
6 to 8	56										31			30
9 to 11	1083				84					24	25		27	28
12 to 13	1273									38	24		42	28
14 to 15	485										24			27
16 to 19	146										24			27
OOS														

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Unsafe and unsupportive school environment
- Classroom resources
- Teacher centric/teacher led learning
- Teacher motivation and support
- Child labour
- Child marriage
- Can’t afford cost of school

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier		Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Child labour	Caterpillar collection or other agricultural		●								●●●
School-related factors	Unsafe and unsupportive school Environment	Classroom observations	●									●●●
	Classroom resources	Report having enough desks	●								57%	
		Qualitative findings show dissatisfaction	●									●●●

ANNEX A13 – PROJECT PROFILE – 7156 – CAMFED

Description		Barrier		Source of evidence (project)								
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Teacher centric/teacher led learning	Classroom observations: pupils rarely/never exchange ideas	●								69%	●●●
		Students respond to question (in local language)	●								50%	
	Teacher motivation and support	No evidence found										
	Can't afford cost of school	No evidence found										
Female aspirations, motivation and autonomy factors	Child marriage	Qualitative, pressure on girls to marry		●								●●●
Personal and family factors												
Negative attitudes towards girls' education factors												
Violence-related factors												
Social exclusion factors												

Source: Baseline Report (2014)

Project Interventions: Baseline Evidence and Subsequent Revisions

The project has presented evidence that supports its interventions. It has made a few changes to its interventions, including increasing the number of schools and issuing cash transfers to schools.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			Greater number of schools: 80 to 148.
Capacity	Teacher mentors trained to deliver psychosocial support. 40 Cama members will be trained in data capture and measurement.	74% of Camfed partner schools have a teacher mentor in place [Camfed]. 57% of pupils have low/very low self-esteem.	
Community	Camfed's network of educated rural young women, Cama, will be mobilised to act as role models and monitor the progress of the project.	62% reported that nobody in their household had continued education past primary school [gs].	
Governance			
Learning			
Materials	Eight 'microcentres' will be established and equipped to act as resource centres for local teachers.		The project will issue cash transfers in 118 schools receiving Camfed interventions.
Safe Spaces	Creation of student-led forums called 'help desks' for child protection-focused discussions and activities.	34% of baseline schools (C=28%) have a help desk in place. 51% (C=38%) of schools have a Child Protection Policy in place.	
Teaching	Teachers trained on FEN model and pedagogy. Learning guides will be designed for the Zambian national curriculum.	59% of girls have been exposed to FEN pedagogy.	.
Voice			

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the project's baseline report, the Evaluation Manager rated the quality of its quantitative evidence as good. The project collected strong quantitative baseline data and disaggregated data on

key variables for marginalised girls. The data was appropriately analysed and discussed to set the context for the baseline.

Similarly, the Evaluation Manager rated the quality of its qualitative evidence as good. Qualitative findings were presented alongside quantitative findings and in the annex.

Furthermore, the treatment and control groups seemed to be well matched.

Revisions to M&E

The project has recommended that it will conduct baseline data collection for attendance in mid-April. It has not recommended any other changes to baseline data collection.

Challenges in Project Data Collection

The project has reported the following issues during baseline data collection:

- 7 of the 179 schools in the project were unreachable due to season rains;
- One of the schools did not have pupils in upper primary school, so it was removed from the sample;
- Record keeping at the school level was weak, even with regards to the data required annually by the national government; and
- Attendance data is likely to be problematic, and no historical data on attendance is available for teachers or pupils to help with setting benchmarks.

Data gathered from 40 schools in the first round of baseline data collection (June-October 2013) will be used to support target-setting.

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Girls Enrolment, Access, Retention and Results (GEARR)

Education Focus: Upper primary and lower secondary

Lead Organisation: PEAS

Country: Uganda

GEC Funding: £1,997,297

Target Reach: 8,775 girls

Overview of Project

GEARR operates in rural communities in northern Uganda. The project aims to provide low cost, quality secondary education in rural areas. The focus will be on a relevant and partly vocational education and gender appropriate curriculum and facilities. The project was approved to start implementation of its project in March 2014.

Baseline Research Activity

The project received approval to move onto baseline data collection in November 2014. The external evaluator for this project is FRIENDS. Baseline data collection took place in two phases. The first round was conducted in late November to early December 2013. The second phase was completed in February 2014. The project used a mixture of quantitative and qualitative methods: a mini-household survey, a primary caregiver survey, in school girls' and out of school girls' surveys, EGRA and EGMA assessments, focus group discussions, key informant interviews, lesson observations and school facilities' assessments for data collection.

Definition and Identification of Target Groups

PEAS have identified girls from four different groups as marginalised:

- girls from rural households,
- girls from the poorest households,
- girls with (physical) disabilities, and
- orphaned girls.

Some of these girls are in school and some of them are out of school. Girls with disabilities are marginalised as their education is not prioritised, as parents do not see value in educating these girls. The project includes girls with perceived disabilities such as cleft palates who are prevented from going to school because of stigmas and taboos. Orphan girls receive less support and will be the last priority in terms of receiving support and opportunities. They often live with extended family or there are constraints on the household income due to the number of people contributing to the income. They often have to help complete domestic chores. PEAS has found its target groups: the intervention sample is composed of 20 girls with disabilities (2.7%), 170 orphans (23.1%) and 547 girls who are marginalised by remoteness and poverty (74.2%).

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

7374	Sample	Enrolment		Attendance			Retention			Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis	
Test									EGRA			EGMA			
Unit	N	%	%	%	%	%	%	%	wpm	wpm		total / 100	total / 100		
All	1090		85					83							
< 6	15														
6 to 8	0														
9 to 11	4														
12 to 13	122	75	89	74	77			83	85	88		59	55		
14 to 15	483	73	82	81	82			80	91	98		63	59		
16 to 19	399		86					90		112			63		
OOS									64	67		47	45		

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Limited teacher understanding of girls’ support needs
- Lack of schools
- Large distance to school/no transport to school (difficult for girls with disabilities)
- School is not a girl friendly environment
- Community perceptions
- Community places a low value on education for girls

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors												
School-related factors	Limited teacher understanding of girls’ support needs	No evidence found										
	Lack of schools	No evidence found										
	Long distance to school/no transport to school	Report feeling unsafe on journey	NS	NS				43%				
	School is not a girl-friendly environment	Unfriendly treatment by boys	NS	NS				15%				

ANNEX A14 – PROJECT PROFILE – 7374 – PEAS

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
		Feel unsafe using sanitary facilities	NS	NS				11% 29% (at night)				
Female aspirations, motivation and autonomy factors												
Personal and family factors												
Negative attitudes towards girls' education factors	Community perceptions	Low support for higher education		●		81%		41% IS				
	Community places a low value on education for girls	Value education	●	●	99%	99%		49% OOS				
Violence-related factors												
Social exclusion factors												

Source: Full Application (2012) and Baseline Report (2014)

Project Interventions: Baseline Evidence and Subsequent Revisions

After baseline data collection, the project has found pregnancy to be a larger barrier to attendance and retention than expected. As PEAS does not have the capacity to provide a comprehensive programme, it is providing a preventative approach to reduce the number of girls dropping out due to pregnancy in the first instance. It uses its Citizen Education Curriculum to raise girls' awareness of the issue of pregnancy and to increase their confidence to say "no". PEAS will engage with other major education stakeholders to push forward the advocacy agenda around young mothers. As part of the Gender Parity Working group, PEAS will have a strong voice in advocating for these issues; it is also the legal obligation of schools to re-enrol young mothers, which is within PEAS' power as the manager of the schools in its network to enforce. PEAS is conducting additional research on menstruation as a barrier to attendance. It will have a pilot to better inform which sanitary product is appropriate and which educational input it incorporates.

Sexual harassment was not included in the original barriers to educational outcomes. During the baseline, the evaluators found that it was one of the main reasons for non-attendance. The project is conducting more research on this topic to inform its interventions.

The following table captures the interventions stated prior to baseline data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Pathways	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	<p>Lower costs of educating girls by training schools for improved financial management, efficiency and transparency.</p> <p>Revise school inspection framework to improve school accountability and education quality and train district inspectors and school staff in using it.</p>	<p>65,333 UGX (C=77,200): term fee/student [obs].</p> <p>48% (C=31%) of girls give views on how school is managed. Of which 74% (C=44%) feel that they are taken up by management [gs].</p>	
Community	<p>Set up community engagement and marketing plan: engage local media, visit schools and communities, and create opportunities for student volunteers, to promote value of educating girls.</p> <p>Revise existing School community Engagement Plan to guide and train school leaders in engaging community stakeholders.</p>	<p>99% (C=99%) of caregivers value girls' education [hs].</p> <p>19% (C=23%) of caregivers mention that other members of the household participate in school activities [hs].</p>	The project has adapted their Community Engagement Plan to use messages that emphasise what parents can do to facilitate and support their daughters' education, rather than why educating their daughters is important in the first instance.
Governance	Advocate for increase in per pupil subsidies provided by	UGX 47,000 (C= UGX 41,000 + teacher salaries). Amount received by school	

	<p>the government.</p> <p>Advance existing contract-management model of government seed schools.</p>	<p>per term per eligible from the Ministry of Education and Sports [obs].</p>	
Learning	<p>Research and pilot methods for autonomous learning and catch-up sessions.</p>	<p>Low levels of literacy.</p>	<p>PEAS also proposes to explore a partnership with the New Vision Newspaper, a leading Ugandan daily, which runs its 'Newspapers in Education' programme. The dual objective is to provide students with quality reading material to help them develop their literacy skills, while also exposing them to issues relevant to their learning and their lives through the selected content.</p>
Materials	<p>Build on-site water points.</p> <p>Create learning materials in gender-sensitive pedagogy for teachers.</p>	<p>38% (C=40%) did not have water [obs].</p>	
Safe Spaces	<p>Improve safety by constructing fences around schools/construct separate girls' sanitary facilities/research into methods to sustainably provide sanitary products.</p>	<p>52% mentioned infrastructure [hs].</p> <p>29% mentioned the lack of fence as a separate response [hs].</p> <p>56% (C=60%) of schools have a fence, of which 46% were rated adequate [obs].</p> <p>20% of girls feel unsafe at night around sanitary facilities.</p>	<p>PEAS would like to improve lighting of sanitation facilities to improve safety for girls. One way that PEAS already plans to address the issue of teacher behaviour is through conducting more thorough positive behaviour management training for teachers. This essential element of Gender Responsive Pedagogy (GRP) will be strengthened and emphasised to provide teachers with girl-friendly tools to use in their practice.</p> <p>The project is also addressing dangers of the road to school through discussing safety during community engagement activities.</p>
Teaching	<p>Train teachers in delivering catch-up sessions for weakest students</p> <p>Review and enhance existing Citizenship Education Curriculum (CEC), addressing sex and reproductive health education, health and well-being, safety; add modules on hygiene and gender equality.</p>	<p>8% (C=9%) of girls participate in a community-oriented club.</p> <p>1.6% (C=4%) do not feel that their teachers support them [gs].</p> <p>9% (C=8%) teacher absence.</p> <p>75% (C=70%) find science too difficult [gs].</p>	<p>The issue of boys making girls feel unsafe or insecure will also be addressed through the Citizenship Education Curriculum. This will directly address boys on issues such as equal human rights, gender equality and menstruation, in order that boys do not leverage such issues to abuse their fellow girl students.</p> <p>Based on EGRA and EGMA scores, the project will adapt its proposed remedial education</p>

	<p>Engage a champion teacher in each school to deliver extended CEC</p> <p>Review, improve and monitor Income Generating Activities curricula, and train teachers to deliver IGA.</p> <p>Train school leaders and staff in Girls Policy to raise awareness of gender inequality; train teachers (especially of the sciences) in gender-sensitive pedagogy.</p> <p>Create science progression maps to guide science teachers in lesson planning</p> <p>Train Senior Woman Teacher in each school to address girls' needs.</p> <p>Recruit a director overseeing the Girls Policy, liaising with gender experts, and conducting research.</p> <p>Train directors and head teachers in Pregnancy Policy to encourage retention of young mothers.</p> <p>Train female teachers to provide information and support about sanitary products for girls.</p>		intervention to grade-wide curriculum support.
Voice			

Source: Full Application (2012), Baseline Report (2014) and Final Design Submission (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the baseline report, the Evaluation Manager rated the quality of quantitative evidence as good. It was well collected (with the exception of EGRA, which it is working to fix) and well-analysed. The qualitative evidence was well collected and well-analysed. The control and treatment group also appeared to be well matched.

Revisions to M&E

The project suggested changing the following indicator: percentage of parents demonstrating an understanding of the value of girls' secondary education to the percentage of parents committing to ensuring girls continued attendance throughout the year (by committing to supporting girls' attendance in school, by paying school fees on time, agreeing on a payment plan with the school, participating in school committees, and making in-kind contributions to the school). The project would like to change its indicator for girls participation in clubs to percentage of girls who report that their participation in girls clubs, school committees, and/or leadership positions has contributed to a positive change in their community or Inspection score for section A4.2 in the PEAS Inspection

Framework (community relations, which includes a measure of “Students carry out activities that benefit the community, e.g. through volunteering and community service”). The project also suggested conducting more research into what the threats on the way to school are. The issue of boys making girls feel unsafe or insecure will be addressed through the Citizenship Education Curriculum. This will directly work with boys on issues such as equal human rights, gender equality and menstruation, in order to ensure that boys do not leverage such issues to abuse their fellow girl students.

PEAS proposed to conduct further research into what is the most significant issue within menstruation management in terms of preventing girls’ attendance to school; instead of lack of sanitary ware, the problem could be other issues, such as period pains or lack of adequate sanitary facilities such as soap. PEAS will conduct a specific baseline study on this in the pilot schools before the menstrual management project is implemented to more rigorously establish a baseline figure. The FM has approved these changes, as well as new research into the issue of harassment and teasing of girls in school.

Challenges in Baseline Data Collection

The baseline data collection was carried out in two phases. The first round of data collection occurred in late November – early December 2013, when the school year was drawing to a close. Due to issues with the timing and the discrepancy between desired sample sizes and the actual numbers captured, a second round of data collection, focusing mostly on EGRA and EGMA assessments, was completed in early February 2014. The project found the administration of the EGRA and EGMA tests extremely challenging. The first round of data collection in November/December proved unable to assess a sufficient number of girls, especially among the out of school girls population. The girls were for the large part unwilling to sit the assessments (only two out of the targeted 400 girls agreed to do the test). This forced PEAS to undertake a second round of data collection in February, postponing the conclusion of the inception phase of GEARR and delaying implementation. During this second round, PEAS supervised the process much more closely, resulting in the correct sample size being obtained. The attendance and retention data has been collected from the schools, with gaps and inconsistencies common across treatment and control schools. Due to the timing of the baseline collection, there was little opportunity to spot check either set of figures, as students were either sitting exams (resulting in abnormal attendance patterns due to the timing of exam schedules and revision periods) or schools had already closed, with students having gone home. Cooperation of control schools that are not part of the PEAS network may be a challenge, as control schools have questioned the purpose of the study and the benefits for their school and students. By developing a communication strategy, PEAS hopes to mitigate these challenges. Many of the out of school girls were reluctant to participate in the study, particularly in doing the literacy and numeracy assessments. They felt that as they were out of school, there was no obligation for them to do any further tests. The time taken by the research teams to conduct all the surveys and assessments was also significant, with many girls and their families expressing frustration in the time taken, especially as they could not see any immediate benefit to their participation in the study. Developing a communication strategy and approaching the girls in a different way about the test, improved the willingness of girls' to participate.

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Keeping Marginalised Girls in School by Economically Empowering Parents

Education Focus: Upper and lower primary, lower secondary

Lead Organisation: Eco-Fuel Africa Limited (EFA)

Country: Uganda

GEC Funding: £1,999,318

Target Reach: 14,880 girls

Overview of Project

“Keeping Marginalised Girls in School by Economically Empowering Parents” operates in Mukono, Buikwe and Wakiso in Uganda. The project seeks to economically empower mothers through employment as micro-retailers of briquettes; provide school transportation services for girls with disabilities and girls who travel over four kilometres; improve teacher performance through teacher training and sensitisation activities; and provide counselling and guidance services to marginalised girls.

Baseline Research Activity

The project was approved to move to baseline data collection in November 2013. The external evaluator, Devman Research Consults Limited, conducted the baseline data collection in November and December 2013. It collected quantitative data using a household survey, girls’ survey, and EGRA and EGMA. It also collected qualitative data using in-depth interviews with out of school girls and focus discussion groups with girls, parents, local leaders, teachers and daughters of the mothers who are targeted for economic empowerment.

Definition and Identification of Target Groups

The project targets girls who come from very poor households. In the project proposal, it defined marginalised girls as girls aged from 6 to 19 in Uganda, who come from families who live on less than \$1/ day, depend on wood as a main source of fuel, and live in slums or villages. Within this target group, the project focuses on girls who have never been enrolled, girls who have dropped out of school or are in danger of doing so.

In the baseline report, the project does not have an updated definition of marginalised girls. It presents barriers to girls' education and states it will target girls who are out of school or at risk of dropping out, for both primary and secondary school-aged girls.

The project found at baseline that 100% of households surveyed are below the poverty line. It has also found 588 girls to be eligible for the treatment group.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

7549	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	total / 100	total / 100	total / 100
All	1768	34	35					37						
< 6														
6 to 8					34				12	8	8	14	7	7
9 to 11									24	19	19	27	17	16
12 to 13									38	34	28	41	29	24
14 to 15									52	44	42	54	35	35
16 to 19										45	48		38	41
OOS														

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Incompetent teachers
- Unfavourable conditions for girls in school
- Lack of appropriate guidance and counselling services for girls (including lack of role models)
- Cooking fuel scarcity
- School policies
- Lack of empowerment for girls in school
- Household poverty

- Long distances between schools and homes
- Negative stereotypes against girls
- Sexual harassment
- Corporal punishment

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty	Cooking fuel scarcity	Use of costly biomass	●				100%					
	Household poverty	Below poverty line	●	●			100%					
School-related factors	Incompetent teachers	Lack of appropriate teaching skills	●									●●● Observed that teachers lack appropriate skills
	Unfavourable conditions for girls in school	No evidence found										
	Lack of appropriate guidance and counselling services for girls	No mechanisms in place	NS	NS								

ANNEX A15 – PROJECT PROFILE – 7549 – ECO-FUEL AFRICA LIMITED

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	School policies	No policy for readmission of pregnant girls		●							98%	
	Lack of empowerment for girls in school	No evidence found										
	Long distances between schools and homes	Walk for over 50 min to get to primary school	●	●							14%	
		Walk for over 50 min to get to secondary school	●	●							29%	
	Corporal punishment	Corporal punishment reported	NS	NS						44%		●●● Teachers disagree that corporal punishment happens
Female aspirations, motivation and autonomy factors	Lack of role models	Lack of role models	NS	NS								●●●
Personal and family factors												

ANNEX A15 – PROJECT PROFILE – 7549 – ECO-FUEL AFRICA LIMITED

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Negative attitudes towards girls' education factors	Negative stereotypes against girls	Teachers considered girls less capable	●								60%	
Violence-related factors	Sexual harassment	Schools do not have a policy		●							63%	
Social exclusion factors												

Source: Baseline Report (2014), Full Application (2012)

Project Interventions: Baseline Evidence and Subsequent Revisions

As a result of the findings from the baseline research the project made a number of changes (Table 3) to their project design.

As the project found more girls with disabilities than it had anticipated, it has added transportation services for girls who are either disabled or who live over four kilometres from the schools to its interventions. One of its interventions, an incentive scheme, has been removed after discussions with the Fund Manager. The removal of this intervention allows the project to focus on the quality of education.

This project did not have an intervention on guidance and counselling of girls at the design stage. The inclusion of this intervention aims to empower girls and create a safer school environment. Engaging and empowering girls is expected to have positive outcomes for enrolment and attendance. The specific areas for intervention will include awareness raising, sensitisation and the promotion of codes of conduct for schools as well as encouraging girls to report abuse. The project will now include professional counsellors, girls clubs, peer learning/debates and advocacy for girls' representation in school leadership committees.

The following table captures the interventions stated prior to baseline data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access		High levels of sexual harassment and girls not going to school because parents fear that they will be raped on their way to school.	The project will provide transportation services for girls who are either disabled or who live over four kilometres from the schools.
Capacity	Empower mothers by training them as micro-retailers of clean-cooking fuel briquettes so that they can raise the costs of keeping a girl in school.	100% of mothers currently use biomass.	
Community	Conduct quarterly campaigns to sensitise communities about the benefits of educating girls; engage local female role models from humble backgrounds whose lives have been improved through education.	Qualitative findings: absence of role models for girls and no mechanisms at school level for providing counselling.	
Governance			
Learning			
Materials	Construct a kiosk for each trained mother to serve as a retail shop. Provide mothers with free initial briquettes. Incentivise/reward girls	None of the women currently use briquettes. 100% of households use	This incentive scheme has been

	<p>consistently demonstrating improvements in learning with gifts such as books, free uniforms, etc.; reward the three best performing girls with laptops.</p> <p>Incentivise/ reward parents of high performing girls with gifts such as branded t-shirts and caps; reward mothers of best-performing girls with "Exceptional Parents Award".</p>	biomass.	removed based on discussions with the FM. It allows the project to focus on the quality of education.
Safe Spaces		<p>Qualitative findings: abuse at school including sexual abuse and systemic failure in investigation and prosecution of teachers who abused students.</p> <p>50% of schools have talking compounds.</p> <p>75% of schools had no adequate mechanisms in place to help girls when they have problems at school.</p>	<p>This project did not have an intervention on guidance and counselling of girls. The inclusion of it aims to empower girls and to create a safer school environment for them. Engaging and empowering girls could have positive outcomes for enrolment and attendance. The specifics of the intervention will be awareness raising, sensitisation, and the promotion of codes of conduct for schools as well as by encouraging girls to report abuse. The project will now include professional counsellors, girls clubs, peer learning/debates and advocacy for girls' representation on school leadership committees.</p>
Teaching		<p>Qualitative findings. The baseline study shows that while teachers have the relevant qualifications to teach their class, they do not have the appropriate teaching skills. For example, in observations of classrooms, teachers did not encourage children (boys and girls) to actively participate in class, they did not have lesson plans and they did not use teaching aids. FGDs and Key Informant interviews indicated that teachers in the sample area do not receive on the job training.</p>	<p>The project has added technical training of teachers based on baseline report findings.</p>
Voice	<p>Run marketing and awareness campaigns; carry out cooking demonstration and door-to-door sales campaigns to raise awareness about briquette</p>	100% of households use biomass.	

	retailing.		
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Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

Based on the review of the first version of the project's baseline report, the EM commented that the project had collected high quality quantitative evidence. However, the analysis was assessed as being weak. Marginalised girls are not defined in the baseline report and the analysis in the report focuses on differences between treatment and control groups.

The EM reported that control and treatment groups are well-matched.

Revisions to M&E

The project reports that it will need to collect internal M&E data to track progress, and therefore needs to strengthen its internal M&E team. The project is expected to resubmit the project's activity milestones with better defined targets per quarter. EFA is still to agree and work with the FM on their baseline figures/targets in its logframe.

Challenges in Project Data Collection

The external evaluators reported a few challenges during baseline data collection. Specifically, some of the children were not living with their parents at the time of data collection. Also, some of the households had more than one eligible girl, but were away during data collection. The number of girls missing represented only a small percentage of the eligible girls and did not affect the sample. Another issue was recording household income, as most of people surveyed did not have records. Researchers triangulated data by asking about various income sources and household expenditure categories. Any outliers in income were investigated.

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Supporting 500 Slum and 100 Homeless Street Girls with Disabilities in Kampala City to Access Quality Education

Education Focus: Lower and upper secondary

Lead Organisation: Leonard Cheshire Services Uganda (LCSU)

Country: Uganda

GEC Funding: £1,626,997

Target Reach: 1,192 girls

Overview of Project

The project “Supporting 500 Slum and 100 Homeless Street Girls with Disabilities in Kampala City to Access Quality Education” operates in Kampala City. It targets girls with disabilities (GWD) between the age of 5 and 17 in the five divisions of Kampala Capital City Authority. The project will address some of the main social, economic and practical barriers that prevent GWDs from accessing primary education in the slums, where government provision is still unable to meet the needs of disabled girls, and where the majority of GWDs are currently out of school.

Baseline Research Activity

The project was approved to move to implementation in February 2014. The project was approved to move to baseline data collection in November 2013. Data collection took place between December 2013 and January 2014. The external evaluator, Socio-economic Data Centre, designed the baseline study as a quasi-experimental design. It has collected quantitative data using a household survey with girls, parents’ survey, teacher survey and UWEZO for learning assessments. It has collected qualitative data using Focus Group Discussions and interviews with parents of girls, teachers, school management committees, NGOs, non-disabled children and government officials.

Definition and Identification of Target Groups

The project targets girls with disabilities who belong to a slum community which is marginalised. Families of girls with disabilities are marginalised on the basis of having a disabled member and living in poverty. In Uganda, 16% of the population is estimated to have a disability. Most families with GWDs suffer from financial difficulties with many incurring higher costs of raising the children. These costs are estimated to be three times higher than that of families of children without disabilities. Poverty is both a cause and an effect of disability and can furthermore lead to additional disabilities for those individuals who are already disabled. Disability is seen as a curse and as such families are not respected by communities. People with disabilities are excluded from social aspects of life including education. Girls are marginalised as well as women, due to the patriarchal nature of Uganda society.

The project reports that Kampala is estimated to have 15,746 (7716 boys and 8030 girls) children with disabilities (CWDs), 30% of these being on streets and only 3149 CWDs being in school (Kampala Capital City Authority OVC strategic Plan, 2008-2013).

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Findings on literacy are expressed through UWEZO competency levels reached using the following scale: 1- Nothing, 2- Can read letters, 3- Can read a word, 4- Can read a paragraph, and 5- Can read a story and comprehend it. Numeracy findings are expressed using the following UWEZO competency levels: 1- Nothing, 2- Counting, 3- Number recognition, 4- Addition, 5- Subtraction, 6- Multiplication, and 7- Division.

Table 1: Findings on Baseline Levels of Marginalisation

7879	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									UWEZO			UWEZO		
Unit	N	%	%	%	%	%	%	%	levels	levels	levels	levels	levels	
All	746	49	47				91	92			1.5			2.5
< 6	122		34					83			1.8			2.7
6 to 8	185		58					96	1.2	1.3	1.4	1.8	2.1	2.1
9 to 11	151		68					93	1.1	1.5	1.4	2.9	2.6	2.5
12 to 13	109		54					91			1.6			2.7
14 to 15	89		30					91			1.6			3.0
16 to 19	90		18					81						
OOS										1.5	1.4		2.5	2.3

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Inaccessible public transportation
- Inadequate skills by teachers in inclusive education
- Inaccessible school environment
- Inaccessible teaching and learning materials
- Lack of assistive devices
- Negative perception of disability
- Poverty
- Homelessness
- Early pregnancy
- Marriage

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Poverty	Family able to meet basic needs		●	47%	63%						
School-related factors	Inaccessible public transportation	No evidence found										
	Inadequate skills by teachers in inclusive education	Teachers not trained to teach GWDs	●									43 out of 88 have training 14 out of the 43 were applying skills
	Inaccessible school environment	Schools with accessible facilities		●							None	
	Inaccessible teaching and learning materials	No administrative support to implement inclusive teaching	●								Reported by 70 out of 88 teachers	

ANNEX A16 – PROJECT PROFILE – 7879 – LEONARD CHESHIRE SERVICES UGANDA

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Lack of assistive devices	Not served with the needed services	●				90%				83% of schools did not have required devices	
Female aspirations, motivation and autonomy factors	Early pregnancy	No evidence found										
	Marriage	No evidence found										
Personal and family factors	Homelessness	No evidence found										
Negative attitudes towards girls' education factors												
Violence-related factors												
Social exclusion factors	Negative perception of disability	Negative attitudes towards girls with disabilities	●	●								●●●

Source: Baseline Report (2014)

Project Interventions: Baseline Evidence and Subsequent Revisions

Based on baseline findings, the project made changes to its interventions. The project had planned to establish an Inclusive Education Resource Centre in Kampala to conduct a needs assessment of disabled children, and counsel teachers/education practitioners about issues related to supporting disabled children in mainstream schools. Based on feedback from teachers during baseline data collection, this intervention is being revised to develop school-based Inclusive Education Resource Centres rather than at the central office. These will be used for education, medical assessment, remedial teaching, therapeutic services, counselling, learning tests and library services.

The following table captures the interventions stated prior to baseline data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	<p>Establish an Inclusive Education Resource Centre in Kampala to conduct needs assessment of disabled children, and counsel teachers/education practitioners about issues related to supporting disabled children in mainstream schools.</p> <p>Identify non-enrolled disabled girls; assess their educational and rehabilitation needs; refer girls with need for medical rehabilitation (surgeries) to relevant medical services; and enrol identified girls.</p>	<p>A demand from 85% of teachers for more and better information and inclusive education resources has led to a revised project design.</p>	<p>This is being revised to develop school based inclusive education resource centres in schools rather than at the central office. These will be used for education, medical assessment, remedial teaching, therapeutic services, counselling, learning test centres and a library for accessible teaching and learning materials.</p>
Capacity	<p>Train municipal and ministerial government officials on inclusive education and disability issues to promote better policies.</p> <p>Train members of Parent Teacher Associations, School Management Committees and head teachers on inclusive education and disability to increase support to disabled girls by the school administration.</p> <p>Train parents on disability, inclusive and girls' education issues to foster positive attitudes, and to help them</p>	<p>No quantitative findings. Qualitative findings revealed positive attitudes among education authorities, not yet been translated into practice. Only one school reported having in place policies that support inclusive education</p> <p>9% (C = 14%) of the parents were recorded as participating in School Education Committees and Parent Teacher Associations.</p> <p>69% of parents of children with disabilities demonstrated positive attitude towards education of</p>	

	<p>appreciate their daughters' needs; reduce fears of having disabled girls in public.</p> <p>Provide parents of disabled girls with start-up capital and capacity building to improve income generation.</p> <p>Provide counselling to disabled girls before enrolment to boost self-esteem and enabling them to co-exist with their non disabled counterparts in school.</p>	<p>their children.</p> <p>82% (C = 78%) of parents were recorded as participating in IGA.</p>	
Community	<p>Establish Parent Support Group Meetings of parents with disabled girls in the same school to promote peer support, engagement in school affairs and lobbying with education authorities.</p> <p>Promote positive attitudes towards disabled girls through sensitisation sessions for parents of non disabled children; community awareness sessions in busy places, and through use of media (print, radio, TV) to change attitudes towards educating disabled girls.</p>	<p>Low school involvement: 9% (C = 14%) of the parents were recorded as participating in School Education Committees and Parent Teacher Associations.</p> <p>Qualitative findings: Parents of non-disabled children generally reported negative attitudes towards GWDs and dissatisfaction about their children attending the same class and school with children with disabilities. Data findings on community attitude on disability and girls' education showed negativity among community members with many suggesting institutionalised education for children with disabilities.</p>	
Governance			
Learning	<p>Train adolescent disabled girls in reproductive health issues.</p> <p>Establish children clubs in project schools to increase respect and co-existence of girls with and without disabilities (including drama and music to promote the rights of Persons with Disabilities generally and</p>	<p>11% of school going girls reported participating in extracurricular school activities.</p>	

	specifically disabled girls).		
Materials	<p>Adapt schools physically to make them accessible to disabled girls: building of access ramps, increase lighting in class rooms to support learning of girls with visual impairments, construction of pit latrines and adaption of existing toilets</p> <p>Provide accessible teaching and learning aids such as braille machines, braille papers; learning charts in big fonts, Jaws software at resource centres, sign language charts and dictionaries to enable disabled girls to the access to the curriculum.</p> <p>Furnish disabled girls with assistive devices, e.g. wheel chairs, crutches, glasses, hearing aids, etc.</p> <p>Provide scholastic material (uniforms, books, etc.) and contribute to tuition fees.</p> <p>Provide sanitary towels.</p>	<p>83% of schools reported lack of appropriate teaching/learning for aiding inclusive teaching/education</p> <p>No school claimed a “fully adapted and accessible school environment”</p> <p>21% of GWDs reported difficulties entering classrooms</p> <p>18% reported difficulties using the toilet at school</p> <p>24% (C= 18%) of girls found it difficult to hear what the teacher said</p> <p>24% (C= 24%) of girls have difficulties seeing what the teacher writes on the board</p> <p>83% (C=85%) of teachers reported not having access to teaching and learning materials that cater for the needs of children with disabilities.</p>	
Safe Spaces			
Teaching	<p>Develop an inclusive education manual for teacher training in cooperation with education practitioners and officials.</p> <p>Build teachers' capacities in inclusive methodologies, curriculum adaptation, disability, and use of Individual Education Plan (IEP), use of Education Management Information System (EMIS) to improve educational quality and support disabled girls during lessons and during extracurricular activities.</p>	<p>51% (C= 55%) of teachers have never been trained nor oriented in handling children with special needs.</p> <p>Of teachers who had received training, 33% applied it all the time.</p>	
Voice	Organise a launching event at the beginning of project		

	<p>implementation, involving stakeholders at different levels of administration (government, schools, etc.) and media coverage (radio and TV spots, radio and TV talk shows, newspaper supplements, adverts and documentaries).</p> <p>Engage project representatives (especially disabled girls) in network and advocacy meetings and national events with government and civil society to lobby for educational and more general rights.</p> <p>Produce project brochures, posters, stickers, caps, T-shirts, newsletters and flyers to increase awareness of educating disabled girls.</p>		
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Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

Based on a review of the first version of the project's baseline report, the Evaluation Manager has assessed the quality of evidence. The quality of the quantitative evidence was good, as the project gathered extensive evidence, using mixed methods and working with different respondent groups. The data is generally well-presented and accurately analysed. Nevertheless, the project recognises gaps in its baseline data collection that are partly due to the research falling into the period of Christmas holidays. Most importantly, the project has not yet collected any attendance registry data. Secondly, the project has identified the need to conduct a quantitative community survey to capture a representative picture of community attitudes. The project also still needs to collect evidence on street girls.

The Evaluation Manager has reported that the quality of the qualitative evidence is good. The project has collected extensive data using qualitative methods, and the data is well used and presented.

The control and treatment group are also well matched.

Revisions to M&E

The project has changed the design of its M&E framework to include a study in knowledge, attitudes and practice at midline and endline to determine attitude changes towards disabled girls in schools and communities. Using UWEZO, the baseline only collected data on what percentage of girls were able to perform up to a given level and not the scores for each girl at a given level. With the type of data collected using the UWEZO tools the targets will need to be set based on the percentage of girls who will improve at each of the levels of assessment. Data on attendance needs to be collected when the schools open. The project will also gather sufficient data during the identification of GWDs living in the streets and their socio-demographic characteristics including learning assessments. This will enable the project to include street girls in the midline and endline stages. The FM has agreed that the project will conduct outstanding baseline data collection during its first month of implementation. This includes the KAP survey. The logframe output indicator, milestones and targets (including attendance) will also be revised.

Challenges in Project Data Collection

The project reports the following limitations and challenges encountered during its baseline study.

Some of the girls with disabilities, though eligible to participate in this survey could not talk, or communicate or express themselves in any way that could be used to respond to the survey questions. Basic information about these girls was collected from their caregivers. The baseline data collection was conducted during the months of December and January when schools were closed for holidays. As a result, data collection activities that were to take place in schools could not be conducted as comprehensively as they would have been if schools were in session. The team had to invite head-teachers and teachers from their holidays to come and participate in the study. This took more time and resources than anticipated. Another challenge was the lack of comprehensive secondary records on household population in Kampala. The last census conducted in Uganda was in 2002. As such there is no comprehensive record of households with children with disabilities. The team relied on the lists compiled by LCSU before the study, the information that local leaders were able to provide and a snowball sampling method to identify households with girls with disabilities.

List of References

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Equal Access to Education for Nomadic Populations in Northern Afghanistan

Education Focus: Lower primary

Lead Organisation: ChildFund

Country: Afghanistan

GEC Funding: £1,464,690

Target Reach: 567 girls

Overview of Project

The project “Equal Access to Education for Nomadic Populations in Northern Afghanistan” operates in Northern Afghanistan. This project will provide girls and boys in the Nomadic population in target areas of northern Afghanistan with the opportunity to complete a full cycle of lower primary education while respecting the traditional lifestyle of their communities. The project aims to increase enrolment, attendance and learning through a flexible system of community-based classes established with the support of the community in summer sites and utilise existing school facilities to the extent possible in winter sites. The project will also create peer-learning groups and collaborate with “Education Shuras” to support the girls’ education. The project will focus on several dimensions: providing a mentored and supported teaching cadre, providing community-based education to suit the Nomadic life style, support families, and develop a strong collaboration and alignment with the Department of Education.

Baseline Research Activity

This project was approved to move to baseline data collection in September 2013. The external evaluator, Afghanistan Holding Group (AHG), designed the evaluation as a quasi-experimental design. It conducted baseline data collection between January and February 2014. It collected quantitative data using a household survey, school-age children survey, and EGRA and EGMA. It collected qualitative data using focus group discussions with district education directors, Nomadic leaders/elders, Nomadic community members and teachers. It also conducted key informant interviews.

Definition and Identification of Target Groups

The project has defined their target group as Nomadic school-aged girls and boys (7–16 years old) who have never been enrolled in school or who have dropped out from government schools. These children are marginalised from education as they are prevented from attending government schools in their winter location which prevents them learning. The project is prioritising children who never enrolled or who already dropped out.

The project found that 80% of households reported migratory status. Households regularly migrate on average 3.4 months of the year, which entails long interrupted periods of education. The baseline findings show that out of the 381 girls surveyed, 10.5% (39 girls) reported to have never enrolled in school, 36.8% (137 girls) reported to have completed grade 1, 28.8% (107 girls) reported completing grade 2 and 23.9% (89 girls) reported completing grade 3.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

8100	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	wpm	wpm	wpm	total / 100	total / 100	total / 100
All	381		70								7			25
< 6	0													
6 to 8	174	66	69						4	3	4	20	18	17
9 to 11	165	66	76						8	5	11	30	23	32
12 to 13	31	54	52								5			28
14 to 15	11	54	60								0			15
16 to 19	0	54												
OOS									1	2	1	7	7	13

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Lack of access to schools
- Long distance to schools
- Low quality of education in schools
- Lack of qualified teachers (especially female)
- Lack of transportation facilities
- Migration to summer sites, grazing
- Labour
- Lack of Security and safety in school
- Lack of interest from parents and culture of discouraging girls' participation in school
- Children supporting parents with housework

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Labour	No evidence found										
	Children support parents with housework	Help with housework		●								●●● FGD
School-related factors	Lack of access to school	No evidence found										
	Long distance to schools	No evidence found										
	Low quality of education in schools	Poor quality	●	●								●●

ANNEX A17 – PROJECT PROFILE – 8100 - CHILDFUND

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	Lack of qualified teachers (especially female)	Pre-baseline data. Number of female teachers	●	●							60% of grade 3; 49% of grade 2; 75% of grade 1	●●●
	Lack of transportation facilities	No evidence found										
Female aspirations, motivation and autonomy factors												
Personal and family factors	Migration to summer sites	Report migration as reason for missing school		●			68%					

ANNEX A17 – PROJECT PROFILE – 8100 - CHILDFUND

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Negative attitudes towards girls' education factors	Lack of interest from parents and culture of discouraging girls' participation in school	Parents find education important		●			95%					●● Teachers feel parents don't value education
Violence-related factors	Lack of security and safety in school	Feel afraid at school	NS	NS						70%		
Social exclusion factors												

Source: Baseline Report (2014), Full Application (2012)

Project Interventions: Baseline Evidence and Subsequent Revisions

Based on pre-baseline and baseline findings, the project has made a few changes to its interventions. It has changed the name of the program to be more contextually and culturally accurate. Another change to interventions is that the project will no longer be using M-learning with girls, as it was deemed inappropriate. The project has shifted the M-Learning component to Output 3 where the team will engage the illiterate members of Education Shuras with M-learning.

The following table captures the interventions stated prior to base data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access			
Capacity	Establishment of classes at camp sites.	80% of households reported migratory status (average 3.4 months a year).	
Community	Pre-enrolment sensitisation of families and students. Make use of Education Shuras (community bases school management committees that are in-line with traditional established community and religious leadership systems) as a main vehicle for community adoption of the project; mentoring during mobile months and mobile peer-to-peer learning.	Knowledge about the communities and the culture suggests that it may not be socially acceptable for the children to use mobile phones for education purposes 52% of Nomadic families in the summer locations own mobile phones available in the local market. 632 (34%) out of the total 1,836 Nomadic who participated in the FGDs have mobile phones. The Elders reported that some women have mobile phones and there are few restrictions on the use of mobiles phones by women. Literacy rates of adults/education shuras: Male 28%, Female 13% [hh].	The project has shifted the M-Learning component to Output 3 where the team will engage the illiterate members of Education Shuras. This project hypothesises that if Education Shuras are established, consisting of men, women and children who are trained as “change agents” in their community, then illiterate Shura members who utilise an M-learning program to enhance their literacy and numeracy skills will be more likely to support parents/caregivers to actively participate in their children’s education permitting children to stay enrolled in school, attend classes and learn.
Governance	20 officials of the Ministry of Education and its sub-national departments in the areas covered by the project to be trained in the specifics of the CBME Model.	Financial Agreement signed includes commitment by MoE to take over CBME model at the end of project plus Handover Protocol outlining MoE responsibilities at end of project.	
Learning	Accelerated learning and	New information indicates	The project will no longer be using

	<p>mobile peer-to-peer learning, Community Based Mobile Education (CBME) Model, use of mobile phone technology, and audio lessons recorded in the mobile phone's built-in MP3 player.</p> <p>Peer/group studies and family mentoring during mobile months; .Family Child Care Plans (for each family with enrolled children), both a formal agreement and a planning and mitigation tool used by Mobile Mentors to cover aspects of the CBME Model (classroom schedules, home-work groups, Mobile Mentor visits, long-distance Ustad Mobile education support, exchange visits, Shuras mediation, etc.).</p>	<p>that the Nomadic children are no longer migrating as far a distance as initially predicted. New migration patterns indicate that children are migrating for a shorter period, including a few days to a week, therefore the original rationale of using M-learning with phones to ensure continuous access to education is not applicable. Knowledge about the communities and the culture suggests that it may not be socially acceptable for the children to use mobile phones for education purposes.</p>	<p>m-learning. The project has shifted the M-Learning component to Output 3 where the team will engage the illiterate members of Education Shuras.</p>
Materials			
Safe Spaces	<p>Child Clubs to provide safe, friendly places for out of classroom learning activities and psychosocial development of children.</p> <p>Gender appropriate WASH facilities to be installed in all education and accommodation sites.</p>	<p>34 of the 45 schools within the winter settlement sites met the minimum criteria [pre-baseline study].</p>	
Teaching	<p>Training of teachers in adapted primary school curriculum and training of mobile mentors in student and family care plan.</p>		
Voice	<p>Campaign with at least two community events per year to improve girls' education and women empowerment.</p>		

Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the project's baseline report, the Evaluation Manager rated the quality of evidence as acceptable with mandatory changes needed. Limited qualitative data was presented, with none presented from parents or girl students. The qualitative data presented from elders/community leaders and

teachers is helpful to contextualise the project and confirm the barriers to nomadic girls' education. However, more qualitative data should be presented if it has been collected. Where there are discrepancies, for example over self-reported enrolments versus pre-baseline enrolment figures, the project should indicate which source is more reliable and what bias might be attributable to the other(s).

The project is using a quasi-experimental design given the circumstances. The project will need to clearly identify whether households have migrated in a given year. Given that 80% of the population in winter camps migrate in a given year, there will be substantial spillover in treatment and control communities after two years of the project, with potentially 64% of the control group receiving two terms of summer tuition by the end of the project. It will therefore be crucial to demonstrate the additionality of the project at midline, against a quasi-control group which will have received one term of summer treatment and a control group which will have received no treatment.

Revisions to M&E

The project has changed one outcome and two output indicators. Also, in order to reach the required sample size, the project surveyed more than one girl per household. To address this change from the sampling framework, the project proposed conducting EGRA/EGMA with additional girls over the summer and increasing learning targets.

The project has expressed concerns with the external evaluator's lack of professionalism, technical skills and capacity to support. This project is currently in the process of assessing its performance to determine if this partnership should continue during the implementation phase.

The FM has requested that the project improves its attendance and enrolment metrics and targets for selected logframe indicators. It has also requested that the project conducts further qualitative assessments of parents' engagement, as well as observations of applied teaching methodologies to be implemented during the initial months.

Challenges in Project Data Collection

During the pre-baseline, security was the main challenge in both Kunduz and Badakhshan provinces. Insecure villages were identified and excluded from the original target list. Local enumerators from the six targeted districts were hired to reduce the security risks and help with the data collection process. However, enumerators still faced security challenges. One enumerator was interviewed by a group of Taliban in Char Dara district of Kunduz province. The Taliban reviewed the questionnaires and located a few words that were left in English and asked for translation. In Char Dara, a Talib sat in the tent and observed the process while the enumerator conducted the FGD.

Due to the cultural sensitivity with respect to girls, enumerators interviewed and assessed both boys and girls in many households. While the enumerators were aware that for the purpose of this project and study, the focus is on girls, it was important to investigate gender norms and local customs, which necessitated interactions with boys in order to obtain data from the girls in each household.

Several challenges arose during the initial round of enumeration that prevented the external evaluator from obtaining the required sample size of 380 girls. These challenges included incomplete household identification data (e.g. missing names or phone numbers), potential variations in data from information provided pre-baseline and security concerns that prohibited enumerators from visiting certain areas. Some households may have changed location, changed contact numbers or simply were not available during the time the baseline was conducted, which introduced changes between pre-baseline and baseline data collection.

Due to the late start of the baseline study, it was not possible to conduct spot checks with schools for historical data on attendance. ChildFund is currently discussing with the Department of Education for access to attendance data centrally collected from the various schools and will baseline attendance at the start of the project. ChildFund understands that baseline attendance from historical data available with schools will enable the triangulation of findings for reported enrolment/attendance obtained through surveys. The project reported that the data recorded during baseline data collection indicated high enrolment for migratory girls which differed from secondary data sources and the pre-baseline household survey, which both presented low enrolment rates.

Overall, ChildFund expressed concern with AHG's lack of professionalism, technical skills and capacity to support this project.

List of References

- ChildFund (2014), Equal Access to Education for Nomadic populations in Northern Afghanistan, Baseline Report- Final, Kabul: ChildFund.
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Empowering Young Female Teachers to Create Inclusive Learning Environments for Marginalised Girls

Education Focus: Upper primary

Lead Organisation: Theatre for a Change (TfaC)

Country: Malawi

GEC Funding: £2,138,056

Target Reach: 8,370 girls

Overview of Project

The project “Empowering Young Female Teachers to Create Inclusive Learning Environments for Marginalised Girls” operates in Central and Southern Malawi. The design stems from the belief that gender and educational norms, poverty, and poor Sexual and Reproductive Health (SRH) practices are significant barriers to the livelihoods of girls and women. Focusing its interventions on retention and learning in primary schools, the project hopes to influence girls at an early age. It will improve the training of outstanding female teachers as “Agents of Change” (AoC) who aim to create girl-friendly learning environments. The project aims to improve girls’ knowledge and awareness of SRH, increase their confidence, raise their levels of participation in school activities, and encourage greater parental and community support and engagement. Using proven teacher training approaches and strategies, TfaC plans to leverage AoCs to increase the retention, achievement and learning of marginalised girls.

Baseline Research Activity

The project was approved to move onto baseline data collection in September 2013. Its external evaluator, ILC Africa, chose a quasi-experimental evaluation design. Baseline data collection took place in November and December 2013. Quantitative data was collected through a household survey, a girls’ survey, and a learning assessment using EGRA and EGMA. Qualitative data was collected through FGDs and qualitative interviews.

Definition and Identification of Target Groups

The project has defined marginalisation based on a set of key characteristics, including: lack of a parent, caregiver or guardian; poor attendance or previous evidence of dropping out of school; evidence of sexual activity or previous pregnancy; and vulnerability to domestic violence or harmful practices against girls. The project has used a checklist to identify marginalised girls (both in school and out of school), which was included as an annex in its baseline report.

The project baseline report presented evidence on the education outcomes and barriers faced by marginalised girls who are both in school and out of school. The evidence suggested that out of school girls face specific barriers to education: they tend to belong to smaller ethnic groups; live in mobile or migratory families; live in poor households; be young wives or mothers; be orphaned or members of a child-head household; and spend more time on household chores.

Findings on Baseline Levels of Marginalisation

Using available data from the project’s baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

8329	Sample	Enrolment		Attendance			Retention		Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis
Test									EGRA			EGMA		
Unit	N	%	%	%	%	%	%	%	total / 100	total / 100		total / 100	total / 100	
All	613		66			83		74						
< 6	0													
6 to 8	3								14	14		21	21	
9 to 11	51		94	66	66	83		95	40	41		60	57	
12 to 13	239		81			82		85	55	55		76	76	
14 to 15	221		58			84		67						
16 to 19	86		33			82		46						
OOS										36			53	

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls’ attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Lack of dynamic and child-centred pedagogies
- No girl friendly- environments that neglect their personal and social needs
- Low prevalence of female teachers
- Inadequate sanitation
- Early marriage
- Pregnancy
- Poverty

- Funds not available for uniforms, soap, school supplies, fees

Table 2 presents evidence gathered on these barriers during the project’s baseline data collection. Based on the project’s baseline report, the table indicates if these barriers affect girls’ learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls’ survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Bindings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls’ Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Poverty	Unable to meet basic needs		●			73%			54% (Reason for dropping out)		
		Girls contribute to HH income		●			14% (69% reliant on this income)					
		Girls help grow crops		●			78%					
	Funds not available for uniforms, soap, school supplies and fees	Dropped out because of lack of funds		●			54%					
School-related factors	Lack of dynamic and child-centred pedagogies	Satisfied with quality of teaching	●							39%		

ANNEX A18 – PROJECT PROFILE – 8329 – THEATRE FOR A CHANGE

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
	No girl friendly environments that neglect their personal and social needs	Able to confidently interact in co-ed learning environments	●							59%		
		Uniforms are not girl-friendly	●	●								●●● (Don't want to have to stand up)
	Low prevalence of female teachers	No evidence found										
	Inadequate sanitation	Feel able to attend school during menstruation									56%	
Female aspirations, motivation and autonomy factors	Early marriage	Married	NS	NS						1% IS 3% OOS		
	Pregnancy	Reason for no longer being in school		●			7%					
Personal and family factors												
Negative attitudes towards girls' education factors												
Violence-related factors												
Social exclusion factors												

Source: Baseline Report (2014)

Project Interventions: Baseline Evidence and Subsequent Revisions

Based on baseline findings, TfaC has changed a few of its project interventions. The data suggested that menstruation is a more evident barrier than the project had anticipated, so it will now provide sanitary packs to all girls rather than only to out of school girls. It also found that marginalised girls who are very vulnerable would need individual tailored support that might not be available in a mixed group setting, so it will no longer include boys in its planned activities.

The following table captures the interventions stated prior to baseline data collection and any changes made to interventions after baseline.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	Increasing girls' access to school, through Model School Competition and open days; Development of Community Support Groups for girls; Outreach and home visits by counsellors and Agents of Change.	<p>OOS are not as confident as their peers because they cannot read/write as fast, and have not learned as much [FGD].</p> <p>12% of surveyed girls believe it is more important for a woman to be a good wife and mother than to be educated (79% were unsure) [gs].</p> <p>Afternoon classes are preferred for OOS [FGD].</p> <p>There are timing conflicts in Muslim areas due to madrassas in the afternoon.</p>	
Capacity	Training young women teachers to become Agents of Change; training teachers to recognise and support at risk girls; train male and female student teachers on sexual and reproductive health knowledge, child protection protocols and how to run radio listening clubs.	86% score on SRH knowledge and 61% on sexual rights by AoCs.	To maximise AoC influence on girls' learning outcomes, TfaC has brought forward the operationalisation of AoC from Year 3 into Year 2. There will be no additional AoCs trained in Year 3. AoC training will also include literacy and numeracy.
Community			
Governance			
Learning	Single sex school competitions for girls and boys in math and spelling; learning journals for at risk girls, to record what they're learning.		

Materials		56% felt able to attend school.	Baseline evidence showed that menstruation is a larger barrier for girls attending school than originally anticipated. TfaC has responded to this by increasing the provision of sanitary packs to all girls rather than just out of school girls as originally planned.
Safe Spaces			
Teaching			
Voice	Establish AIDS Toto (Stop AIDS) Clubs to support marginalised girls and promote sexual and reproductive health education; establish radio listening clubs.	55% knowledge of SRH (IS and OOS). 41% of parents felt comfortable discussing SRH topics.	Baseline data showed that the marginalised girls who are very vulnerable would need individual tailored support that might not be available in a mixed group setting.

Source: Baseline Report (2014)

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After reviewing the first version of the project baseline report, the EM has rated the quality of quantitative evidence in the baseline report as good. A wealth of data was collected and it was well analysed and presented. The quality of qualitative evidence was also rated as good. Again, a wealth of data was collected and it was well analysed and presented along with the quantitative data. The EM has commented that the intervention and control groups are well-matched. The counterfactual appears to be sufficient to measure the impact of GEC activities.

Revisions to M&E

The project has proposed changing their external evaluator due to capacity issues. They also have proposed adjusting their Theory of Change to establish clear and causal links between outcome and output indicators, including incorporating measures of self-confidence, self-efficacy, mentoring and financial/material support to girls. The project has also changed some of its output indicators to reflect baseline findings. The FM has approved changes in the external evaluator as long as the M&E framework continues to be followed. The FM also has recommended that the project explore the disaggregated data on marginalised girls to see if other specific needs should be addressed. Also, more research should be conducted on girls' experiences in the classroom at midline.

Challenges in Project Data Collection

The external evaluator reported that there was a lack of engagement of traditional authorities and community members in responding to questions about the programme concept and planned intervention. It was difficult to get the control schools to participate in the research as their willingness depended on the attitude and buy-in of the head teachers.

The project had issues with missing information due to respondents refusing to answer questions, possibly due to shyness and reticence in engaging with the enumerator. Enumerators also doubt the truthfulness of respondents on sensitive topics such as out of school girls and child labour. While girls reported the latter, parents did not report it.

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Innovating in Uganda to Support Educational Continuation by Marginalised Girls in Relevant Primary and Secondary Education

Education Focus: Upper primary and lower secondary

Lead Organisation: Opportunity International UK

Country: Uganda

GEC Funding: £616,343

Target Reach: 65,668 girls

Overview of Project

The project “Innovating in Uganda to Support Educational Continuation by Marginalised Girls in Relevant Primary and Secondary Education” is being implemented by Opportunity International UK in Uganda, through its local partner Opportunity Bank Uganda Limited (OBUL). Building on a pilot program, the project will train school proprietors, as well as enable them to access loans, to develop the operational and infrastructural capacity of their schools to provide improved educational services. It will also provide tuition loans to parents, deliver financial literacy training to girls, encourage girls and parents to open Child Savings Accounts and provide education-related insurance.

Baseline Research Activity

The project was approved to move onto baseline data collection in December 2013. The external evaluator for the project is FRIENDS Consult Ltd. Quantitative data was collected using a household survey, EGRA/EGMA tests, school survey and Private Education Development Network survey. Qualitative data was collected using interviews with girls, head teachers and directors and focus discussion groups with teachers.

Definition and Identification of Target Groups

The project defines marginalised girls as girls from poor families, orphan girls, girls in female-headed household and girls from households located in rural and peri-urban areas. These girls are already in school, but are more likely to drop out and/or less likely to complete a full cycle of education.

The target beneficiaries identified include girls attending OBUL supported schools, or who are/whose families are receiving loans.

Irregular attendance was reported to be common among 47% of the 1,075 girls who responded.

Findings on Baseline Levels of Marginalisation

Using available data from the project's baseline report, outcome spreadsheet and submitted project data (reanalysis), Table 1 captures findings on baseline levels of marginalisation disaggregated by age for enrolment, attendance, retention, literacy and numeracy. Available data for out of school girls (OOS) is in the last row.

Enrolment, attendance and retention are presented as percentages. Literacy scores are taken from average EGRA sub-task scores and are expressed as words per minute. Numeracy is an average score of all sub-tasks and is expressed on a scale of 1-100.

Table 1: Findings on Baseline Levels of Marginalisation

8980	Sample	Enrolment		Attendance			Retention			Literacy			Numeracy		
	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Reanalysis	BL Report	Outcome Spread.	Reanalysis	BL Report	Outcome Spread.	Reanalysis	
Test									EGRA			EGMA			
Unit	N	%	%	%	%	%	%	%	unspec	wpm		unspec	total / 100		
All	1114					94	89				37				
< 6	7					94					10				
6 to 8	222					94			36	27	17	18	19		
9 to 11	290					94			100	57	24	34	27		
12 to 13	228					94			158	84	40	55	37		
14 to 15	192					94			165	92	46	71	43		
16 to 19	154					94			180	110	41	104	51		
OOS															

Barriers to Education: Prior Assumptions and Baseline Findings

The following are barriers to girls' attendance or learning, which were assumed to exist by the project or identified during baseline data collection:

- Educational facilities are too far away
- Lack of financial resources to pay for education
- Self-esteem

Table 2 presents evidence gathered on these barriers during the project's baseline data collection. Based on the project's baseline report, the table indicates if these barriers affect girls' learning or attendance outcomes (if not specified, NS). Where possible for the household survey and the girls' survey, the data is disaggregated by intervention and control group. Qualitative data is recorded as weak, fair or strong depending on the quantity of evidence provided in the report.

Table 2: Barriers and Baseline Findings

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Poverty factors	Lack of financial resources to pay for education	Missed school because of school fees		●						38%	34% (report girls miss)	
		Missed school because of lack of school materials		●						9%	26% (report girls miss)	
		Have to work to contribute to HH income		●						30%		
School-related factors	Educational facilities are too far away	Walk to school		●						78% 75% walk less than 2 km		
Female aspirations, motivation and autonomy factors	Self-esteem	Not confident in using financial services	●							60%		

ANNEX A19 - PROJECT PROFILE – 8980 – OPPORTUNITY INTERNATIONAL

Description		Barrier			Source of evidence (project)							
Higher-level Barrier	Barrier as defined by the project	Evidence of barriers	Outcome Affected		HH Survey			Girls' Survey			Teacher Survey	Qualitative
			Learn	Attend	Intervention	Control	Aggregate or not specified	Intervention	Control	Aggregate or not specified	All	Weak - ● Fair - ●● Strong - ●●● None - empty
Personal and family factors												
Negative attitudes towards girls' education factors												
Violence-related factors												
Social exclusion factors												

Changes to Project Interventions after Baseline

The project reports that the baseline findings confirmed that it is addressing the right problems, target group and assumptions.

Target numbers were reduced for outputs 4 and 5. The findings at baseline also showed that about 1% of income was spent on transport. These indicators will therefore not be tracked and instead, funds spent on school materials will be tracked. Project has also been advised to investigate into the percentage of schools investing in school infrastructure and review the repayment rate indicator. Other indicators recommended to be added are: number of girls accessing tuition loans and contribution of parents as measured by the ratio of spending on school materials to tuition loan received.

Table 3: Project Interventions and Changes based on Baseline Evidence

Intervention Type	Intervention Description	Baseline Evidence	Changes to Project Intervention after Baseline
Access	<p>Provide School Proprietor Loans to enable low- and medium cost private schools to expand and improve their services.</p> <p>Provide tuition loans for parents to prevent drop out and improve transition rates of girls at upper primary and lower secondary school level.</p>	<p>The study confirmed that low and medium cost private schools are playing a very important role in bringing education within reach (in terms of distance) of marginalised girls, as 86% of the girls are travelling to their schools at no cost (due to short distances, ability to walk) and 76% of the girls spend less than 40 minutes travel time as the schools are within their communities.</p> <p>The officials from the district also underlined the importance of private schools in reducing the barrier of long distance that is affecting pupils, especially girls.</p> <p>32% of school owners indicated their ability to repay loans between UGX 300,000 and UGX 500, 000.</p> <p>92% of parents are also willing to take up loans to educate their children, especially girls.</p> <p>90% of those who utilised part of their OBUL business loan for education used it for tuition. A higher percentage of school fee loan borrowers were women at 53%.</p> <p>92% of the 1,078, who responded, were eligible and</p>	<p>In the Financial Education Study almost all the girls were confident in taking leadership positions, whereas about 40% were not confident in setting financial goals and above 60% not confident in using financial services. Therefore, efforts in financial education will be less on group processes and more on financial planning and financial service providers.</p>

		<p>interested in accessing a tuition loan to ensure their children continued in school.</p> <p>82% of school owners are eager to borrow and invest in mainly classrooms. 37 schools that had accessed loans from OBUL used 47% of the loan for constructing classrooms.</p>	
Capacity			
Community			
Governance			
Learning			
Materials			
Safe Spaces			
Teaching			
Voice			

Revisions to Project M&E Activity after Baseline

Quality Assessment of Baseline Evidence

After review of the baseline report, the EM stated that the control groups are sufficiently similar to the treatment groups to provide a reasonable counterfactual. The EM reports that the analysis of marginalisation and qualitative data is weak.

Revisions to M&E

The project was not able to collect data on output 5. It will collect that data through a survey of EduSave clients at the start of implementation.

Challenges in Project Data Collection

The project reports that it faced challenges due to head teachers being hesitant about sharing data on enrolment, respondents being absent and poor record keeping in schools.

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Annex C – Tables

Baseline Samples Achieved by Projects

	Number of projects using this definition	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
		HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
		Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga
Target girls		16652	48175	2922	5112	6660	2186	9347	6529	4062	6909	3864	16517	17755	8775	14880	1192	567	8,370	65,668
Baseline sample		714	1500	1108	1480	1129	1142	2108	2582	414	1740	2722	1257	3075	1462	1768	746	381	942	800
Treatment		•	750	601	779	621	610	1054	1711	199	1064	•	848	2610	1114	893	374	194	471	300
Control		•	750	507	701	508	532	1054	870	215	676	•	409	465	348	875	372	187	471	500
School age ³																				
Older		197		71	349					61				146				0		
Lower primary	10	57	•	59	2		185	•		0	•	•	553	26		862		103		
Upper primary	17	127	•	170	336	•	135	•	2581	0	•	•	666	506	315	596		193	•	540
Lower secondary	10	192		142	465	•		•	•	158	•		0	1880	236	310	•	74		260
Upper secondary	4	118		139	289	•		•		184			0	485			•	11		
Unspecified		23		527	39					11			0	32				0		
Social groups ³																				
Disabled girls	9	82	75		60		1142	•	181				•		42	98	746			
Orphaned girls	9	•			196			313	454				•	892	381				264	•
Pastoralist girls	2							744										319		
Displaced girls	0																			
Remote girls (rural)	3		1500							414					1039					
Slum-dwellers	3							682								•	746			
Other girls	5				79			•				•	•						•	
Child labour	2				22	•														
Poor/hunger	13	•	1485		322				826	414	•	•		1415	1039	1096	316		688	•
Disadvantaged minorities	4	•							•		•								•	
Affected by HIV/AIDS	2	•			52															

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	Number of projects using this definition	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
		HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
		Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga
Young mothers/ expecting	3	8			78			•												
Street children	1				104															
Educational groups																				
OOS girls ¹	15	99		217	341	166	235	126	332	103	373	194	39		372	1151	392	107	374	
Girls dropped out	12			217	1047	•	235		332	215	373	194	39			1151		•	374	48
At risk of dropout	10	•	•	•	•	•	674		•		•					•			•	
At risk of poor learning	6		•		•				1281			•		•	•					
Girls in school	18	615	1500	891	811	•	674	1982	•	311	•	4343	1208	3075	461	617	354	253	568	752

1- OOS refers to out-of-school girls, defined as girls who have never attended school, as opposed to girls who have dropped out.

2- In the IW, the category “Other girls” refers to various definitions provided by the projects that did not fit the main categories. For example, VIVA included girls victims of sexual violence, girls at risk of murder or child sacrifice, girls from child headed households and girls in conflict-affected areas. GEMS included girls who are over aged in their grade, girls who travel more than 30 minutes to school, girls who have absented themselves from school more than 10 times in a term and girls who have more than four siblings. Raising Voices has included structural vulnerability (circumstances: nutritional deficit, living in child headed households, having to work outside the home while still attending school or having some form of disability) and environmental vulnerability (experiences: severe physical or sexual violence at school or home or scoring highly on emotional or behavioural problem measurements). Finally, Theatre for a Change has included vulnerability to domestic violence or harmful practices against girls, underlining the wide range of factors identified by IW projects as marginalisation factors.

3- All numbers if not specified include girls from control and treatment samples.

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Sample Distributions Based on Project Data Sets Reanalysis

	HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
	Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga
	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Age	Girls (all)																		
All	714		1108	1480			2838	1337	478		4988			1090	1768	746	1337	613	1114
< 6			38				73	7			22			15		122	7		7
6 to 8	87		76	6			191	4			545					185	4	3	222
9 to 11	157		166	435			408	262			1958			4		151	262	51	290
12 to 13	132		118	362			457	536			1594			122		109	536	239	228
14 to 15	118		139	289			716	338	217		698			483		89	338	221	192
16 to 19	220		71	349			568	161	75		167			399		90	161	86	154
Other			500	39			425	29	18		4			67			29	13	21
Grade	Girls (enrolled)																		
Lower							16	18					253			490			
P1	99			75			113	3			130	87				56			92
P2	91		524	83			95	7	106		1113	182				47			127
P3	85			113			98	13			1129	284				50			86
P4	85			127			330	35			1093	374				60			104
P5	81		367	134			275	331			1097	292				43			177
P6	66			129			324	317	565		142		121	43					110
P7	24			115			302	219	106		77		132	514					151
P8	46						49	8											
S1	30			69			502	143						242					37
S2	4			51			386	41						137					109
S3	4			38			48	11						52					68
S4				40			11	5						2					50
S5																			
Higher	99			35			85	8											

Outcome Levels by Age and Grade

The following tables present and synthesise outcomes findings from a range of different data sources. These data sources include: Project Baseline Reports; Outcome Spreadsheets; and Project datasets (Reanalysis). The findings cover the following indicators:

- Enrolment rate
- Attendance rate
- Retention rate
- Literacy score
- Numeracy score

Indicators are first presented by age group. Rows corresponding to age groups “9 to 11” (9-11 year old girls) and “14 to 15” (14-15 year old girls) are those reported in the outcome summary tables shown in [Section 3](#) (*Educational Outcomes at Baseline*).

For Baseline Reports and Outcome Spreadsheets, outcomes have usually been reported by grade by the projects. In this case, the official age-grade equivalence was used (refer to [Section 2.5](#) and beginning of [Section 3](#)). When a fewer number of grades than the number of years in the age group was available (for instance if one or two years were available for the age groups “6 to 8” or “9 to 11” that contain three years), figure was reported in [light orange](#).

Indicators are then presented by grade. For Baseline Reports and Outcome Spreadsheets, these tables correspond to the original figures as directly harvested from the projects’ reporting. For Project Datasets the EM performed a second round of analysis where grade was available and exploitable. It is therefore possible that for one project we show data for Reanalysis by age group but no data for Reanalysis by grade – or conversely if age is not available but grade is.

Outcome Spreadsheets contain enrolment data for intervention and control groups which is not disaggregated by age. We present this data first in the enrolment section.

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Enrolment

Enrolment (%)	HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
	Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga

By group/area

Outcome Spreadsheet	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Intervention	82	89	70	70	95		93	90	76	91		96		82	33	87	75	66	
Control	91	92	82	77	96		95	90	75	94		99		81	36	87	65	65	

By age group

BL Report*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All			60			55	93	90	76			97			34	49			
< 6																			
6 to 8		90															66		
9 to 11																	66		
12 to 13		93												75			54		
14 to 15														73			54		
16 to 19																	54		

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All	86		61	70	93		93	88	75		96	97		85	35	47	70	66	
< 6							65	100			95					34			
6 to 8	92			60			96	67			90					58	69		
9 to 11	99			80			98	98			97					68	76	94	
12 to 13	95			77			96	90	90		98			89		54	52	81	
14 to 15	92			72			95	88	74		93			82		30	60	58	
16 to 19	65			47			93	62	45		91			86		18		33	
Other				67			85	86			50			78				25	

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By grade

BL Report	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All / Unspecified			60			55	93	90	76			97			34	49			
P1																	66		
P2		90															66		
P3																	66		
P4																	66		
P5																	66		
P6		93															54		
P7																			
P8																			
S1														75			54		
S2														74			54		
S3														72			54		
S4																	54		
S5																			
S6																			

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All / Unspecified					93						96	97			35			66	
P1	91		81	76												49	69		
P2	94		77	75												51	73		
P3	97			76												56	69		
P4	94			78			98	96								52			
P5	91		79	75			96	93	79							49			
P6	88			74			96	90	78					87					
P7				72			96	86	75					85					
P8																			
S1	72			68			94	82	67					98					
S2	64		81	61			93	78						98					
S3	62			55			86							98					
S4				49															
S5																			
S6																			

ANNEX C – TABLES

Attendance

By age group

Attendance (%)	HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
	Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga
BL Report*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All																			
< 6																			
6 to 8	50	90	62	82								64							
9 to 11	50			83	80		89		87			60						66	
12 to 13	55	89			80									74					
14 to 15	60													81					
16 to 19																			

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Outcome Spreadsheet*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All																			
< 6																			
6 to 8		90	62	82						56	77	64			34				
9 to 11				83	80		89	97	87	71	85	60	84					66	
12 to 13		89		79	80			97						77					
14 to 15				87										82					
16 to 19																			

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All			87	84				97			86							83	94
< 6			88					97			83								94
6 to 8			89	77				100			85								94
9 to 11			88	85				97			85							83	94
12 to 13			85	84				98			87							82	94
14 to 15			88	84				97			87							84	94
16 to 19			88	84				96			90							82	94

ANNEX C – TABLES

By grade

BL Report	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All / Unspecified								95							27	84			
P1	50		62	82								62							
P2	50	90		82								66							
P3	50			83								64							
P4	50			83			89					61							
P5	50			83								59							64
P6	50	89		83					87										69
P7																			
P8																			
S1	60				80									74					
S2	60				80									82					
S3	60													79					
S4																			
S5																			
S6																			
S7																			
Outcome Spreadsheet	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All / Unspecified																			
P1			62	84						53		62			34				
P2		90		84						62	77	66							
P3				79						54	77	64							
P4				83			89			71	85	61							
P5				78				97			85	59	84						64
P6		89		88				98	87										69
P7				94				96											
P8																			
S1				64	80									77					
S2				87	80									82					
S3																			
S4																			
S5																			
S6																			
S7																			

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Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980	
All / Unspecified																		83	94	
P1			87	83							82									
P2			88	85							84									
P3				87							84									
P4				84				96			85									
P5			87	86				96			90									
P6				83				98			90									
P7				84				98												
P8																				
S1				82				96			94									
S2			87	86				97												
S3			88	87																
S4				82																
S5																				
S6																				
S7																				

ANNEX C – TABLES

Retention

By age group

Retention (%)	HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
	Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga

BL Report*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All					94											91			89
< 6																			
6 to 8		79								87									
9 to 11		94								91									
12 to 13		93								88									
14 to 15		98								88									
16 to 19																			

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Outcome Spreadsheet	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
---------------------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All	83		86	63			96		87					83	37	92		74	
< 6			83				95									83			
6 to 8	92		91	100			97									96			
9 to 11	100		91	70			98									93		95	
12 to 13	92		65	74			96		95					83		91		85	
14 to 15	92		92	61			95		85					80		91		67	
16 to 19	60		92	47			97		70					90		81		46	
Other																			

ANNEX C – TABLES

By grade

BL Report	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All / Unspecified					94											91			89
P1																			
P2		79								83									
P3		84								91									
P4		97								94									
P5		100								93									
P6		90																	
P7		97																	
P8		98																	
S1										87									
S2										87									
S3										89									
S4										87									
S5										88									
S6																			

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
All / Unspecified															37			74	
P1	91		93	67												92			
P2	93		85	76												93			
P3	96			64												94			
P4	92			71			98									92			
P5	85		87	69			97		89							92			
P6	84			68			96		89					87					
P7				63			96		87					83					
P8																			
S1	65			62			96		83					98					
S2	59		85	53			96							99					
S3	57		88	53			96							97					
S4				48															
S5																			
S6																			

ANNEX C – TABLES

Literacy

By age group

Literacy	HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
	Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga
Test used by project	EGRA	EGRA	EGRA	EGRA	EGRA	UWEZO	WasiWW	EGRA	UWEZO	EGRA	EGRA	EGRA	National	EGRA	EGRA	UWEZO	EGRA	EGRA	EGRA

BL Report*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm	wpm	wpm	wpm	wpm	levels	levels	wpm	levels	wpm	wpm	wpm	total / 100	wpm	wpm	levels	wpm	total / 100	unspec
All									2.9										
< 6																			
6 to 8	0	5	12			2.8				12				12	1.2	4	14	36	
9 to 11	4		12	42	65	2.9	3.9	33		31				24	1.1	8	40	100	
12 to 13	13	18		49	81	2.5	4.4	36					85	38			55	158	
14 to 15	22			47	93		4.5	40					91	52				165	
16 to 19				47														180	
Score (out-of-school)			wpm	wpm	wpm			wpm		wpm				wpm			wpm		
All			11	38	47			34		3			64				1		

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Outcome Spreadsheet*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm	wpm	wpm	wpm	wpm	levels	levels	wpm	unspec	wpm	wpm	wpm	total / 100	wpm	wpm	levels	wpm	total / 100	wpm
All																			
< 6																			
6 to 8	0	5	12	26		2.7				12	7	8		8	1.3	3	14	27	
9 to 11	5		11	33	67	3.8	3.9	33	33	31	24	32	24	19	1.5	5	41	57	
12 to 13	7	18		41	78	4.6	4.1	36					38	88	34		55	84	
14 to 15	24			51			4.5							98	44			92	
16 to 19				51										112	45			110	
Score (out-of-school)	wpm		wpm	wpm	wpm	levels	levels	wpm	unspec	wpm				wpm		levels	wpm	total / 100	
All	10		11	29	45	1.7	4.0	34	22	3				67		1.5	2	36	

ANNEX C – TABLES

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)			wpm*	wpm	wpm*		levels		levels		wpm	wpm	% correct		wpm*	levels	wpm		
All	3			56			4.2		3.4		19	8	25			1.5	7		37
< 6											8					1.8			10
6 to 8	0		12				3.5		0.3		4	4	31		8	1.4	4		17
9 to 11	1		11	53	66		4.0		3.8		14	9	25		19	1.4	11		24
12 to 13	3			57	89		4.0		6.1		24	9	24		28	1.6	5		40
14 to 15	3			58			4.3				29	8	24		42	1.6	0		46
16 to 19	7			59			4.4				37		24		48				41
Other				56			4.1				16	8	23						32

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Score (out-of-school)			wpm	wpm	wpm				levels		wpm					levels	wpm		
All	3		11	52	47				2.8		8					1.4	1		
< 6											0					1.4			
6 to 8											1					1.4	2		
9 to 11				51							6					1.5	0		
12 to 13				55							17					1.4	2		
14 to 15				52							8					1.3	0		
16 to 19				50							30					1.5			
Other											6								
Score (never enrol.)																levels	wpm		
All																1.4	1		
< 6																1.4			
6 to 8																1.4	0		
9 to 11																1.2	0		
12 to 13																1.3	6		
14 to 15																1.5	0		
16 to 19																1.5			
Other																			

ANNEX C – TABLES

By grade

BL Report	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm*	wpm	wpm	wpm	wpm	levels	levels	wpm	levels	wpm				wpm	wpm	levels	wpm	total / 100	unspec
All / Unspecified			12	46				35	3							1		36	126
OOS			11	38	47			34		3				64			1		
P1	0					3				3						1	1	5	26
P2	0	5	12			3				12					9	1	6	23	12
P3	1					3				20					15	1	8		69
P4	5			36		3	4			31					18	1			68
P5	7		12	45		3	4	33							24	1			101
P6	9	18		45		3	4	36							29			40	129
P7				46		2	4	37						73	34				146
P8						3	4												
S1	18			53	65		5	40						97	42			48	169
S2	15			46	76									94	49			62	150
S3	29			48	85									88	55				179
S4				46	93														180
S5				47															
S6																			
S7																			

*treatment girls only

Outcome Spreadsheet	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm	wpm	wpm	wpm	wpm	levels	levels	wpm	unspec	wpm	wpm	wpm	total / 100	wpm	wpm	levels	wpm	total / 100	wpm
All / Unspecified																			
OOS	10		11	29	45	2	4	34	22	3				67		2	2	36	
P1	0			22		2				3		3			7	2	1	5	27
P2	0	5	12	28		3				12	4	7			7	1	4	23	22
P3	0			27		3				20	10	15			10	1	5		32
P4	6			30		3	4			31	19	26			14	1			37
P5	8		11	35		4	4	33			28	38	24		19	1		37	64
P6	4	18		35		4	4	36	33				35		25	2		45	69

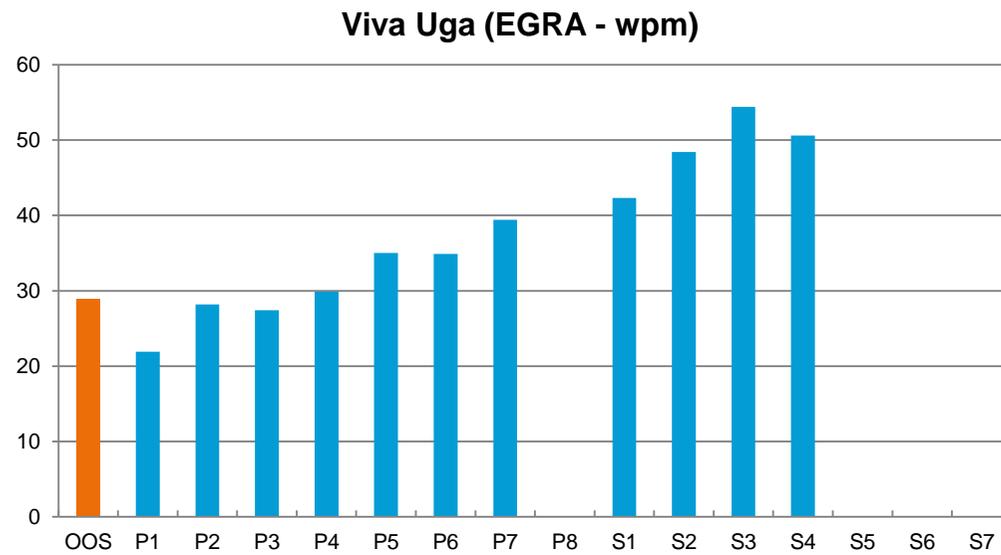
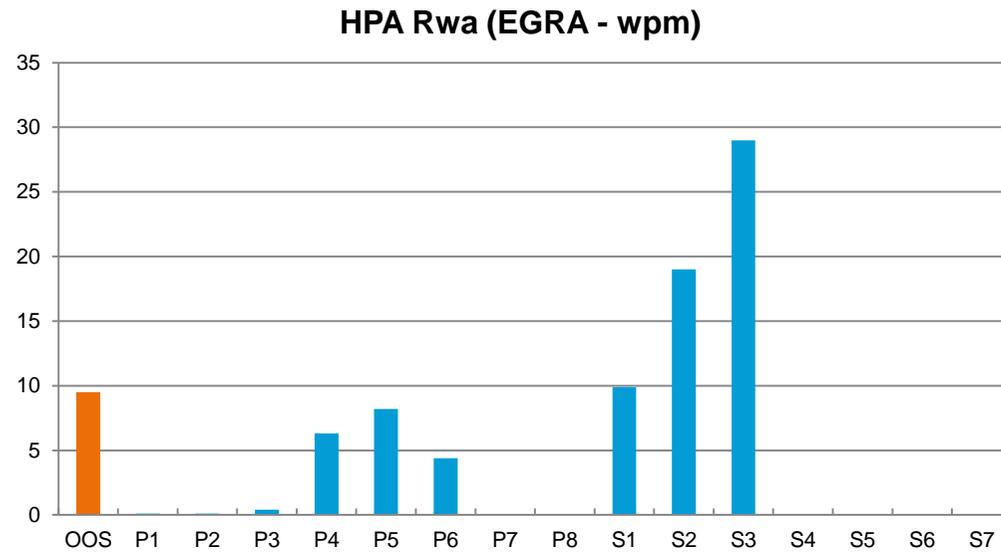
ANNEX C – TABLES

P7				39		4	4	37					41	75	27				76
P8						5	4												
S1	10			42	67		4							100	40			48	93
S2	19			48	78		5							95	50			62	94
S3	29			54										100	39				89
S4				51										112	45				110
S5																			108
S6																			113
S7																			

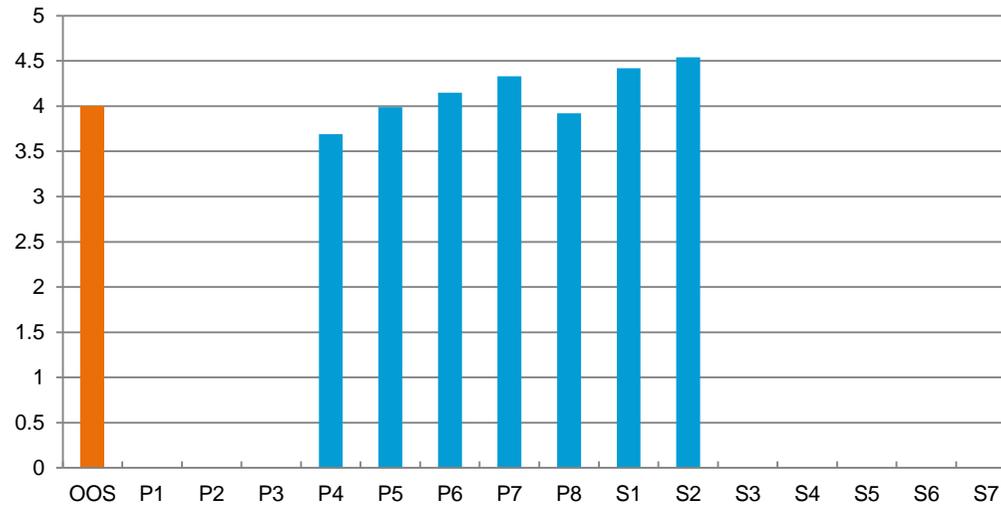
Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm		wpm	wpm	wpm		levels		unspec		wpm	wpm	total / 100	wpm	wpm	levels	wpm		wpm
All / Unspecified				56															
OOS	3		11	52	47				3							1	1		
P1	0										0	1			6	1	1		
P2	0		12						0		4	3			7	1	8		92
P3	0										10	5			10	2	8		77
P4	3						4				21	10			12	1			74
P5	4		11				4				37	17			21	2			104
P6	4						4		4		52		36		23				119
P7							4		6				45	63	25				132
P8																			
S1	6				65		4				76			78	39				139
S2	8				76		4								45				151
S3	9				85		5								42				174
S4					93		4								43				171
S5																			
S6																			
S7																			

ANNEX C – TABLES

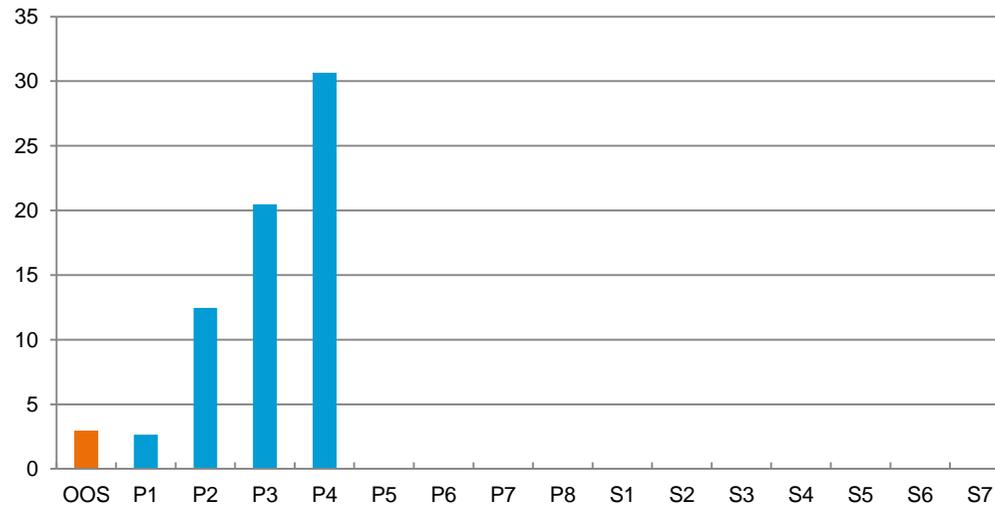
Learning trajectories by grade (as reported in Outcome Spreadsheets)



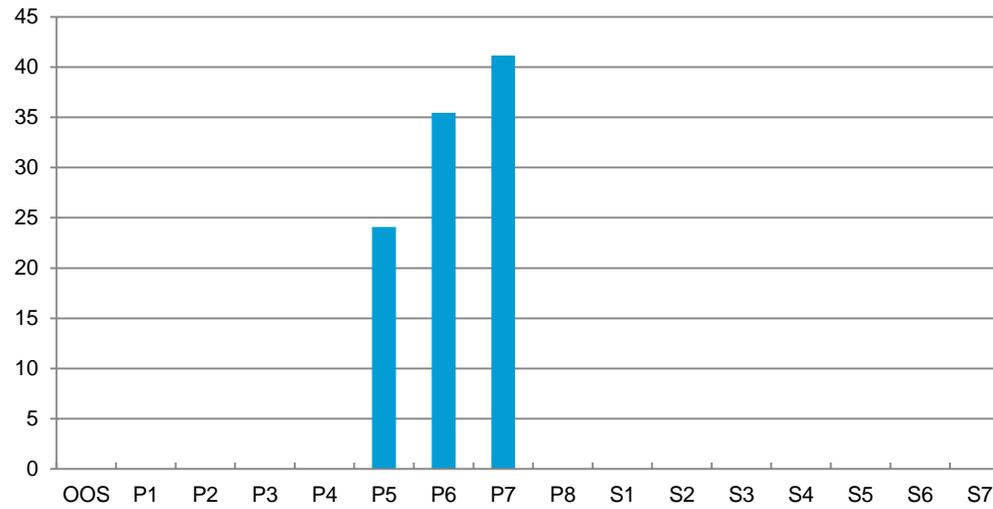
ICL Ken (UWEZO - levels)



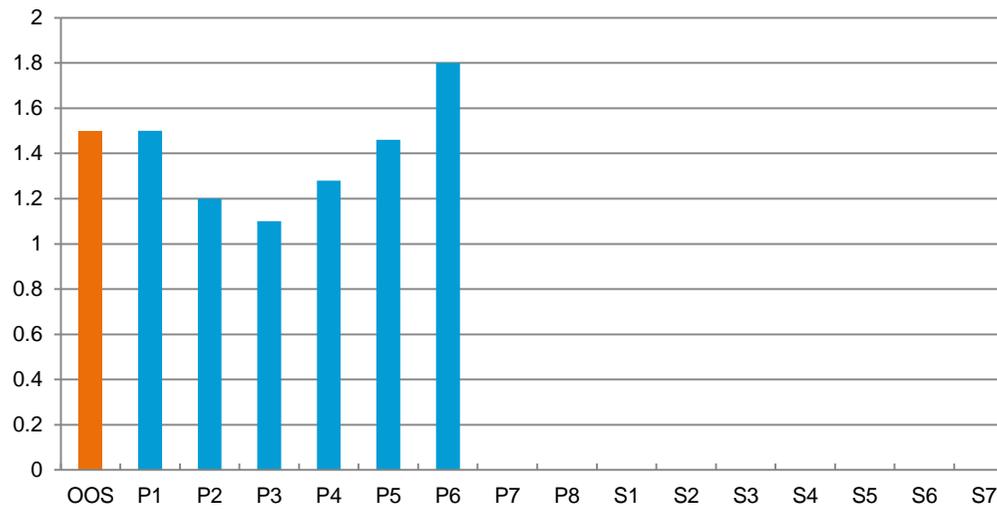
VSO Nep (EGRA - wpm)

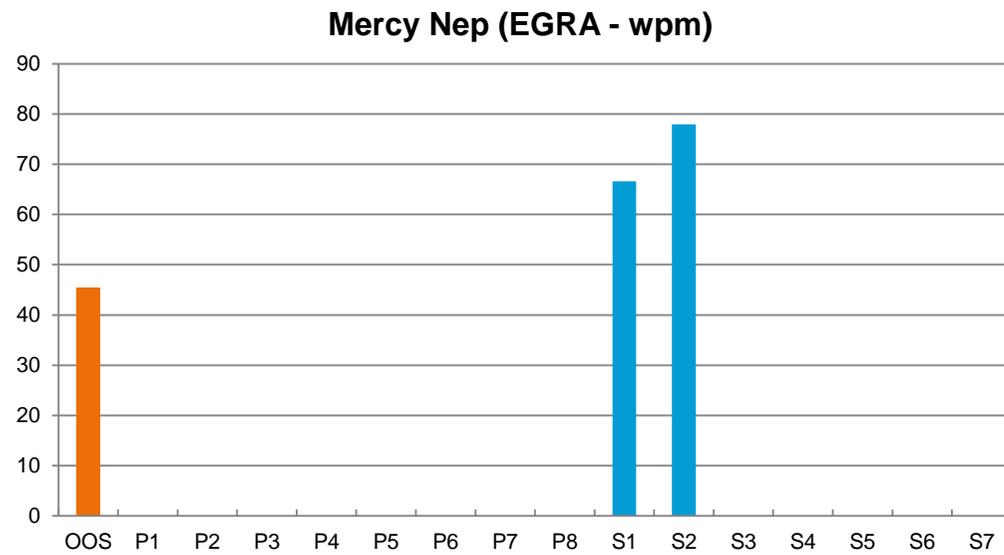
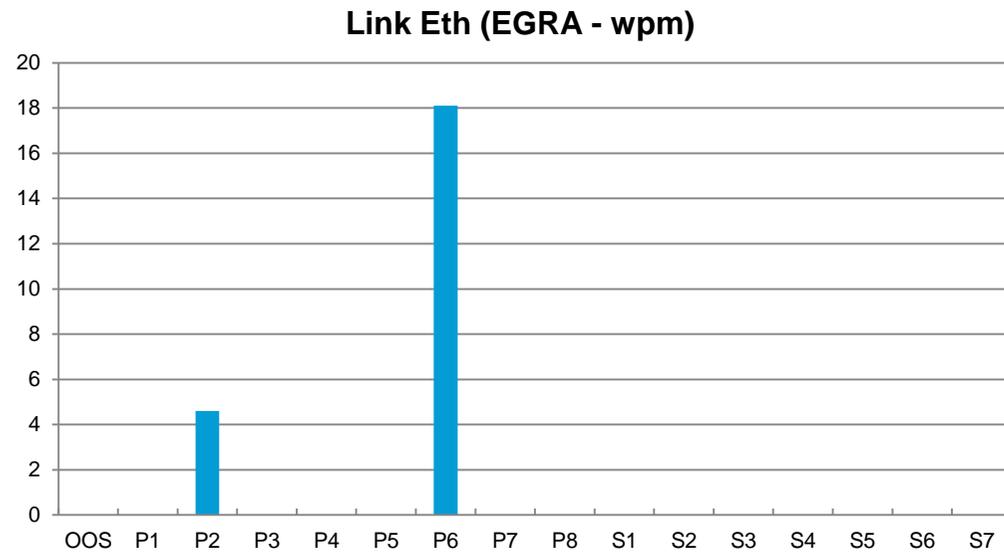


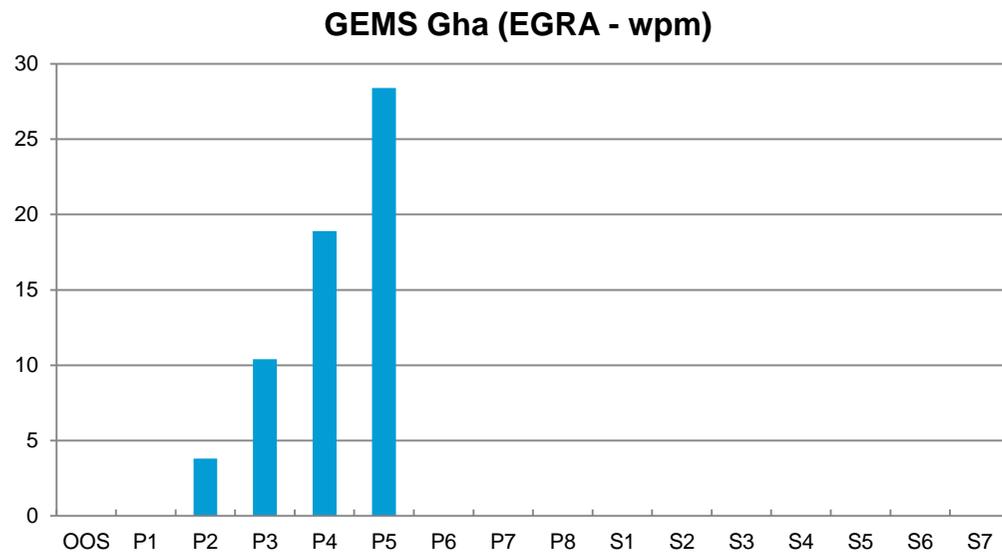
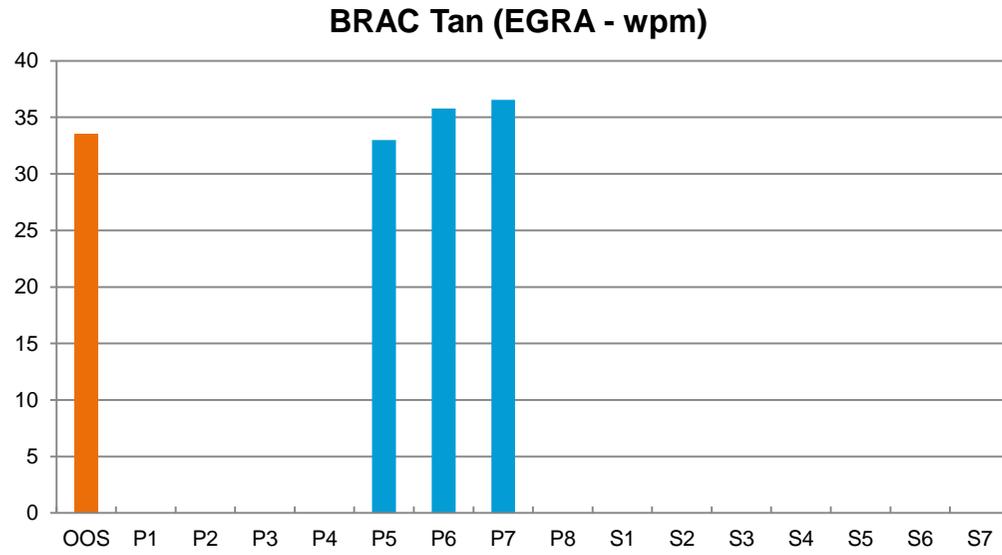
Camfd Zam (National - total / 100)

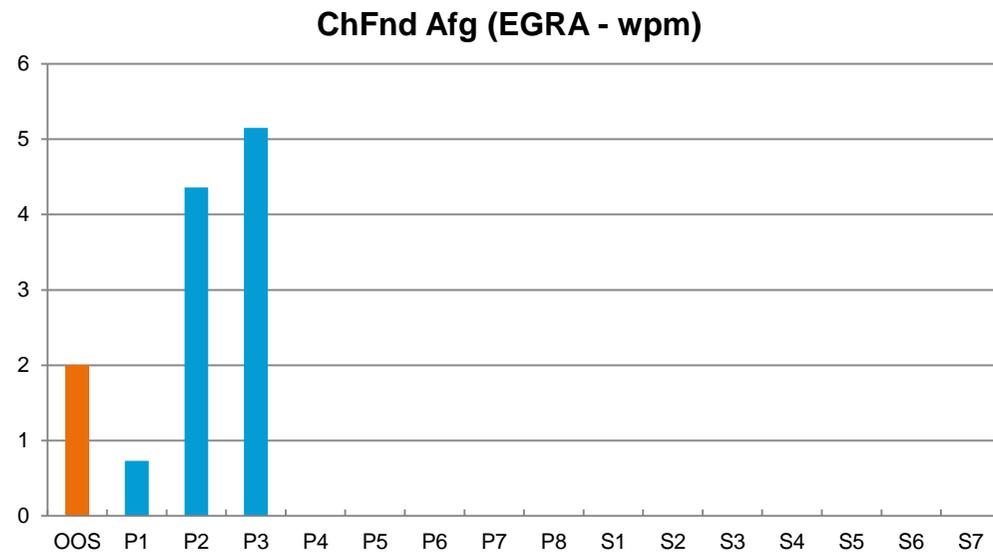
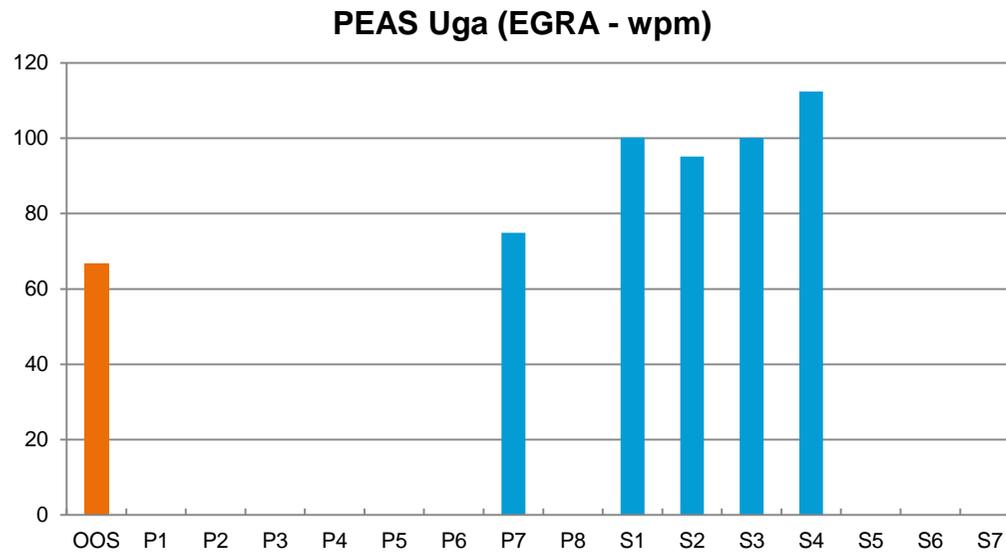


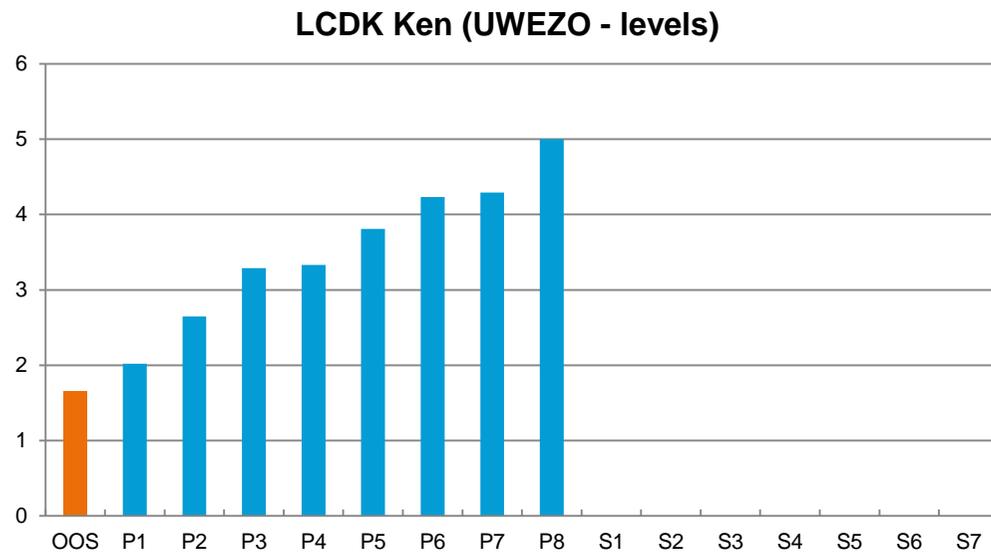
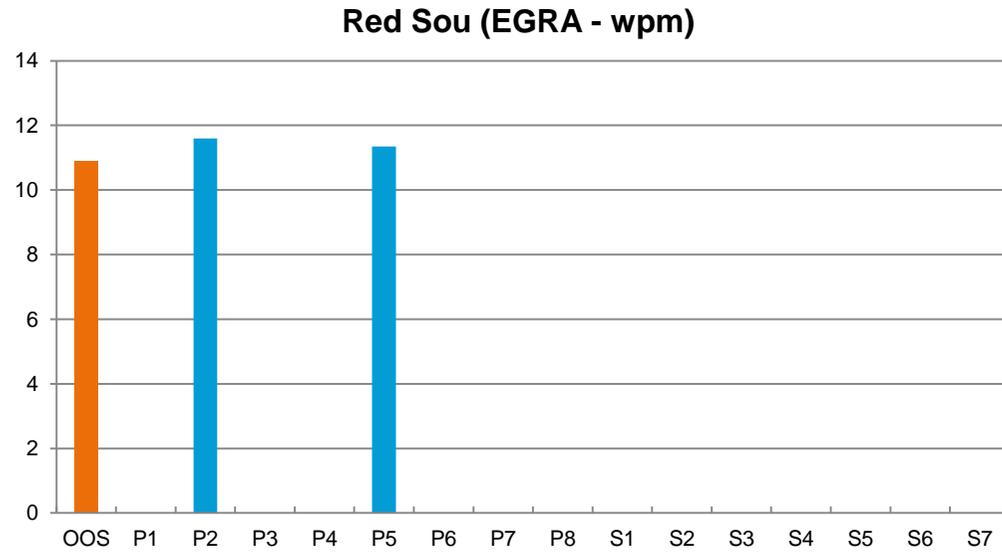
LCSU Uga (UWEZO - levels)



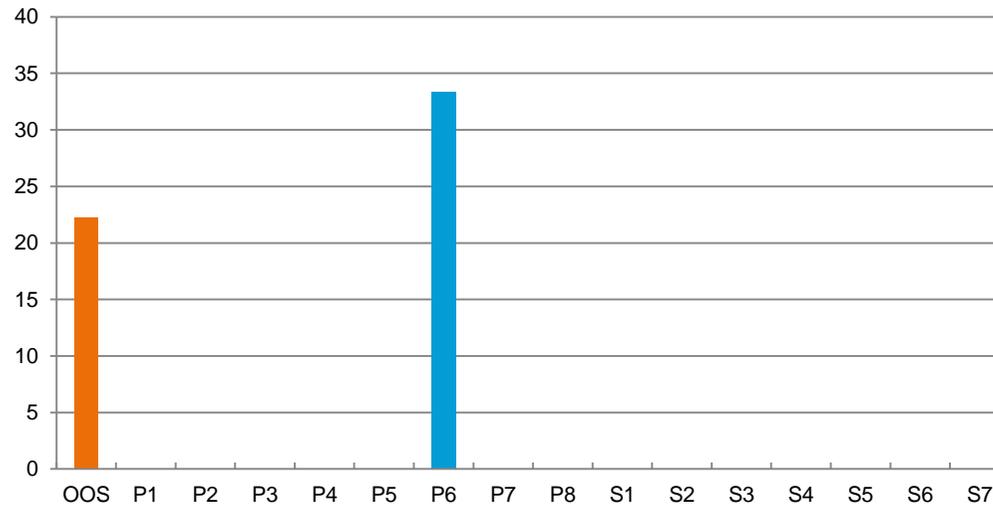




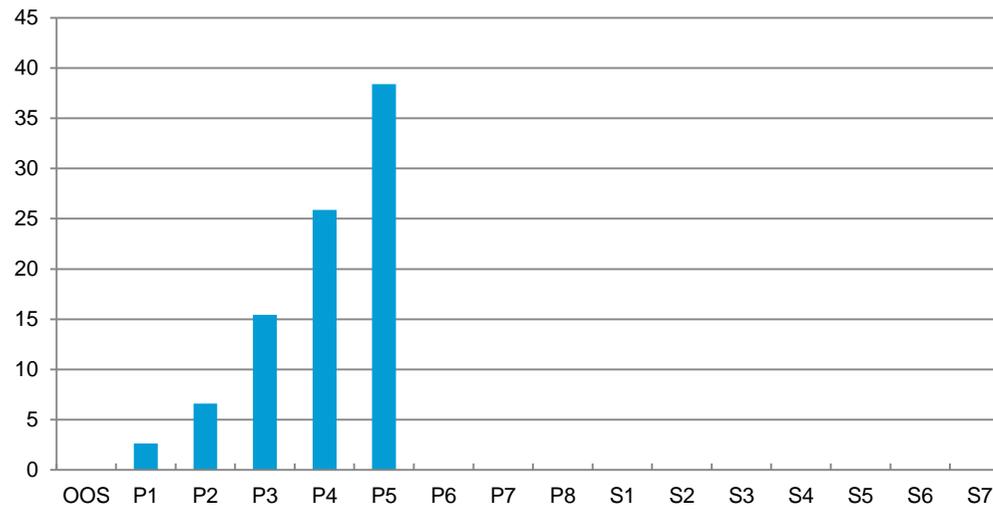


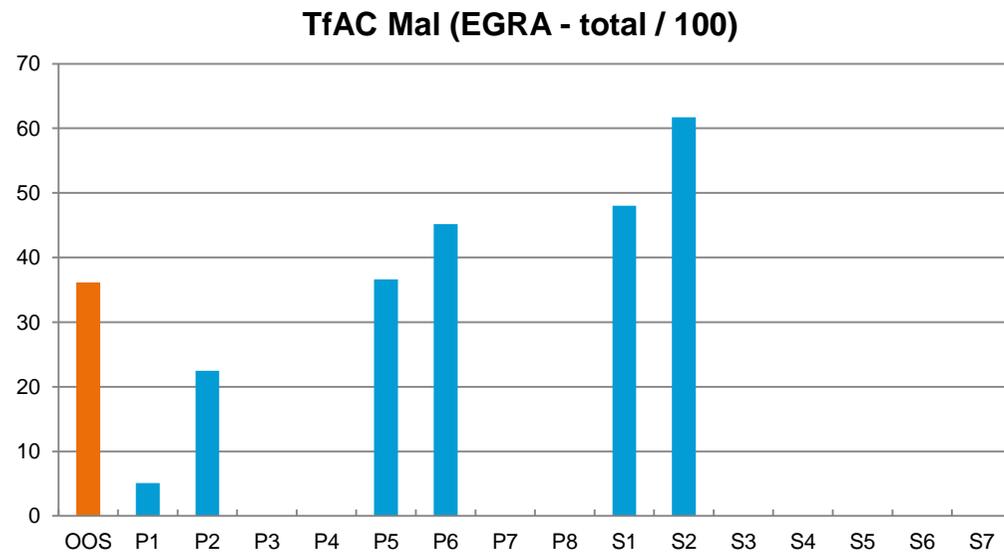
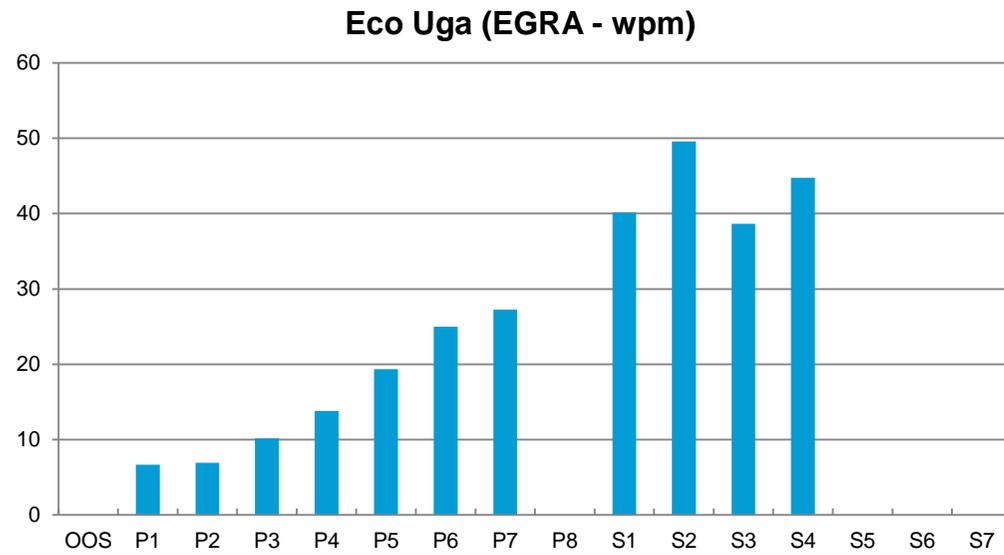


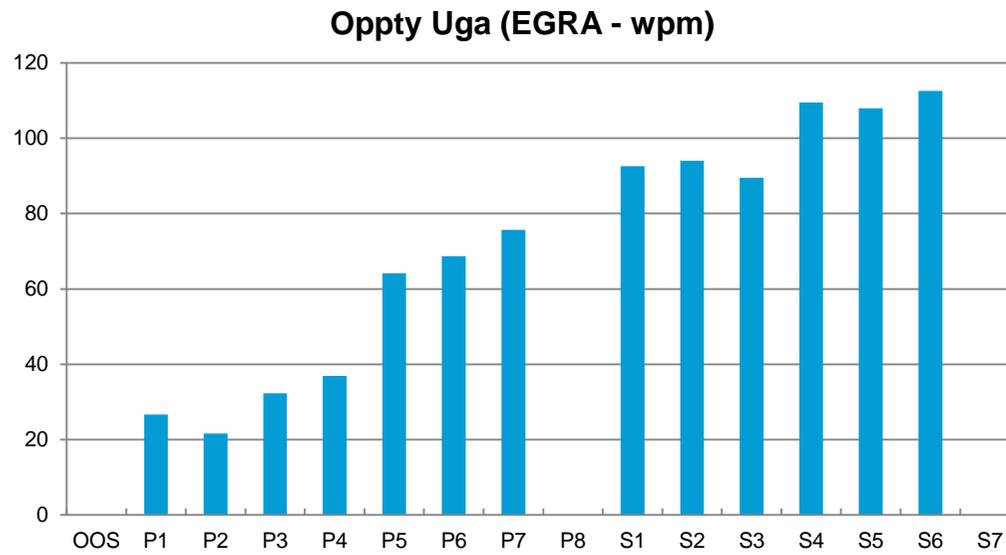
VSO Moz (UWEZO - unspec)



RV Uga (EGRA - wpm)







ANNEX C – TABLES

Numeracy

By age group

Numeracy	HPA	Link	Red	Viva	Mercy	LCDK	ICL	BRAC	VSO	VSO	GEMS	RV	Camfd	PEAS	Eco	LCSU	ChFnd	TfAC	Oppty
	Rwa	Eth	Sou	Uga	Nep	Ken	Ken	Tan	Moz	Nep	Gha	Uga	Zam	Uga	Uga	Uga	Afg	Mal	Uga
Test used by project	EGMA	EGMA	EGMA	EGMA	EGMA	UWEZO	WasiWW	EGMA	UWEZO	EGMA	EGMA	EGMA	National	EGMA	EGMA	UWEZO	EGMA	EGMA	EGMA

BL Report*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	total / 100	total / 100	total / 100	unspec	total / 100	levels	levels	total / 100	levels	total / 100	total / 100	unspec	total / 100	total / 100	total / 100	levels	total / 100	total / 100	unspec
All									4.6										
< 6																			
6 to 8	0	44	7	61		3.0				31					14	1.8	20	21	18
9 to 11	10		7	70	50	2.7	5.5	59		54					27	2.9	30	60	34
12 to 13	17	34		72	61	2.2	6.2	63					59	41				76	55
14 to 15	24			72	70		6.6	67					63	54					71
16 to 19				74															104
Score (out-of-school)			total / 100		total / 100			total / 100						total / 100			total / 100		
All			8		56			59						47			7		

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Outcome Spreadsheet*	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	total / 100	total / 100	total / 100	unspec	total / 100	levels	levels	total / 100	unspec	total / 100	total / 100	unspec	total / 100	total / 100	total / 100	levels	total / 100	total / 100	total / 100
All																			
< 6																			
6 to 8	1	44	7	61		2.8				33	38	8			7	2.1	18	21	19
9 to 11	12		7	70	51	3.9	5.5	59	17	57	54	8	27		17	2.6	23	57	27
12 to 13	17	34		72	58	4.7	5.5	63					42	55	29			76	37
14 to 15	28			72			6.6							59	35				43
16 to 19				74										63	38				51
Score (out-of-school)	total / 100		total / 100	unspec	total / 100	levels	levels	total / 100	unspec	total / 100				total / 100		levels	total / 100	total / 100	
All	17		8	63	55	1.7	6.6	59	23	20				45		2.5	7	53	

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

ANNEX C – TABLES

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)			wpm*	wpm	wpm*		levels		levels		wpm	wpm	% correct		wpm*	levels	wpm		
All	3			56			4.2		3.4		19	8	25			1.5	7		37
< 6											8					1.8			10
6 to 8	0		12				3.5		0.3		4	4	31		8	1.4	4		17
9 to 11	1		11	53	66		4.0		3.8		14	9	25		19	1.4	11		24
12 to 13	3			57	89		4.0		6.1		24	9	24		28	1.6	5		40
14 to 15	3			58			4.3				29	8	24		42	1.6	0		46
16 to 19	7			59			4.4				37		24		48				41
Other				56			4.1				16	8	23						32

*data is presented across age categories but was collected by grades. Equivalence was made using the age-grade official national distributions.

Score (out-of-school)			wpm	wpm	wpm				levels		wpm					levels	wpm		
All	3		11	52	47				2.8		8					1.4	1		
< 6											0					1.4			
6 to 8											1					1.4	2		
9 to 11				51							6					1.5	0		
12 to 13				55							17					1.4	2		
14 to 15				52							8					1.3	0		
16 to 19				50							30					1.5			
Other											6								
Score (never enrol.)																levels	wpm		
All																1.4	1		
< 6																1.4			
6 to 8																1.4	0		
9 to 11																1.2	0		
12 to 13																1.3	6		
14 to 15																1.5	0		
16 to 19																1.5			
Other																			

ANNEX C – TABLES

By grade

BL Report	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm*	wpm	wpm	wpm	wpm	levels	levels	wpm	levels	wpm				wpm	wpm	levels	wpm	total / 100	unspec
All / Unspecified			12	46				35	3							1		36	126
OOS			11	38	47			34		3				64			1		
P1	0					3				3						1	1	5	26
P2	0	5	12			3				12					9	1	6	23	12
P3	1					3				20					15	1	8		69
P4	5			36		3	4			31					18	1			68
P5	7		12	45		3	4	33							24	1			101
P6	9	18		45		3	4	36							29			40	129
P7				46		2	4	37						73	34				146
P8						3	4												
S1	18			53	65		5	40						97	42			48	169
S2	15			46	76									94	49			62	150
S3	29			48	85									88	55				179
S4				46	93														180
S5				47															
S6																			
S7																			

*treatment girls only

Outcome Spreadsheet	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm	wpm	wpm	wpm	wpm	levels	levels	wpm	unspec	wpm	wpm	wpm	total / 100	wpm	wpm	levels	wpm	total / 100	wpm
All / Unspecified																			
OOS	10		11	29	45	2	4	34	22	3				67		2	2	36	
P1	0			22		2				3		3			7	2	1	5	27
P2	0	5	12	28		3				12	4	7			7	1	4	23	22
P3	0			27		3				20	10	15			10	1	5		32
P4	6			30		3	4			31	19	26			14	1			37

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P5	8		11	35		4	4	33			28	38	24		19	1		37	64
P6	4	18		35		4	4	36	33				35		25	2		45	69
P7				39		4	4	37					41	75	27				76
P8						5	4												
S1	10			42	67		4							100	40			48	93
S2	19			48	78		5							95	50			62	94
S3	29			54										100	39				89
S4				51										112	45				110
S5																			108
S6																			113
S7																			

Reanalysis	6317	6473	6567	6595	6616	6627	6803	6957	7038	7042	7045	7133	7156	7374	7549	7879	8100	8329	8980
Score (in-school)	wpm		wpm	wpm	wpm		levels		unspec		wpm	wpm	total / 100	wpm	wpm	levels	wpm		wpm
All / Unspecified				56															
OOS	3		11	52	47				3							1	1		
P1	0										0	1			6	1	1		
P2	0		12						0		4	3			7	1	8		92
P3	0										10	5			10	2	8		77
P4	3						4				21	10			12	1			74
P5	4		11				4				37	17			21	2			104
P6	4						4		4		52		36		23				119
P7							4		6				45	63	25				132
P8																			
S1	6				65		4				76			78	39				139
S2	8				76		4								45				151
S3	9				85		5								42				174
S4					93		4								43				171
S5																			
S6																			
S7																			

Annex D – Terms of Reference (revised February 2014)

Terms of Reference for the Evaluation Manager of the Girls' Education Challenge (GEC)

Introduction

1. The Department for International Development (DFID) manages the UK's aid to poor countries and works to get rid of extreme poverty. DFID is working to reach the Millennium Development Goals (MDGs), the international targets agreed by the United Nations (UN) to halve world poverty by 2015. Progress on girls' education is critical to the achievement of these targets. Millennium Development Goals (MDGs) 2 and 3 specifically relate to education and achieving gender parity.
2. Globally 39 million primary age girls, have never been to school. And 70% of these girls come from the poorest and most marginalised communities in the most disadvantaged locations, ethnic groups etc. Over the last 20 years primary enrolments for girls have improved along with boys but completion rates are equally low for both sexes. At the secondary level the differences between boys and girls participation rates really start to show. Large disparities exist within countries with poor rural girls come off the worst in terms of educational disadvantage even at the primary level.
3. Levels of traditional ODA to education have stagnated and, given the global financial situation and shifting development priorities, may even go into decline. DFID is refocusing its efforts on girls' education through the Girls Education Challenge fund with the ambition that this will have a catalytic effect on other international partners.
4. The GEC is open to competitive bids from non-state organisations to fund programmes that focus on getting girls into primary and lower secondary education, keeping them there, and making sure they learn. It is expected that £355 million is available in total to support the GEC up to March 2016.
5. This support should enable at least 660,000 marginalised girls to complete a full six-year cycle of primary school or 1 million marginalised girls to complete three years of junior secondary school.

6. A dedicated Fund Manager will be responsible for the day-to-day operation of the GEC, including establishing the bidding process, supporting bidders, sifting and scoring proposals, evaluating Value for Money and making project funding recommendations for DFID approval, and managing the relationship with projects to be funded.
7. The independent Evaluation Manager which these Terms of Reference relate will be contracted to establish, lead and manage a rigorous monitoring and evaluation framework to assess the effectiveness and impact of individual projects and the GEC as a whole, and disseminate lessons to inform GEC design and wider DFID programming.

Objective

8. DFID is seeking to procure the services of an independent Evaluation Manager for the Girls Education Challenge (GEC) Fund over the next four years. DFID is committed to ensuring that every girl and every boy has access to a good quality education but there is a specific need for an additional focus on girls. The Evaluation Manager will provide an independent and rigorous monitoring and evaluation function, designing and implementing a framework which will assess the effectiveness of individual projects and the GEC as a whole and disseminate good practice.
9. Full details of the GEC can be found in the Business Case on DFID's website www.dfid.gov.uk

Recipient

10. The recipient of this service will be DFID.

Scope of Work and Requirements

11. The independent Evaluation Manager's primary responsibility is to track results effectively, feedback accurate assessments to DFID and work with the Fund Manager to make lessons available to inform GEC evolution and wider DFID programming. Generate lessons learned based on evaluation findings, primary research and reports from Fund Manager.
12. The Evaluation Manager will be expected to provide a draft Monitoring and Evaluation Framework for approval by DFID within the first six months and an inception report (within the first six months) that should also contain:
 - Risk management plan.
 - Quality assurance plan.
 - Proposed basis of work with Fund Manager.
 - Outline of proposed methods for assessing core indicators.

- Outline of proposed approach to assessing grant-specific additional indicators.
- Outline of proposed approach to measuring and evaluating value for money of individual projects and cost benefit of the programme as a whole.
- Draft M&E guidance and standards for the Fund Manager to disseminate to key stakeholder and partners.
- Proposed outline method for measuring educational outcomes.
- First draft of design of longitudinal study outlining the feasibility of sampling and data collection strategies to ensure a representative sample of beneficiaries is selected for the subsequent study. Refinement of the design will take place following inception and once the cohort of beneficiaries has been identified by DFID; and
- provide guidance on “evaluability” criteria for project selection process at concept Note and full proposal stage.

Once the inception report is approved it is expected that the Evaluation Manager will be responsible for delivering the following:

13. Tracking progress: ensuring robust measurements of performance at the project and programme level:
 - Quality assure project progress reports, with a focus on ensuring robust tracking of performance based on agreed milestones and targets and challenging data and conclusions if necessary.
 - Notifying DFID of progress with projects, including where problems have arisen that may require action at least twice annually.
 - Provide technical expertise and generic guidance on M&E at the project and portfolio level.
 - Provide technical expertise on a PBR approach, including a framework for administering payment by results and guidelines for grantees on the M&E aspects of PBR.
 - Develop guidance for the Fund Manager to assess the adequacy of project M&E plans to collect systematic baseline, performance, and impact data.
14. Evaluate new approaches to implementation: presenting lessons, including cost comparisons, to inform GEC evolution and wider DFID and global programming:

- Through the Fund Manager disseminate lessons learned and report those to DFID to agree evolution of GEC accordingly.
 - Check that generic lessons are drawn out on what works in girls' education, triangulated with other evidence, and reported to DFID. These lessons may be both immediate and used to inform future GEC evolution or longer term and inform future DFID or others' interventions.
 - Systemic lessons are drawn out on the costs and benefits of the Challenge approach compared to other approaches including DFID bilateral aid and other DFID Challenge Fund type operations.
15. In-depth evaluations: to include working with DFID and the Fund Managers to select, design and administer in depth evaluations on a select number of thematic areas:
- DFID will, following recommendations from the Evaluation Manager, select a number of projects and/or thematic areas for in depth evaluation. These decisions will be based on relevance to the overall objectives of the GEC, potential for wider DFID and global lesson learning and the potential to fill key knowledge gaps and feasibility and cost of collecting data. Whilst designing these evaluations the Evaluation Manager's considerations should include how to: measure the adequacy of methodologies; assess cost comparisons with relevant tried and tested interventions; combine quantitative and qualitative assessments and include a variety of methodologies including community surveys.
 - Track whether results chains set out in the Theory of Change and logframe holds good and that evidence base is sound;.
 - Using a variety of research tools (including school-based EGRA/EGMA, classroom observations and teacher interviews) assess the impact of GEC on gender disparities in school-based learning trajectories in a selection of four countries (see Annex B); and
 - producing and disseminating evaluation syntheses across DFID and wider audience.
16. Conduct a meta-evaluation to report on the impact and value for money of the GEC programme as a whole, including the impact of the GEC programme on girls' educational outcomes in absolute terms and relative to boys in certain circumstances.
17. Design the Longitudinal study: to include draft methodology, outline core indicators, milestones and example budget:

- Design at least one separate longitudinal study to follow through a cohort of girls for at least ten years to assess the longer term health and economic impact of education set out in the Theory of Change likely to require study well beyond the four year life of the programme. The focus of the longitudinal study will be selected by DFID.
18. Supporting grantees to develop and deliver effective project M&E including the specific requirements linked with Payment By Results and working with the Fund Manager to help grantees design and manage effective M&E components which are consistent with the GEC logframe:
- Support the Fund Manager to ensure all successful proposals have written and financed within the project concrete M&E plans designed to collect systematic baseline data; consistently monitor progress against milestones and targets in the GEC log frame and a plan for conducting an end of project survey to facilitate the project completion report.
19. Disseminate and communicate information: Through the Fund Manager design and administer a structure for disseminating key findings and lesson learning to key partners and stakeholders:
- Through a variety of mediums design an innovative strategy to disseminate data and engage key partners and stakeholder in lesson learning on implementation and good practice.
 - This should include outreach and engagement with: project implementing partners; national governments; DFID country offices; bilateral and multilateral the private sector and civil society.
20. In addition the Evaluation Manager will be expected to:
- Establish a good working relationship with the Fund Manager.
 - Provide input on reporting mechanisms and templates at project and programme level to ensure evaluation data is captured effectively.
 - Provide quality assurance reviews of Fund Manager quarterly reports.
 - Provide technical support on the use of Payment by Results.
 - Review the Fund Manager's recommendation on updating the programme logframe annually and submit recommendations to DFID. Final approval to be provided by DFID.
 - Respond to the needs of the GEC Team.
21. The Evaluation Manager should have a proven track record of:

- monitoring and evaluation of development programmes using both quantitative and qualitative methods;
- work with educational programmes including testing of educational outcomes;
- social research management;
- management of impact evaluations; and
- undertaking evaluations in the context of major donor interventions, ideally focused outside of government.

Constraints and Dependencies

22. The Evaluation Manager will be expected to provide its own overseas duty of care in relation to its employees and other personnel it retains and logistical arrangements. If deemed necessary DFID may need to be convinced that systems and procedures that it has in place are adequate if traveling to conflict affected countries. Where the security situation in a GEC country has deteriorated (per the designation of the FCO or another reputable risk and security monitoring service) such that additional security precautions are required to undertake work, the Evaluation Manager may make an application for further funds to meet duty of care requirements.

Reporting and Monitoring and Evaluation

23. Key Performance Indicators (KPIs) are attached at Annex A. These will ensure that the management of the contract is undertaken as transparently as possible and to ensure that there is clarity of roles and responsibilities between the DFID GEC Team, the Evaluation Manager and the Fund Manager. The Evaluation Manager will need to demonstrate to DFID, at intervals which will be agreed with DFID within 2 months of contract award, its performance against these KPI's.
24. DFID will evaluate the performance of the Evaluation Manager throughout the life of the programme and at least twice yearly one of which will be as part of DFID standard Annual Review of the programme. The Evaluation Manager will be expected to submit progress reports and lessons presented written and orally to DFID twice annually in-line with DFID's programme cycle as outlined in the requirements section of this ToR. It is expected that the Evaluation Manager take a proactive approach to notifying DFID of any matters which may require immediate attention.
25. The inception report should be finalised within the first 6 months as detailed in the scope of work and requirements section. The inception report should outline details of timelines for in-depth evaluations and the longitudinal study

milestones. Comprehensive progress and evaluation report in spring 2015 to inform possible future support for the GEC. The final evaluation report by March 2016.

26. Milestone-based payments within the first year will be based on the approval by DFID of inception and quarterly reports of high standard and which correspond to the requirements of these Terms of Reference. During the first year of the programme, DFID and the Evaluation Manager will use best efforts to agree an amendment of the criteria for milestone based payments to include as an element (at approximately 5%) satisfaction of the KPIs already agreed by DFID and the Evaluation Manager and which incorporate aspects of communication, engagement and timeliness of report submissions.
27. Within the first year of the programme, DFID and the Evaluation Manager will use best efforts to agree an amendment of the criteria for milestone based payments to include additional elements reflecting the KPIs agreed by DFID and the Evaluation Manager pursuant to paragraph 22 of these Terms of Reference.

Timeframe

28. The contract for the Evaluation Manager will be awarded from July 2012 – June 2016. The contract is designed to end after financing is dispersed to allow a final evaluation of projects to be completed if necessary.
29. The Girls Education Challenge fund will run for four years initially (2012 – 2016) with the possibility of a further extension. Although no project financing is committed beyond March 2016 the Evaluation Manager should consider establishing monitoring and evaluation systems in terms of measuring the long-term sustainable benefits of the GEC benefits beyond the life of the programme.
30. The first Step Change Projects will be awarded in late 2012 and Strategic Partnerships will be asked to express further interest around the same time. Initial Innovative projects are likely to be awarded in January 2013. All projects proposals will be approved by DFID, following recommendations by the Fund Manager.
31. The Evaluation Manager will be expected to play a significant role supporting the Fund Manager to arrange an event to be held in early 2016 at which the GEC projects will be able to demonstrate the results of their investments to the Fund Managers and a panel of potential funders (including private sector foundations).

DFID coordination and management

32. The DFID GEC team (consisting of the Girls Education (GE) Lead Adviser and Programme Co-ordinator, Innovation and Private Sector Manager, Evaluation Advisor, Programme Manager and Deputy Project Manager) will have the day-to-day oversight and management of the Evaluation Manager. The DFID GEC team will monitor operational and financial progress and raise any issue that require attention to DFID senior management and Ministers as necessary. The DFID EvD Team will also have an oversight role of the GEC Evaluation Manager, providing strategic advice as required and ensuring that evaluation and monitoring activity aligns with wider DFID activity. The DFID GEC team will work alongside the Evaluation Manager and Fund Manager to consider what input is required, by whom and at what times to ensure technical advice is on hand at the right time during the bid approval process.
33. The Evaluation Manager will be expected to report to the DFID twice annually alongside the Fund Manager who will be expected to present funding recommendations along with progress and decision points to the steering committee. DFID will then submit their view on this information to the Secretary of State for International Development for his final approval before any financing is awarded or any significant changes are made to the fund. It will be expected that there will be a regular weekly meeting between the GEC team and the Evaluation Manager for the first six months of the contract and thereafter to be agreed with the DFID GEC Team.