Annex A.1 – GEC Evaluation Manager Terms of Reference

Endline Report – Innovation Window

Final Report (December 2017)

Annex A.1: GEC Evaluation Manager Terms of Reference

September 2011

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 marginalized 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 2015.

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, evaluate Value for Money and making project funding recommendations for Board and Ministerial 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 and run 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.org.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 the GEC Board and DFID and ensure lessons are available to inform GEC evolution and wider DFID programming.

12. The Evaluation Manager will be expected to provide a draft Monitoring and Evaluation Framework for approval by the GEC Board and DFID within the first 6 months. This inception report should contain:
    - risk management plan;
    - quality assurance plan;
    - proposed basis of work with Fund Management agent;
    - evaluation strategy;
    - 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 strategy for disseminating information to key stakeholder and partners;
    - proposed outline method for measuring educational outcomes; and
    - first draft of design of longitudinal study.

13. Once the inception report it is approved it is expected that the Evaluation Manager will be responsible for delivering the following outputs in consultation and agreement with DFID:

14. 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 and the GEC board of progress with projects, including where problems have arisen that may require action at least twice annually; and

15. Evaluating new approaches to implementation: disseminating and presenting lessons, including cost comparisons, to inform GEC evolution and wider DFID and global programming;:
    - with the Fund Manager disseminate lessons learned and report those to the GEC board to agree evolution of GEC accordingly;
    - 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.

16. In-depth evaluations: to include working with DFID and the GEC Board to select, design and administer in depth evaluations on a select number of project interventions and thematic areas
    - the GEC Board and DFID will, following recommendations from the Evaluation Manager, select a number of projects and 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;
    - tracking whether result chains set out in the Theory of Change and logframe hold good and evidence base is sound; and
    - producing and dissemination evaluation syntheses across DFID and wider audience.

17. Design the Longitudinal study: to include draft methodology, outline core indicators, milestones and example budget:
    - Design at least one separate longitudinal study (probably to be delivered through a research institute) 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 4 year life of the programme. The focus of the longitudinal study will also be selected by the GEC Board after the first round of bids.

18. Supporting grantees to develop and deliver effective project M&E: 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: 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 from the GEC reaches a wide audience.
    - 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;
    - support the Fund Manager to establish appropriate monthly reporting mechanisms;
    - support the Fund Manager to update the project logframe annually to be approved by DFID; and
    - respond to the needs of the GEC Board.

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 GEC will support projects to be implemented in 10 of the 27 countries in which DFID operates. The Evaluation Manager will be expected to provide their own overseas duty of care and logistical arrangements. If deemed necessary DFID may need to be convinced that systems and procedures that they have in place are adequate if traveling to conflict affected countries.

Reporting and Monitoring and Evaluation

23. Key Performance Indicators (KPIs) will be agreed between DFID and the successful bidder during the post-tender clarification stage and before formal contracting. 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 Internal Team and the Evaluation Manager.

24. The GEC Board 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 the GEC Board to DFID twice annually inline 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 finalized 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 2014 to inform possible future support for the GEC. The final evaluation report by February 2015.

Timeframe

26. The contract for the Evaluation Manager will be awarded from February 2012 – March 2016. The contract is designed to end one year after financing is dispersed to allow a final evaluation of projects to be completed if necessary.

27. The final selection of the Evaluation Manager following the short listing will be undertaken through a presentation for each bid. Therefore it will be critical that that the relevant personnel will be available for this. These will be scheduled week commencing 12th December 2011.

28. The Girls Education Challenge fund will run for 4 years initially (2011 – 2015) with the possibility of a further extension. Although no project financing is committed beyond 2015 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.

29. The first Step Change Projects will be awarded in Spring 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 at board level, following recommendations by the Fund Manager, with final sign off required by the Secretary of State for International Development.

30. The Evaluation Manager will be expected to play a significant role supporting the Fund Manager to arrange an event to be held in early 2015 at which the GEC projects will be able to demonstrate the results of their investments to the GEC Board and a panel of potential funders (including private sector foundations).

DFID coordination and management

31. A GEC board will be established – chaired by a prominent development specialist - to provide leadership to the GEC. The board will consist of individuals representing the private sector and the non-governmental sector and include specific expertise in education, evaluation and finance. The DFID GEC team will act as a secretariat to the board.

32. The Evaluation Manager will report directly to the Board. Operating independently from the Fund Manager the Evaluation Manager will provide reports to an agreed timetable to the Board, liaising with the DFID EvD Team as appropriate.

33. The DFID GEC team (consisting of the Senior Education Advisor and Policy and Programme Manager) will have the day-to-day oversight and management of the Evaluation Manager. The DFID EvD Team will also has 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.

34. The DFID GEC team will monitor operational and financial progress on an ongoing basis and raise any issue that require attention to the chair of the GEC Board and DFID senior management and Ministers as necessary.

The Evaluation Manager will be expected to report to the board twice annually alongside the Fund Manager who will be expected to present funding recommendations along with progress and decision points to the board. The board 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.

Annex A.2 – GEC Theory of Change

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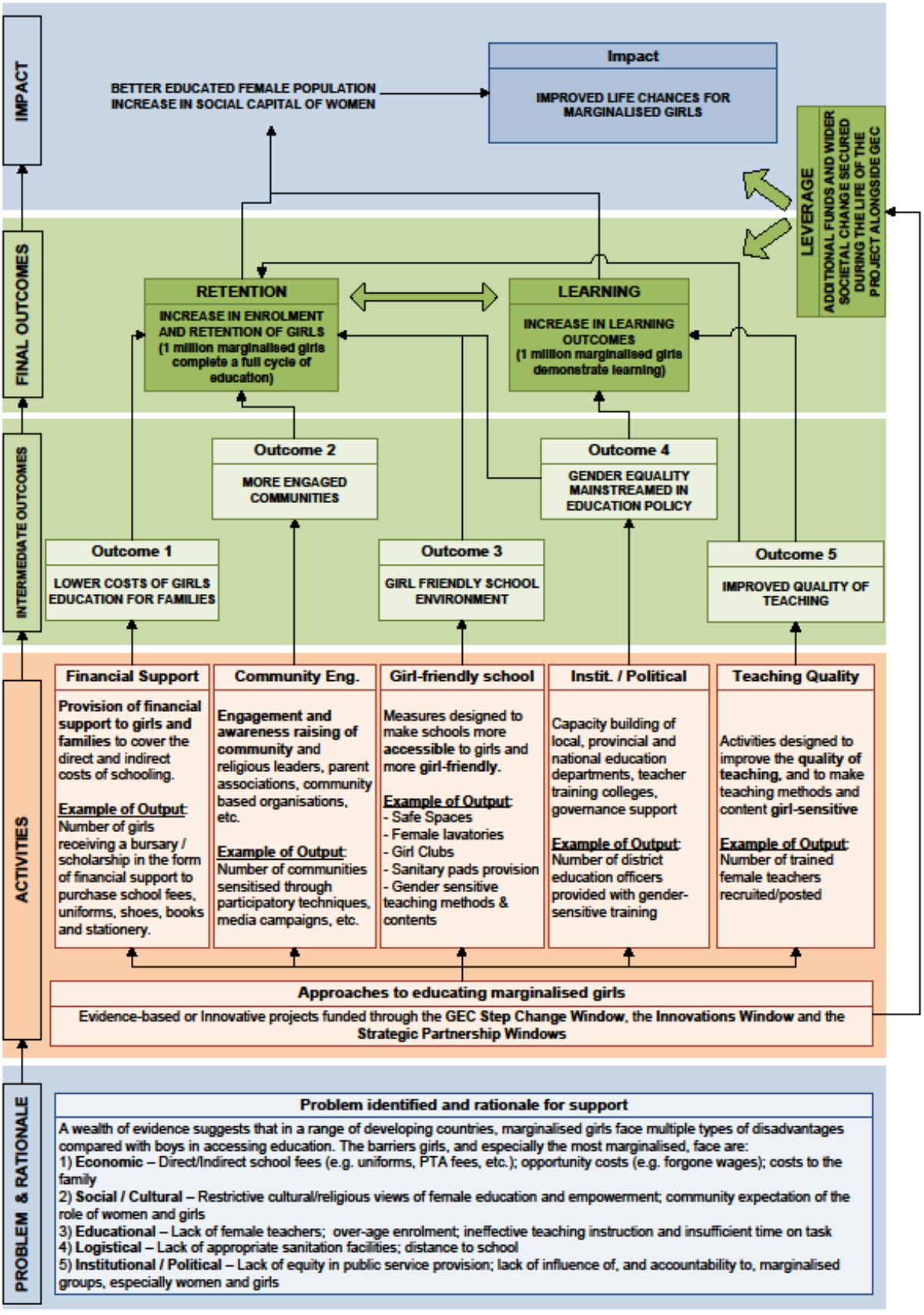
Annex A.2: GEC Theory of Change



Annex B – Roles and Responsibilities

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Annex B: Roles and Responsibilities

Table 1 below provides an overview of the roles and responsibilities of the different EM consortium partners.

Table 1: Role and responsibilities of the EM consortium partners

Consortium Partner	Role and key responsibilities
Coffey (Consortium Lead)	Coffey is the overall lead of the EM consortium and responsible for the following activities: ✓ Designing and delivering the overarching GEC evaluation strategy ✓ Designing the GEC household survey template and guidance for projects ✓ Drawing of a quantitative sample for projects ✓ QA of project's M&E frameworks, research instruments, and evaluation reports ✓ Meta-analysis of project data and reporting ✓ Preparation of evaluation reports for the programme as a whole ✓ Sharing key findings and lessons learned
ORB International	ORB International manages the EM fieldwork and is responsible for the following activities: ✓ Translating and scripting the EM research instruments ✓ Training interviewers and piloting research tools ✓ Managing relationships with national authorities and the request of research permissions ✓ Overseeing and managing the local research partners' fieldwork in country ✓ Quality assurance and data verification ✓ Data processing and cleaning
RTI	RTI are leading on the design of the learning assessment tools (EGRA and EGMA). Their responsibilities include: ✓ 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 (led by Coffey).

Table 2 shows the activities carried out by the Fund Manager with regards to M&E in the GEC.

Table 2: Role of the FM with regards to M&E

	Role and key responsibilities with regards to M&E
FM (Consortium Lead – PwC)	The 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 log frames ✓ Developing reporting tools (including the outcome spread sheet) ✓ QA of project's M&E frameworks, research instruments, and evaluation reports ✓ QA of project datasets and validation of learning test results reported by projects ✓ On-going work with projects to rectify data inconsistencies and methodological issues

Annex C – Overview of IW projects and intervention mapping

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Annex C: Overview of IW projects and intervention mapping

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 trains 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) adapts 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 resort to market-based strategies to distribute solar lighting products in order to increase study time for girls. A provider identifies entrepreneurs in the communities to establish solar light libraries, after which the role of the provider is 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 Varkey Foundation project in Ghana is 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 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) 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 implements 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, attempts to demonstrate the impact of an innovative model.

A short summary (interventions, target number of direct learning beneficiaries (girls), regions covered) of each Innovation Window project is given below.

Eco Fuel (7549) – Keeping Marginalised Girls in School by Economically Empowering their Parents

Uganda | Primary & Secondary | 15,058 girls

Buikwe, Mukono and Wakiso districts.

The project seeks to economically empower mothers through employment as micro-retailers of briquettes; provides school transportation services for girls with disabilities and girls who travel over four kilometres; improves teacher performance through teacher training; sensitizes teachers, head teachers and district inspectors; provides counselling and guidance services to marginalised girls; promotes advocacy for girls' education and provides girl friendly school environments and facilities.

PEAS (7374) – Girls' Enrolment, Attendance, Retention & Results (GEARR)

Uganda | Secondary | 7,000 girls

Rural communities throughout Uganda (18 districts).

The project aims to provide low cost, quality secondary education in rural areas. It mentors girls and provides them practical learning opportunities through school enterprise projects. The project also provides safe drinking water, hygiene lessons, and sanitary kits to girls; and builds separate toilets and washing facilities for girls. It works on staff awareness of stereotypes; trains teachers to gender responsive pedagogy and to teaching literacy; builds school-based farms to increase schools' revenues; provides a school management system and provides a leader financial training for school directors.

Oppty (8980) – Opportunity International

Uganda | Primary & Secondary | 18,011 girls

Wakiso, Mukono and Jinja districts.

The project trains school proprietors, and enables them to access loans, to develop the operational and infrastructural capacity of their schools to provide improved educational services. It also provides tuition loans to parents, delivers financial literacy training to girls, encourages girls and parents to open Child Savings Accounts, and provides education-related insurance.

Viva (6595) – Creative Learning Centres in Kampala

Uganda | Primary & Secondary | 4,720 girls

Greater Kampala.

The project aims to provide a catch-up education by implementing Creative Learning Centres; by providing teacher training in creative student-centred pedagogy; by helping families to develop parenting skills, household economic sustainability strategies, and to change their attitude towards education through family monitoring. The project has also built a Network through a mobile resource library, motivating children's commitment to education by engaging them in a competitive league, promoting sports and performing arts, and expanding the scope and reach of the intervention by engaging new educational stakeholders in discussions, forums and collective action that seek to find solutions to the challenges of providing quality education for all children in Uganda.

Raising Voices (7133) – 1000 Good Schools Project (project closed at midline)

Uganda | Primary | 17,280 girls

Lira, Luwero, Kabarole and Kampala.

The project rolls out the Good School Toolkit that aims to influence the operational cultures of schools and launches a communication campaign. In conjunction with the roll-out of the Good School Toolkit, the project has 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.

CSU (7879) – Cheshire Services Uganda

Uganda | Primary | 1,182 girls

Nakawa, Central, Kawenpo and Rubanga divisions of Kampala city.

The project supports girls with disabilities by building a favourable environment. It intervenes at girls' level through medical support, resettlement of homeless girls with disabilities, and provision of transportation to girls with disabilities to and from school. At school level, the project is involved in the adaptation of the school environments to suit the needs of girls with disabilities, in capacity building trainings for teachers and leaders on inclusive education; in provision of scholastic materials and support for school fees, and in child-to-child activities in schools for example participation in school clubs. At community level, the project supports disabled girls' parents by involving them in income-generating activities and by raising their awareness on disability and education and by community awareness sessions on girl education and disability.

LCDK (6627) – Pioneering Inclusive Education Strategies for Disabled Girls in Kenya

Kenya | Primary | 2,050 girls

Nyanza Province.

The project enables disabled girls to access quality mainstream primary education, and to progress to secondary education. The project participates to community mobilisation and sensitisation on disability issues, organises one-to-one education, support and psycho-social support for parents of children with disabilities. The projects also runs school-level interventions, such as teacher training on Inclusive Education approaches; creates child-to-child projects groups to facilitate interaction and communication with other children; and organises trainings of school management boards on resource mobilization to support school needs, including construction of ablution facilities and renovation of school infrastructure to cater for the needs of the children. This includes creation of ramps, enlarging windows, improving sanitation facilities and roofing using translucent materials that let in more light.

ICL (6803) – Women Educational Researchers of Kenya

Kenya | Primary & Secondary | 9,170 girls

Mombasa, Meru and Laikipia.

The project conducts a girls' education media advocacy in target communities and schools, supports families of un-enrolled girls by creating family development plans and provides economic empowerment and livelihood training for parents and guardians. It also intervenes at the school level through teachers training, by rolling out a computer-based management information system, by providing learning materials for schools, and by supporting infrastructure development. It participates to the implementation of pro-girl policies in schools by providing sanitary towels and by sensitizing communities on return to school of young mothers. Finally, the project motivates and inspires girls to stay at school through girls' clubs, training and mentoring.

Link (6473) – Improved Girls Learning in Rural Wolaita

Ethiopia | Primary | 77,642 girls

Wolaita Zone, Southern Nations, Nationalities and Peoples (SNNP) Region.

The interventions consist of school and community mobilisation through the development and monitoring of Gender Action Plans (GAP) by communities through ground-breaking public meetings which develop awareness amongst parents and community members about barriers to education and how it can be addressed. The goal is to mobilise communities to engage in decision-making, set policy targets and hold local government institutions accountable for delivery. The aim of creating awareness among parents is to change their attitudes towards girls' education, to give greater priority for girls' education, to support girls with managing menstruation, and to reduce domestic duties in order to allow for increased study time.

HPA (6317) – Rwandan Girls' Education and Advancement Programme (REAP)

Rwanda | Primary & Secondary | 18,285 girls

Nyaryguru District.

The project aims to support school businesses in order to increase investment in school and girls' education. It provides a safe, sanitary and girl-friendly school environment by constructing composting/lockable toilets and hand washing facilities and by providing changing rooms with sanitary napkin washing facilities. It encourages beneficiary schools to use sanitised excreta and urine from ECOSAN toilets to fertilise school gardens from which additional income is generated through growing and selling of vegetables and other crops. It undertakes awareness rising among girls and parents on the importance of girls' education. Lastly, the project intervenes by supporting learning and operational research that informs girls' education models and their replication in Nyaruguru District and beyond. Research findings are shared through local and national level spaces.

Red Een Kind (6567) – Whats Up Girls?! Project

South Sudan | Primary | 2,816 girls

Rumbek East County.

The project aims to improve access and quality of girls' education in Rumbek East County, South Sudan. It trains boys and girls in life skills, and friendly school environment. It trains teachers and conducts community awareness using the *Whats Up Parents?!* package to change the mind-set of parents towards education.

BRAC (6957) – BRAC Maendeleo Tanzania (BRACMT)

Tanzania | Primary & Secondary | 15,618 girls

Dar es Salaam, Mwanza, Shinyanga, Tabora and Singida.

The project introduces free tutoring, provide basic scholastic necessities and links the families of out-of-school girls to existing microfinance/agriculture programme. For in-school girls, after school tuition and peer mentoring are implemented, whereas for out-of-school girls, the project opened community study clubs where the girls complete four years of secondary education within two academic years. Besides academic education, the girls also receive life skill training mostly on sexual and reproductive health issues. The project also sensitize the communities through meetings of parent-teachers committees and community management committees.

VSO (7038) – The Business of Girls Education Project in Mozambique (project closed at midline)

Mozambique | Primary | 7,353 girls

Manica Province.

The Project seeks to ensure that girls complete upper primary education through changing societal attitudes and perceptions towards girls' education and strengthening the public school system. The project operates through lead girls that mentor marginalised girls by promoting gender responsive pedagogy, by offering literacy and numeracy training for parents and out-of-school girls, and by engaging stakeholders for improved knowledge, attitudes and practices toward girls' education.

Camfed (7156) – Child-Centred Schooling: Innovation for the Improvement of Learning Outcomes for Marginalised Girls in Zambia

Zambia | Primary | 6,967 girls

Muchinga Province.

The project provides a termly grant administered by the school to offer small support for essential school-going costs to vulnerable children. It trains Teacher Mentors to provide in-school psychosocial support and provides grants and guidelines for Help Desks, which offer children a place to learn about their rights and gain peer support on child protection. It also trains teachers and head teachers and local officials in the child-centred *Escuela Nueva* pedagogy, provides learning materials to support this pedagogy and promotes networking and support to trained teachers. Finally, it engages policymakers in project innovation.

TfAC (8329) – Tiphunzire! (Let's learn!)

Malawi | Primary | 9,040 girls

Central and Southern Malawi.

The project trains female teachers in specialized skills to meet the needs of marginalized girls and to engage other actors in the school and the wider community in the promotion of girls' education. It organizes Girl Clubs for both in-school and out-of-school girls where participants engage in interactive group activities to build self-confidence, role-playing games to address real life situations, and exercises to train literacy and numeracy skills. It also supports school staff in the adoption of Child Protection Policy, as well as age-friendly and gender-sensitive teaching methods. Finally, the project organizes outreach activities with schools and communities and has developed strategic partnerships with local government and civic society organizations through their intervention model.

Varkey Foundation (7045) – MGCubed

Ghana | Primary | 3,047 girls

Volta and Greater Accra.

The project provides in-school distance learning lessons, where children are taught English Language and Maths lessons for 2 hours per day, from Monday to Friday, to respond to teacher absenteeism. The project also runs girls' clubs 1.5 hours per day, 4 days a week, which aim to empower the girls. Trained Facilitators are involved in both the in-school distance learning lessons and the after-school lessons; they provide a critical link back into the communities, to help reinforce the positive attitudinal changes towards girls' education.

VSO (7042) – Sisters for Sisters' Education in Nepal

Nepal | Primary & Secondary | 1,653 girls

Dhading, Lamjung, Parsa, and Surkhet Districts.

The project implements Big Sister mentoring that provides emotional and academic support, as well as a positive role model. The Big Sisters are supported by adult champions who act as their mentors and facilitate negotiations with parents and community members. The project also provides a 9-month "Bridge Courses" and remedial/learning support classes for girls who have never been to school or who dropped out between Grade 1 to 3, and for marginalised girls in grades 1 to 3 who are at risk of dropping out. The programme also trains teachers on child-friendly and gender-sensitive methodologies to improve the quality of education. Finally, the project implements other activities, such as community awareness raising, support to female members of school management committees, linking and experience-sharing with best performing schools, involvement of successful female role models from the community, government and private sector, and national events and lesson sharing.

Mercy Corps (6616) – Supporting the Education of Marginalised Girls in Kailali District (STEM)

Nepal | Primary & Secondary | 6,793 girls

Kailali District.

The projects intervene at household level by demonstrating the benefits of girls' education to parents through a door-to-door enrolment campaign. At community level, it incentivises communities to actively promote girls' education by pre-setting attendance targets for girls. At school level, it improves communication between teachers or administrators and girls' parents, and it improves techniques for working with marginalised castes and girls. At girl level, the project improves learning in pre-identified subjects through tutoring and mentoring offered at Girls Clubs. Finally, the project link secondary-level girls ages 16-30 to private enterprise vocational training, apprenticeship opportunities and small business start-up support to demonstrate expanded income generating and asset building opportunities from staying in school or other formal/non-formal training opportunities.

ANNEX C

ChildFund (8100) – Equal Access to Education for Nomadic Populations in Northern Afghanistan Project

Afghanistan | Primary | 1,200 girls

Kunduz and Badakhshan Provinces.

The project provides marginalised Nomadic girls (and boys) with the opportunity to enrol in lower primary education classes without forcing them to abandon the traditional lifestyle of their communities. Furthermore, the project ensures that project classes, qualified teachers and a supportive community enable and equip young girls to be able to complete one full cycle of lower primary education and demonstrate completive learning outcomes. It organises a flexible system of community-based classes established with the support of the community in summer sites, while utilizing existing school facilities in winter sites to the extent possible. In addition, the project creates peer-learning groups. The project also reaches out to communities to gain their support for such education measures.

ANNEX C

Figure 1: Intervention mapping

✓ This is one of the project's core activities.

✦ This is a project activity but not at the core of the Theory of Change.

Project is not running this activity.

Intervention type	Intervention	Total core	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
			Uganda					Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
	Income-generating activities	8	✓	✓		✦	✓		✓		✓		✓				✓	✓	
	Loans and savings	3	✓		✓	✓													
	In-kind support (school kits, menstrual supplies, etc.)	10	✓	✓		✓	✓	✓	✓	✓				✓	✦			✓	✓
	School and classroom building/ improvement	7		✓	✓		✓	✦	✓		✓							✓	
	Toilettes & WASH facilities	5		✓			✓			✓	✓							✓	
	Technology in classroom	2							✦							✓			
	Textbooks & Learning materials	4				✓	✦						✓	✓					
	Skills training	10		✓		✓	✓					✦	✓	✓	✓	✓	✓		✓
	Gender responsive pedagogy training	7		✓		✦			✓	✓		✦			✓	✦	✓		✓
	Inclusive classroom strategies	7				✓	✓	✓				✦			✓		✓		✓
	Literacy and numeracy training	1										✦			✦	✓			✦
	Peer support and mentoring for teachers	2												✓		✦			✓
	Media (radio, TV, advertising)	3		✦							✓				✓				
	Community meetings/ gatherings	7		✓			✓					✓	✓		✓			✓	
	Parents' groups/ women's groups	3					✓		✓	✓							✦		
	Household visits and support	3				✓						✓			✦			✓	
	Working with men and boys	1						✦				✓							

ANNEX C

Intervention	Intervention	Total	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
	Working with faith groups & traditional leaders	2										✓							✓
	Adult literacy	1																	✓
EXTRA-CURRICULAR & NON-FORMAL EDUCATION	Tutoring clubs (homework, reading, etc.)	9		✓		✓	✓			✓		✦	✓		✓	✓	✓	✓	✦
	Mixed sex/ additional boys' clubs	1				✦				✦						✦			
	Mentoring (peer support, learner guides)	9	✓	✓					✓			✓	✓				✓		✓
	Life skills and health information	10		✓	✓	✦		✓	✓	✦		✓	✓		✓	✓	✦	✓	
	Vocational training & economic empowerment	3		✓		✦											✓	✓	
	Non-formal / alternative education	2				✓							✓						
SCHOOL MANAGEMENT & GOVERNANCE	Technology for school management	4		✓					✓	✓						✓			
	Working with SMCs, PTAs & other stakeholders	14		✓		✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓
	Working with education authorities	5		✓		✓		✓				✓							✓
	Community and private schooling provision	2		✓															✓
EMPOWERMENT & SELF-ESTEEM	Safe spaces	3				✓									✓				
	Role models (older girls, female teachers, etc.)	7			✓					✦		✓			✓	✓	✓		✓
	Mentoring	2										✓	✓						
	Promoting girls' voice and participation	7		✓		✓	✓			✦			✦		✓		✓	✦	
MARGINALISATION-RELATED	Interventions in remote or nomadic locations	2										✓							✓
	Addressing cultural / linguistic exclusion	2																✓	✓
	Interventions addressing disability	3	✦	✦		✓	✓	✓					✦						
	Interventions with other marginalised groups	4		✓		✓			✓						✓				

ANNEX C

Intervention	Intervention	Total	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
	Community awareness around violence	4										✓			✓		✦		
	Development of child protection policies in schools	3		✓						✦				✓	✓				
	Improvement of referral systems	3												✓			✦		
	Interventions against corporal punishment	1		✦		✦						✦				✦			✦
	Interventions against peer violence	2		✓								✦							
	Interventions against child marriage & FGM	2		✦		✓						✦					✦		✦
	Interventions against abuse from adults	6		✓								✦		✓			✓		✓

Annex D – Tables

Endline Report – Innovation Window

Final Report (December 2017)

Annex D: Methodology and tables

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The GEC in the context of other girls' education programmes

Table 1: Overview of other girls' education programme and how they compare with the GEC

Programme name	Description	Key differences
UNICEF's Girls Education Portfolio	Improving Basic Education and Gender Equality is one of the primary targets of UNICEF's Medium Term Strategic Plan. Through upstream initiatives UNICEF sets out to support positive changes in education-related policy and budgeting. Downstream initiatives constitute project service delivery.	UNICEF operates upstream through government partnership, collaboration, and advisory services and downstream through direct project implementation, whereas the GEC exclusively funds NGOs to implement projects downstream.
Global Partnership for Education (GPE)	The GPE is a partnership between donors, developing countries and civil society with the aim of ensuring that any low-income country with a credible education sector plan has an opportunity to finance this plan. The GPE has disbursed over $1 billion to 37 countries in support of their education sector plans, and has provided policy support to 46 countries in total to develop sound sector education plans.	GPE fills a critical gap in the aid architecture as the only significant multilateral pooled funding mechanism in education, and the only global agency which focuses solely on education. GPE funds both state and non-state projects, whereas the GEC funds only NGOs or private sector partners.

USAID's Let Girls Learn Fund	USAID's Let Girls Learn Fund brings together a range of institutions, agencies and programmes[1] to address the range of challenges preventing adolescent girls from attaining a quality education. USAID's Let Girls Learn approach is comprised of three main pillars: Increasing Access to Quality Education, Reducing Barriers, and Empowering Adolescent Girls.	The Let Girls Learn Fund extends beyond the GEC in that it focuses on increasing girls' rights, leadership and opportunity through broader skills training. For example, Let Girls Learn is partnering with DFID and Nike to fund the SPRING programme, which aims to empower girls at the bottom of the pyramid by providing products and services that can change their lives.
Country-focused DFID programming[2], e.g. The Keeping Girls in School (KGIS) programme in Malawi	The KGIS Programme in Malawi is a £33m programme that involves a range of interventions components implemented by specific service providers. They focus on bursary provision, water and sanitation, technical assistance, training female teacher assistants, building teacher training colleges, cash transfers, improving the school experience, and advocacy. KGIS is not a national programme, and interventions for some components are being implemented in different districts. All components are targeted at improving participation and retention in education for girls. However, key target groups vary.	The KGIS is led by one overarching Theory of Change, in which each component is nested. In the GEC, in contrast, projects were invited to submit their own Theories of Change to support their initiatives. KGIS is governed directly by DFID who coordinate the operation and collaboration of the various interventions. Each service provider focuses on one (or two) areas of intervention, each tackling specific barriers to education. In the GEC SCW most projects aim to address a variety of barriers through a range of different intervention types, and are not coordinated within a same country.

Reanalysis methodology

At the time of writing, 16 projects had submitted project-level datasets to the EM, of which 13 submitted their household survey data. We carried out an independent reanalysis of the household survey data for a selected number of key questions on barrier prevalence and exposure to interventions where the relevant information was available, documented and comparable. This reanalysis aimed to:

- Verify the figures and findings presented by the projects in their reports;
- Fill in any gaps in project activities, reach or impact that may not have been included in project reports;
- Be a source of information that could be compared with EM data and qualitative results to triangulate evaluation findings;
- Provide a comparative analysis of the level of barriers across projects at endline; and
- Analyse project impacts on barriers across the IW portfolio by comparing levels of barriers between treatment and control groups.

Project data received by the EM varied in terms of the types of surveys administered, number of surveys administered, survey questions asked, type of respondents, data quality, and merging. In order to carry out cross-project comparison on key indicators, the EM chose to focus on the reanalysis of household surveys. It was selected because it was the most commonly administered survey among projects and included several variables that were commonly coded to measure barrier levels and exposure[3]. The datasets that could be used for reanalysis are outlined below in Table 4.

[1] These include, for instance, the Department of State, the U.S. Agency for International Development (USAID), the Peace Corps, and the Millennium Challenge Corporation (MCC), as well as other agencies and programs like the U.S. President's Emergency Fund for AIDS Relief (PEPFAR).
[2] Other examples of country-focused DFID programming can be found here: https://devtracker.dfid.gov.uk/sector/1/projects
[3] A template household survey was designed by the EM and shared with projects to guide the development of their household surveys.

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Table 2: EM reanalysis of IW projects' quantitative datasets

Project datasets	Number of projects	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	Red	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
					Uganda	Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Endline data received	13			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Midline-endline data merged	12			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓
Control group included	12			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Dataset reanalysed	13			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Variables reanalysed and comparable across IW projects																	
Attitudes and aspirations	13			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
Poverty	12			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
Exposure	11				✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
School	10			✓	✓		✓	✓	✓	✓	✓	✓			✓		✓
Number of projects for which data reanalysed is comparable	13			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓

Using the project endline reports and corresponding internal harvesting documents developed by the EM for analysis, each project was first individually assessed to determine which barriers it was addressing through its activities. Using the identified barriers as a guide, each project's household survey dataset was then reviewed to identify the variables that relate to each of the barriers and related activities (exposure/ change questions).

Variables for each of the barriers addressed by the projects and their associated activities were then compared against the master household survey template used in the EM analysis and shared with projects for use. Matching variables were then cleaned to ensure the coding was consistent with the EM template household survey, which included setting consistent variable names, variable labels and value labels, recoding categorical variables, assigning missing values, and generating a new series of variables for analysis.

Once a dataset had been reviewed and usable variables had been cleaned for consistency, the datasets were reviewed to ensure that they were in a consistent format and diagnostic tests were run to ensure data quality. The cleaned variables were then extracted from each dataset and merged into one meta-dataset. Each of the common and cleaned barrier and exposure variables were then analysed across projects.

Analysis of project data was then carried out to measure average barrier levels at midline and at endline in treatment and control groups, percentage of treatment and control households that reported being exposed to associated intervention activities, and, where datasets were merged, changes in barriers levels in treatment and control groups between midline and endline were measured.

The EM faced a number of challenges that limited the precision and depth of project data reanalysis that could be carried out.

Baseline, midline and endline data not merged

One of the most common problems encountered during the project data reanalysis was that baseline and midline datasets had not been merged. Due to inconsistent variable names, dataset structures and/or observation identification numbers, the EM was unable to undertake merging of baseline and midline survey data for most of the projects. By contrast, the EM was able to merge the midline and endline datasets for all the projects except VSO (Nepal). As a result, only midline and endline data are presented here.

Changes in survey instruments from baseline to endline

In many cases, projects made changes to the questions or design of their survey instruments between baseline, midline and endline. The changes made meant that sometimes we had to either compare responses to modified questions or we were not able to track changes over time at all.

School-level and household-level data not linked

Another major limitation was that school-level data and household-level data were most often not merged and frequently identifiers that could be used to combine the datasets were either missing or unreliable. This had a number of causes. Several projects collected these datasets separately and did not attempt to record identifying information that would make it possible to identify what school the girls in a household attended. In other cases, because of problems with data collection or record keeping, these identifiers were either missing from the datasets or different series of identifiers were used in different databases so they could not be matched. As a result, it was not possible to conduct a higher level analysis of how barriers impacted learning outcomes, which were recorded at school level.

No control group data

Analysis of project data was further limited ChildFund (Afghanistan) case where no control group data had been collected or included. In this case, the EM was unable to compare barrier and exposure levels of the treatment group with any comparison group, and as such could not ascertain whether the project had had any impact on those variables.

Poor documentation of attrition

With large attrition rates, and possibly undocumented substitution households, we cannot assess how changes in the sample composition might account for apparent changes from baseline to endline.

Reanalysis of Project Datasets – Barrier tables

Tables 5-17 below show **midline mean levels of indicators for a range of variables for each project area**. This is sourced from the household surveys administered by projects. Where control group data was collected, the table also shows the difference between the treatment and control groups at midline and endline, and the p-value of this difference as well as the p-value of the difference-in-difference. The estimators for differences and difference-in-difference are given in the columns Etm. The variables displayed cover exposure and reach questions (E) as well as variables related to assumed barriers to education for poverty and livelihood factors (P), for attitudes and aspirations (A), and for school factors (S).

In the tables, the mean value of the indicators for the treatment and control groups are given in the % columns, and the N columns show the number of observations for each variable the treatment and control groups respectively.

Differences between control and treatment groups are coloured in **green** when positive (with respect to the GEC education outcomes) and when the t-test of the two means is statistically significant. They are coloured in **red** when negative (with respect to the GEC education outcomes) and when the t-test is significant at the 5% level.

Please note that the p-values shown in the projects' HHS tables should be used only to get a quick overview of which variables have larger differences between treatment and control, but the statistical significance implied by the given p-values should be taken with caution as they tend to indicate more precision of comparison than is likely to be true. The sample sizes for the project datasets are fairly large, which is one of the primary reasons that the standard errors are found to be quite small and p-values are often below 0.5 even despite the levels in treatment and control groups differing by only a few percentage points. Because the projects largely carried out cluster sampling instead of random sampling, the standard errors are underestimated. Furthermore, imperfect data collection across the projects implied that there is a degree of measurement error that is not insignificant, which would also lead to higher true standard errors. As such, the p-values calculated in the tables based on projects' own data are likely to have a strong downward bias and should be taken lightly.

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Table 3: Differences in endline indicator levels across treatment and control groups in Viva (Uganda)

Viva (Uganda)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	BARRIERS														
A -	PCG believes there isn't enough support for girls to go to school	54%	716	51%	722	3%	0.312	33%	473	48%	489	**-15%**	0.000	**-18%**	0.000
A -	PCG wants girl to get primary education or less now	1%	713	1%	714	0%	0.405	7%	456	6%	462	1%	0.645	1%	0.418
P -	Left school because (non-school factor): Completed school							4%	115	6%	86	-1%	0.645		
P -	Left school because (non-school factor): Death of a family member							3%	115	5%	86	-2%	0.455		
P -	Left school because (non-school factor): Failed an exam							5%	115	5%	86	1%	0.855		
P -	Left school because (non-school factor): Found that school was not useful							2%	115	0%	86	2%	0.158		
P -	Left school because (non-school factor): Got married							5%	115	2%	86	3%	0.276		
P -	Left school because (non-school factor): Had an illness							4%	115	1%	86	3%	0.156		
P -	Left school because (non-school factor): Lived too far away							3%	115	0%	86	3%	0.083		
P -	Left school because (non-school factor): Pregnancy							11%	115	12%	86	0%	0.944		
P -	Left school because (non-school factor): Started a job (out of home)							1%	115	0%	86	1%	0.319		
P -	Left school because (non-school factor): The family couldn't afford to send her							73%	115	73%	86	0%	0.973		
P -	Left school because (non-school factor): Too old							3%	115	3%	86	0%	0.997		
P -	Left school because (non-school factor): Violence							0%	115	3%	86	-3%	0.083		
P -	Left school because (school factor): Exam or schoolwork too hard							6%	84	3%	68	3%	0.366		
P -	Left school because (school factor): Facilities in bad condition							4%	84	1%	68	2%	0.404		
P -	Left school because (school factor): Fees too high							85%	84	96%	68	**-11%**	0.020		
P -	Left school because (school factor): Lessons not interesting							2%	84	0%	68	2%	0.159		
P -	Left school because (school factor): Violence							1%	84	1%	68	0%	0.883		
P -	PCG reports girl spends time on the following duties - caring for family members	61%	725	68%	725	**-7%**	0.005	94%	471	97%	491	**-4%**	0.008	4%	0.280
P -	PCG reports girl spends time on the following duties - fetching water	93%	725	93%	725	0%	0.840	94%	474	97%	492	-2%	0.097	-3%	0.209
P -	PCG reports girl spends time on the following duties - housework	79%	725	89%	725	**-10%**	0.000	94%	470	98%	489	**-4%**	0.000	**6%**	0.024
P -	Roof of dwelling is made of impermanent materials	1%	720	1%	725	0%	0.746	5%	473	4%	493	1%	0.545	1%	0.433
S -	Girl's journey to school is an hour or more							44%	481	31%	494	**13%**	0.000		
S -	PCG reports journey to school is fairly or very unsafe	30%	719	40%	713	**-10%**	0.000	27%	458	40%	478	**-13%**	0.000	-3%	0.427

ANNEX D

Table 4: Differences in endline indicator levels across treatment and control groups in CSU (Uganda)

CSU (Uganda)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Activities: Access for specific group	24%	466	3%	428	21%	0.000	31%	392	4%	388	27%	0.000	6%	0.071
E -	Activities: Build schools or classrooms	4%	466	2%	428	2%	0.059	8%	392	1%	388	7%	0.000	5%	0.010
E -	Activities: Community	8%	466	1%	428	6%	0.000	12%	391	3%	388	8%	0.000	2%	0.370
E -	Activities: Girl/women empowerment	5%	466	0%	428	4%	0.000	7%	392	1%	388	6%	0.000	2%	0.278
E -	Activities: Improve school Management	3%	466	0%	428	3%	0.000	5%	391	1%	388	4%	0.000	1%	0.430
E -	Activities: Safe spaces	7%	466	2%	428	5%	0.000	9%	391	1%	388	9%	0.000	4%	0.054
E -	Activities: Scholarships or supplies	51%	466	4%	428	48%	0.000	67%	395	9%	388	58%	0.000	10%	0.010
E -	Activities: Support learning	31%	466	3%	428	28%	0.000	32%	394	4%	388	28%	0.000	1%	0.838
E -	Activities: Teacher training	9%	466	0%	428	9%	0.000	15%	391	1%	388	15%	0.000	6%	0.007
E -	Girl attended special classes or study groups	18%	449	10%	425	8%	0.000	40%	384	11%	407	29%	0.000	20%	0.000
E -	Girl had a scholarship or bursary last year	68%	463	7%	427	61%	0.000	89%	399	20%	399	69%	0.000	8%	0.030
E -	Girl received special tutoring or help with her schoolwork	23%	452	11%	426	12%	0.000	35%	387	8%	408	27%	0.000	15%	0.000
E -	Girl was given school books	29%	465	10%	427	19%	0.000	60%	405	8%	410	53%	0.000	33%	0.000
E -	Girl was talked to about enrolling	46%	452	20%	421	26%	0.000	54%	393	13%	409	41%	0.000	15%	0.000
E -	PCG reports community has become more encouraging toward girls' education	82%	395	47%	296	36%	0.000	76%	380	54%	324	21%	0.000	-14%	0.003
E -	PCG reports organizations carried out activities in community to improve education	67%	422	9%	362	58%	0.000	79%	389	13%	384	67%	0.000	9%	0.026
E -	Provided girl with assistance device							31%	405	2%	411	29%	0.000		
E -	Provided girl with sanitary towels							42%	403	9%	410	33%	0.000		
E -	Provided girl with transportation							24%	411	2%	411	22%	0.000		
E -	Received support to start a IGA							61%	399	9%	399	53%	0.000		
	BARRIERS														
A -	No members of household are part of a school committee	90%	464	95%	425	-5%	0.002	91%	408	92%	405	-1%	0.640	5%	0.088
A -	PCG believes girls learn less than boys at school	8%	414	10%	374	-2%	0.415	14%	345	19%	348	-5%	0.075	-3%	0.321
A -	PCG believes it has become more common to send girls to school since baseline	68%	466	37%	428	30%	0.000	68%	404	42%	412	26%	0.000	-4%	0.346
A -	PCG doesn't listen to girl's views when making decisions about her education	38%	461	47%	422	-9%	0.007	30%	409	39%	408	-9%	0.007	0%	0.990
A -	PCG says it is rare or uncommon for families to not send girls to school in this	48%	403	69%	338	-21%	0.000	60%	380	72%	333	-12%	0.001	9%	0.083
A -	PCG says s/he would spend more on education for boys than for girls	19%	369	8%	280	11%	0.000	25%	360	8%	373	17%	0.000	6%	0.126
A -	PCG wants girl to get primary education or less now	1%	409	2%	356	0%	0.810	6%	353	8%	346	-2%	0.341	-2%	0.433
A -	Someone other than the PCG makes decisions about girl's education	20%	466	23%	426	-3%	0.234	17%	408	21%	401	-4%	0.142	-1%	0.852
A -	PCG believes it would be better for girl to be married or working than in school at age 18	4%	447	8%	394	-4%	0.014	5%	403	3%	392	3%	0.036	7%	0.001
P -	Deprivation: girl went hungry in last year	55%	450	59%	417	-4%	0.254	55%	367	56%	393	0%	0.909	3%	0.487
P -	Deprivation: went without cash income	79%	447	79%	414	0%	0.867	81%	381	78%	391	3%	0.290	3%	0.517
P -	Deprivation: went without clean water	27%	449	33%	414	-6%	0.058	35%	343	36%	390	-2%	0.629	4%	0.370
P -	Deprivation: went without medicine	54%	446	57%	414	-3%	0.309	62%	367	64%	388	-3%	0.463	1%	0.859
P -	Duties affected time spend on school work at home	3%	403	3%	318	1%	0.450	6%	378	5%	385	1%	0.706	0%	0.875
P -	Duties prevented girl from enrolling or attending school	1%	396	2%	329	-1%	0.132	4%	375	12%	390	-8%	0.000	-7%	0.002

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CSU (Uganda)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
P -	Dwelling is informal structure	7%	442	8%	400	-1%	0.689	4%	405	7%	410	-3%	0.100	-2%	0.423
P -	Floor of dwelling is made of impermanent materials	12%	465	10%	427	2%	0.459	13%	403	12%	407	0%	0.874	-1%	0.707
P -	Had to pay for girl's schooling in last year (books/supplies)	19%	445	73%	323	**-54%**	0.000	14%	406	90%	410	**-76%**	0.000	**-22%**	0.000
P -	Had to pay for girl's schooling in last year (buildings)	5%	446	21%	325	**-16%**	0.000	8%	403	71%	405	**-63%**	0.000	**-47%**	0.000
P -	Had to pay for girl's schooling in last year (lunch)	7%	446	21%	325	**-14%**	0.000	7%	405	84%	410	**-77%**	0.000	**-63%**	0.000
P -	Had to pay for girl's schooling in last year (other)	12%	435	14%	317	-1%	0.579	19%	325	54%	322	**-35%**	0.000	**-34%**	0.000
P -	Had to pay for girl's schooling in last year (transport)	5%	446	10%	331	-4%	0.028	14%	406	59%	406	**-46%**	0.000	**-41%**	0.000
P -	Had to pay for girl's schooling in last year (tuition)	16%	439	92%	329	**-76%**	0.000	9%	405	88%	410	**-79%**	0.000	-4%	0.272
P -	Had to pay for girl's schooling in last year (uniforms)	15%	445	58%	330	**-43%**	0.000	9%	404	87%	406	**-78%**	0.000	**-35%**	0.000
P -	Household does not get electricity from the grid	28%	465	25%	428	3%	0.349	27%	409	16%	411	**12%**	0.000	**9%**	0.032
P -	household does not have car	95%	466	93%	428	2%	0.189	95%	410	93%	414	2%	0.309	0%	0.855
P -	household does not have scooter or motorcycle	94%	466	92%	428	3%	0.130	94%	410	90%	414	**4%**	0.028	1%	0.569
P -	household does not have a bicycle	94%	466	96%	428	-2%	0.234	95%	410	96%	414	-1%	0.593	1%	0.629
P -	Household does not have a bicycle, motorcycle, or car							14%	410	16%	414	-2%	0.357		
P -	Household does not have a functioning radio or TV	14%	444	14%	415	-1%	0.766	0%	407	0%	404	0%	0.318	0%	0.852
P -	Household does not have a phone	12%	466	11%	428	1%	0.619	17%	397	8%	396	**9%**	0.000	**8%**	0.014
P -	Household does not have a private toilet	72%	466	84%	428	**-12%**	0.000	69%	406	71%	408	-2%	0.614	**10%**	0.016
P -	Household does not own any land	63%	401	71%	324	**-8%**	0.019	48%	350	39%	335	**9%**	0.015	**17%**	0.001
P -	Household has money coming in from non-ag business	29%	279	37%	225	-8%	0.063	20%	318	24%	285	-4%	0.271	4%	0.439
P -	Household has money coming in from other source	9%	236	4%	197	**5%**	0.020	34%	89	8%	36	**25%**	0.000	**20%**	0.002
P -	Household has money coming in from paid work	54%	295	59%	232	-5%	0.228	54%	338	59%	305	-4%	0.278	1%	0.865
P -	Household has money coming in from pensions	1%	271	1%	218	0%	0.835	2%	308	0%	229	2%	0.055	2%	0.243
P -	Household has money coming in from remittances	10%	272	6%	216	4%	0.127	21%	313	18%	280	3%	0.380	-1%	0.827
P -	Household has money coming in from rental of land	1%	271	0%	217	1%	0.242	2%	318	1%	280	1%	0.591	-1%	0.700
P -	Household has money coming in from rental of property	4%	272	3%	218	1%	0.488	4%	322	2%	285	2%	0.233	0%	0.849
P -	Household has money coming in from savings or investment	11%	272	14%	220	-2%	0.458	29%	322	20%	288	**8%**	0.016	**11%**	0.025
P -	Household has money coming in from selling crops	21%	280	16%	223	6%	0.098	18%	321	12%	281	**6%**	0.031	1%	0.904
P -	Household has no source of income	36%	397	33%	318	4%	0.319	18%	340	20%	327	-2%	0.524	-5%	0.244
P -	PCG reports girl spends time on the following duties - agricultural work	8%	448	4%	409	**4%**	0.012	12%	405	7%	409	**5%**	0.029	1%	0.818
P -	PCG reports girl spends time on the following duties - caring for family members	58%	466	55%	428	3%	0.331	63%	409	77%	411	**-15%**	0.000	**-18%**	0.000
P -	PCG reports girl spends time on the following duties - family business or work outside the house	14%	466	7%	428	**7%**	0.001	31%	410	25%	409	6%	0.055	-1%	0.856
P -	PCG reports girl spends time on the following duties - fetching water	76%	466	68%	428	**8%**	0.008	75%	409	80%	410	-5%	0.074	**-13%**	0.002
P -	PCG reports girl spends time on the following duties - housework	82%	450	72%	413	**10%**	0.000	84%	410	88%	411	-4%	0.101	**-14%**	0.000
P -	PCG says family is unable to meet basic needs	28%	425	29%	388	-1%	0.838	24%	393	23%	369	1%	0.707	2%	0.683
P -	Portion of time girl spends on duties outside school	22%	445	20%	397	2%	0.272	26%	388	22%	350	4%	0.070	2%	0.517
P -	Roof of dwelling is made of impermanent materials	5%	464	3%	423	1%	0.350	3%	409	2%	413	1%	0.260	0%	0.988
P -	Source of water is unprotected	13%	449	13%	418	0%	0.923	5%	405	7%	408	-2%	0.203	-2%	0.407
S-	In the past year, how difficult has it been to afford her schooling?	58%	412	67%	314	**-8%**	0.022	59%	396	71%	386	**-12%**	0.000	-4%	0.409
S -	Girl's goes to all-girls school	0%	436	0%	325	0%	0.318	0%	387	1%	393	0%	0.572	0%	0.913
S -	Girl's journey to school is an hour or more	27%	466	35%	428	**-8%**	0.008	29%	415	24%	441	5%	0.124	**13%**	0.003

ANNEX D

CSU (Uganda)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
S -	Journey to primary school an hour or more	10%	466	10%	428	0%	0.900	18%	415	15%	441	3%	0.300	2%	0.462
S -	PCG believes classrooms not satisfactory	35%	419	38%	305	-3%	0.404	37%	388	32%	381	5%	0.158	8%	0.114
S -	PCG believes teaching not satisfactory	24%	402	28%	289	-4%	0.252	22%	380	24%	373	-3%	0.406	1%	0.767
S -	PCG believes textbooks not satisfactory	34%	330	41%	237	**-8%**	0.062	32%	282	30%	257	2%	0.688	9%	0.104
S -	PCG believes toilets not satisfactory	27%	382	42%	278	**-16%**	0.000	21%	349	35%	303	**-13%**	0.000	2%	0.656
S -	PCG reports changes to number of classrooms - More classrooms	21%	370	15%	253	5%	0.083	16%	350	20%	321	-4%	0.186	**-9%**	0.032
S -	PCG reports changes to number of teachers - More teachers (any gender)	48%	294	46%	195	2%	0.668	46%	285	41%	287	4%	0.318	2%	0.726
S -	PCG reports changes to number of teachers - More teachers (female)	15%	234	7%	153	**7%**	0.019	9%	285	4%	287	5%	0.015	-2%	0.514
S -	PCG reports changes to number of teachers - More teachers (male)	7%	219	5%	152	2%	0.420	2%	285	1%	287	0%	0.730	-2%	0.494
S -	PCG reports changes to quality of classroom equipment - Better classrooms	26%	329	15%	230	**11%**	0.001	31%	318	23%	332	**8%**	0.023	-3%	0.510
S -	PCG reports changes to quality of classroom equipment - Better desks or chairs	15%	307	5%	219	**10%**	0.000	15%	318	5%	332	**10%**	0.000	-1%	0.864
S -	PCG reports changes to quality of classroom equipment - Less crowded classrooms	13%	307	7%	222	**6%**	0.020	11%	318	6%	332	**4%**	0.047	-2%	0.643
S -	PCG reports changes to quality of classroom equipment - New computers	1%	284	1%	214	0%	0.892	1%	318	0%	332	0%	0.542	0%	0.836
S -	PCG reports changes to quality of school facilities - Better access to electricity	13%	256	13%	191	1%	0.824	11%	336	8%	260	3%	0.223	2%	0.577
S -	PCG reports changes to quality of school facilities - Better facilities	40%	306	20%	199	**20%**	0.000	29%	336	23%	260	6%	0.109	**-14%**	0.009
S -	PCG reports changes to quality of school facilities - Better roofing	14%	261	7%	184	**7%**	0.010	12%	336	11%	260	1%	0.693	-6%	0.122
S -	PCG reports changes to quality of school facilities -Better toilets	46%	313	22%	199	**24%**	0.000	46%	336	22%	260	**24%**	0.000	0%	0.987
S -	PCG reports changes to quality of teaching - Better teaching	69%	352	57%	236	**12%**	0.003	64%	352	60%	345	4%	0.324	-8%	0.127
S -	PCG reports changes to quality of teaching - New teaching methods	20%	256	3%	160	**17%**	0.000	13%	352	4%	345	**8%**	0.000	**-9%**	0.022
S -	PCG reports changes to quality of teaching - Teachers more present	31%	269	17%	178	**14%**	0.000	18%	352	8%	345	**10%**	0.000	-4%	0.384
S -	PCG reports changes to quality of textbooks - Better textbooks	41%	224	29%	145	**12%**	0.021	45%	191	39%	135	7%	0.241	-5%	0.494
S -	PCG reports changes to quantity of classrooms or classroom equipment	62%	283	33%	172	**30%**	0.000	59%	223	32%	215	**28%**	0.000	-2%	0.751
S -	PCG reports changes to quantity of classrooms or classroom equipment - More learning content	48%	281	27%	167	**21%**	0.000	41%	223	19%	215	**23%**	0.000	1%	0.850
S -	PCG reports changes to quantity of classrooms or classroom equipment - More stationary	36%	236	9%	149	**27%**	0.000	32%	223	8%	215	**24%**	0.000	-2%	0.660
S -	PCG reports changes to quantity of classrooms or classroom equipment - More textbooks	30%	247	20%	154	**10%**	0.020	32%	223	15%	215	**17%**	0.000	7%	0.263
S -	PCG reports journey to school is fairly or very unsafe	14%	435	14%	403	1%	0.729	33%	390	23%	382	**10%**	0.002	**9%**	0.024
S -	PCG reports learning conditions got better in last two years	78%	390	46%	308	**32%**	0.000	71%	408	60%	407	**11%**	0.001	**-21%**	0.000
S -	PCG reports teachers absent many time each month	2%	420	3%	323	-2%	0.216	0%	384	1%	377	-1%	0.310	1%	0.446
S -	PCG reports teachers sometimes absent	90%	418	92%	319	-2%	0.398	93%	384	91%	379	2%	0.272	4%	0.174
S -	PCG reports violence at girl's school in last year	8%	427	5%	313	3%	0.135	11%	396	12%	398	-1%	0.755	-3%	0.243

ANNEX D

Table 5: Differences in endline indicator levels across treatment and control groups in LCDK (Kenya)

	LCDK (Kenya)	Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Family received some supply							44%	499	7%	356	37%	0.000		
E -	Provided with: Any other (specify)							34%	482	4%	343	30%	0.000		
E -	Provided with: Basic needs							9%	499	1%	356	8%	0.000		
E -	Provided with: Beddings							1%	499	0%	356	1%	0.008		
E -	Provided with: Funds for education							3%	499	0%	356	3%	0.000		
E -	Provided with: Hearing aids							3%	496	1%	352	1%	0.210		
E -	Provided with: Learning materials							1%	499	0%	356	1%	0.083		
E -	Provided with: Mosquito net							2%	499	0%	356	2%	0.005		
E -	Provided with: School bag							8%	499	0%	356	8%	0.000		
E -	Provided with: School uniform							31%	499	3%	356	27%	0.000		
E -	Provided with: Visual aids (spectacles or magnifying lens)							6%	496	1%	353	5%	0.000		
E -	Provided with: Walking crutches							1%	495	0%	350	0%	0.478		
E -	Provided with: Wheel chair							1%	489	1%	351	0%	0.935		
	BARRIERS														
A -	Consider the following in education decision - The jobs in the area for adults?							29%	528	29%	558	0%	0.909		
A -	Consider the following in education decision - The jobs in the area for children	29%	622	26%	434	2%	0.414	34%	530	30%	564	4%	0.177	2%	0.699
A -	PCG doesn't believe that education helps people make better lives for themselves	0%	631	0%	470	0%	0.318	0%	532	1%	564	0%	0.339	0%	0.748
A -	PCG wants girl to get primary education or less now	2%	604	16%	416	-13%	0.000	3%	524	10%	525	-7%	0.000	6%	0.005
A -	Someone other than the PCG makes decisions about girl's education							66%	530	62%	563	4%	0.146		
A -	PCG believes age is important when deciding whether child should attend school	86%	632	85%	467	1%	0.674	93%	532	90%	564	4%	0.034	3%	0.336
A -	PCG believes ability is important when deciding whether child should attend school	78%	632	72%	466	6%	0.015	81%	531	79%	563	2%	0.415	-5%	0.203
A -	PCG believes sex is important when deciding whether child should attend school	26%	632	26%	465	-1%	0.822	31%	531	32%	563	-1%	0.693	-1%	0.897
A -	PCG believes time of year is important when deciding whether child should attend	75%	630	71%	463	4%	0.131	78%	531	72%	563	6%	0.025	2%	0.647
P -	Can't send girl to school because of expenses							17%	298	19%	231	-2%	0.502		
P -	Duties prevented girl from enrolling or attending school	3%	556	6%	304	-2%	0.155	2%	419	5%	280	-3%	0.055	-1%	0.735
P -	Electricity is not available at all times of the day	87%	632	97%	471	-10%	0.000	91%	529	92%	563	-2%	0.285	8%	0.001
P -	Floor of dwelling is made of impermanent materials	64%	632	72%	467	-7%	0.008	66%	532	64%	564	2%	0.495	9%	0.020
P -	Had to pay for girl's schooling in last year (books/supplies)	73%	598	72%	256	0%	0.887	60%	496	65%	356	-5%	0.178	-5%	0.293
P -	Household does not get electricity from the grid	82%	632	96%	471	-14%	0.000	82%	532	89%	564	-7%	0.001	7%	0.014
P -	household does not have scooter or motorcycle	71%	630	75%	467	-4%	0.142	80%	532	79%	564	0%	0.860	4%	0.230
P -	household does not have a functioning radio	40%	632	43%	471	-3%	0.316	44%	532	46%	564	-2%	0.517	1%	0.802
P -	Household does not have a functioning radio or TV	80%	632	86%	471	-6%	0.316	88%	532	91%	564	-4%	0.517	2%	0.802
P -	household does not have a functioning TV	40%	632	43%	471	-3%	0.316	44%	532	46%	564	-2%	0.517	1%	0.802
P -	Household does not have a phone	7%	632	9%	472	-3%	0.109	4%	532	6%	564	-2%	0.105	1%	0.779
P -	Household does not have a private toilet	32%	630	28%	472	5%	0.082	38%	532	30%	563	7%	0.012	2%	0.551
P -	PCG reports girl spends time on the following duties - caring for family members	89%	627	68%	453	22%	0.000	81%	531	56%	563	25%	0.000	3%	0.398

ANNEX D

LCDK (Kenya)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
P -	PCG says family is unable to meet basic needs	31%	407	31%	302	-1%	0.833	33%	128	30%	161	3%	0.587	4%	0.566
P -	Portion of time girl spends on duties outside school	23%	621	17%	454	5%	0.000	21%	529	17%	562	4%	0.006	-2%	0.458
P -	reason for not being enrolled: did not know she could go to school	3%	603	6%	257	-3%	0.079	1%	499	2%	356	-1%	0.373	2%	0.231
P -	reason for not being enrolled: family problems	0%	603	0%	257	0%	0.083	0%	499	0%	356	0%	0.158	0%	0.860
P -	reason for not being enrolled: illness	25%	603	33%	257	-8%	0.020	19%	499	26%	356	-7%	0.015	1%	0.853
P -	reason for not being enrolled: lack of money for school fees and expenses	7%	603	5%	257	2%	0.238	6%	499	5%	356	1%	0.721	-1%	0.551
P -	reason for not being enrolled: nature of her disability	8%	603	7%	257	0%	0.904	8%	499	16%	356	-8%	0.001	-8%	0.006
P -	reason for not being enrolled: School not good for her	3%	603	4%	257	-1%	0.437	4%	499	4%	356	0%	0.730	1%	0.743
P -	reason for not being enrolled: School too far	3%	603	4%	257	-1%	0.437	3%	499	3%	356	0%	0.923	1%	0.495
P -	reason for not being enrolled: slow learner	0%	603	0%	257	0%	0.083	3%	499	1%	356	2%	0.021	2%	0.133
P -	reason for not being enrolled: Too young	43%	603	37%	257	6%	0.091	72%	499	62%	356	10%	0.003	4%	0.446
P -	Reasons for dropping out (non-school): disability became too severe	53%	15	62%	98	-9%	0.539	36%	14	75%	101	-40%	0.012	-31%	0.100
P -	Reasons for dropping out (non-school): failed an exam / not able to do the work	0%	15	1%	98	-1%	0.320	7%	14	2%	101	5%	0.490	6%	0.239
P -	Reasons for dropping out (non-school): family could not afford to send her to school	7%	15	19%	98	-13%	0.114	43%	14	16%	101	27%	0.077	40%	0.010
P -	Reasons for dropping out (non-school): found school not useful	0%	15	2%	98	-2%	0.158	0%	14	2%	101	-2%	0.158	0%	0.991
P -	Reasons for dropping out (non-school): had an illness	33%	15	27%	98	7%	0.617	14%	14	22%	101	-7%	0.486	-14%	0.404
P -	Reasons for dropping out (non-school): lived too far away	7%	15	2%	98	5%	0.508	0%	14	3%	101	-3%	0.083	-8%	0.237
P -	Reasons for dropping out (non-school): negative parent attitude	0%	15	1%	98	-1%	0.320	0%	14	4%	101	-4%	0.045	-3%	0.615
P -	Reasons for dropping out (non-school): pregnant	13%	15	5%	98	8%	0.392	29%	14	1%	101	28%	0.047	19%	0.024
P -	Reasons for dropping out (non-school): too old	0%	15	3%	98	-3%	0.083	0%	14	1%	101	-1%	0.320	2%	0.693
P -	Reasons for dropping out (school): discrimination, violence, bullying	13%	8	17%	69	-5%	0.722	25%	4	19%	67	6%	0.839	10%	0.674
P -	Reasons for dropping out (school): facilities in bad condition, not good for dis	0%	8	9%	69	-9%	0.013	0%	4	10%	67	-10%	0.007	-2%	0.923
P -	Reasons for dropping out (school): lack of teachers	0%	8	6%	69	-6%	0.045	0%	4	9%	67	-9%	0.013	-3%	0.845
P -	Reasons for dropping out (school): poor teaching	0%	8	1%	69	-1%	0.321	0%	4	1%	67	-1%	0.321	0%	0.995
P -	Reasons for dropping out (school): school fees too high	13%	8	4%	69	8%	0.541	0%	4	6%	67	-6%	0.045	-14%	0.332
P -	Reasons for dropping out (school): school not suitable for disability needs	63%	8	71%	69	-9%	0.667	25%	4	82%	67	-57%	0.105	-49%	0.078
P -	Reasons for dropping out (school): teachers absent	0%	8	4%	69	-4%	0.083	0%	4	7%	67	-7%	0.024	-3%	0.830
P -	Reasons for dropping out (school): too far from school	13%	8	9%	69	4%	0.776	25%	4	7%	67	18%	0.535	14%	0.451
P -	Roof of dwelling is made of impermanent materials	17%	632	15%	472	2%	0.496	7%	532	4%	564	2%	0.091	1%	0.758
P -	Something at home caused girl not to go to school	63%	24	50%	195	12%	0.262	45%	31	51%	199	-6%	0.536	-18%	0.208
P -	Something at school caused girl not to go to school	35%	23	38%	183	-3%	0.788	14%	29	34%	197	-20%	0.008	-17%	0.220
P -	Source of water is unprotected	57%	632	62%	472	-5%	0.129	51%	532	51%	564	0%	0.915	4%	0.322
P -	In the past year, how difficult has it been to afford her schooling?	61%	599	75%	254	-15%	0.000	56%	498	70%	355	-13%	0.000	1%	0.799
S -	Girl does not attend nearest school	6%	603	18%	257	-12%	0.000	6%	497	17%	356	-11%	0.000	1%	0.781
S -	Girl had bad or dangerous experience travelling in area	18%	605	22%	431	-5%	0.074	17%	522	20%	543	-3%	0.233	2%	0.625
S -	Girl's journey to school is an hour or more	12%	632	52%	472	-40%	0.000	13%	532	42%	564	-29%	0.000	12%	0.001
S -	Journey to primary school an hour or more	3%	632	7%	472	-4%	0.011	9%	532	13%	564	-4%	0.042	0%	0.868
S -	PCG believes classrooms not satisfactory	23%	586	30%	246	-7%	0.036	14%	493	22%	353	-7%	0.009	0%	0.996
S -	PCG believes teaching not satisfactory	19%	588	25%	243	-7%	0.042	15%	488	21%	347	-6%	0.030	1%	0.881
S -	PCG believes textbooks not satisfactory	39%	562	51%	237	-11%	0.004	29%	489	33%	339	-3%	0.316	8%	0.109

LCDK (Kenya)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
S -	PCG believes toilets not satisfactory	21%	573	30%	244	-9%	0.012	21%	489	24%	347	-3%	0.345	6%	0.179
S -	PCG reports journey to school is fairly or very unsafe	41%	627	47%	451	-5%	0.083	45%	498	44%	501	1%	0.783	6%	0.159

Table 6: Differences in endline indicator levels across treatment and control groups in ICL (Kenya)

ICL (Kenya)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Activities: Access for specific group	55%	639	42%	323	13%	0.000	29%	1100	24%	673	5%	0.014	-8%	0.052
E -	Activities: Build schools or classrooms	58%	619	53%	331	5%	0.172	29%	1092	34%	682	-5%	0.035	-9%	0.018
E -	Activities: Community	57%	638	48%	332	9%	0.007	29%	1103	30%	649	-1%	0.697	-10%	0.011
E -	Activities: Girl/women empowerment	46%	582	34%	304	12%	0.001	24%	1080	18%	640	7%	0.001	-5%	0.217
E -	Activities: Improve school Management	48%	604	41%	305	7%	0.039	24%	1091	19%	633	5%	0.010	-2%	0.600
E -	Activities: Other	18%	364	12%	209	6%	0.062	4%	994	1%	585	3%	0.001	-3%	0.191
E -	Activities: Safe spaces	42%	597	36%	316	6%	0.063	20%	1080	14%	633	6%	0.001	0%	0.939
E -	Activities: Scholarships or supplies	63%	646	55%	325	7%	0.030	32%	1114	15%	635	17%	0.000	10%	0.012
E -	Activities: Support learning	61%	620	59%	317	2%	0.498	39%	1115	34%	707	4%	0.058	2%	0.611
E -	Activities: Teacher training	46%	593	40%	306	6%	0.069	20%	1079	16%	645	4%	0.032	-2%	0.536
E -	Girl attended special classes or study groups	28%	1293	27%	696	2%	0.453	34%	1254	35%	816	-1%	0.766	-2%	0.463
E -	Girl had a scholarship or bursary last year	24%	1384	19%	725	5%	0.013	29%	1277	17%	817	12%	0.000	7%	0.009
E -	Girl received special tutoring or help with her schoolwork	27%	1313	30%	703	-3%	0.181	38%	1241	23%	819	15%	0.000	18%	0.000
E -	Girl was given school books	25%	1344	22%	713	3%	0.101	23%	1249	22%	809	1%	0.713	-3%	0.360
E -	Girl was talked to about enrolling	42%	1264	37%	681	6%	0.013	59%	1220	45%	820	13%	0.000	8%	0.020
E -	New Primary school built since baseline	45%	1407	49%	387	-4%	0.163	47%	1149	59%	825	-12%	0.000	-8%	0.031
E -	New Secondary school built since midline	51%	236	20%	64	31%	0.000	52%	1180	61%	827	-9%	0.000	-40%	0.000
E -	Organizations: Community groups	42%	582	33%	305	9%	0.010	24%	1081	28%	669	-4%	0.096	-12%	0.001
E -	Organizations: Government officials	36%	578	48%	332	-13%	0.000	22%	1069	20%	644	2%	0.322	15%	0.000
E -	Organizations: local parents groups	38%	572	37%	302	1%	0.801	25%	1073	26%	664	0%	0.818	-1%	0.728
E -	Organizations: local women's groups	39%	601	32%	295	7%	0.036	25%	1074	22%	660	3%	0.118	-4%	0.324
E -	Organizations: NGOs	60%	635	45%	297	14%	0.000	34%	1094	11%	649	23%	0.000	9%	0.024
E -	Organizations: Other	12%	437	8%	240	4%	0.107	4%	994	1%	599	4%	0.000	0%	0.989
E -	Organizations: Religious groups	51%	618	46%	305	5%	0.161	27%	1098	38%	665	-11%	0.000	-16%	0.000
E -	PCG reports community has become more encouraging toward girls' education	77%	1366	75%	709	1%	0.457	89%	1272	88%	807	2%	0.288	0%	0.982
E -	PCG reports organizations carried out activities in community to improve education	51%	1206	49%	624	2%	0.406	57%	1165	56%	758	1%	0.786	-1%	0.674
	BARRIERS														

ANNEX D

ICL (Kenya)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
A -	No members of household are part of a school committee	82%	1351	80%	683	2%	0.236	84%	1276	86%	817	-3%	0.117	-5%	0.054
A -	PCG believes girls learn less than boys at school	5%	1300	9%	650	**-4%**	0.001	4%	1181	5%	749	-1%	0.331	**3%**	0.021
A -	PCG believes it has become more common to send girls to school since baseline	79%	1380	79%	706	0%	0.918	84%	1292	85%	823	-1%	0.716	0%	0.873
A -	PCG doesn't listen to girl's views when making decisions about her education	17%	1363	20%	686	-3%	0.158	20%	1277	34%	817	**-14%**	0.000	**-12%**	0.000
A -	PCG wants girl to get primary education or less now	2%	1377	5%	709	**-4%**	0.000	5%	1260	7%	805	**-3%**	0.017	1%	0.459
A -	Someone other than the PCG makes decisions about girl's education	31%	1388	26%	693	**5%**	0.011	33%	1251	23%	795	**11%**	0.000	5%	0.072
A -	PCG believes it would be better for girl to be married or working than in school at age 18	9%	1373	17%	704	**-8%**	0.000	13%	1270	16%	817	-2%	0.138	**6%**	0.007
P -	Deprivation: girl went hungry in last year	62%	1352	35%	659	**27%**	0.000	55%	1202	40%	741	**14%**	0.000	**-13%**	0.000
P -	Deprivation: went without cash income	80%	1303	67%	625	**13%**	0.000	75%	1176	56%	708	**19%**	0.000	6%	0.055
P -	Deprivation: went without clean water	58%	1338	44%	661	**14%**	0.000	55%	1194	36%	743	**19%**	0.000	5%	0.161
P -	Deprivation: went without medicine	66%	1328	52%	647	**14%**	0.000	57%	1190	38%	704	**19%**	0.000	5%	0.123
P -	Duties affected time spend on school work at home	19%	1281	22%	590	-3%	0.164	15%	1138	22%	734	**-7%**	0.000	-4%	0.133
P -	Duties prevented girl from enrolling or attending school	6%	1313	10%	671	**-5%**	0.000	10%	1088	9%	708	1%	0.598	**5%**	0.003
P -	Dwelling is informal structure	31%	1316	29%	620	2%	0.349	29%	1232	37%	782	**-8%**	0.000	**-10%**	0.001
P -	Had to pay for girl's schooling in last year (books/supplies)	45%	1504	34%	781	**11%**	0.000	67%	1196	66%	787	1%	0.721	**-10%**	0.001
P -	Had to pay for girl's schooling in last year (buildings)	51%	1500	52%	792	-1%	0.498	68%	1150	74%	776	**-6%**	0.002	-5%	0.103
P -	Had to pay for girl's schooling in last year (lunch)	47%	1460	43%	728	4%	0.058	66%	1199	71%	807	**-5%**	0.014	**-9%**	0.002
P -	Had to pay for girl's schooling in last year (other)	15%	546	11%	351	**5%**	0.039	46%	1165	55%	702	**-8%**	0.000	**-13%**	0.001
P -	Had to pay for girl's schooling in last year (transport)	22%	1485	11%	732	**11%**	0.000	41%	1180	21%	666	**20%**	0.000	**10%**	0.000
P -	Had to pay for girl's schooling in last year (tuition)	63%	1517	71%	793	**-8%**	0.000	83%	1215	82%	804	1%	0.474	**9%**	0.001
P -	Had to pay for girl's schooling in last year (uniforms)	67%	1524	58%	797	**9%**	0.000	84%	1230	85%	766	-1%	0.485	**-10%**	0.000
P -	Household does not have books in the house (other)							59%	1011	48%	578	**11%**	0.000		
P -	Household does not have books in the house (religious)							16%	1242	13%	786	3%	0.114		
P -	Household does not have books in the house (school)							20%	1266	15%	814	**4%**	0.015		
P -	Household does not have books in the house (story)							37%	1183	29%	698	**8%**	0.001		
P -	Household has money coming in from non-ag business	30%	577	30%	352	0%	0.950	22%	719	22%	404	0%	0.864	1%	0.874
P -	Household has money coming in from paid work	60%	639	53%	372	**7%**	0.033	51%	752	50%	424	1%	0.726	-6%	0.186
P -	Household has money coming in from pensions	6%	566	5%	335	1%	0.480	3%	711	4%	392	-2%	0.164	-3%	0.147
P -	Household has money coming in from remittances	24%	581	15%	332	**10%**	0.000	16%	714	17%	395	-2%	0.514	**-11%**	0.002
P -	Household has money coming in from rental of land	9%	574	11%	339	-3%	0.198	6%	711	10%	396	**-4%**	0.021	-1%	0.609
P -	Household has money coming in from rental of property	7%	578	5%	340	2%	0.227	6%	711	5%	393	0%	0.843	-2%	0.452
P -	Household has money coming in from savings or investment	18%	586	15%	347	3%	0.218	13%	714	18%	403	-4%	0.052	**-8%**	0.025
P -	Household has money coming in from selling crops	46%	633	63%	367	**-16%**	0.000	36%	725	60%	428	**-24%**	0.000	-8%	0.080
P -	Household has money coming in less often than once a month	67%	556	43%	296	**24%**	0.000	71%	627	68%	386	2%	0.450	**-21%**	0.000
P -	Household has no source of income	54%	819	34%	446	**20%**	0.000	26%	758	18%	444	**8%**	0.002	**-12%**	0.002
P -	PCG reports girl spends time on the following duties - agricultural work	53%	1566	49%	845	4%	0.072	39%	1268	43%	797	-4%	0.081	**-8%**	0.012
P -	PCG reports girl spends time on the following duties - caring for family members	55%	1579	44%	841	**11%**	0.000	52%	1320	45%	848	**7%**	0.001	-4%	0.233
P -	PCG reports girl spends time on the following duties - family business or work o	23%	1512	19%	832	3%	0.066	22%	1296	19%	813	3%	0.077	0%	0.990
P -	PCG reports girl spends time on the following duties - fetching water	83%	1573	67%	851	**17%**	0.000	76%	1320	75%	843	1%	0.622	**-16%**	0.000
P -	PCG reports girl spends time on the following duties - housework	79%	1578	69%	845	**10%**	0.000	81%	1317	80%	850	2%	0.307	**-8%**	0.001

ANNEX D

ICL (Kenya)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
P -	PCG says family is unable to meet basic needs							37%	715	27%	368	10%	0.001		
P -	Portion of time girl spends on duties outside school	28%	1409	33%	630	-5%	0.001	20%	1278	25%	819	-5%	0.000	0%	0.893
P -	In the past year, how difficult has it been to afford her schooling?							67%	1227	52%	803	15%	0.000		
S -	Girl's goes to all-girls school							15%	1259	1%	769	15%	0.000		
S -	Girl's journey to school is an hour or more							41%	1631	34%	1016	6%	0.002		
S -	Girl's main teacher is male	49%	1170	37%	662	12%	0.000	44%	1063	36%	732	7%	0.002	-5%	0.181
S -	Journey to primary school an hour or more	41%	1855	55%	1118	-14%	0.000	28%	1631	21%	1016	7%	0.000	22%	0.000
S -	Journey to secondary school an hour or more	48%	1855	60%	1118	-13%	0.000	33%	1631	24%	1016	9%	0.000	22%	0.000
S -	PCG believes classrooms not satisfactory	34%	1460	32%	777	3%	0.181	16%	1186	17%	785	-1%	0.537	-4%	0.159
S -	PCG believes teaching not satisfactory	80%	1456	76%	713	4%	0.091	13%	1152	23%	763	-10%	0.000	-14%	0.000
S -	PCG believes textbooks not satisfactory							25%	1143	36%	770	-11%	0.000		
S -	PCG believes toilets not satisfactory	21%	1433	28%	780	-7%	0.540	18%	1134	24%	767	-6%	0.002	1%	0.903
S -	PCG reports changes in school have help girl learn							77%	986	70%	605	7%	0.003		
S -	PCG reports changes to number of classrooms - More classrooms	73%	869	78%	567	-5%	0.024	54%	1133	72%	771	-18%	0.000	-13%	0.000
S -	PCG reports changes to number of teachers - More teachers (any gender)	69%	1049	64%	540	5%	0.049	58%	1039	66%	715	-8%	0.001	-13%	0.000
S -	PCG reports changes to number of teachers - More teachers (female)	46%	938	44%	494	2%	0.559	31%	920	44%	612	-13%	0.000	-14%	0.000
S -	PCG reports changes to number of teachers - More teachers (male)	47%	903	37%	502	9%	0.001	30%	912	32%	554	-2%	0.456	-11%	0.003
S -	PCG reports changes to quality of classroom equipment - Better classrooms	69%	896	73%	570	-4%	0.122	64%	907	67%	631	-3%	0.234	1%	0.816
S -	PCG reports changes to quality of classroom equipment - Better desks or chairs	54%	758	45%	441	9%	0.004	42%	876	52%	641	-10%	0.000	-19%	0.000
S -	PCG reports changes to quality of classroom equipment - Less crowded classrooms	30%	734	33%	433	-2%	0.412	26%	807	37%	548	-10%	0.000	-8%	0.032
S -	PCG reports changes to quality of classroom equipment - New computers	24%	701	26%	428	-2%	0.415	27%	858	24%	586	3%	0.192	5%	0.142
S -	PCG reports changes to quality of school facilities - Better access to electricity	55%	790	46%	482	9%	0.002	48%	928	49%	625	-1%	0.683	-10%	0.011
S -	PCG reports changes to quality of school facilities - Better facilities	67%	915	67%	571	0%	0.970	63%	1002	67%	704	-4%	0.069	-4%	0.206
S -	PCG reports changes to quality of school facilities - Better roofing	48%	753	47%	478	1%	0.786	30%	893	43%	592	-13%	0.000	-13%	0.000
S -	PCG reports changes to quality of school facilities -Better toilets	62%	846	62%	519	-1%	0.822	48%	956	54%	636	-6%	0.018	-5%	0.143
S -	PCG reports changes to quality of teaching - Better teaching	87%	1114	89%	595	-2%	0.165	76%	1087	79%	702	-3%	0.151	-1%	0.816
S -	PCG reports changes to quality of teaching - New teaching methods	51%	829	36%	483	14%	0.000	41%	930	42%	544	-2%	0.558	-16%	0.000
S -	PCG reports changes to quality of teaching - Teachers more present	68%	882	52%	513	16%	0.000	47%	962	58%	617	-11%	0.000	-27%	0.000
S -	PCG reports changes to quality of teaching - Worse teaching	16%	809	10%	486	5%	0.005	8%	888	7%	503	1%	0.436	-4%	0.087
S -	PCG reports changes to quality of textbooks - Better textbooks	79%	967	86%	500	-7%	0.001	66%	985	70%	691	-4%	0.087	3%	0.326
S -	PCG reports changes to quantity of classrooms or classroom equipment - More learning content	72%	933	74%	499	-2%	0.432	62%	1001	62%	671	0%	0.947	2%	0.612
S -	PCG reports changes to quantity of classrooms or classroom equipment - More stationary	57%	819	53%	449	4%	0.207	40%	915	41%	559	-1%	0.676	-5%	0.222
S -	PCG reports changes to quantity of classrooms or classroom equipment - More textbooks	63%	877	66%	471	-2%	0.395	50%	961	58%	653	-8%	0.001	-6%	0.123
S -	PCG reports changes to the number of schools in the village	44%	1411	50%	786	-6%	0.012	47%	1173	58%	796	-11%	0.000	-5%	0.109
S -	PCG reports journey to school is fairly or very unsafe	14%	1485	9%	799	4%	0.001	15%	1240	19%	822	-4%	0.037	-8%	0.000
S -	PCG reports learning conditions got better in last two years	83%	1140	83%	594	0%	0.966	86%	1120	77%	698	9%	0.000	9%	0.001
S -	PCG reports teachers absent many time each month	4%	1530	8%	823	-4%	0.001	3%	1113	5%	706	-2%	0.108	2%	0.135
S -	PCG reports teachers sometimes absent	81%	1521	85%	815	-4%	0.017	75%	1150	57%	742	18%	0.000	22%	0.000
S -	PCG reports violence at girl's school in last year	54%	102	25%	4	29%	0.333	9%	1142	6%	730	3%	0.024	-26%	0.077
S -	PCG reports changes to quality of school facilities - Other changes	7%	529	3%	341	4%	0.008	3%	798	1%	485	1%	0.130	-3%	0.097

Table 7: Differences in endline indicator levels across treatment and control groups in Link (Ethiopia)

	Link (Ethiopia)	Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Girls' survey														
	EXPOSURE														
E -	Girl provided sanitary pads, made it easier to attend school: occurred	98%	363	69%	370	29%	0.000	100%	372	86%	369	14%	0.000	-15%	0.000
E -	Girl provided sanitary pads, made it easier to attend school: helped somewhat or very much	96%	363	15%	370	81%	0.000	98%	372	36%	369	63%	0.000	-18%	0.000
E -	Female toilets at school made easier to attend: occurred	98%	368	78%	370	20%	0.000	100%	372	92%	368	8%	0.000	-12%	0.000
E -	Female toilets at school made easier to attend: helped very much	29%	368	7%	370	22%	0.000	66%	372	8%	368	57%	0.000	35%	0.000
	BARRIERS														
A -	Boys get more attention from teachers than girls	63%	364	80%	337	-18%	0.000	34%	363	71%	351	-36%	0.000	-19%	0.000
A -	Boys in school don't want girls to do better	78%	360	81%	338	-3%	0.330	60%	357	82%	340	-22%	0.000	-19%	0.000
A -	Girl knows girls who got married or were abducted	70%	287	81%	268	-10%	0.005	47%	263	81%	268	-34%	0.000	-24%	0.000
A -	Girl's teacher thinks education is more important for boys	54%	362	76%	345	-22%	0.000	29%	365	65%	350	-37%	0.000	-14%	0.004
A -	Girls are scared of being beaten if they don't listen to their boyfriend	69%	350	85%	326	-17%	0.000	43%	357	82%	332	-39%	0.000	-22%	0.000
A -	Girl cannot go to school if menstruating	39%	301	75%	306	-35%	0.000	4%	359	64%	255	-59%	0.000	-24%	0.000
A -	Girl cannot do homework when menstruating	40%	302	73%	309	-33%	0.000	5%	347	75%	259	-69%	0.000	-36%	0.000
A -	People in community do not think girls need to do well	56%	353	46%	323	10%	0.012	29%	362	68%	346	-39%	0.000	-49%	0.000
A -	People in community do not think men should share in household duties	68%	363	46%	327	22%	0.000	42%	366	63%	340	-21%	0.000	-43%	0.000
A -	People in community do not think pregnant girls should be able to return to school	76%	365	63%	331	13%	0.000	56%	355	80%	329	-24%	0.000	-37%	0.000
A -	People in community does not think girls are as clever as girls	72%	365	57%	321	16%	0.000	47%	355	62%	340	-15%	0.000	-31%	0.000
A -	People in community does not think girls should always go to school	62%	363	36%	332	26%	0.000	39%	350	55%	341	-16%	0.000	-42%	0.000
A -	People in community don't think men and women have equal status	67%	364	45%	322	22%	0.000	44%	365	71%	351	-26%	0.000	-48%	0.000
A -	People in community think boys education should be prioritized if money is scarce	82%	371	84%	346	-2%	0.499	56%	367	86%	354	-31%	0.000	-29%	0.000
A -	People in community think education more important for boys	78%	372	85%	348	-7%	0.017	51%	366	89%	364	-38%	0.000	-31%	0.000
A -	People in community think girls can leave school after 8th grade	72%	367	85%	340	-13%	0.000	43%	359	87%	360	-44%	0.000	-30%	0.000
A -	People in community think men can punish women	72%	372	76%	334	-4%	0.231	44%	362	84%	341	-40%	0.000	-36%	0.000
A -	People in community think men should have more right to jobs than women	74%	370	70%	342	4%	0.247	48%	361	80%	352	-32%	0.000	-36%	0.000
A -	People in community think men should have the final say in family matters	81%	369	82%	327	-1%	0.764	61%	364	78%	350	-17%	0.000	-16%	0.000
A -	People in community think women should give money they earn to their husband	75%	367	83%	347	-7%	0.017	48%	360	82%	342	-34%	0.000	-26%	0.000
A -	People in community think women should obey men	90%	370	87%	341	3%	0.187	73%	368	81%	343	-8%	0.015	-11%	0.006
A -	People in community think women's role is to do household chores and raise child	70%	369	80%	336	-10%	0.003	41%	365	74%	327	-33%	0.000	-24%	0.000
A -	People in school think girls have limited career options	74%	348	78%	316	-4%	0.229	46%	350	75%	318	-29%	0.000	-25%	0.000
P -	Girls do household chores that interfere with school work	86%	360	88%	327	-3%	0.330	65%	346	86%	330	-20%	0.000	-18%	0.000
P -	People in community do not think boys should share chores	47%	367	31%	303	16%	0.000	50%	363	75%	363	-25%	0.000	-41%	0.000
P -	People in community think girls should do chores in the afternoon	87%	370	81%	327	6%	0.041	65%	365	80%	339	-14%	0.000	-20%	0.000
S -	How well is your school equipped with bathroom or toilet facilities to make it p: occurred	95%	373	57%	370	38%	0.000	99%	372	81%	374	18%	0.000	-20%	0.000
S -	How well is your school equipped with bathroom or toilet facilities to make it p: helped very much	9%	373	1%	370	7%	0.000	45%	372	7%	374	38%	0.000	31%	0.000
S -	School equipped for menstruation: occurred	96%	375	58%	372	38%	0.000	99%	374	86%	374	13%	0.000	-25%	0.000
S -	School equipped for menstruation: helped very much	11%	375	1%	372	10%	0.000	46%	374	4%	374	41%	0.000	32%	0.000

ANNEX D

Link (Ethiopia)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Have recent activities in this community made it easier for girls to learn?	92%	287	20%	238	72%	0.000	97%	332	9%	249	88%	0.000	16%	0.000
E -	PCG reports community has become more encouraging toward girls' education	38%	371	8%	370	30%	0.000	70%	374	9%	373	62%	0.000	31%	0.000
E -	Girls club activities: helped very much	22%	749	4%	744	18%	0.000	83%	749	10%	749	73%	0.000	55%	0.000
E -	Rewarded girls achievements: occurred	96%	375	67%	373	29%	0.000	99%	375	74%	374	25%	0.000	-4%	0.215
E -	Rewarded girls achievements: helped very much	18%	375	5%	373	13%	0.000	55%	375	6%	374	50%	0.000	37%	0.000
E -	Provided sanitary towels: occurred	98%	370	65%	369	33%	0.000	99%	375	70%	374	29%	0.000	-3%	0.338
E -	Provided sanitary towels: helped very much	41%	370	2%	369	39%	0.000	69%	375	6%	374	63%	0.000	24%	0.000
E -	Built toilets at school: occurred	97%	375	66%	372	31%	0.000	99%	375	72%	375	27%	0.000	-4%	0.224
E -	Built toilets at school: helped very much	34%	375	2%	372	32%	0.000	66%	375	5%	375	61%	0.000	29%	0.000
E -	Trained teachers: occurred	96%	374	66%	372	30%	0.000	97%	375	73%	374	24%	0.000	-6%	0.084
E -	Trained teachers: helped very much	16%	374	3%	372	13%	0.000	53%	375	5%	374	48%	0.000	35%	0.000
E -	Provided equipment for schools: occurred	95%	375	66%	372	29%	0.000	96%	375	73%	375	23%	0.000	-6%	0.112
E -	Provided equipment for schools: helped very much	11%	375	1%	372	10%	0.000	41%	375	6%	375	34%	0.000	25%	0.000
E -	Encouraged girls to participate in class: occurred	99%	374	70%	371	29%	0.000	98%	373	72%	375	26%	0.000	-2%	0.477
E -	Encouraged girls to participate in class: helped very much	11%	374	5%	371	7%	0.001	51%	373	6%	375	45%	0.000	38%	0.000
E -	Encouraged girls to take leadership positions: occurred	98%	374	70%	371	28%	0.000	97%	374	74%	375	23%	0.000	-5%	0.164
E -	Encouraged girls to take leadership positions: helped very much	11%	374	5%	371	6%	0.003	48%	374	9%	375	39%	0.000	33%	0.000
E -	Trained school directors: occurred	97%	375	68%	371	28%	0.000	96%	375	73%	375	23%	0.000	-6%	0.117
E -	Trained school directors: helped very much	11%	375	4%	371	7%	0.000	49%	375	6%	375	43%	0.000	36%	0.000
E -	Trained school management: occurred	96%	375	66%	370	30%	0.000	97%	375	71%	374	26%	0.000	-4%	0.263
E -	Trained school management: helped very much	10%	375	4%	370	6%	0.001	49%	375	5%	374	44%	0.000	38%	0.000
E -	Gave girls a voice: occurred	98%	374	69%	371	29%	0.000	99%	375	73%	375	26%	0.000	-3%	0.343
E -	Gave girls a voice: helped very much	14%	374	5%	371	10%	0.000	55%	375	7%	375	47%	0.000	38%	0.000
E -	Gave women a voice: occurred	98%	373	73%	372	25%	0.000	98%	374	73%	374	25%	0.000	0%	0.905
E -	Gave women a voice: helped very much	12%	373	4%	372	9%	0.000	53%	374	8%	374	45%	0.000	37%	0.000
E -	Improve girls' self-esteem: occurred	97%	374	70%	373	27%	0.000	96%	375	72%	375	25%	0.000	-3%	0.429
E -	Improve girls' self-esteem: helped very much	14%	374	3%	373	11%	0.000	50%	375	8%	375	42%	0.000	31%	0.000
E -	Community meeting on girls education: occurred	98%	372	69%	373	29%	0.000	99%	374	72%	374	27%	0.000	-2%	0.475
E -	Community meeting on girls education: helped very much	16%	372	7%	373	9%	0.000	57%	374	8%	374	49%	0.000	40%	0.000
E -	Held meetings with parents: occurred	95%	374	72%	369	23%	0.000	98%	375	73%	375	25%	0.000	2%	0.482
E -	Held meetings with parents: helped very much	9%	374	5%	369	4%	0.027	46%	375	5%	375	41%	0.000	37%	0.000
E -	Encouraged parents to support girls education: occurred	96%	375	74%	373	22%	0.000	98%	375	78%	375	21%	0.000	-1%	0.780
E -	Encouraged parents to support girls education: helped very much	11%	375	6%	373	5%	0.012	49%	375	5%	375	45%	0.000	40%	0.000
E -	Encouraged girls not to drop out: occurred	97%	375	71%	372	26%	0.000	99%	375	77%	375	22%	0.000	-3%	0.305
E -	Encouraged girls not to drop out: helped very much	18%	375	7%	372	11%	0.000	53%	375	8%	375	45%	0.000	34%	0.000
E -	Tutoring groups: occurred	99%	374	73%	372	26%	0.000	99%	375	75%	375	24%	0.000	-2%	0.530
E -	Tutoring groups: helped very much	35%	374	4%	372	31%	0.000	70%	375	6%	375	64%	0.000	33%	0.000
	BARRIERS														

Link (Ethiopia)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
A -	No members of household are part of a school committee	38%	319	39%	257	0%	0.946	24%	335	37%	257	-13%	0.001	-12%	0.025
A -	PCG believes boys should be preferred when resources are scarce	71%	375	78%	373	-7%	0.021	47%	368	83%	338	-36%	0.000	-29%	0.000
A -	PCG believes education is more important for boys than girls	58%	375	76%	373	-17%	0.000	34%	368	81%	348	-47%	0.000	-30%	0.000
A -	PCG believes girl's role is to raise children and do household work	57%	375	69%	373	-12%	0.000	29%	370	70%	331	-41%	0.000	-28%	0.000
A -	PCG believes girls can leave school before grade 8	58%	375	78%	373	-20%	0.000	35%	360	80%	325	-45%	0.000	-25%	0.000
A -	PCG believes girls learn less than boys at school	77%	365	87%	354	-10%	0.001	50%	358	83%	367	-33%	0.000	-23%	0.000
A -	PCG believes men can beat women	65%	375	73%	373	-8%	0.017	48%	366	78%	334	-30%	0.000	-22%	0.000
A -	PCG believes men should have more rights to jobs than women	74%	375	70%	373	4%	0.207	51%	365	74%	324	-24%	0.000	-28%	0.000
A -	PCG believes men should have the final say in family matters	82%	375	82%	373	0%	0.973	63%	370	81%	335	-19%	0.000	-19%	0.000
A -	PCG believes women should always obey their husband	84%	375	87%	373	-3%	0.317	72%	368	84%	336	-12%	0.000	-9%	0.021
A -	PCG believes women should give money they earn to their husband	74%	375	85%	373	-10%	0.000	50%	372	82%	342	-32%	0.000	-22%	0.000
A -	PCG can't provide girl with light for school work	14%	373	23%	372	-9%	0.001	3%	375	19%	374	-16%	0.000	-7%	0.066
A -	PCG can't provide girl with time for school work	12%	372	29%	373	-17%	0.000	3%	375	26%	373	-23%	0.000	-6%	0.133
A -	PCG does not support or participate in community efforts to improve education							30%	375	54%	375	-23%	0.000		
A -	PCG doesn't believe girls need to go to school every day of the month	47%	375	52%	373	-5%	0.165	21%	358	45%	326	-24%	0.000	-19%	0.000
A -	PCG doesn't believe men and women have equal status	53%	375	43%	373	9%	0.013	23%	359	56%	329	-33%	0.000	-42%	0.000
A -	PCG doesn't believe men should share in household duties	54%	375	51%	373	3%	0.423	31%	368	56%	335	-25%	0.000	-28%	0.000
A -	PCG doesn't believe that education helps people make better lives for themselves	3%	322	19%	259	-15%	0.000	1%	361	11%	240	-10%	0.000	5%	0.088
A -	PCG doesn't encourage girl to go to school	5%	373	11%	373	-7%	0.001	0%	375	16%	374	-16%	0.000	-9%	0.001
A -	PCG doesn't help girl with schoolwork	18%	371	33%	372	-15%	0.000	11%	375	22%	374	-11%	0.000	3%	0.401
A -	PCG doesn't reduce household for girl's studies	18%	373	36%	373	-17%	0.000	6%	374	24%	373	-18%	0.000	-1%	0.841
A -	PCG doesn't think girls need to do well in school	15%	375	37%	373	-22%	0.000	5%	367	35%	328	-30%	0.000	-8%	0.062
A -	PCG doesn't think boys and girls should share chores in the afternoon	55%	375	57%	373	-2%	0.653	30%	361	65%	333	-35%	0.000	-33%	0.000
A -	PCG doesn't think girls who get pregnant should be let back into school	69%	375	62%	373	7%	0.048	46%	358	70%	315	-24%	0.000	-31%	0.000
A -	PCG not aware of girls' right to education							10%	375	55%	375	-46%	0.000		
A -	PCG not aware of ways to voice opinions							27%	375	78%	375	-51%	0.000		
A -	PCG says it is rare or uncommon for families to not send girls to school in this	61%	238	39%	254	22%	0.000	30%	320	41%	240	-11%	0.006	-33%	0.000
A -	PCG thinks girls should do chores in the afternoon	85%	375	79%	373	6%	0.035	75%	364	76%	333	-1%	0.758	-7%	0.104
A -	PCG wants girl to get primary education or less now	4%	356	32%	359	-28%	0.000	1%	375	15%	375	-15%	0.000	14%	0.000
A -	PCG would approve of daughter getting married early	33%	375	69%	373	-36%	0.000	22%	375	56%	375	-34%	0.000	2%	0.681
A -	PCG believes it would be better for girl to be married or working than in school at age 18	87%	366	87%	369	0%	0.946	76%	364	84%	343	-8%	0.005	-9%	0.027
A -	PCG doesn't believe girls are as clever as boys at school	74%	375	60%	373	14%	0.000	43%	336	68%	305	-25%	0.000	-39%	0.000
A -	PCG feels there is not enough support in the family for girls to succeed in school							52%	375	89%	375	-37%	0.000		
A -	PCG feels there is not enough support in the school for girls to succeed in school							59%	375	91%	375	-32%	0.000		
P -	Care Giving affects school attendance							7%	375	12%	375	-4%	0.047		
P -	Care Giving affects school performance							6%	375	10%	375	-4%	0.056		
P -	Farming affects school attendance							4%	375	8%	375	-4%	0.024		
P -	Farming affects school performance							6%	375	7%	375	-1%	0.543		
P -	Hobbies or Religion affects school attendance							17%	375	8%	375	9%	0.000		
P -	Hobbies or Religion affects school performance							15%	375	9%	375	6%	0.007		
P -	House Chores affects school attendance							69%	375	69%	375	0%	1.000		

ANNEX D

Link (Ethiopia)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
P -	House Chores affects school performance							68%	375	69%	375	0%	0.938		
P -	Marketing affects school attendance							8%	375	4%	375	4%	0.033		
P -	Marketing affects school performance							8%	375	6%	375	2%	0.259		
P -	PCG doesn't believe they can afford to send girl to school	11%	372	24%	372	-13%	0.000	6%	375	24%	373	-18%	0.000	-5%	0.195
P -	PCG says family is unable to meet basic needs	60%	371	92%	370	-32%	0.000	47%	374	80%	369	-33%	0.000	-1%	0.851
S -	PCG believes classrooms not satisfactory	86%	199	60%	229	26%	0.000	46%	214	81%	217	-35%	0.000	-61%	0.000
S -	PCG believes teaching not satisfactory	88%	196	67%	208	21%	0.000	41%	205	92%	184	-51%	0.000	-72%	0.000
S -	PCG believes textbooks not satisfactory	94%	230	75%	243	19%	0.000	55%	210	92%	199	-37%	0.000	-56%	0.000
S -	PCG believes toilets not satisfactory	69%	237	69%	246	0%	0.938	34%	239	87%	219	-53%	0.000	-53%	0.000
S -	PCG reports changes to the number of schools in the village	42%	371	7%	371	35%	0.000	75%	372	9%	372	66%	0.000	31%	0.000
S -	PCG reports violence at girl's school in last year	23%	168	42%	219	-20%	0.000	13%	231	19%	187	-6%	0.112	14%	0.018
S -	PCG reports violence made girl afraid to go to school	16%	229	43%	232	-27%	0.000	7%	276	27%	199	-20%	0.000	7%	0.185

ANNEX D

Table 8: Differences in endline indicator levels across treatment and control groups in HPA (Rwanda)

	HPA (Rwanda)	Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Girl had a scholarship or bursary last year							40%	490	27%	410	13%	0.000		
E -	Girl received special tutoring or help with her schoolwork							28%	487	12%	407	16%	0.000		
E -	Girl was given school books							25%	487	14%	408	12%	0.000		
E -	Girl was talked to about enrolling							51%	476	33%	384	18%	0.000		
E -	School business generates money to supplement school requirements	83%	278	50%	111	32%	0.000	3%	489	2%	401	2%	0.102	-31%	0.000
E -	Household member part of Mother Daughter club	70%	453	72%	461	-2%	0.410	50%	491	10%	406	40%	0.000	43%	0.000
E -	Is there any school business launched within a year	54%	494	15%	467	39%	0.000	10%	484	4%	397	6%	0.000	-33%	0.000
E -	Used income from Mother Daughter club	22%	303	13%	294	9%	0.006	43%	487	8%	404	35%	0.000	27%	0.000
E -	Was part of this income used to cover the costs of education of the girl?							37%	488	6%	404	31%	0.000		
E -	Have you or anyone in this household been a member of a Parent Teacher Committee							11%	483	3%	391	8%	0.000		
E -	Does the school have a plan of action to make school more girl-friendly?							11%	485	4%	399	7%	0.000		
	BARRIERS														
A	PCG believes it has become more common to send girls to school since baseline							15%	495	25%	410	-10%	0.000		
A	PCG doesn't listen to girl's views when making decisions about her education							40%	488	37%	404	2%	0.468		
A	PCG says it is rare or uncommon for families to not send girls to school in this							12%	493	19%	409	-8%	0.002		
A	PCG believes it would be better for girl to be married or working than in school at age 18							3%	495	6%	410	-3%	0.046		
F -	Since she started school, has the girl ever missed more than two weeks							28%	458	31%	371	-3%	0.422		
P -	In the past three years, ability to finance education costs improved							23%	398	24%	305	-1%	0.682		
P -	Deprivation: girl went hungry in last year							38%	494	45%	409	-8%	0.021		
P -	Deprivation: went without cash income							62%	490	61%	402	0%	0.954		
P -	Deprivation: went without clean water							51%	495	57%	408	-5%	0.112		
P -	Deprivation: went without medicine							36%	493	36%	408	0%	0.958		
P -	Had to pay for girl's schooling in last year (books/supplies)	17%	277	16%	281	1%	0.676	68%	493	66%	408	2%	0.441	1%	0.812
P -	Had to pay for girl's schooling in last year (buildings)							29%	493	28%	408	1%	0.725		
P -	Had to pay for girl's schooling in last year (lunch)							44%	493	33%	407	12%	0.000		
P -	Had to pay for girl's schooling in last year (transport)							1%	493	2%	410	-1%	0.540		
P -	Had to pay for girl's schooling in last year (tuition)	15%	257	18%	261	-3%	0.323	11%	493	11%	408	0%	0.997	3%	0.378
P -	Had to pay for girl's schooling in last year (uniforms)							83%	494	77%	405	6%	0.018		
S -	Has girl's school covered some of the girl's expenses to go to school?							3%	474	2%	395	0%	0.808		
S -	Expenses covered by school - tuition fees							0%	463	1%	389	-1%	0.261		
S -	Expenses covered by school - school books							1%	465	1%	390	0%	0.547		
S -	Expenses covered by school – uniform							0%	462	1%	388	-1%	0.158		
S -	Expenses covered by school – transportation							0%	462	0%	387	0%	0.318		
S -	Expenses covered by school – other							1%	465	0%	386	1%	0.083		
S -	In the past three years, has it become cheaper to send the girl to school							19%	427	25%	351	-6%	0.034		

ANNEX D

Table 9: Differences in endline indicator levels across treatment and control groups in ReK (South Sudan)

	ReK (South Sudan)	Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Community leader talked about sending girl to school	69%	339	81%	217	**-12%**	0.001	87%	189	83%	136	4%	0.298	**16%**	0.005
E -	Familiar with School Mothers	89%	312	92%	207	-3%	0.303	95%	180	89%	131	**6%**	0.047	9%	0.029
E -	Girl attended special classes or study groups							67%	147	55%	78	12%	0.077		
E -	Girl had a scholarship or bursary last year							45%	150	35%	79	9%	0.175		
E -	Girl received special tutoring or help with her schoolwork							58%	151	56%	77	2%	0.728		
E -	Girl was given school books							64%	151	52%	77	12%	0.079		
E -	Girl was talked to about enrolling							77%	151	66%	80	11%	0.078		
E -	New Primary school built since baseline	65%	209	69%	81	-5%	0.460	85%	177	87%	110	-2%	0.638	3%	0.729
E -	PCG reports community has become more encouraging toward girls' education	74%	358	79%	228	-5%	0.184	94%	173	89%	109	5%	0.191	9%	0.101
E -	PCG reports organizations carried out activities in community to improve education	82%	245	83%	167	-2%	0.675	89%	166	84%	99	5%	0.293	6%	0.287
E -	PTA member talked about sending girl to school	68%	329	75%	211	-8%	0.055	89%	190	87%	135	2%	0.674	9%	0.120
E -	Speak in public about sending girl to school	77%	310	75%	215	2%	0.645	88%	157	92%	122	-4%	0.280	-6%	0.331
	BARRIERS														
A -	PCG believes girls learn less than boys at school	15%	246	11%	176	4%	0.239	11%	141	14%	96	-2%	0.620	-6%	0.274
A -	PCG believes it has become more common to send girls to school since baseline	63%	408	74%	247	**-11%**	0.003	81%	180	87%	112	-5%	0.209	5%	0.395
A -	PCG doesn't listen to girl's views when making decisions about her education	64%	319	71%	210	-7%	0.091	52%	167	55%	103	-3%	0.605	4%	0.611
A -	PCG wants girl to get primary education or less now	35%	274	29%	105	6%	0.223	21%	163	16%	93	5%	0.288	-1%	0.884
P -	Girl received money for work	14%	251	16%	101	-2%	0.589	75%	40	81%	21	-6%	0.597	-4%	0.731
P -	Had to pay for girl's schooling in last year	60%	313	68%	110	-8%	0.110	88%	150	91%	76	-3%	0.515	6%	0.468
P -	Had to pay for girl's schooling in last year (buildings)	54%	211	46%	79	8%	0.202	81%	138	72%	79	9%	0.140	1%	0.951
P -	Had to pay for girl's schooling in last year (tuition)	85%	196	93%	75	-8%	0.036	92%	150	89%	76	3%	0.547	11%	0.080
P -	PCG reports girl spends time on the following duties - agricultural work	21%	247	20%	100	1%	0.762	79%	182	80%	112	-1%	0.798	-3%	0.695
P -	PCG reports girl spends time on the following duties - caring for family members	38%	244	33%	101	5%	0.372	68%	182	78%	113	-10%	0.064	-15%	0.060
P -	PCG reports girl spends time on the following duties - family business or work outside the house	27%	253	35%	101	-7%	0.183	45%	175	45%	105	0%	0.975	7%	0.375
P -	PCG reports girl spends time on the following duties - fetching water	42%	257	44%	103	-1%	0.826	93%	182	96%	112	-3%	0.329	-1%	0.835
P -	PCG reports girl spends time on the following duties - housework	44%	251	45%	99	-1%	0.836	83%	182	92%	113	**-9%**	0.017	-8%	0.284
P -	In the past year, how difficult has it been to afford her schooling?	48%	254	39%	104	8%	0.155	73%	26	70%	23	4%	0.792	-5%	0.758
S -	Girl had bad or dangerous experience travelling in area	13%	289	11%	106	2%	0.556	42%	173	31%	110	11%	0.053	9%	0.176
S -	Girl's goes to all-girls school	33%	248	13%	104	**20%**	0.030	1%	151	23%	80	**-22%**	0.000	**-42%**	0.005
S -	Girl's journey to school is an hour or more							72%	447	77%	279	-5%	0.165		
S -	Girl's main teacher is male							91%	151	89%	80	3%	0.533		
S -	Journey to primary school an hour or more							66%	447	69%	279	-3%	0.373		
S -	PCG believes classrooms not satisfactory	31%	234	31%	99	0%	0.983	17%	151	12%	77	5%	0.309	5%	0.524
S -	PCG believes teaching not satisfactory	36%	273	24%	198	12%	0.098	1%	149	9%	80	**-7%**	0.028	**-20%**	0.080
S -	PCG believes toilets not satisfactory	30%	223	30%	98	1%	0.872	17%	149	12%	77	5%	0.290	4%	0.592
S -	PCG reports changes in school have help girl learn							39%	148	21%	78	**19%**	0.003		

ANNEX D

ReK (South Sudan)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
S -	PCG reports changes to number of classrooms	69%	228	62%	98	7%	0.256	74%	151	70%	80	4%	0.507	-2%	0.773
S -	PCG reports changes to quality of school facilities -Better toilets	61%	224	52%	102	9%	0.143	69%	149	71%	78	-1%	0.830	-10%	0.252
S -	PCG reports changes to quantity of classrooms or classroom equipment - More textbooks							73%	143	67%	72	6%	0.369		
S -	PCG reports journey to school is fairly or very unsafe	12%	290	9%	106	3%	0.711	4%	169	5%	101	-1%	0.761	-4%	0.706
S -	PCG reports learning conditions got better in last two years							89%	152	91%	80	-2%	0.661		
S -	PCG reports teachers absent many time each month	19%	241	15%	100	4%	0.353	32%	147	23%	79	9%	0.135	5%	0.500
S -	PCG reports teachers sometimes absent	45%	201	30%	94	15%	0.016	44%	149	58%	80	-14%	0.046	-29%	0.003
S -	PCG reports violence at girl's school in last year	25%	235	20%	100	5%	0.342	48%	152	33%	79	15%	0.025	10%	0.208
S -	PCG reports violence made girl afraid to go to school							85%	60	89%	19	-4%	0.606		

ANNEX D

Table 10: Differences in endline indicator levels across treatment and control groups in BRAC (Tanzania)

	BRAC (Tanzania)	Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Girl attended special classes or study groups	44%	908	48%	433	-4%	0.138	57%	314	39%	137	18%	0.000	22%	0.000
E -	Girl Participated in Girl Club	28%	893	19%	419	9%	0.000	33%	667	23%	299	9%	0.003	0%	0.957
E -	Girl was given school books	20%	844	20%	419	0%	0.991	20%	437	16%	196	4%	0.273	4%	0.387
E -	Girl was talked to about enrolling	24%	892	28%	431	-4%	0.116	31%	437	28%	196	3%	0.401	7%	0.110
	BARRIERS														
A -	PCG doesn't listen to girl's views when making decisions about her education	40%	648	44%	345	-4%	0.249	24%	280	21%	105	3%	0.531	7%	0.281
A -	Answered incorrectly - woman can become pregnant at first intercourse	38%	97	24%	42	14%	0.088	46%	437	46%	196	0%	0.943	-14%	0.164
A -	Answered incorrectly - HIV is different from AIDS	44%	878	43%	425	1%	0.667	46%	437	50%	196	-4%	0.353	-5%	0.310
A -	Answered incorrectly - it is easier for woman to get HIV	56%	871	52%	429	3%	0.289	79%	437	82%	196	-3%	0.391	-6%	0.217
A -	Answered incorrectly - pulling out prematurely does not prevent HIV	54%	872	52%	428	2%	0.467	24%	437	23%	196	1%	0.879	-2%	0.750
A -	Answered incorrectly - woman can get HIV during period	54%	887	40%	420	15%	0.000	32%	437	33%	196	-1%	0.879	-15%	0.003
A -	Answered incorrectly - cannot tell HIV status 1 week after intercourse	64%	868	51%	415	14%	0.000	54%	437	47%	196	6%	0.157	-8%	0.140
A -	Girl has smoked	1%	874	3%	408	-2%	0.040	0%	437	2%	196	-1%	0.153	0%	0.674
A -	Girl is married	7%	889	7%	425	0%	0.980	1%	437	2%	196	-1%	0.382	-1%	0.694
A -	Girl has drank	1%	882	0%	407	1%	0.101	2%	437	5%	196	-3%	0.125	-3%	0.009
A -	Girl has ever gotten pregnant (whether had a live birth, abortion or miscarriage	1%	865	1%	408	0%	0.533	2%	436	4%	195	-2%	0.198	-2%	0.233
A -	Girl gave birth last year	0%	877	0%	417	0%	0.636	0%	431	2%	192	-1%	0.251	-1%	0.125
A -	Girl could not mention how diarrhea can be prevents	19%	860	9%	398	10%	0.000	15%	437	17%	196	-2%	0.537	-12%	0.001
A -	Girl has never heard of worms	7%	880	3%	405	4%	0.003	16%	437	9%	196	8%	0.005	4%	0.197
A -	Girl has had sexual intercourse	7%	876	6%	406	0%	0.765	13%	437	14%	196	-1%	0.621	-2%	0.518
A -	Girl uses condom during sexual intercourse	67%	60	39%	18	28%	0.047	8%	48	7%	27	1%	0.888	-27%	0.061
A -	Girl is involved in forced sex	16%	68	14%	28	2%	0.816	24%	437	21%	196	2%	0.549	0%	0.980
P -	Had to pay for girl's schooling in last year (books/supplies)	25%	779	25%	390	0%	0.971	20%	437	17%	196	3%	0.317	3%	0.443
P -	Had to pay for girl's schooling in last year (transport)	7%	749	5%	377	3%	0.039	9%	437	8%	196	1%	0.588	-2%	0.539
P -	Had to pay for girl's schooling in last year (tuition)	17%	757	13%	386	5%	0.035	3%	437	2%	196	1%	0.298	-3%	0.328
S -	Girl does not attend nearest school	12%	751	14%	322	-2%	0.456	26%	306	24%	132	2%	0.727	3%	0.470
S -	Girl's journey to school is an hour or more	29%	958	38%	441	-9%	0.001	64%	705	64%	311	0%	0.952	9%	0.042
S -	Girl's main teacher is male	47%	738	38%	322	9%	0.007	53%	314	50%	137	3%	0.530	-6%	0.354
S -	Journey to secondary school an hour or more	55%	958	66%	441	-11%	0.000	59%	705	55%	311	5%	0.171	15%	0.001
S -	PCG reports journey to school is fairly or very difficult	13%	745	10%	319	3%	0.171	28%	314	28%	137	0%	0.924	-3%	0.463
S -	PCG reports journey to school is fairly or very unsafe	21%	475	28%	213	-7%	0.065	13%	306	12%	130	2%	0.653	8%	0.115
S -	PCG reports teachers absent many time each month	3%	753	2%	331	1%	0.156	2%	313	2%	137	-1%	0.682	-2%	0.297
S -	PCG reports teachers sometimes absent	82%	738	82%	326	0%	0.934	79%	314	77%	137	2%	0.639	2%	0.707
S -	PCG reports violence at girl's school in last year	7%	696	7%	308	0%	0.834	14%	283	21%	124	-6%	0.127	-7%	0.068
S -	PCG reports violence made girl afraid to go to school	37%	128	42%	53	-5%	0.554	10%	40	46%	26	-36%	0.002	-31%	0.026
S -	Girl thinks that teachers are fair	85%	762	87%	332	-2%	0.391	87%	296	92%	131	-6%	0.070	-4%	0.388
S -	Girl thinks that teachers care about you	86%	768	85%	330	2%	0.415	87%	292	90%	126	-2%	0.483	-4%	0.320

ANNEX D

BRAC (Tanzania)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
S -	Girl thinks that teachers help when sad/upset	80%	730	77%	318	3%	0.264	81%	284	88%	125	-7%	0.061	**-10%**	0.045
S -	Girl thinks that teachers respect opinion	79%	765	83%	333	-4%	0.116	90%	287	94%	127	-5%	0.090	-1%	0.892
S -	Girl thinks that teaching is satisfactory	84%	747	87%	330	-3%	0.159	88%	293	92%	126	-4%	0.193	-1%	0.852

ANNEX D

Table 11: Differences in endline indicator levels across treatment and control groups in Camfed (Zambia)

Camfed (Zambia)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	BARRIERS														
A -	My classmates make fun of me	55%	2401	53%	412	2%	0.394	42%	2386	46%	411	-4%	0.093	-7%	0.071
A -	I am a happy person	83%	2380	84%	406	-2%	0.445	91%	2392	95%	409	**-4%**	0.002	-3%	0.318
A -	I am clever	84%	2392	84%	409	0%	0.865	91%	2395	92%	410	-1%	0.399	-1%	0.725
A -	I don't like the way I look	46%	2379	47%	408	-1%	0.712	35%	2394	34%	410	1%	0.746	2%	0.624
A -	When I grow up I'm going to be an important person	83%	2396	84%	410	-1%	0.550	91%	2396	93%	410	-2%	0.174	-1%	0.772
A -	I am good at doing my homework	86%	2397	85%	411	1%	0.621	92%	2398	94%	410	-2%	0.100	-3%	0.189
A -	I can speak well in front of my class	84%	2398	83%	412	0%	0.920	90%	2397	89%	412	1%	0.661	1%	0.834
A -	I am the last one to be chosen when playing games	54%	2398	57%	415	-3%	0.251	43%	2394	47%	410	-4%	0.126	-1%	0.777
A -	When I try to do something, everything goes wrong	61%	2404	50%	412	**11%**	0.000	38%	2395	40%	409	-1%	0.660	**-12%**	0.001
A -	My family is disappointed in me	44%	2394	47%	415	-2%	0.410	37%	2397	37%	414	0%	0.912	2%	0.606
A -	My classmates think I have good ideas	83%	2404	83%	415	0%	0.892	88%	2399	92%	413	**-4%**	0.005	-4%	0.140
P -	household does not have scooter or motorcycle	80%	2410	82%	411	-2%	0.398	82%	2386	82%	408	-1%	0.806	1%	0.676
P -	household does not have a bicycle	31%	2410	28%	411	3%	0.199	33%	2386	29%	408	4%	0.146	0%	0.893
P -	household does not have a functioning radio	49%	2410	50%	411	-1%	0.744	51%	2386	51%	408	0%	0.993	1%	0.822
P -	Household does not have a phone	59%	2410	62%	411	-2%	0.344	61%	2386	61%	408	0%	0.904	3%	0.453
S -	When I get a bad mark I ask the teacher to explain to me what was wrong	83%	2036	85%	349	-2%	0.375	89%	2102	89%	359	0%	0.798	1%	0.616
S -	I help all my classmates with school work, no matter who they are.	84%	2141	82%	380	2%	0.314	91%	2193	90%	389	0%	0.818	-2%	0.499
S -	When my classmates share their ideas in class, I find it hard to understand	81%	2008	82%	354	-2%	0.413	85%	2088	85%	357	0%	0.892	2%	0.493
S -	When I am with my classmates at school, I always say what I think.	83%	2085	84%	369	-1%	0.753	86%	2147	88%	374	-2%	0.304	-1%	0.663
S -	Most of the time my classmates and I try to reach agreement, even	83%	2076	83%	358	0%	0.956	86%	2129	86%	374	0%	0.929	0%	0.985
S -	If a friend does not think the same as I do, I stop talking to him	65%	2082	64%	371	1%	0.752	66%	2142	71%	384	-4%	0.093	-5%	0.170
S -	I usually have an opinion about what my classmates say.	78%	2063	75%	358	3%	0.277	82%	2085	85%	369	-2%	0.228	-5%	0.108
S -	I am friends with all students, regardless of where they come from.	88%	1192					76%	2162	78%	369	-3%	0.242		
S -	When I think I have been unfairly punished by my teacher, I complain	74%	2086	75%	369	0%	0.887	79%	2142	83%	378	-3%	0.103	-3%	0.345
S -	When I have a problem with another student, I solve it and then I in	83%	2097	84%	368	-1%	0.769	89%	2151	90%	374	-1%	0.504	-1%	0.853
S -	Teachers are stricter than last year- True or False.	71%	1916	62%	338	**9%**	0.001	66%	2023	63%	366	3%	0.255	-6%	0.111
S -	Teachers report to class more often than last year- True or False.	75%	1339	72%	245	4%	0.259	73%	1504	69%	265	4%	0.248	0%	0.994
S -	Is there a pupil government in your school?	79%	1404					82%	2362	76%	408	**5%**	0.015		
S -	Parents met with teacher	90%	2412	90%	414	0%	0.774	90%	2368	90%	410	0%	0.817	1%	0.714
S -	Parents met with teacher many times	62%	2412	64%	414	-1%	0.560	64%	2368	64%	410	0%	0.945	1%	0.717

ANNEX D

Table 12: Differences in endline indicator levels across treatment and control groups in TfAC (Malawi)

TfAC (Malawi)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Girl's survey														
	BARRIERS														
A -	Girl finds it difficult to attend school when menstruating	34%	380	30%	306	4%	0.269	51%	217	42%	149	9%	0.087	5%	0.413
A -	Reasons why attending school when menstruating is difficult - toilets unclean	30%	189	24%	116	6%	0.249	15%	119	8%	78	7%	0.099	1%	0.853
A -	Reasons why attending school when menstruating is difficult - depressed	3%	189	3%	116	0%	0.975	20%	119	10%	78	10%	0.052	10%	0.045
A -	Reasons why attending school when menstruating is difficult - tiredness	7%	189	4%	116	3%	0.251	21%	119	13%	78	8%	0.127	5%	0.373
A -	Reasons why attending school when menstruating is difficult - unclean	4%	189	15%	116	-11%	0.003	16%	119	10%	78	6%	0.239	17%	0.003
A -	Reasons why attending school when menstruating is difficult - no money	10%	189	14%	116	-4%	0.270	3%	119	10%	78	-7%	0.075	-3%	0.626
A -	Reasons why attending school when menstruating is difficult - not allowed	1%	189	1%	116	0%	0.742	3%	119	1%	78	2%	0.323	2%	0.273
A -	Reasons why attending school when menstruating is difficult - other	39%	189	36%	116	3%	0.607	28%	119	44%	78	-16%	0.025	-19%	0.037
A -	Reasons why attending school when menstruating is difficult - toilet is inappropriate	2%	189	8%	116	-6%	0.039	8%	119	1%	78	6%	0.024	12%	0.002
A -	Reasons why attending school when menstruating is difficult - no paper towels	3%	189	3%	116	0%	0.898	15%	119	6%	78	9%	0.045	9%	0.050
A -	Reasons why attending school when menstruating is difficult - no soap	1%	189	4%	116	-4%	0.057	3%	119	4%	78	-1%	0.614	2%	0.391
A -	Reasons why attending school when menstruating is difficult - no privacy	4%	189	6%	116	-2%	0.499	11%	119	4%	78	7%	0.051	9%	0.049
A -	Reasons why attending school when menstruating is difficult - teacher doesn't help	0%	189	1%	116	-1%	0.319	2%	119	3%	78	-1%	0.683	0%	0.991
A -	Reasons why attending school when menstruating is difficult - stressful in a bad	8%	189	9%	116	-1%	0.835	22%	119	23%	78	-1%	0.841	-1%	0.932
A -	Reasons why attending school when menstruating is difficult - bullying	5%	189	7%	116	-2%	0.577	6%	119	3%	78	3%	0.240	5%	0.246
A -	Reasons why attending school when menstruating is difficult - shameful	2%	189	6%	116	-4%	0.113	12%	119	8%	78	4%	0.339	8%	0.075
	Household survey														
	EXPOSURE														
E -	Girl had a scholarship or bursary last year	31%	336	23%	311	8%	0.025	15%	171	13%	132	2%	0.663	-6%	0.298
E -	Girl received special tutoring or help with her schoolwork	39%	328	29%	309	10%	0.009	64%	169	7%	125	57%	0.000	47%	0.000
E -	Girl was given school books	39%	335	26%	313	14%	0.000	57%	166	11%	131	46%	0.000	32%	0.000
E -	Girl was talked to about enrolling	48%	327	44%	309	4%	0.277	70%	168	26%	125	43%	0.000	39%	0.000
E -	Girl was talked to about enrolling - through TfaC							69%	167	6%	128	63%	0.000		
E -	Attends girls' club							81%	171	15%	127	66%	0.000		
E -	Girls' club organized by TfaC							81%	170	4%	127	77%	0.000		
	BARRIERS														
A -	PCG doesn't listen to girl's views when making decisions about her education							31%	168	44%	129	-13%	0.020		
A -	PCG says it is rare or uncommon for families to not send girls to school in this							43%	170	46%	131	-3%	0.622		
A -	PCG believes age is important when deciding whether child should attend school	52%	335	59%	311	-7%	0.079	55%	169	60%	123	-5%	0.382	2%	0.805
A -	PCG believes ability is important when deciding whether child should attend school	59%	335	63%	311	-5%	0.238	51%	171	60%	131	-8%	0.162	-4%	0.607
A -	PCG believes sex is important when deciding whether child should attend school	33%	337	41%	315	-7%	0.051	28%	167	31%	124	-3%	0.645	5%	0.467
A -	PCG believes time of year is important when deciding whether child should attend	35%	336	42%	314	-7%	0.070	30%	165	33%	126	-2%	0.686	5%	0.490
A -	PCG believes it makes more sense to send a boy to school than a girl if they can	28%	387	26%	339	2%	0.608	13%	174	18%	133	-5%	0.199	-7%	0.218
A -	PCG believes girls should not go to school when they have their period	82%	387	83%	339	0%	0.953	80%	174	71%	133	8%	0.090	9%	0.111
A -	PCG believes it will be hard for daughter to find a husband if she is well educated	28%	387	24%	339	4%	0.261	7%	174	16%	133	-9%	0.017	-13%	0.024
A -	PCG believes if daughter gets married it doesn't make sense to continue education	39%	387	40%	339	-2%	0.657	23%	174	30%	133	-7%	0.167	-5%	0.401

ANNEX D

TfAC (Malawi)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
A -	PCG believes boys are more likely to use their education than women	55%	387	53%	339	2%	0.601	18%	174	32%	133	**-14%**	0.006	**-16%**	0.017
A -	PCG believes it is more important for women to be good wife and mother than to b	34%	387	30%	339	4%	0.214	7%	174	20%	133	**-13%**	0.002	**-17%**	0.004
A -	PCG prefers daughter to be at home rather than mixing with boys at school	26%	387	23%	339	3%	0.289	5%	174	12%	133	-7%	0.039	-10%	0.056
A -	PCG believes that girls disobey their parents more when they are educated	31%	387	30%	339	1%	0.780	14%	174	20%	133	-7%	0.138	-7%	0.212
A -	Who speaks to girl about sexual reproductive health - mother	66%	375	67%	333	-1%	0.757	47%	163	40%	126	7%	0.238	8%	0.233
A -	Who speaks to girl about sexual reproductive health - AoC	1%	375	0%	333	**1%**	0.045	26%	163	2%	126	**24%**	0.000	**23%**	0.000
A -	Who speaks to girl about sexual reproductive health - Friend	1%	375	0%	333	1%	0.083	2%	163	5%	126	-3%	0.181	-4%	0.015
A -	Who speaks to girl about sexual reproductive health - Neighbor	0%	375	0%	333	0%	0.933	2%	163	1%	126	1%	0.429	1%	0.320
A -	Who speaks to girl about sexual reproductive health - father	3%	375	4%	333	-1%	0.360	1%	163	1%	126	0%	0.712	2%	0.456
A -	Who speaks to girl about sexual reproductive health - grandmother	18%	375	22%	333	-4%	0.151	13%	163	9%	126	4%	0.256	**8%**	0.108
A -	Who speaks to girl about sexual reproductive health - sister	5%	375	5%	333	-1%	0.596	4%	163	9%	126	-5%	0.086	-4%	0.181
A -	Who speaks to girl about sexual reproductive health - brother	0%	375	0%	333	0%	0.318	1%	163	0%	126	1%	0.319	0%	0.582
A -	Who speaks to girl about sexual reproductive health - aunt	5%	375	5%	333	1%	0.611	11%	163	10%	126	1%	0.843	0%	0.976
A -	Who speaks to girl about sexual reproductive health - uncle	0%	375	0%	333	0%	0.933	1%	163	2%	126	-1%	0.446	-1%	0.344
A -	Who speaks to girl about sexual reproductive health - village elder	2%	375	1%	333	1%	0.198	5%	163	6%	126	-1%	0.602	-2%	0.254
A -	Who speaks to girl about sexual reproductive health - school teacher	0%	375	1%	333	-1%	0.154	10%	163	10%	126	0%	0.975	1%	0.678
P -	Deprivation: girl went hungry in last year	54%	338	56%	314	-2%	0.684	64%	171	63%	131	1%	0.863	3%	0.711
P -	Deprivation: went without cash income	69%	337	67%	313	2%	0.637	80%	170	86%	129	-6%	0.165	-8%	0.210
P -	Deprivation: went without clean water	23%	338	24%	314	-1%	0.813	24%	171	22%	132	2%	0.681	3%	0.637
P -	Deprivation: went without medicine	43%	338	46%	315	-4%	0.337	58%	169	60%	132	-2%	0.746	2%	0.786
P -	Duties affected time spend on school work at home							8%	170	12%	120	-3%	0.345		
P -	Duties prevented girl from enrolling or attending school							7%	170	13%	124	-6%	0.107		
P -	household does not have a functioning radio	54%	387	55%	339	-1%	0.695	54%	174	73%	133	**-19%**	0.001	**-17%**	0.010
P -	Household does not have books in the house (other)							86%	174	86%	133	0%	0.903		
P -	Household does not have books in the house (religious)							32%	174	35%	133	-3%	0.585		
P -	Household does not have books in the house (school)							32%	174	55%	133	**-23%**	0.000		
P -	Household does not have books in the house (story)							87%	174	88%	133	-1%	0.872		
P -	Household has money coming in from non-ag business	14%	387	9%	339	**5%**	0.046	14%	174	21%	133	-7%	0.101	**-12%**	0.010
P -	Household has money coming in from other source	17%	387	12%	339	**5%**	0.047	10%	174	17%	133	-8%	0.061	**-13%**	0.008
P -	Household has money coming in from paid work	32%	387	30%	339	2%	0.623	25%	174	23%	133	2%	0.689	0%	0.964
P -	Household has money coming in from pensions	1%	387	0%	339	0%	0.637	1%	174	1%	133	0%	0.719	0%	0.866
P -	Household has money coming in from remittances	3%	387	3%	339	1%	0.579	10%	174	4%	133	**6%**	0.033	5%	0.054
P -	Household has money coming in from rental of property	1%	387	0%	339	0%	0.370	2%	174	4%	133	-2%	0.292	-3%	0.086
P -	Household has money coming in from savings or investment	4%	387	5%	339	-1%	0.703	3%	174	6%	133	-3%	0.197	-3%	0.362
P -	Household has money coming in from selling crops	43%	387	53%	339	**-10%**	0.010	45%	174	45%	133	0%	0.960	9%	0.172
P -	Household has money coming in less often than once a month	44%	320	42%	289	2%	0.646	41%	161	40%	118	1%	0.846	-1%	0.924
P -	PCG reports girl spends time on the following duties - agricultural work							55%	170	56%	131	-2%	0.759		
P -	PCG reports girl spends time on the following duties - caring for family members							58%	171	53%	131	4%	0.442		
P -	PCG reports girl spends time on the following duties - family business or work o							35%	170	33%	133	2%	0.768		
P -	PCG reports girl spends time on the following duties - fetching water							96%	171	92%	133	4%	0.138		
P -	PCG reports girl spends time on the following duties - housework							95%	171	92%	133	4%	0.216		

TfAC (Malawi)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
P -	Portion of time girl spends on duties outside school							25%	158	31%	119	-6%	0.008		

Table 13: Differences in endline indicator levels across treatment and control groups in VSO (Nepal)

VSO (Nepal)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Organizations implementing activities: Community groups							3%	1003	2%	720	2%	0.008		
E -	Organizations implementing activities: Government officials							2%	1003	1%	720	2%	0.001		
E -	Organizations implementing activities: local parents groups							4%	1003	9%	720	-5%	0.000		
E -	Organizations implementing activities: local women's groups							4%	1003	4%	720	0%	0.796		
E -	Organizations implementing activities: NGOs							33%	1003	8%	720	26%	0.000		
	BARRIERS														
A -	No members of household are part of a school committee							86%	777	85%	470	1%	0.494		
A -	PCG believes it has become more common to send girls to school since baseline							89%	911	87%	613	1%	0.422		
A -	PCG doesn't believe that education helps people make better lives for themselves							0%	897	2%	593	-2%	0.002		
A -	PCG doesn't listen to girl's views when making decisions about her education							4%	888	8%	579	-4%	0.001		
A -	PCG wanted girl to get primary education or less when she was young							11%	839	8%	585	3%	0.057		
A -	PCG wants girl to get primary education or less now							0%	909	0%	588	0%	0.767		
A -	Someone other than the PCG makes decisions about girl's education							20%	898	23%	608	-3%	0.186		
A -	PCG believes it would be better for girl to be married or working than in school at age 18							8%	902	14%	602	-6%	0.000		
P -	Duties affected time spend on school work at home							23%	873	30%	581	-7%	0.003		
P -	Dwelling is informal structure							70%	889	62%	593	9%	0.001		
P -	Electricity is not available at all times of the day							4%	912	4%	613	0%	0.899		
P -	Household does not get electricity from the grid							12%	912	14%	613	-2%	0.250		
P -	household does not have car							99%	912	100%	611	0%	0.668		
P -	household does not have scooter or motorcycle							93%	911	92%	613	2%	0.278		
P -	household does not have a bicycle							79%	912	68%	613	11%	0.000		
P -	household does not have a functioning radio							60%	912	55%	613	5%	0.078		
P -	household does not have a functioning TV							54%	911	45%	613	9%	0.000		
P -	Household does not have a phone							4%	912	2%	613	1%	0.098		
P -	Household does not have a private toilet							2%	912	3%	613	-1%	0.171		
P -	PCG reports girl spends time on the following duties - agricultural work							13%	1003	15%	720	-2%	0.328		
P -	PCG reports girl spends time on the following duties - caring for family members							7%	1003	5%	720	2%	0.046		
P -	PCG reports girl spends time on the following duties - family business or work outside the house							4%	1003	3%	720	1%	0.540		
P -	PCG reports girl spends time on the following duties - housework							76%	1003	73%	720	3%	0.116		
P -	PCG says family is unable to meet basic needs							26%	861	33%	577	-7%	0.006		

ANNEX D

VSO (Nepal)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
P -	Portion of time girl spends on duties outside school							18%	992	19%	708	-1%	0.104		
P -	Source of water is unprotected							7%	912	8%	613	-1%	0.288		
S -	Journey to primary school an hour or more							12%	1003	17%	720	**-5%**	0.004		
S -	Journey to secondary school an hour or more							22%	1003	25%	720	-4%	0.072		
S -	PCG reports changes to quality of school facilities - Better access to electricity							3%	1003	5%	720	-2%	0.087		
S -	PCG reports changes to quality of school facilities - Better facilities							75%	1003	66%	720	**9%**	0.000		
S -	PCG reports changes to quality of school facilities -Better toilets							21%	1003	21%	720	-1%	0.759		
S -	PCG reports changes to quality of teaching - New teaching methods							5%	1003	4%	720	2%	0.086		
S -	PCG reports changes to quality of teaching - Teachers more present							9%	1003	5%	720	**3%**	0.005		
S -	PCG reports changes to schools in the village - better school quality							71%	1003	65%	720	**6%**	0.012		
S -	PCG reports journey to school is fairly or very difficult							8%	912	9%	613	0%	0.915		
S -	PCG reports journey to school is fairly or very unsafe							8%	908	8%	613	-1%	0.536		

ANNEX D

Table 14: Differences in endline indicator levels across treatment and control groups in Mercy (Nepal)

Mercy (Nepal)		Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Girl had a scholarship or bursary last year							91%	337	71%	339	20%	0.000		
E -	got solar light from Empower Generation	2%	345	1%	345	1%	0.129	40%	55	12%	26	28%	0.003	27%	0.000
E -	activities reportedly had project slogan	94%	230	92%	237	2%	0.312	94%	249	91%	240	3%	0.182	1%	0.818
E -	PCG ever called to school	82%	345	85%	345	-3%	0.262	86%	337	88%	339	-2%	0.405	1%	0.786
E -	PCG participated in parent's assembly	77%	345	84%	345	-7%	0.026	81%	337	88%	339	-6%	0.024	0%	0.930
E -	PCG participated in social audit	29%	345	30%	345	-2%	0.617	29%	337	29%	339	0%	0.972	2%	0.744
E -	PCG participated in school improvement plan	26%	345	27%	345	-1%	0.729	27%	337	28%	339	-1%	0.767	0%	0.977
E -	PCG is member of PTA	5%	345	6%	345	-1%	0.613	6%	337	6%	339	-1%	0.643	0%	0.994
E -	PCG interested in being member of PTA	14%	326	12%	325	2%	0.420	17%	318	15%	317	3%	0.338	1%	0.863
E -	PCG knows what PTA does	32%	345	35%	345	-3%	0.375	38%	318	35%	317	3%	0.427	6%	0.235
E -	solar light sold on market	47%	344	62%	345	-15%	0.000	54%	337	65%	339	-10%	0.006	4%	0.414
E -	household visits during school enrolment	50%	345	33%	345	17%	0.000	58%	345	29%	349	29%	0.000	12%	0.024
E -	street performance during school enrolment campaign	25%	345	15%	345	10%	0.001	36%	345	17%	349	19%	0.000	9%	0.046
E -	radio adverts during school enrolment campaign	42%	345	35%	345	7%	0.072	50%	345	33%	349	17%	0.000	10%	0.057
E -	poster pamphlet distribution during school enrolment campaign	19%	345	21%	345	-2%	0.509	27%	345	17%	349	10%	0.001	12%	0.006
E -	no activity during school enrolment campaign	21%	345	30%	345	-9%	0.008	5%	345	30%	349	-25%	0.000	-16%	0.000
	BARRIERS														
A -	PCG believes boys don't need more than a primary education	6%	332	5%	340	1%	0.458	7%	324	4%	336	3%	0.069	2%	0.448
A -	PCG believes girls do not need more than a primary education	6%	331	4%	340	2%	0.258	2%	325	6%	327	-4%	0.004	-6%	0.006
A -	PCG believes secondary education isn't affordable for boys	9%	329	12%	339	-3%	0.166	6%	320	9%	323	-2%	0.244	1%	0.785
A -	PCG believes secondary education isn't affordable for girls	10%	330	12%	339	-2%	0.448	6%	319	9%	323	-2%	0.248	-1%	0.852
A -	PCG doesn't go to school to participate in school activities	43%	345	33%	345	11%	0.004	40%	345	36%	349	3%	0.368	-7%	0.156
A -	PCG doesn't go to school to attend SMC or PTA meetings	82%	345	84%	344	-2%	0.553	81%	345	82%	349	-1%	0.643	0%	0.936
A -	PCG doesn't go to school to monitor teachers' performance or attendance	97%	345	97%	345	0%	0.816	97%	345	96%	349	0%	0.862	0%	0.982
A -	PCG doesn't go to school to meet teachers and inquire about child	63%	344	57%	345	7%	0.079	65%	345	58%	349	7%	0.057	0%	0.927
A -	PCG doesn't go to school to pay school fees	54%	343	51%	344	3%	0.467	56%	343	52%	349	3%	0.392	0%	0.929
P -	Girl received money for work							19%	337	15%	339	4%	0.173		
P -	Had to pay for girl's schooling in last year (uniforms)							84%	328	79%	336	5%	0.124		
P -	Household does not own any land	9%	345	13%	345	-3%	0.145	10%	337	13%	339	-3%	0.198	0%	0.932
P -	Household has money coming in from non-ag business	18%	345	17%	345	1%	0.766	20%	345	19%	349	1%	0.865	0%	0.933
P -	Household has money coming in from paid work	17%	345	18%	345	-1%	0.842	16%	345	20%	349	-4%	0.226	-3%	0.473
P -	Household has money coming in from pensions	1%	345	0%	345	0%	0.564	1%	345	1%	349	0%	0.645	0%	0.994
P -	Household has money coming in from remittances	28%	345	29%	345	-1%	0.867	30%	345	29%	349	1%	0.667	2%	0.672
P -	Household has money coming in from selling crops	71%	345	67%	345	4%	0.286	66%	345	62%	349	4%	0.284	0%	0.978
P -	PCG reports girl spends time on the following duties - agricultural work							45%	345	35%	349	10%	0.007		
P -	PCG reports girl spends time on the following duties - caring for family members							6%	345	3%	349	3%	0.051		
P -	PCG reports girl spends time on the following duties - housework							93%	345	97%	349	-4%	0.015		

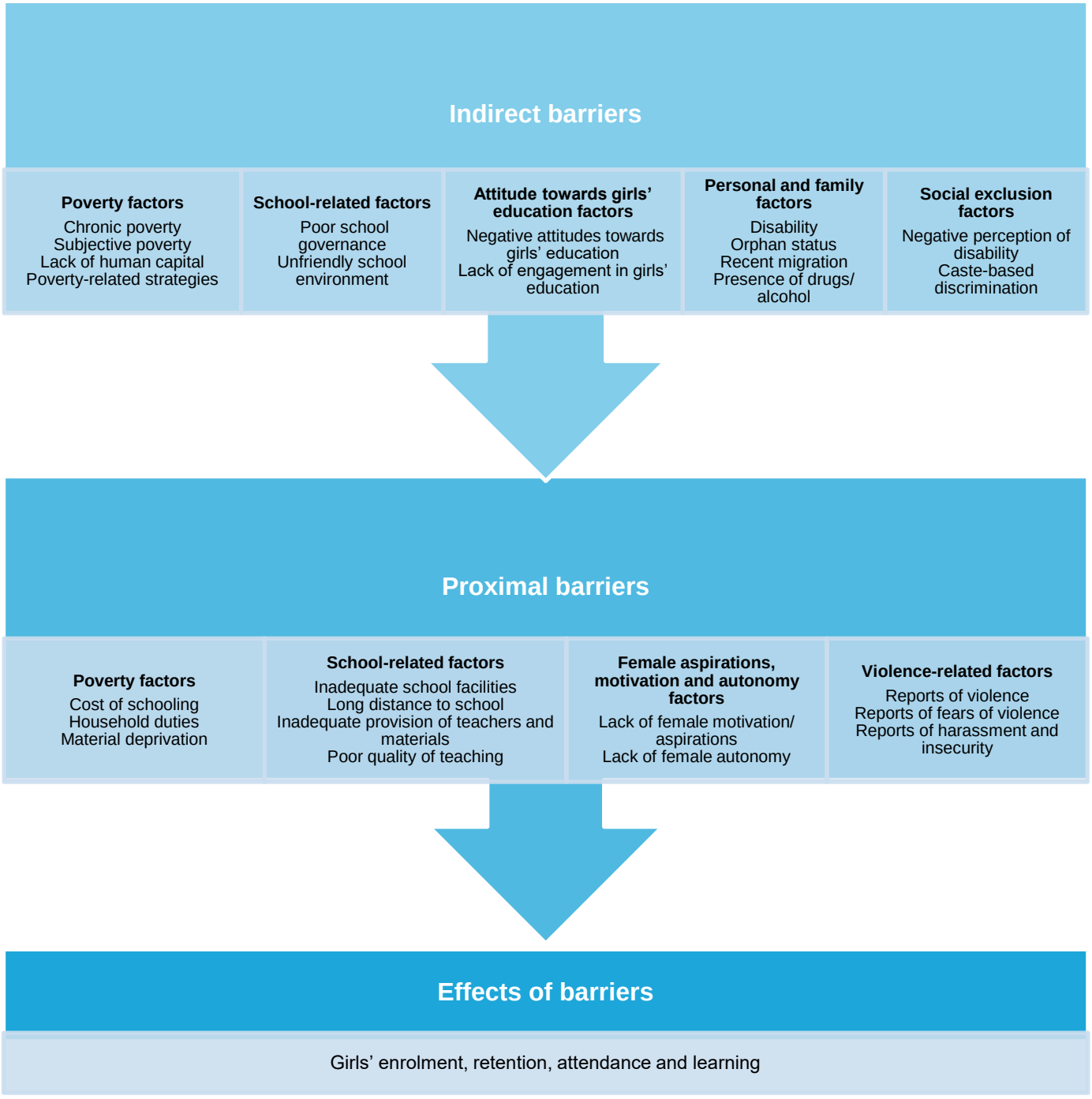
Table 15: Endline indicator levels of treatment groups in ChildFund (Afghanistan)

	ChildFund (Afghanistan)	Midline						Endline						Midline to endline	
		Treatment		Control		T-test		Treatment		Control		T-test		Difference-in-difference	
		%	N	%	N	Etm	p-val	%	N	%	N	Etm	p-val	Etm	p-val
	Household survey														
	EXPOSURE														
E -	Access to schools has improved	51%	101					94%	397						
	BARRIERS														
A -	Boys are less accepting of education for girls now compared to a year ago	18%	194					14%	398						
A -	Girls are less accepting of education for girls now compared to a year ago	17%	194					10%	396						
A -	Men are less accepting of education for girls now compared to a year ago	20%	194					16%	397						
A -	Boys don't think education is important	13%	194					4%	398						
A -	Community not involved in school activities	45%	197					23%	393						
A -	Girls don't think education is important	12%	194					4%	398						
A -	Men don't think education is important	13%	193					6%	398						
A -	PCG doesn't think education will help girls find a job	25%	193					11%	395						
A -	PCG doesn't think women should work at home	18%	168					7%	396						
A -	PCG doesn't think women should work in government offices	72%	195					25%	397						
A -	PCG doesn't think women should work in hospitals	24%	197					8%	398						
A -	PCG doesn't think women should work in NGOs	93%	194					45%	397						
A -	PCG doesn't think women should work in schools	9%	198					3%	398						
A -	PCG doesn't think women should work in the army or police	99%	195					64%	392						
A -	PCG is not confident that education will improve the life of girls	27%	187					13%	398						
A -	PCG Thinks it is unimportant for girls to go to school	15%	524					1%	389						
A -	People in Shura are less accepting of education for girls now compared to a year	31%	194					16%	397						
A -	The elderly are less accepting of education for girls now compared to a year ago	17%	194					17%	398						
A -	The elderly don't think education is important	9%	194					7%	397						
A -	Women are less accepting of education for girls now compared to a year ago	18%	193					16%	397						
A -	Women don't think education is important	15%	194					6%	398						
A -	People in Shura don't think education is important	16%	194					6%	397						
S -	PCG Says there are opportunities to participate in children's education	22%	519					35%	398						
S -	PCG Takes opportunities to participate in children's education	80%	220					63%	205						
S -	There were opportunities to participate in child's education	0%	519					0%	398						
S -	Parents always took opportunities to participate	0%	220					0%	205						
S -	Parents took opportunities to participate	0%	220					0%	205						

Measuring barriers to girls' education using project evaluation reports

Following the data extraction at baseline, barriers were categorised across the key thematic areas that emerged from the baseline reporting of IW projects. At endline, similar categories are used to ensure continuity of reporting.

Figure 1: Proximal and indirect 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, for instance, 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/ midline 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 sample[4].

Barrier tables – evidence from project evaluation reports

Table 16: Changes in barriers between baseline and endline – poverty

Endline evidence for poverty	# projects with barriers lessened /removed	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Proximal barriers																		
Cost of schooling	2	⊘	▼	⊘	≡	⊘	⊘	▲	⊘	≡	▼	≡	⊘	≡	≡	⊘	▲	≡
Significant housework commitments of girl	4		⊘		⊘	⊘	▼	▼	▲		≡	≡		▲	≡	▲	▲	
Lack of educational resources at home	1																▲	
Indirect barriers																		
Hunger and health / ability to fulfil basic needs	3		!					▲		▲		!		⊘	▲		⊘	
Chronic poverty (community-level)	0														≡			
Negative perception of poverty	0																⊘	
Lack of human capital (household-level)	0																⊘	

[4] 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 Midline 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.

Table 17: Changes in barriers between baseline and endline – school

Endline evidence for school factors	# projects with barriers lessened /removed	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
School facilities and access																		
Inadequate school facilities/ sanitation	8		▲	▲	⦸	▲	▲	▲	▲	▲	≡	⦸	⦸	⦸		⦸	▲	
Long distance to school	2	⦸	≡	⦸	≡	▲	≡		!	⦸		≡		⦸	≡	⦸		▲
Provision of teachers and teaching materials																		
Teacher absenteeism	1		≡		⦸		⦸				▼	⦸	▲		⦸		⦸	
High pupil teacher ratio	1			⦸	⦸	!	≡				▼						⦸	▲
Shortage of female teachers	2				≡		⦸		⦸		⦸			▲			⦸	▲
Lack of school materials	4				≡	⦸	▲				≡		▲			▲		▲
Quality of teaching																		
Teachers not responsive to needs	3		⦸			▲	▲		▲									
Teachers' inadequate pedagogy	9				▲	▲	▲	⦸			▲	!	▲	▲	▲	▼	▲	▲
Lack of teachers' knowledge about topic	2										▲				▲			≡
Use of corporal punishment	3				▲										▲	▲		
Teaching not related to employment	0																⦸	
School not taught in mother tongue	2				▲		⦸		⦸		⦸	!	≡		▲	≡		
School governance																		
Poor school management	1				⦸	⦸	⦸	▲	⦸		⦸							
No female teachers in high positions	1					⦸			▲								⦸	

Table 18: Changes in barriers between baseline and endline – aspirations

Endline evidence for aspirations	# projects with barriers lessened /removed	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Lack of female motivation/ aspirations																		
Lack of self-confidence	**5**			⊘					▲	⊘	▲	⊘	⊘	▲	⊘	▲	▲	
No local women of influence/ role models	**4**							▲	▲		▲			▲				
Lack of female autonomy in decision-making																		
Early marriage	**3**		≡		⊘		!	!	▲	▲	⊘		⊘	▲	⊘	⊘	≡	
No ability to make decisions (pregnancy)	**1**		⊘	⊘	⊘			≡		⊘	⊘	⊘	⊘	▲	⊘			

Table 19: Changes in barriers between baseline and endline – attitudes

Endline evidence for negative attitudes	# projects with barriers lessened /removed	Eco	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Attitudes towards education																		
Negative attitudes towards education	**7**			⊘	▲		▲	≡	▲		▲	≡		▲	⊘	▲		▲
Families value boys over girls	**2**				▲					≡	⊘			▲			⊘	
Relevance of education																		
Low awareness of value of education	**4**									▲	▲	⊘				▲	▲	
Irrelevance of education to empl.	**2**									▲	⊘	⊘		▲			⊘	
Support to education																		
Lack of family support for education	**6**				▲		▲	⊘	▲	⊘	▲				⊘	▲		▲
Low community support for girls	**3**					⊘			▲		▲	≡						▲

Reanalysis of Project Datasets – Outcome tables

In order to explore learning improvements for specific groups of girls, the EM conducted a reanalysis of projects' data that focused on learning outcomes disaggregated by sub-groups. This analysis is presented in the section below.

The first step consisted in **replicating the findings from the FM reanalysis of project datasets**. This ensured that the main variables used to recalculate projects' findings were correctly identified in the datasets for the subsequent sub-group analysis. Due to missing/ non-comparable baseline or midline data, findings from two projects (out of 16) could not be replicated. For another four projects, minor discrepancies were found during replication.

For the 14 projects where the replication of findings was possible, the EM proceeded with **identifying variables for sub-group analysis**. The main limitation in this task was the absence of data labels and the inconsistency in questions being asked to girls and care givers at different points in time (baseline, midline and endline). In some cases, learning data and household survey data could not be merged due to the lack of a unique identifier.

Projects for which the reanalysis of learning outcomes by sub-groups could be performed are:

- Baseline-to-endline analysis: HPA (Rwanda), Link (Ethiopia), Viva (Uganda), Varkey (Ghana) and Camfed (Zambia).
- Midline-to-endline analysis: Mercy Corps (Nepal), Red Een Kind (South Sudan), ICL (Kenya), LCDK (Kenya), BRAC (Tanzania), PEAS (Uganda), ChildFund (Afghanistan), TfAC (Malawi) and Opportunity (Uganda).

Finally, **only a few projects had attendance data** in their learning datasets. Results could rarely be replicated, and it was only achieved for three projects (TfAC (Malawi), BRAC (Tanzania) and Camfed (Zambia)).

Subgroups are defined at each wave. For age and grade levels for instance, this means that we compare Lower Primary girls at midline with Lower Primary girls at endline.

We analyse difference-in-difference indicators, or simple differences, across IW, using the following symbols:

✦✦	The DiD indicator is positive and statistically significant at the 5% level (p-value < 0.05). Notation: 5%-DiD.
✦	The DiD indicator is positive and statistically significant at the 10% level (p-value < 0.10). Notation: 10%-DiD.
✓✓	The simple difference (before-after) indicator is positive and statistically significant at the 5% level. Notation: 5%-SiD.
✓	The simple difference (before-after) indicator is positive and statistically significant at the 10% level. Notation: 10%-SiD.
⦸	Neither the DiD nor the simple difference is positive and statistically significant.

Note: For projects who have a control group, we first calculate the DiD indicator. If it is statistically significant, we report it. If it is not, we calculate the simple difference and report it if statistically significant. We only show indicators that are based on at least 30 observations. For projects whose baseline data is available, differences are calculated between baseline and endline. Otherwise, differences are calculated between midline and endline.

ANNEX D

Table 20: Reanalysis by sub group, learning and attendance

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
	LIT	LIT	NUM	LIT	NUM	ATT	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	LIT	LIT	NUM	LIT	NUM	ATT	LIT	NUM	LIT	NUM	LIT	NUM	ATT	LIT	NUM	LIT	NUM	LIT	NUM	LIT	NUM	ATT	LIT	NUM
All girls	✓ ✓	✦	✦ ✦	✦ ✦	✦ ✦	✦ ✦	✦ ✦	✓ ✓	✓ ✓	✦	⌖	⌖		✓ ✓	⌖	⌖	⌖	✓ ✓	✦ ✦	✦ ✦			✦	✦ ✦	✓ ✓	✓ ✓	✦ ✦	✓ ✓	✓ ✓	□	□	✓ ✓	⌖	✓ ✓	✦ ✦	✓ ✓	✓ ✓	⌖
School age																																						
Lower primary	✓ ✓	✓ ✓	✓ ✓	✦ ✦	✦ ✦				✓ ✓	✦					⌖	⌖	⌖						✓ ✓	✓ ✓								✓ ✓	⌖				✓ ✓	✓ ✓
Upper primary	✓ ✓	✓ ✓	✓ ✓	✦ ✦	✦ ✦	✦ ✦	✦	✦	✓ ✓	✓ ✓				✦ ✦	⌖	⌖	⌖	✓	✓ ✓	✓ ✓			✦	✓ ✓	✓ ✓	✓ ✓	✦ ✦					⌖	⌖	✓ ✓	✦ ✦	✓	✦ ✦	✦
Lower secondary	✓ ✓	✦ ✦	✦ ✦						✓ ✓	✓ ✓				✓ ✓				✦	✦	✓ ✓								✓ ✓	✓ ✓								✓ ✓	✓ ✓
Upper secondary	✓ ✓	✓ ✓	✦ ✦								⌖	✓ ✓		⌖																								
Age groups																																						
Below 6																																						
6 – 8															⌖	⌖	⌖															⌖	✓ ✓				⌖	✓
9 – 11	✓ ✓	✓ ✓	✓ ✓	✦ ✦	✦ ✦				⌖	✓ ✓					⌖	⌖	⌖						✦	✦ ✦								✓ ✓	⌖	⌖	⌖	⌖	⌖	⌖
12 – 13	✓ ✓	✓ ✓	✦ ✦	✦ ✦	✦ ✦				✓ ✓	✓ ✓				✦	⌖	⌖	⌖	✓ ✓		✓ ✓			✓ ✓	✦ ✦	✦ ✦	✓ ✓	✦					✓ ✓	⌖	✓ ✓	✦ ✦	✓ ✓	✦	⌖
14 – 15	✓ ✓	✓ ✓	✓ ✓	✦ ✦	✦ ✦	✦ ✦	⌖	⌖	✓ ✓	✓ ✓	⌖	⌖		⌖			⌖	✓ ✓	✓ ✓	✓ ✓			✓ ✓	✓ ✓	✓ ✓	✦	✦ ✦	✓ ✓	✓ ✓			⌖	⌖	✓ ✓	✦ ✦	✓ ✓	⌖	⌖
16 – 17	✓ ✓	✦ ✦	✦						✓ ✓	✦ ✦	✦ ✦	✦		⌖		⌖		✓ ✓	✓	✓ ✓			⌖	✓ ✓	✓ ✓	✓ ✓	⌖	✓ ✓	✓ ✓					✓ ✓	✦ ✦	✦ ✦	⌖	✓ ✓
18 – 19	✦ ✦	✦	✦ ✦						⌖		⌖	⌖		⌖														⌖	✓ ✓						✦		⌖	⌖
Above 19										⌖	⌖	⌖																										

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
Educational groups																																					
In school	✓ ✓	✓ ✓	✦				✦ ✦	✦ ✦			⌖	✦		✓ ✓				✓ ✓	✦ ✦	✓ ✓			✦	✦ ✦	✓ ✓	✓ ✓	✦ ✦					✓ ✓	⌖	✓ ✓	✦ ✦	✓ ✓	✓ ✓	⌖
Out of school							⌖	✦ ✦			⌖	⌖						✓ ✓	⌖															✦ ✦	⌖			
Dropped out	✓ ✓	✓ ✓	✓ ✓															✓ ✓	✦ ✦	✓ ✓																	
Never attended																		⌖	⌖																		
Has repeated grade	✓ ✓	✓ ✓	✓ ✓				✓ ✓	⌖															✓ ✓	✦	✓ ✓	✓ ✓	✦ ✦									✓ ✓	✓ ✓
Has never repeated grade	✓ ✓	✦	✦				✓ ✓	✓ ✓															✦	✦ ✦	✓ ✓	✓ ✓	✦									✓ ✓	⌖
Type of school																																					
Boys and girls																		✓ ✓	✦ ✦	✓ ✓																	
Girls only																																					
Government school																																					
Community school																															✓ ✓	⌖					
ALP																															✓ ✓	⌖					
YDC																																					
Literacy class																																					
Disabilities																																					
Sight							✓ ✓	⌖							⌖	⌖	⌖																	✓ ✓	⌖	✓ ✓		
Hearing							✓	⌖							⌖	⌖	⌖																	✓	✦	✓		

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
																																		✓	✦	✓		
Walking								⌖							⌖	⌖	⌖																					
Memory							✦ ✦	⌖							✓ ✓	⌖	⌖																	✓	⌖	✓ ✓		
Self care							✓	⌖																														
Language								⌖																														
Other																																					
Disabled	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓		✦ ✦	⌖									⌖	✓ ✓	✓	✓ ✓														✓ ✓	⌖	✓ ✓		
No difficulties	✦	✓ ✓	✦	✦ ✦	✦ ✦	✦ ✦												✓ ✓	✦ ✦	✓ ✓								✓ ✓	✓ ✓					✦ ✦	✦ ✦	✦ ✦		
Girl and LOI																																						
Speaks LOI (native)	✓ ✓	✓ ✓	✓ ✓				✦ ✦	⌖							⌖	⌖	✓ ✓																					
Speaks LOI (little/ nothing)							✓ ✓	⌖	✓ ✓	✓ ✓					⌖	⌖	⌖																					
Meeting basic needs																																						
Unable to meet needs				✦ ✦	✦ ✦	✦ ✦			✓ ✓	✓ ✓						✓																					⌖	⌖
Able to meet needs				✓ ✓	✦ ✦	✦ ✦			✓ ✓	✓ ✓					⌖	⌖	⌖																			✓ ✓	⌖
Hunger	✓ ✓	✓ ✓	✓ ✓						✓ ✓	⌖															✓ ✓	✓ ✓	✦ ✦					✓ ✓	⌖			✓ ✓	⌖
Not enough water	✓ ✓	✓ ✓	✓ ✓																																			
Not enough	✓ ✓	✦ ✦	✓ ✓																																			

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
medicines																																					
Not enough cash income	✓ ✓	✓ ✓	✓ ✓																																		
Any of the above	✓ ✓	✓ ✓	✓ ✓																																		
None of the above	✓ ✓	✦	✦																																		
Difficulty to afford school	✓ ✓	✓ ✓	✓ ✓	✦ ✦	✦ ✦	✦ ✦			✓ ✓	✦	⌖	⌖			⌖	⌖	⌖						✓ ✓	✓ ✓														
Not difficult to afford school	✓ ✓	✓ ✓	✓ ✓								⌖	⌖			⌖	⌖																					
Money from girl's job important for HH							✦	⌖																				✓	✓ ✓									
Money from girl's job not important for HH																												✓ ✓	✓ ✓									
Income quintiles																																					
First											⌖	⌖			⌖	⌖	⌖	✓ ✓	⌖	⌖					✓ ✓	✓ ✓	✦ ✦					✓ ✓	⌖					
Second											⌖	⌖			⌖	⌖	⌖	✦ ✦	✦ ✦	✓ ✓					✓ ✓	✓ ✓	⌖					✓ ✓	⌖					
Third											⌖	✦ ✦			⌖	⌖	⌖	✓ ✓	⌖	✓ ✓					✓ ✓	✓ ✓	✓ ✓					⌖	⌖					
Fourth											⌖	⌖			⌖	⌖	⌖	✦	⌖	✓ ✓					✓ ✓	✓ ✓	✦ ✦					✓ ✓	⌖					

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
Fifth											⌖	⌖			⌖	⌖	⌖	✓ ✓	⌖	✓ ✓					✓ ✓	✓ ✓	✦ ✦					⌖	⌖					
Parental characteristics																																					
Lives without parents	✓ ✓	✓ ✓							✓	✦	⌖	⌖						⌖	✓	✓ ✓			✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓									
Lives without mother	✓ ✓	✓ ✓	✓ ✓						⌖	✓ ✓															✓ ✓	✓ ✓	✦ ✦										
Lives without father	✓ ✓	✓ ✓	✓ ✓						✓ ✓	✦ ✦					⌖	⌖	⌖						✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓									✓	⌖
Lives with both parents	✓ ✓	✓ ✓	✦ ✦				✦ ✦	⌖	✓ ✓	✓ ✓	⌖	✦			⌖	⌖	⌖	✓ ✓	✦ ✦	✓ ✓			✓ ✓	✦ ✦	✓ ✓	✓ ✓	✦ ✦	✓ ✓	✓ ✓					✦ ✦	✦ ✦	✦ ✦	✓ ✓	⌖
PCG can read and write LOI	✓ ✓	✓ ✓	✓ ✓				✓ ✓	⌖	✓ ✓	✓ ✓																		✓ ✓	✓ ✓								✓ ✓	⌖
PCG can read and write LOI (little)																																					
PCG cannot read and write LOI	✓ ✓	✓ ✓	✓ ✓				✦ ✦	✓	✓ ✓	✓ ✓																		✓ ✓	✓ ✓								✓	⌖
Young mothers																																					
Presence of young mothers in HH							✦ ✦	⌖	✓ ✓	✓ ✓																										⌖	⌖
No young mothers in HH	✓ ✓	✓ ✓	✓ ✓				✓ ✓	⌖	✓ ✓	✓ ✓																										✓ ✓	⌖
Dangerous area																																					

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
Unsafe area	✓ ✓	✦ ✦	✦	✓ ✓	✦ ✦	✦ ✦	✦ ✦	⌖	⌖	⌖					⌖	⌖	⌖	✓ ✓	✓ ✓																		⌖	⌖
Safe area				✦	✦ ✦	✦ ✦	✓ ✓	⌖	⌖	✦					✦ ✦	✦ ✦	✦ ✦	✓ ✓	✓ ✓	✓ ✓																	✓ ✓	⌖
Geographic group																																					
Conflict area																																					
Non conflict area																																					
Rural																																					
Urban																																					
ASALs																																					
Slums																																					
Drought affected																																					
Non-drought affected																																					
Remote girls																																					
Journey to school 1h or more																											⌖	⌖			✓ ✓	⌖					
Journey to school less than 1h																											✓ ✓	✓ ✓			✓ ✓	⌖					
Risky migration																																					
Exposed to risky migration																																					
Not exposed																																					

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
to risky migration																																					
Street children																																					
Street child									⌖																												
Not street child																																					
Early marriage																																					
Yes																																					
No																																					
Displaced																																					
Yes																																					
No																																					
Other vulnerable groups																																					
HIV																																					
Child labour																																					
Sexual violence																																					
In conflict with the law																																					
Child headed household																																					
Young mother																																	✓ ✓	⌖			
Any vulnerable group									⌖	✦																											
Not vulnerable									✓	✓																											

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
									✓	✓																											
Extreme poverty																		✓ ✓	⌖	⌖																	
Marginalised – extremely poor																		✓ ✓	✦ ✦	✓ ✓																	
Marginalised – poor																		⌖	⌖																		
Not marginalised																		✓ ✓		✓ ✓																	
Domestic duties																																					
Half a day or more of housework									⌖	⌖																											
Quarter of day									⌖	✦ ✦																											
Less than an hour									⌖	⌖																											
Does not do housework																																					
Labour affects school work																																					
Does not affect school work																																					
Work at home											⌖	⌖																									
Work in the field											⌖	⌖																									
Seasonal migration																																					

ANNEX D

	HPA Rwa			Link Eth			Red Sou		Viva Uga		Mercy Nep		ICL Ken[8]		LCDK Ken			BRAC Tan			VSO Nep		Varkey Gha		Camfd Zam			PEAS Uga		LCSU Uga		Chfnd Afg		TfAC Mal			Oppty Uga	
	EGRA English wpm	EGRA Kinyarwanda wpm	EGMA %	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	UWEZO 10 levels	EGMA %	UWEZO English 5 levels	UWEZO Kiswahili 5 levels	UWEZO 5 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %	EGRA wpm	EGMA %	National test %	National test %	Attendance %	EGRA wpm	EGMA %	UWEZO 5 levels	UWEZO 7 levels	ASER 5 levels	ASER 4 levels	EGRA wpm	EGMA %	Attendance %	EGRA wpm	EGMA %
Pastoralist																																					
Nomadic																															✓ ✓	⌖					
Not nomadic																															✓	⌖					

ANNEX D

Changes in education outcomes

Literacy scores, by grade

Table 21: Difference in reading fluency between baseline and endline in treatment and control groups, by grade

		PEAS	Oppty		VIva	CSU	LCDK		ICL	Link		HPA		ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya			Eth		Rwa		Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Parameters	Test/ language	EGRA (english)	EGRA (English)		EGRA (English)	UWEZO (english)	Uwezo (English)	Uwezo (Kiswahili)	Uwezo (English)	EGRA (Wolaitigna)	EGRA (English)	EGRA (english)	EGRA Kinyarwanda	EGRA (English)	EGRA (English)	National test (English)	EGRA (Chichewa)	EGRA (English)	EGRA (Nepali)	EGRA (Nepali)	ASER (English)
	Unit	Words per minute	Words per minute		Words per minute	5 levels	5 levels		10 levels	Words per minute		Words per minute		Words per minute	Words per minute	Score/100	Words per minute	Words per minute	Words per minute	Words per minute	5 levels
	Control group used	Yes	Yes[a]		Yes	Yes	Yes		Yes	Yes		Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
	In-school cohort[b]	Grades 7 and 8	Grades 1 to 10 (tuition loan)[c]	Grades 2, 5, 8, 9 (school loan)[c]	Grades 1 to 11	Grades 1 to 4	Grades 1 to 8		Grades 4 to 7, 9 and 10	Grade 2	Grade 6	Grades 1 to 9		Grades 2 and 5	Grades 5 and 6	Grade 5	Grades 5 and 6	Grades 2 and 3	Grades 1 to 4	Grades 6 and 7	Winter CBE, Winter ALP
	Out-of-school cohort	No	No		Yes	No	No		No	No		Yes		Yes	Yes	No	Yes	No	No[d]	Yes	No
Overall impact (all grades and out-of-school girls)																					
Baseline	Treatment	79	57		53	1.2			4.7	3	30	11	16	11	36	24	36	7	20		1.2
	Control	83	52		50	1.8			4.6	2	29	10	14	12	36	27	39	6	23		
Midline	Treatment	104	83		80	2.8	3.8	3.7	5.3	16	53	21	32	20	37	27	40	22	42	70	2.4
	Control	110	76		83	3.0	3.4	3.1	5.6	8	40	20	28	21	34	28	42	22	43	72	
Endline	Treatment	116	97		79	3.9	3.6	3.6	7.5	26	56	44	60	29	47	33	55	36	48	72	3.2
	Control	118	91		82	4.2	3.0	2.9	6.6	11	43	45	54	24	49	33	54	33	48	72	
Diff-in-diff. estimator	Baseline to midline	3.8	**9.7****		**-4.8*****	0.1			**0.6*****	**7.5*****	**11.4*****	**5.3****	**8.4***	-1.9	3.0	2.3	**4.1****	0.3	**5.9****		
	Midline to Endline	4.0	2.3		0.0	**-0.1***	**0.3****		**0.3****	**17.1*****	1.7	-0.9	1.3	5.5	-1.7	0.5	2.5	**3.7*****	-2.0	**2.7***	
In-school girls																					
Grade 1																					Winter CBE
Baseline	Treatment		25		25	1.5						16	21						3		1.1
	Control		13		37	1.5						6	14						1		
Midline	Treatment		16		54	2.3	2.2	2.0				23	30						34		2.2
	Control		16		87	2.0	2.2	1.9				19	29						25		

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		PEAS	Oppty		VIva	CSU	LCDK		ICL	Link		HPA		ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya			Eth		Rwa		Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Endline	Treatment		31		65	3.3	2.3	2.1				14	42						41		3.1
	Control		21		67	3.5	2.0	1.9				17	37						34		
Grade 2																					Winter ALP
Baseline	Treatment		20	14	47	1.2				3		9	10	12				4	14		1.4
	Control		13	16	25	1.8				2		12	13	12				4	13		
Midline	Treatment		47	54	50	2.4	2.3	2.1		16		19	31	12				16	41		3.1
	Control		34	44	58	2.8	2.6	2.2		8		13	25	16				16	38		
Endline	Treatment		61	81	51	3.6	2.6	2.6		26		30	51	29				32	47		3.7
	Control		55	68	63	3.9	2.5	2.5		11		30	48	23				26	47		
Grade 3																					
Baseline	Treatment		41		40	1.1						11	17					9	20		
	Control		32		41	1.8						5	9					10	20		
Midline	Treatment		49		61	3.0	2.9	2.8				16	32					27	44		
	Control		54		61	2.9	2.5	2.0				15	29					29	45		
Endline	Treatment		81		66	4.2	3.0	3.1				39	58					40	48		
	Control		66		74	4.5	2.6	2.7				40	56					40	49		
Grade 4																					
Baseline	Treatment		61		50	1.3			3.7			10	17						31		
	Control		47		53	2.1			4.0			9	15						30		
Midline	Treatment		90		74	3.3	3.6	3.5	2.5			18	31						46		
	Control		70		74	3.8	4.3	4.3	5.7			25	26						46		
Endline	Treatment		95		76	4.4	3.3	3.4	6.1			46	63						51		
	Control		90		80	4.6	2.8	2.4	6.2			46	60						51		
Grade 5																					
Baseline	Treatment		52	65	59				4.1			9	15	11	33	24					
	Control		58	75	48				4.1			9	15	11	35	27					
Midline	Treatment		101	113	74		3.8	3.7	5.2			25	37	45	39	27	43				
	Control		86	96	85		4.8	4.8	5.6			14	26	46	27	28	43				
Endline	Treatment		113	115	82		3.3	3.4	6.5			55	62	48	49	33	56				
	Control		101	114	80		3.9	3.4	6.9			52	56	43	51	33	56				
Grade 6																					
Baseline	Treatment		73		71				4.6		30	9	13		35						
	Control		68		57				4.4		29	13	16		38						
Midline	Treatment		109		87		4.5	4.2	5.7		53	25	27		34		44			77	
	Control		101		89		3.9	3.6	5.6		40	25	30		36		45			74	

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		PEAS	Oppty		Viva	CSU	LCDK		ICL	Link		HPA		ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya			Eth		Rwa		Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Endline	Treatment		125		79		4.2	4.1	6.9		56	64	68		46		54			80	
	Control		125		84		3.6	3.4	7.3		43	58	61		51		55			72	
Grade 7																					
Baseline	Treatment	72	81		54				5.0			18	18								
	Control	79	76		56				4.9			13	16								
Midline	Treatment	103	120		85		4.6	4.7	5.9			26	34							84	
	Control	105	113		87		3.7	3.3	5.7			20	23							82	
Endline	Treatment	116	125		83		4.4	4.4	8.0			66	72							84	
	Control	117	133		93		4.2	3.9	6.5			64	60							82	
Grade 8																					
Baseline	Treatment	94	126	80	68							11	17								
	Control	88	90	90	60							19	21								
Midline	Treatment	107	125	117	98		4.7	4.5				24	28								
	Control	117	120	128	105		5.0	5.0				32	32								
Endline	Treatment	116	139	126	97		4.6	4.7				80	94								
	Control	119	132	123	98		3.0	3.0				68	66								
Grade 9																					
Baseline	Treatment		81	95	50				5.2			14	18								
	Control		90	99	68				5.6			8	13								
Midline	Treatment		114	120	103				6.4			17	45								
	Control		123	131	105				5.3			26	24								
Endline	Treatment		140	123	101				8.5			81	75								
	Control		157	128	99				6.8			71	64								
Grade 10																					
Baseline	Treatment		107		60				5.5												
	Control		95		72				5.0												
Midline	Treatment		139		110				5.8												
	Control		132		107				5.1												
Endline	Treatment		157		87				7.0												
	Control		146		91				6.5												
Grade 11																					
Baseline	Treatment				110																
	Control				101																
Midline	Treatment				124																
	Control				97																

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		PEAS	Oppty		VIva	CSU	LCDK		ICL	Link		HPA		ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
		Uganda					Kenya			Eth		Rwa		Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Endline	Treatment				19																
	Control				101																
Out-of-school girls																					
Baseline	Treatment				45							8	17	11	40						
	Control				41							13	17	12	34						
Midline	Treatment				82							25	33	16	39		27			62	
	Control				81							24	34	17	36		33			61	
Endline	Treatment				76							35	53	15	48		56			63	
	Control				72							42	49	15	43		49			62	

[a] At baseline, Opportunity (Uganda) had no treatment or control group. The split was determined by who took out loans, once implementation started. As such, Opportunity (Uganda) have updated the baseline treatment/control split at midline to take reflect new knowledge about the composition of treatment and control groups.
[b] Some cohorts have not been followed at Endline. They have been removed from the average scores calculations for Baseline, Midline and Endline in order not to alter the comparability of the scores. They are still included in the DID estimation. These cohorts are Grade 9 for PEAS, Grade 4 for Varkey, and Grades 5 and 6 for CSU (only followed at Baseline).
[c] The project supports two types of loans: School Fee loans (SFL), which are offered to families and are used to pay for the fees of private schools (usually low-medium cost schools), and School Improvement loans (SIL), which go to school proprietors for the purpose of improving school infrastructure. Girls were sampled based on these two loans.
[d] OOS cohort only followed at Baseline.
[e] No data for Baseline due to sampling error.
[f] No data for Baseline due to major concerns with the baseline external evaluator which led to contract cancelation and contracting of One-South to do the midline and endline evaluation.
[g] No data for Baseline. The midline evaluator has not been able to systematically match baseline data with cohort girls as the baseline evaluator only provided an ID and the corresponding roll number – available in school registers – but not the names. In some cases, the schools were not able to provide the registers, and in other cases, some roll numbers belonged to boys. As a consequence, a large part of the sample has been replaced at midline and the evidence is deemed inconclusive.

ANNEX D

Numeracy scores, by grade

Table 22: Difference in numeracy skills between baseline and endline in treatment and control groups, by grade

		PEAS	Oppty		VIva	CSU	LCDK	ICL	Link		HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
							Kenya		Eth		Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Parameters	Test	EGMA	EGMA		EGMA	Uwezo	Uwezo	EGMA	EGMA		EGMA	EGMA	EGMA	National test	EGMA	EGMA	EGMA	EGMA	ASER
	Unit	Score /100	Score /100		Score/100	7 levels	5 levels	% correct response	Score/100		Score /100	Score /100	Score/100	Score/100	% correct responses	Score/100	Score /100	Score /100	4 levels
	Control group used	Yes	Yes[a]		Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
	In-school cohort[b]	Grades 7 and 8	Grades 1 to 10 (tuition loan)[c]	Grades 2, 5, 8, 9 (school loan)[c]	Grades 1 to 11	Grades 1 to 4	Grades 1 to 8	Grades 4 to 7, 9 and 10	Grade 2	Grade 6	Grades 1 to 9	Grades 2 and 5	Grades 5 and 6	Grade 5	Grades 5 and 6	Grades 2 and 3	Grades 1 to 4	Grades 6 and 7	Winter CBE, Winter ALP
	Out-of-school cohort	No	No		Yes	No	No	No	No		Yes	Yes	Yes	No	Yes	No	No[d]	Yes	No
Overall impact (all grades and out-of-school girls)																			
Baseline	Treatment	56	27		58	1.9			35	28	26	69	77	27	74	40	20		1.1
	Control	58	25		64	2.7			36	26	24	73	80	27	74	40	23		
Midline	Treatment	69	36		71	4.1	3.7	82	46	45	58	75	83	31	81	57	42	75	2.5
	Control	69	34		69	3.9	3.1	80	37	33	60	74	87	32	80	52	43	76	
Endline	Treatment	74	37		73	5.8	3.6	84	60	55	83	72	88	37	84	66	48	76	2.5
	Control	72	37		74	6.0	2.9	80	38	37	82	70	87	38	80	61	48	74	
Diff-in-diff.	Baseline to midline	1.4	1.9		**11.9*****	0.2			8.8	**8.8*****	2.4	0.9	-0.9	-0.7	2.0	**5.0*****	**0.1****		
	Midline to Endline	2.5	-0.6		**-3.16*****	-0.3	**0.3***	0.0	**18.1****	**9.3*****	**4.8****	0.4	5.7	0.2	**4.4*****	0.7	-1.1	**2.67*****	
In-school girls																			
Grade 1																			Winter CBE
Baseline	Treatment		17		45	2.7					33						18		1.1
	Control		14		53	2.2					25						18		
Midline	Treatment		14		39	3.3	2.0				45						69		2.4
	Control		16		54	2.1	1.9				53						68		
Endline	Treatment		18		56	5.2	2.1				66						64		2.5
	Control		17		70	5.3	1.9				64						53		
Grade 2																			Winter ALP
Baseline	Treatment		21	22	54	1.7			35		24	69				34	37		1.3
	Control		16	19	47	2.8			36		21	74				34	33		

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		PEAS	Oppty		Viva	CSU	LCDK	ICL	Link		HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
							Kenya		Eth		Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Midline	Treatment		29	29	51	3.5	2.1		46		57	78				54	66		2.5
	Control		26	29	49	3.4	2.2		37		48	83				48	61		
Endline	Treatment		34	38	56	5.4	2.6		60		74	81				65	72		2.6
	Control		34	38	59	5.6	2.5		38		70	80				58	66		
Grade 3																			
Baseline	Treatment		21		39	1.8					23					45	45		
	Control		17		55	2.3					18					47	46		
Midline	Treatment		19		66	4.7	2.8				55					59	57		
	Control		21		58	4.3	2.0				62					56	61		
Endline	Treatment		28		69	6.1	3.1				82					67	71		
	Control		21		67	6.2	2.7				83					64	69		
Grade 4																			
Baseline	Treatment		18		57	1.9					26						57		
	Control		21		61	3.1					21						56		
Midline	Treatment		36		68	4.7	3.5	68			60						63		
	Control		28		62	5.1	4.3	75			63						59		
Endline	Treatment		31		70	6.5	3.4	77			86						74		
	Control		32		72	6.5	2.4	79			87						74		
Grade 5																			
Baseline	Treatment		23	26	58						24	70	77	24					
	Control		23	26	66						24	66	78	27					
Midline	Treatment		37	41	70		3.7	74			79	85	85	27	79				
	Control		31	36	73		4.8	81			68	93	85	28	68				
Endline	Treatment		43	44	72		3.4	78			89	89	89	33	89				
	Control		39	43	77		3.4	79			88	86	93	33	88				
Grade 6																			
Baseline	Treatment		31		67					28	27		80						
	Control		29		68					26	27		86						
Midline	Treatment		39		78		4.2	77		45	66		82		66			81	
	Control		44		78		3.6	79		33	75		89		75			76	
Endline	Treatment		46		77		4.1	81		55	91		89		91			82	
	Control		41		78		3.4	75		37	90		86		90			75	
Grade 7																			
Baseline	Treatment	72	36		66						29								
	Control	79	33		72						31								
Midline	Treatment	103	48		76		4.7	89			68							86	
	Control	105	45		78		3.3	87			70							84	

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		PEAS	Oppty		VIva	CSU	LCDK	ICL	Link		HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
							Kenya		Eth		Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Endline	Treatment	116	45		79		4.4	89			92							87	
	Control	117	42		80		3.9	82			92							83	
Grade 8																			
Baseline	Treatment	94	44	35	72						29								
	Control	88	38	37	71						31								
Midline	Treatment	107	49	49	83		4.5				53								
	Control	117	50	48	84		5.0				79								
Endline	Treatment	116	45	40	86		4.7				95								
	Control	119	48	43	86		3.0				95								
Grade 9																			
Baseline	Treatment		43	39	74						29								
	Control		42	41	81						20								
Midline	Treatment		57	47	84			90			66								
	Control		54	50	83			82			77								
Endline	Treatment		52	46	85			90			96								
	Control		59	47	83			84			89								
Grade 10																			
Baseline	Treatment		46		70														
	Control		49		80														
Midline	Treatment		63		85			90											
	Control		58		85			94											
Endline	Treatment		52		87			98											
	Control		43		92			87											
Grade 10																			
Baseline	Treatment				66														
	Control				81														
Midline	Treatment				92														
	Control				85														
Endline	Treatment				93														
	Control				90														
Out-of-school girls																			
Baseline	Treatment				54						27	69	72						
	Control				59						31	74	70						
Midline	Treatment				71						43	63	84		43			68	
	Control				64						38	45	87		38			68	
Endline	Treatment				71						80	45	87		80			70	
	Control				66						77	42	83		77			63	

	PEAS	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
					Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh

a At baseline, Opportunity (Uganda) had no treatment or control group. The split was determined by who took out loans, once implementation started. As such, Opportunity (Uganda) have updated the baseline treatment/control split at midline to take reflect new knowledge about the composition of treatment and control groups.
b Some cohorts have not been followed at Endline. They have been removed from the average scores calculations for Baseline, Midline and Endline in order not to alter the comparability of the scores. They are still included in the DID estimation. These cohorts are Grade 9 for PEAS, Grade 4 for Varkey, and Grades 5 and 6 for CSU (only followed at Baseline).
c The project supports two types of loans: School Fee loans (SFL), which are offered to families and are used to pay for the fees of private schools (usually low-medium cost schools), and School Improvement loans (SIL), which go to school proprietors for the purpose of improving school infrastructure. Girls were sampled based on these two loans.
d OOS cohort only followed at Baseline.
e No data for Baseline due to sampling error.
f No data for Baseline where a 5-levels Uwezo tests has been used.
g No data for Baseline due to major concerns with the baseline external evaluator which led to contract cancelation and contracting of One-South to do the midline and endline evaluation.
h No data for Baseline. The midline evaluator has not been able to systematically match baseline data with cohort girls as the baseline evaluator only provided an ID and the corresponding roll number – available in school registers – but not the names. In some cases, the schools were not able to provide the registers, and in other cases, some roll numbers belonged to boys. As a consequence, a large part of the sample has been replaced at midline and the evidence is deemed inconclusive.

Attendance rates, by grade

Table 23: Difference in attendance between baseline and endline in treatment and control groups (17 projects)

Attendnce		PEAS[a]	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC[b]	Varkey	VSO	Mercy[c]	ChFnd
						Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
Parameters	Source	Spot checks	School register	School register	School registers, spot checks & Household survey	School registers	School register	School register	School register	Spot checks	Household survey	School register	School register	Spot checks	Spot checks	School register	School register and spot checks
	Unit	% girls present through count	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Self-reported attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate	Average attendance rate
	Control group used	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No[d]
	In-school cohort	Grades 7, 8, 9	Grades 2, 8 (school loan only)	Grades 1 to 11	Grades 1 to 6	Grades 1 to 8	Grades 4 to 10	Grades 2, 6	Grades 1 to 9	Grades 2 and 5	Grade 5	Grade 5	Grades 5, 6	Grades 2 to 4	Grades 1 to 4	Grades 6 and 7	Winter CBE
Overallattendance (all grades)																	
Baseline	Treatment	89%	95%	84%	80%	70%	83%	81%	92%	74%	97%	79%		79%	51%		84%
	Control	77%	96%	81%	80%	80%	71%	91%	87%	71%	97%	74%		81%	54%		
Midline	Treatment	87%	95%	82%	86%	75%	88%	85%	92%	74%	92%	85%	89%	71%	53%	81%	73%
	Control	70%	94%	77%	87%	70%	88%	84%	86%	61%	90%	86%	88%	74%	52%	79%	
Endline	Treatment	79%	93%	67%	90%	88%	84%	93%	92%	74%	99%	86%	94%	67%	74%	83%	86%

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Attendnce		PEAS[a]	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC[b]	Varkey	VSO	Mercy[c]	ChFnd
						Kenya		Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
	Control	69%	92%	80%	87%	85%	75%	76%	87%	66%	98%	81%	95%	66%	70%	79%	
Target	Baseline to midline	5%	2%	2%	5%	10%	2%	3%	2%	5%	5%	2%	6.5%	2%	2%	5%	85%
	Midline to Endline	5%	2%	2%	5%	10%	2%	2%	2%	5%	5%	2%	6.5%	2%	2%	5%	90%
Attendance by grade																	
Grade 1																	Winter CBE
Baseline	Treatment			84%		77%			100%						53%		84%
	Control			69%		78%			92%						53%		
Midline	Treatment			91%		78%			98%						53%		73%
	Control			86%		73%			94%						49%		
Endline	Treatment			72%		89%			99%						73%		86%
	Control			86%		87%			92%						67%		
Grade 2																	
Baseline	Treatment		95%	84%		66%		81%	96%	76%				78%	49%		
	Control		96%	66%		74%		91%	90%	70%				80%	54%		
Midline	Treatment		95%	93%		80%		85%	95%	72%				70%	53%		
	Control		93%	97%		82%		84%	100%	56%				83%	53%		
Endline	Treatment		0.95	92%		87%		93%	99%	73%				0.675	71%		
	Control		0.94	85%		81%		76%	91%	62%				0.631	72%		
Grade 3																	
Baseline	Treatment			79%		74%			95%					77%	51%		
	Control			75%		77%			95%					84%	55%		
Midline	Treatment			90%		80%			94%					70%	53%		
	Control			89%		76%			88%					71%	52%		
Endline	Treatment			71%		88%			96%					0.656	75%		
	Control			69%		86%			89%					0.681	64%		
Grade 4																	
Baseline	Treatment			83%		63%	81%		97%					83%	50%		
	Control			92%		81%	81%		90%					80%	52%		
Midline	Treatment			92%		73%	85%		97%					73%	52%		
	Control			86%		63%	90%		83%					69%	53%		
Endline	Treatment			71%		84%	80%		95%						77%		
	Control			93%		87%	88%		91%						77%		
Grade 5																	
Baseline	Treatment			78%		68%	80%		97%	73%	97%	79%					

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Attendnce		PEAS[a]	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC[b]	Varkey	VSO	Mercy[c]	ChFnd
		Kenya						Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
	Control			95%		79%	79%		94%	71%	97%	74%					
Midline	Treatment			92%		73%	89%		98%	77%	92%	85%	77%				
	Control			86%		64%	93%		93%	65%	90%	86%	65%				
Endline	Treatment			71%		88%	79%		99%	76%	99%	86%	76%				
	Control			76%		85%	91%		92%	70%	98%	81%	70%				
Grade 6																	
Baseline	Treatment			88%		75%	82%	81%	97%								
	Control			95%		87%	83%	91%	94%								
Midline	Treatment			94%		74%	88%	86%	99%				86%			81%	
	Control			83%		66%	90%	84%	91%				84%			79%	
Endline	Treatment			71%		88%	87%	92%	97%				92%			0.834	
	Control			92%		83%	77%	75%	96%				75%			0.794	
Grade 7																	
Baseline	Treatment	89%		94%		70%	80%		99%								
	Control	77%		57%		80%	81%		85%								
Midline	Treatment	85%		88%		73%	89%		99%							81%	
	Control	74%		88%		73%	92%		94%							79%	
Endline	Treatment	76%				89%	85%		95%							83%	
	Control	67%				86%	86%		89%							79%	
Grade 8																	
Baseline	Treatment	89%	94%	64%		75%	77%		99%								
	Control	77%	96%	44%		97%	81%		93%								
Midline	Treatment	86%	95%			72%	93%		99%								
	Control	67%	95%			73%	94%		98%								
Endline	Treatment	83%	90%	36%		93%	86%		98%								
	Control	72%	90%	98%		93%	94%		94%								
Grade 9																	
Baseline	Treatment	89%		87%			85%		95%								
	Control	77%		61%			63%		88%								
Midline	Treatment	94%					88%		98%								
	Control	61%					82%		92%								
Endline	Treatment			59%			86%		97%								
	Control			70%			63%		89%								
Grade 10																	
Baseline	Treatment						87%										
	Control						64%										
Midline	Treatment						87%										

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Attendnce		PEAS[a]	Oppty	Viva	CSU	LCDK	ICL	Link	HPA	ReK	BRAC	Camfd	TfAC[b]	Varkey	VSO	Mercy[c]	ChFnd
		Kenya						Eth	Rwa	Sou	Tan	Zam	Mal	Gha	Nepal		Afgh
	Control						88%										
Endline	Treatment			53%			85%										
	Control			74%			68%										

Notes:
[a] The external evaluators unfortunately did not record attendance data by year group. Hence, the figures for each cohort row in the baseline attedance tab reflect the average attendance rates of all girls at intervention and control schools. This reporting structure was rectified with the external evaluator for the midline year (2015).
[b] No data for Baseline due to major concerns with the baseline external evaluator which led to contract cancelation and contracting of One-South to do the midline and endline evaluation.
[c] No data for Baseline. The midline evaluator has not been able to systematically match baseline data with cohort girls as the baseline evaluator only provided an ID and the corresponding roll number – available in school registers – but not the names. In some cases, the schools were not able to provide the registers, and in other cases, some roll numbers belonged to boys. As a consequence, a large part of the sample has been replaced at midline and the evidence is deemed inconclusive.
[d] Child Fund did not sample any control group.

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Project expenditure and VfM analysis

To estimate the proportion of budget spent on different types of interventions, we have harvested data from the Fund Manager's value for metrics reports for the GEC, produced respectively in November 2015 (covering budget spent in Years 1 and 2), October 2016 (covering budget spent in Year 3) and July 2017 (covering budget spent in Year 4). The third report (July 2017) covers the full four-year expenditure profile of 15 of the 16 IW projects for which there was outcome-level data[5]. There was no data for VSO (Mozambique) and Raising Voices (Uganda), as the two programmes were closed at midline. As a result, we have used budget figures from the second report (October 2016) to fill in the gaps for the project for which data was not available in Year 4 (Camfed (Zambia)). This gives an indication of how this project split its budget across different interventions, even though its budget structure in Years 1-3 and its budget structure in Year 4 may not have been exactly the same.

The reports use Value for Money (VfM) metric tables created as a tool for calculating economy VfM indicators for the GEC. In order to develop these tables, the Fund Manager collected data from each project on the number of outputs achieved and an estimate of the percentage of output budget used for each metric under that output. It should be noted that **some metrics include not only the cost of the activity but also estimated overhead costs**, which were implicitly built in as a proportion to the percentage expenditure on that activity. **Some projects separate overheads from output metrics into a distinct category.**

[5] VSO Mozambique, Raising Voices (Uganda) and Eco-Fuels (Uganda) did not supply any impact data from their activities between Years 1 and 4. Eco-Fuels did provide Year 4 expenditure figures, however given the absence of corresponding impact data, their expenditure profile was omitted.

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Table 24: Project budget allocation and spending by intervention type[6]

Intervention type	Intervention	Av. spent	Eco	PEAS	Oppty	Viva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
			Uganda						Kenya		Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
Economic	Bursaries	0%						7%													
	Cash Transfers	0%														5%					
	Income-generating activities	5%		3%				4%		19%		36%								10%	
	In-kind support (school kits, menstrual supplies)	6%		7%				17%	12%	9%	12%						19%		3%	16%	4%
	Loans and savings	5%			58%															21%	
	Total investment	**16%**	0%	10%	58%	0%	0%	28%	0%	28%	12%	36%	0%	0%	0%	5%	19%	0%	3%	47%	4%
Infrastructure	School and classroom building/ improvement	2%		1%		7%		6%	2%	0%		0%							11%		10%
	Textbooks & Learning materials	3%		3%				0%			1%			31%		8%		1%	1%		7%
	Toilets & WASH facilities	2%		4%				4%	0%		3%	18%							0%	5%	4%
	Technology in classroom	3%		1%						12%			0%				4%	24%			
	Total investment	**10%**	0%	9%	0%	7%	0%	9%	2%	12%	4%	18%	0%	31%	0%	0%	4%	25%	12%	5%	22%
Teacher Training	Formal pre-service teacher training	1%																			16%
	Gender responsive pedagogy	2%		28%						1%	5%								0%	2%	
	Inclusive classroom strategies	1%						0%	7%										0%		
	Peer support and mentoring	1%								1%						3%	2%				10%
	Skills training (including in teaching literacy and numeracy)	8%		0%	1%	7%		12%			5%		12%	50%		13%	28%	3%	0%		
	Teachers recruited (e.g. female teachers)	2%																13%	10%		2%
	Total investment	**15%**	0%	29%	1%	7%	0%	12%	7%	1%	10%	0%	12%	50%	0%	16%	29%	16%	11%	2%	28%
Community	Adult literacy	1%																			10%
	Community meetings/ gatherings	5%		31%				2%	10%	5%	2%	2%	1%	0%			5%	6%	1%	4%	5%
	Household-level visits and support	1%				11%			7%											1%	
	Media (radio, TV, advertising)	2%		5%				2%		1%	1%	13%		3%			5%		0%	0%	0%
	Parents' and women's groups	1%			2%			0%	4%	1%	1%	1%		0%			2%				
	Working with faith groups and traditional leaders	0%										2%	0%								
	Working with men and boys	1%							4%				6%								

[6] All projects with the exception of Raising Voices (Uganda), VSO Mozambique and Camfed (Zambia) provided costing data to the Fund Manager for Years 1-4. Budget data for Camfed (Zambia) is for Years 1 and 2. Amounts of budget spent have been aggregated from different activities and categorised across outputs by the EM.

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Intervention type	Intervention	Av. spent	Eco	PEAS	Oppty	Viva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
			Uganda						Kenya		Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
	Total investment	**11%**	0%	36%	2%	11%	0%	4%	25%	7%	4%	18%	7%	3%	0%	0%	12%	0%	1%	5%	15%
Non-formal education / extracurricular activities	Life skills (including sexual and reproductive health)	1%			4%				1%	3%	3%		3%	8%					0%		
	Mentoring (peer support, learner guides)	4%								13%	1%			34%					9%		5%
	Mixed sex/ additional boys' clubs	1%			2%	4%		0%	2%		1%	3%									
	Non-formal / alternative education	3%				42%				0%											
	Tutoring (homework clubs, reading/ literacy clubs)	3%						2%		0%	8%			25%			11%			5%	3%
	Vocational training & economic empowerment	1%			8%					0%										1%	
	Total investment	**13%**	0%	0%	14%	46%	0%	2%	2%	16%	14%	0%	3%	67%	0%	0%	11%	0%	10%	6%	8%
School governance																					
	Technology for school management	0%								4%											
	Working with local or national education authorities	4%		7%				0%	12%	1%	5%	2%	5%	14%				9%	0%		16%
	Working with SMCs, PTAs and other stakeholders	7%		9%	5%	19%		0%	2%	5%	15%	8%		0%		25%	10%	1%	1%	8%	
	Total investment	**11%**	0%	16%	5%	19%	0%	1%	14%	10%	21%	9%	0%	14%	0%	25%	10%	9%	1%	8%	16%
Empowerment and self-esteem	Safe spaces	**0%**																			
	Role models (older girls, female teachers, parents)	**2%**											12%					14%	0%		
	Mentoring	**0%**											6%								
	Activities that promote girls' voice and participation	**1%**									4%									6%	
	Total investment	**3%**	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	18%	0%	0%	0%	0%	14%	0%	6%	0%
Marginalisation -related	Interventions in remote or nomadic locations	**0%**																			
	Interventions addressing cultural/linguistic exclusion	**0%**																			
	Interventions addressing disability	**0%**							4%												
	Interventions with other marginalised groups	**0%**								3%											
	Total investment	**0%**	0%	0%	0%	0%	0%	0%	4%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Violence-related	Community awareness around violence	**0%**																			
	Child protection policies development in schools	**1%**														2%	8%				
	Improvement of referral systems	**0%**																			
	Interventions against corporal punishment	**0%**																			
	Interventions against peer violence	**0%**																			

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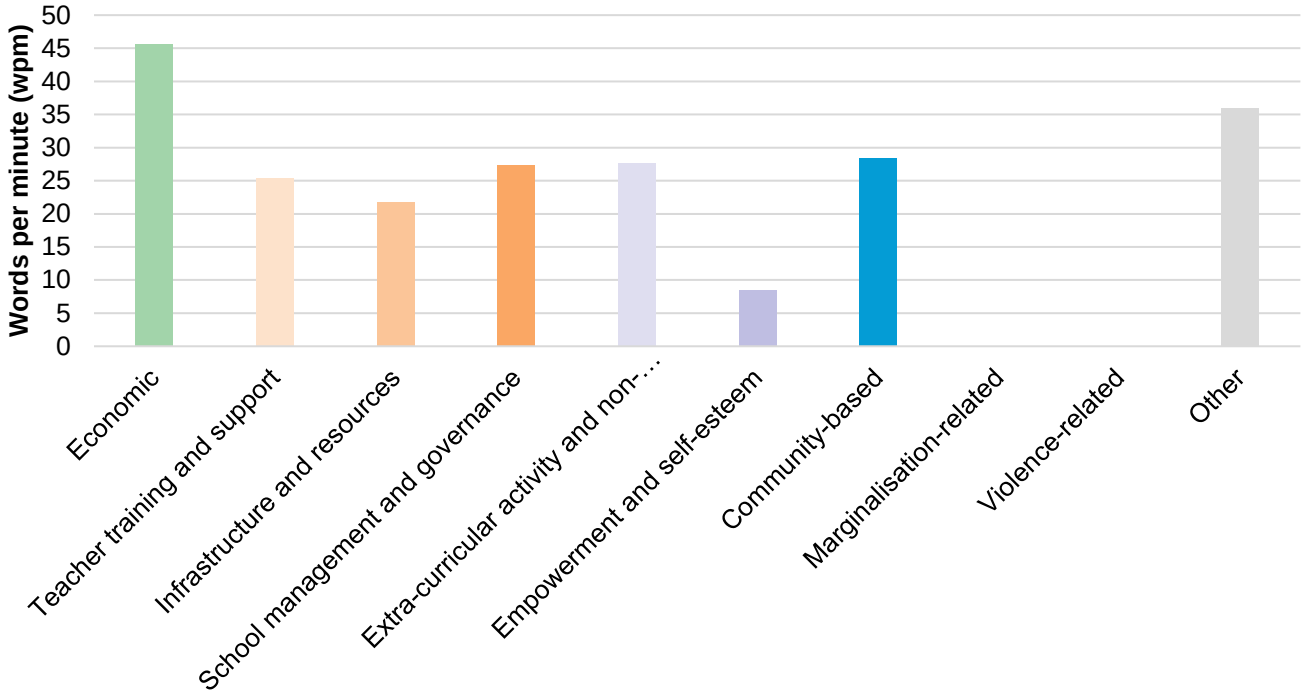
Intervention type	Intervention	Av. spent	Eco	PEAS	Oppty	Viva	RV	LCSU	LCDK	ICL	Link	HPA	Red	BRAC	VSO	Camfd	TfAC	Varkey	VSO	Mercy	ChFnd
			Uganda						Kenya		Eth	Rwa	Sou	Tan	Moz	Zam	Mal	Gha	Nepal		Afgh
	Interventions against child marriage and FGM	**0%**																			
	Interventions against abuse from adults in charge	**0%**																			
	Total investment	**1%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	8%	0%	0%	0%	0%
All	**Total investment over period (GBP)**	**42,599,810**	2,358,273	3,152,537	1,617,192	2,744,358		2,984,382	2,844,777	3,518,912	2,919,243	1,362,814	1,064,938	2,563,102		3,024,586	2,773,292	4,332,565	1,958,543	1,562,773	1,817,523
Source: PwC Project Costing Figures																					
All	**Budget (GBP)**	**43,901,092**	2,997,294	3,152,363	1,568,131	2,744,358		3,392,667	2,903,962	3,866,228	2,941,276	1,409,752	998,727	2,682,693		3,023,830	2,781,648	4,209,031	1,871,120	1,562,541	1,795,471
Source: PwC Project Costing Figures																					

Figure 2: EGRA BL-EL wpm improvement by intervention expenditure

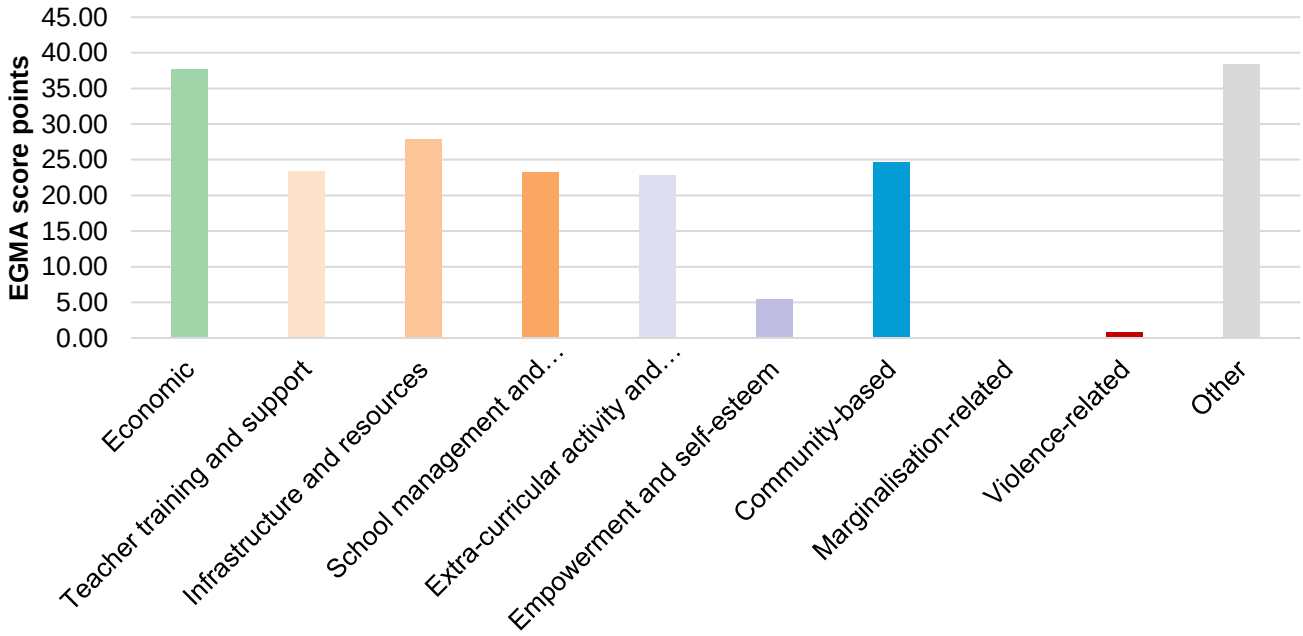
This figure was calculated by multiplying the respective EGRA wpm score by % expenditure for each intervention type to show the relative contribution to improvements in wpm made by each type of intervention.



Other = operation and overhead expenses, HR salaries & admin costs, M&E activities, 'other'
**Data from PEAS, Oppty, Viva, Link, HPA, ReK, BRAC and Varkey*

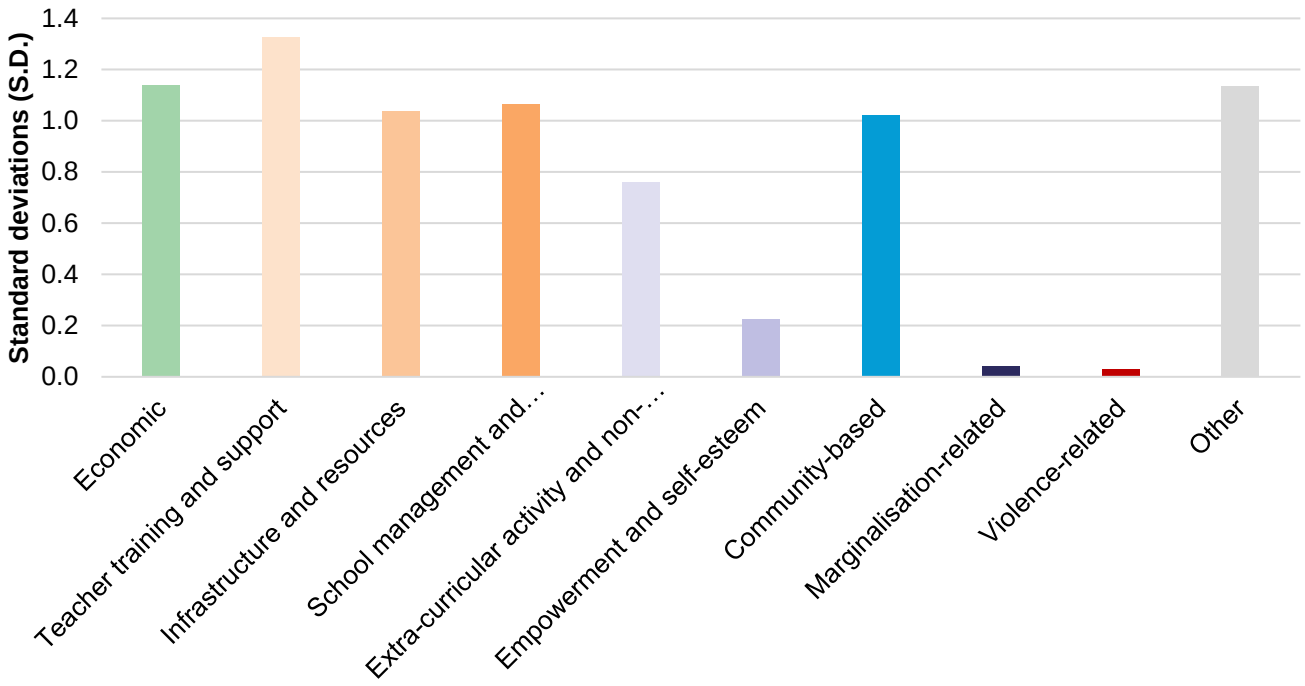
Figure 3: EGMA BL-EL improvements by intervention expenditure

This figure was calculated by multiplying the respective EGMA score by % expenditure for each intervention type to show the relative contribution to improvements in EGMA scores made by each type of intervention.



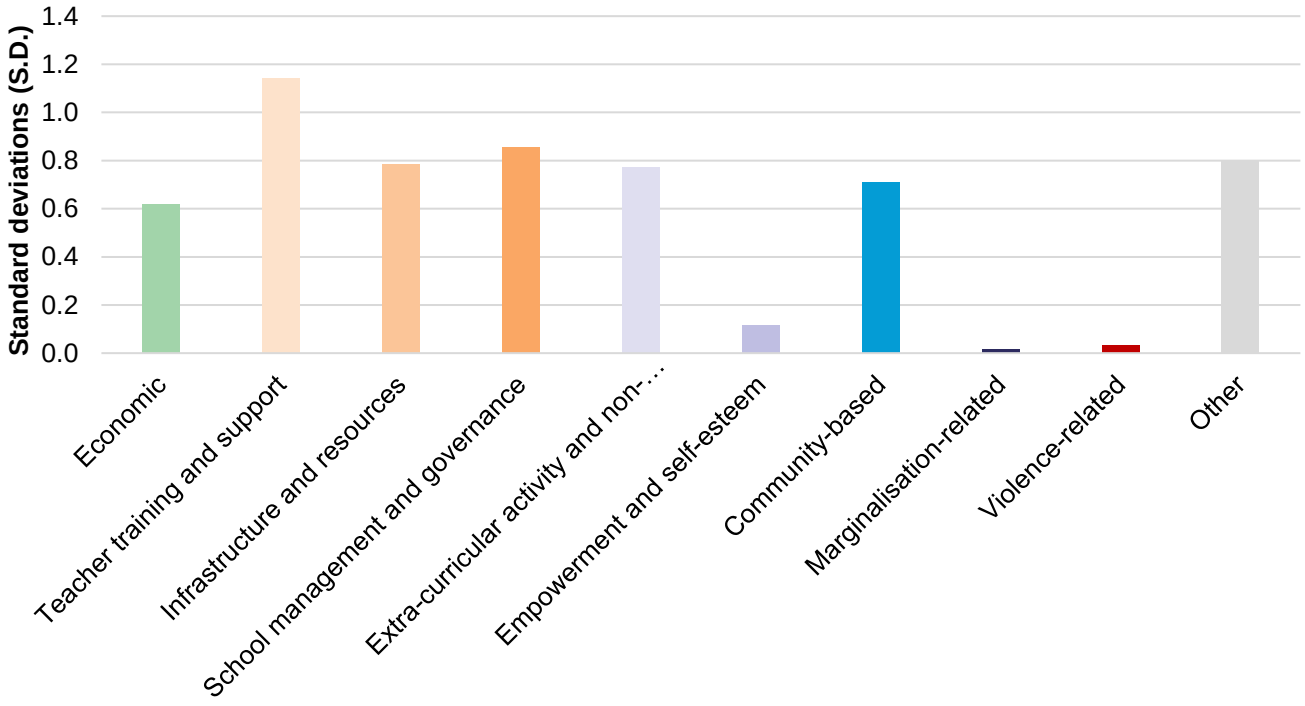
Other = operation and overhead expenses, HR, salaries & admin costs, M&E activities, 'other'
**Data from PEAS, Oppty, Viva, ICL, Link, HPA, ReK, BRAC, TfAC, Varkey and VSO Nepal*

Figure 4: Literacy BL-EL S.D. impact by intervention expenditure



Other = operation and overhead expenses, HR, salaries & admin costs, M&E activities, 'other'
**Data from Camfd inconclusive; Mercy baseline to midline impact data inconclusive; no quantitative impact data from Eco-Fuels*

Figure 5: Numeracy BL-EL S.D. impact by intervention expenditure



Other = operation and overhead expenses, HR, salaries & admin costs, M&E activities, 'other'
**Data from Camfd inconclusive; ICL and Mercy baseline to midline impact data inconclusive; no quantitative impact data from Eco-Fuels*

Figure 6: Literacy Cost Effectiveness: wpm and literacy standard deviations (% exp.)

This figure shows the **differences between analysing improvements** in wpm (for those projects using EGRA) compared to improvements in standard deviations for all projects.

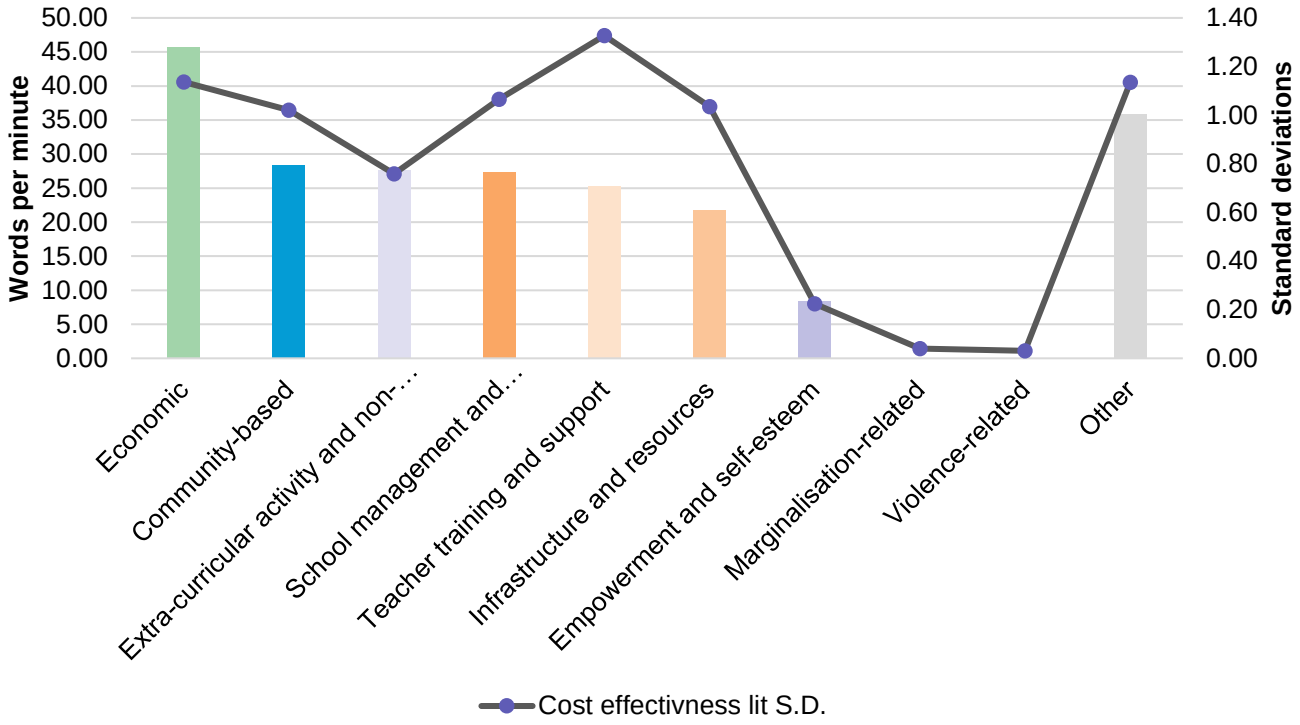


Figure 7: Literacy Cost Effectiveness: wpm and literacy standard deviations (£)

This figure shows the analysis of unit cost per wpm for those projects using EGRA compared to analysis of unit cost per standard deviation for all projects.

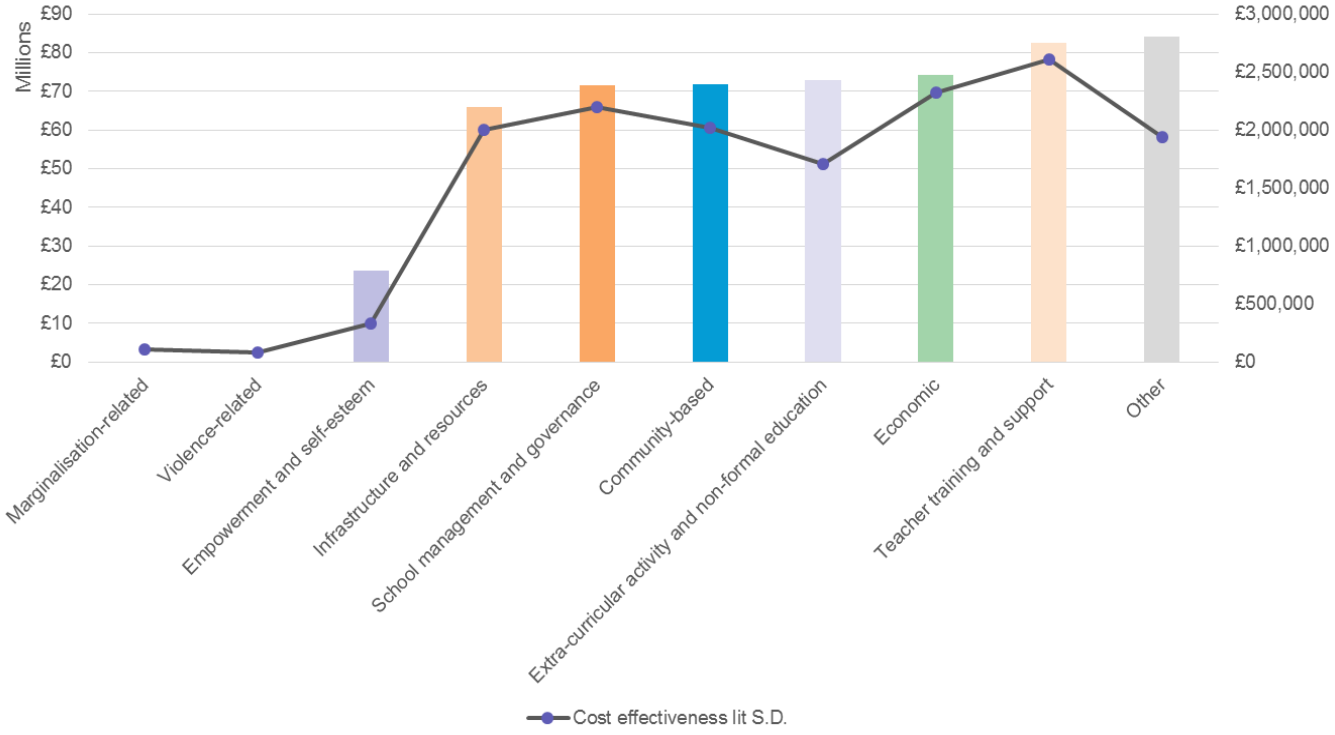
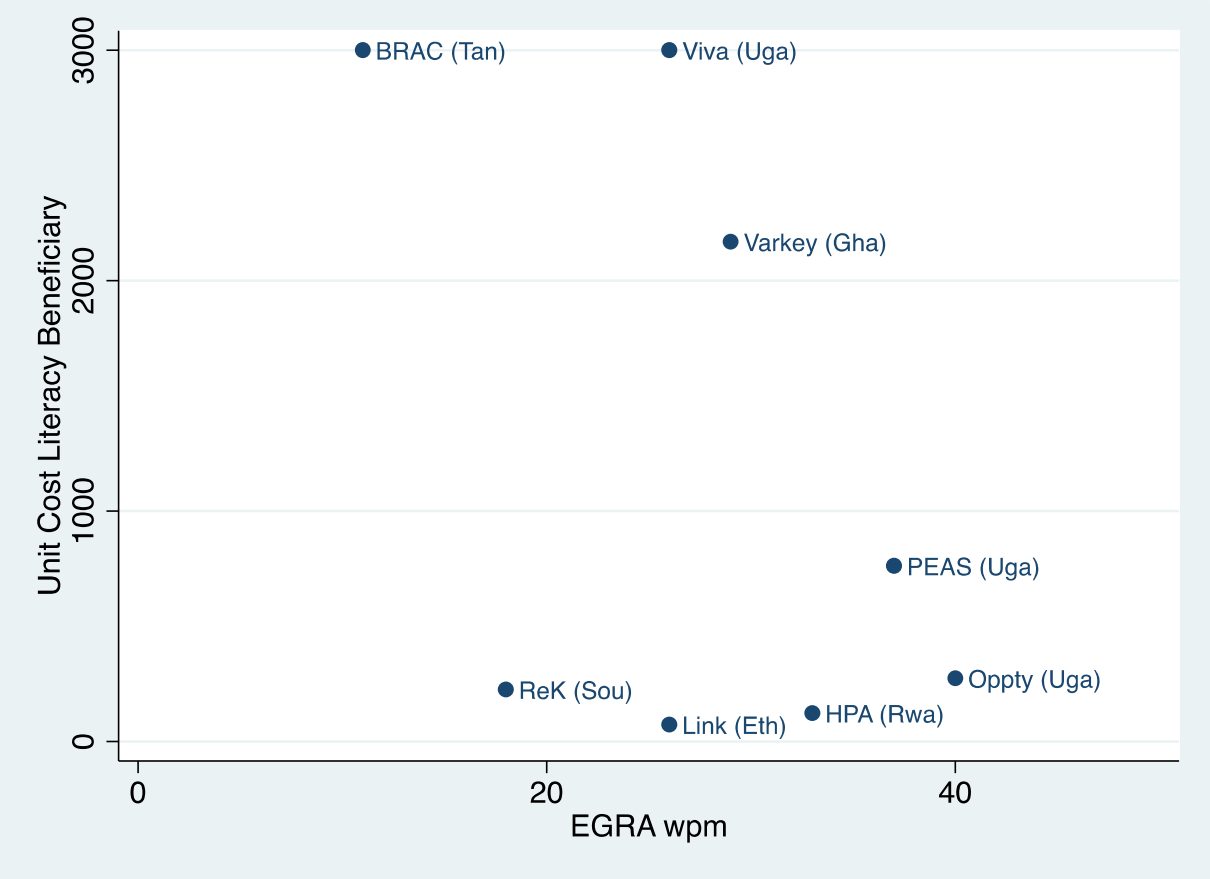
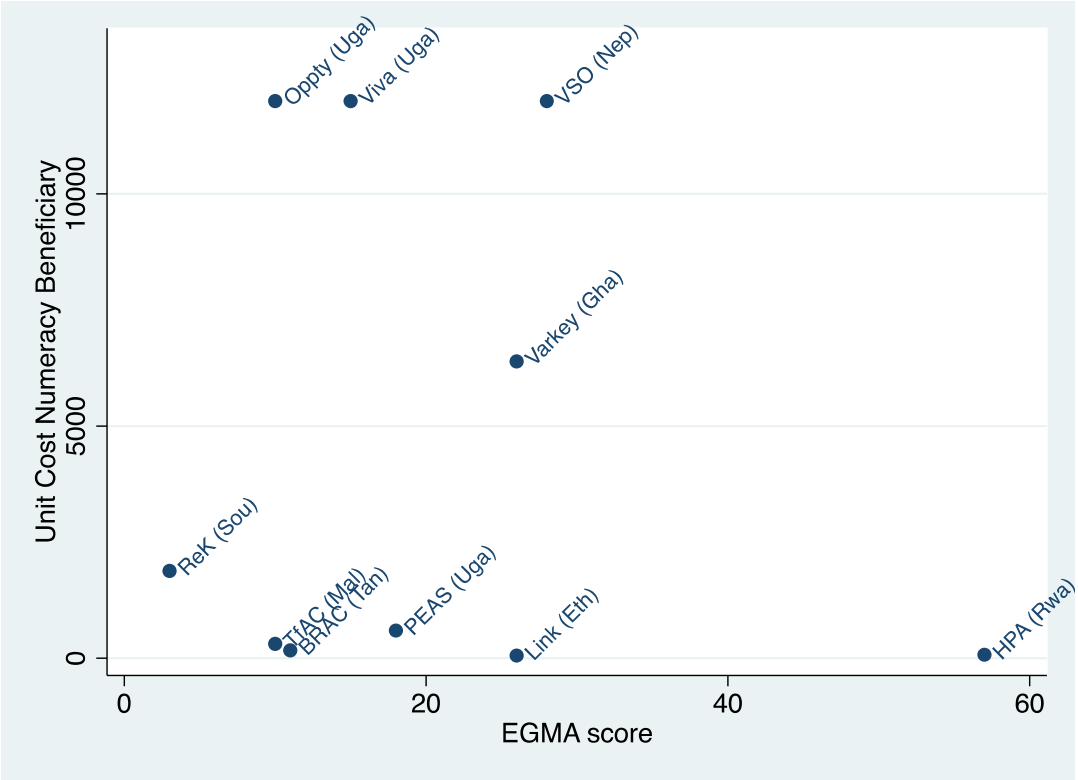


Figure 8: Unit cost per literacy beneficiary by wpm



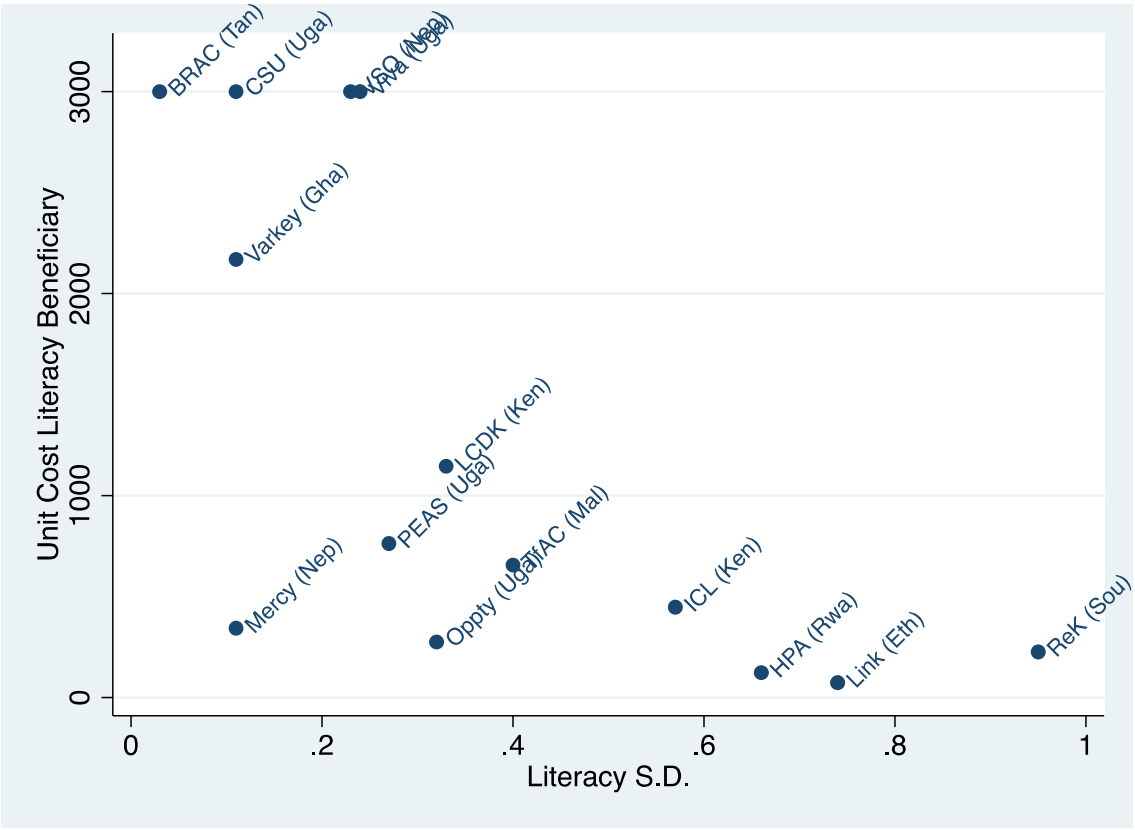
NOTE: Only the above projects issued EGRA (English) exams; BRAC and Viva did not meet their literacy targets and thus have 'infinite' unit costs per beneficiary

Figure 9: Unit cost per numeracy beneficiary by EGMA score



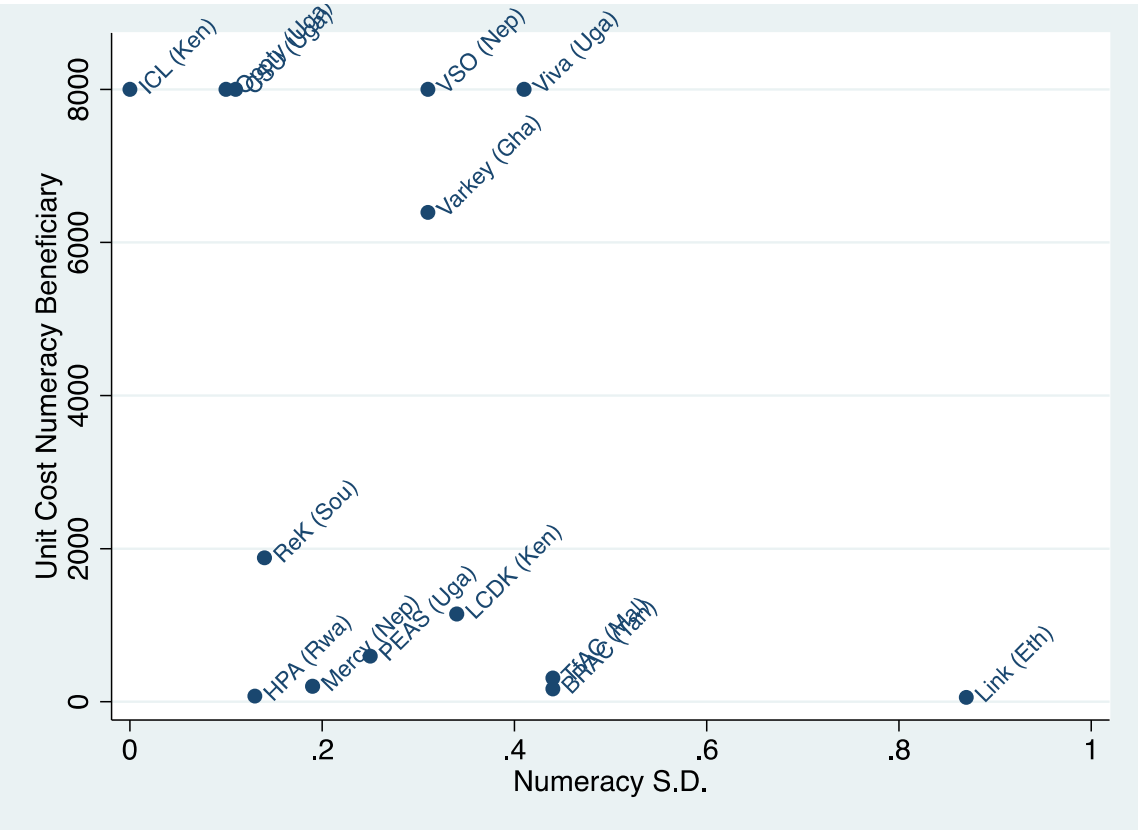
NOTE: Only the above projects issued EGMA exams; Opportunity, Viva and VSO Nepal did not meet their numeracy targets and thus have 'infinite' unit costs per beneficiary

Figure 10: Unit cost per literacy beneficiary by literacy S.D.



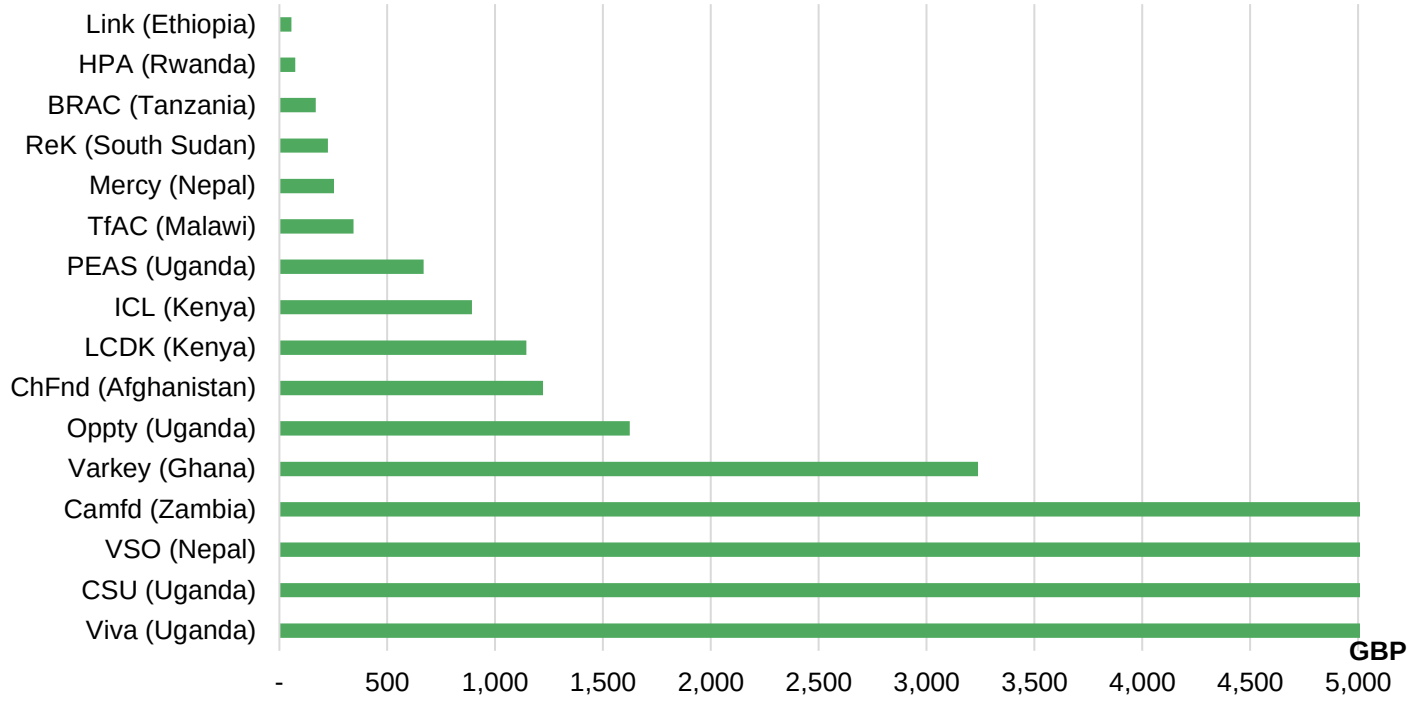
NOTE: BRAC, CSU, Viva and VSO Nepal did not meet their literacy targets and thus have 'infinite' unit costs per beneficiary

Figure 11: Unit cost per numeracy beneficiary by numeracy S.D.



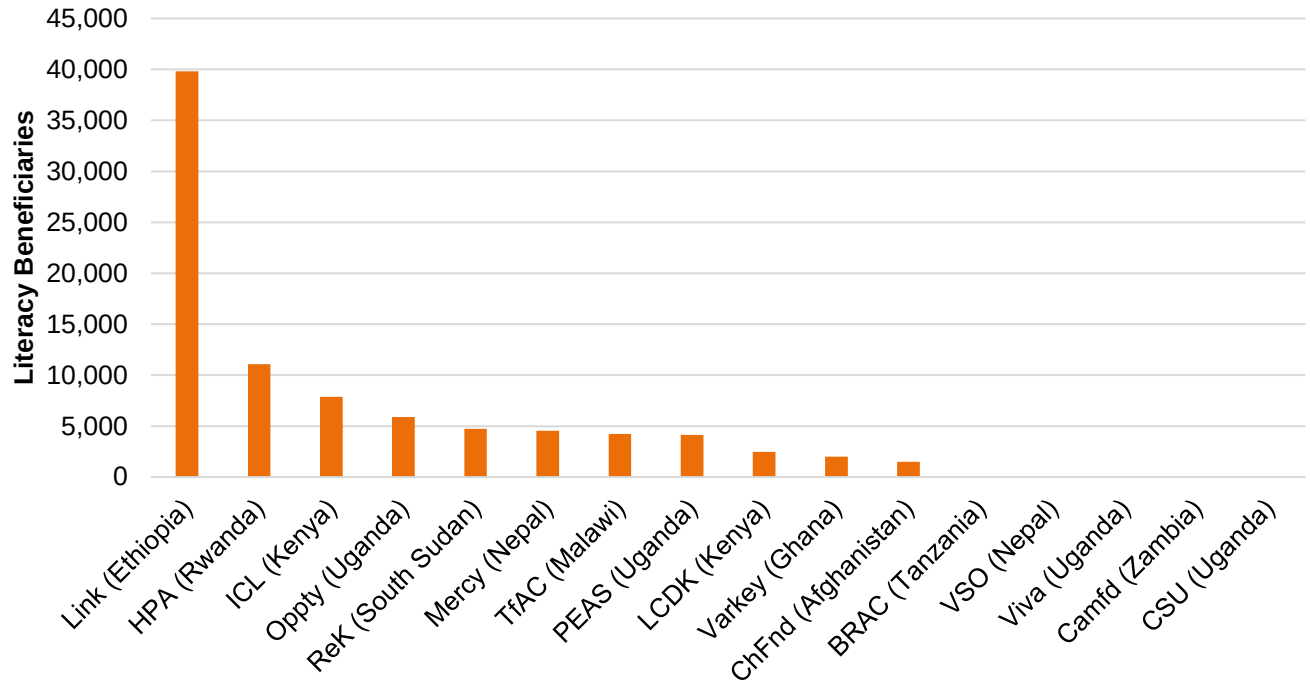
NOTE: ICL, Opportunity, CSU, Viva and VSO Nepal did not meet their numeracy targets and thus have 'infinite' unit costs per beneficiary

Figure 12: Unit Cost per Learning Beneficiary by Project



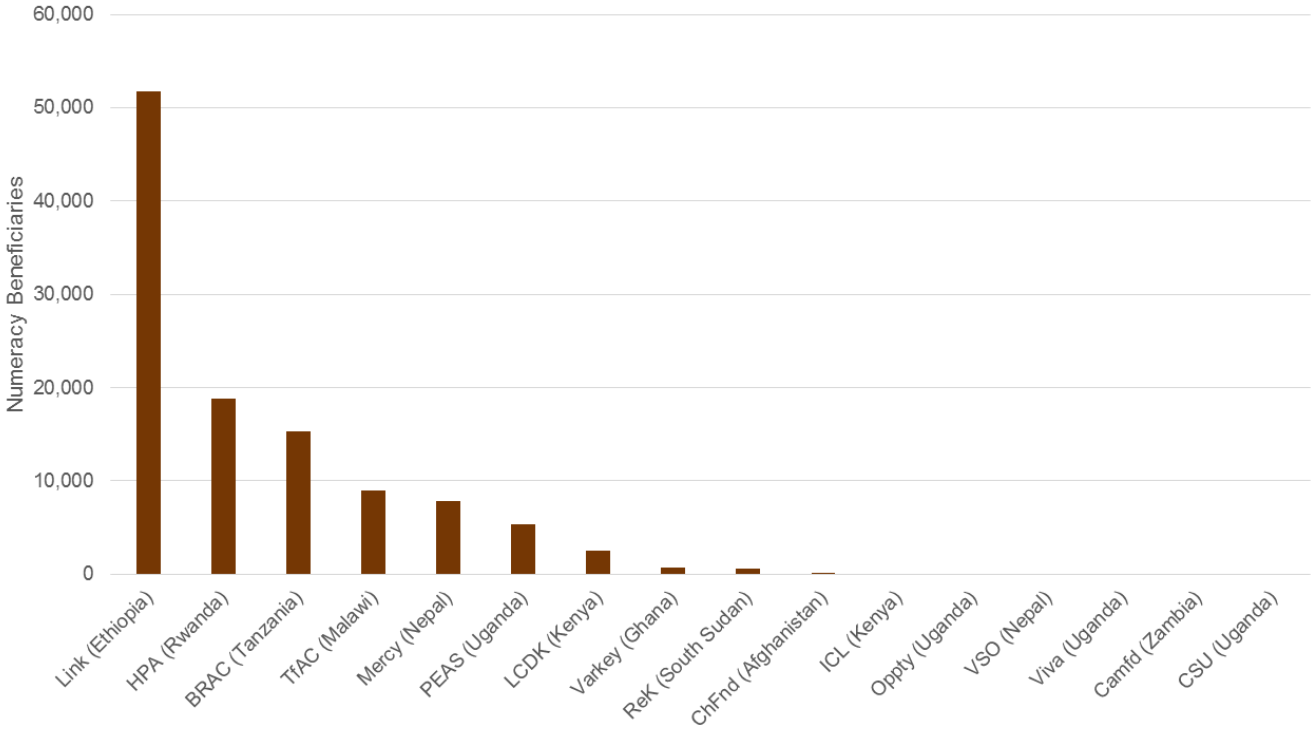
NOTE: Camfd and CSU learning impact data inconclusive. No quantitative impact data from Eco-Fuels; Camfd, VSO Nepal, CSU and Viva did not meet their learning (combined literacy and numeracy) targets and thus have 'infinite' unit costs per learning beneficiary

Figure 13: Number of Literacy Beneficiaries by Project



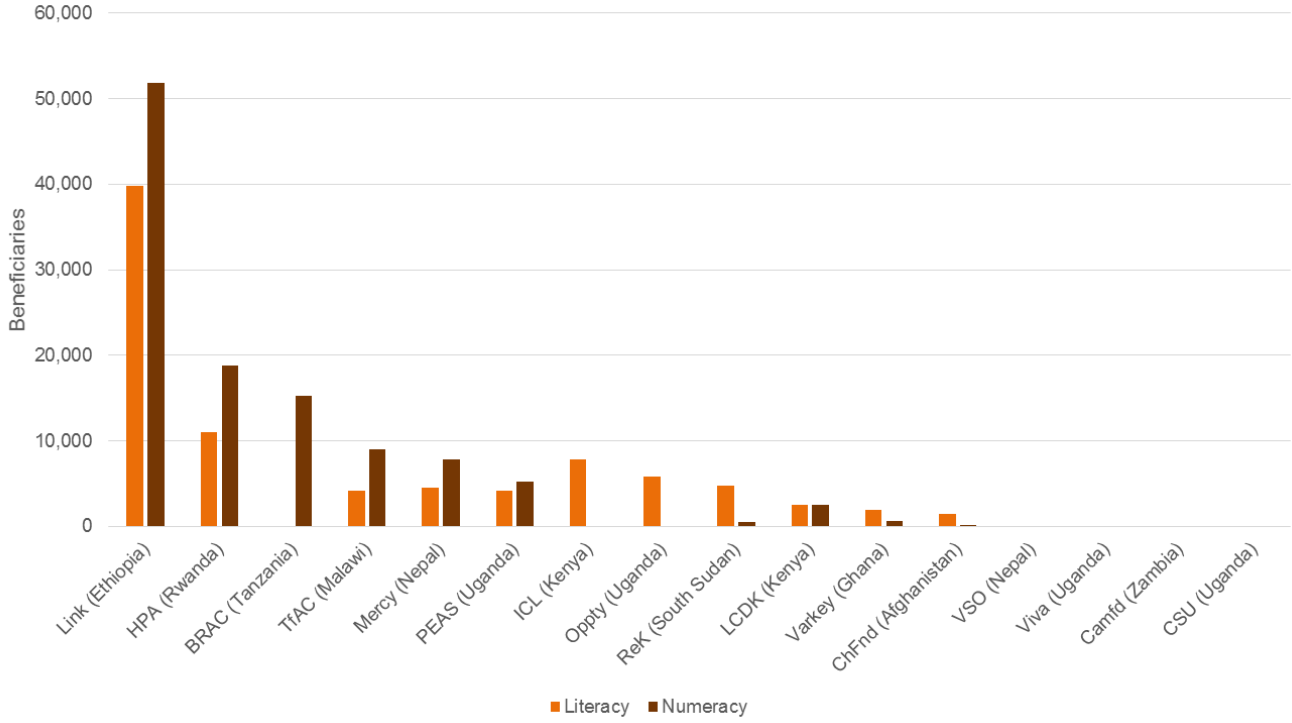
Camfd Zambia and CSU learning impact data inconclusive; no quantitative impact data from Eco-Fuels

Figure 14: Number of Numeracy Beneficiaries by Project



Camfd Zambia and CSU learning impact data inconclusive; no quantitative impact data from Eco-Fuels

Figure 15: Number of Learning Beneficiaries by Project



Camfd Zambia and CSU learning impact data inconclusive; no quantitative impact data from Eco-Fuels

Table 25: Summary of Project Impact and Beneficiary Data

			Impact				Beneficiaries				
Country	**Project**	**Reach Beneficiaries**	**Literacy**	**Numeracy**	**Attendance**	**Learning**	**Literacy**	**Numeracy**	**Attendance**	**Learning**	**Total Budget (GBP)**
Ethiopia	**Link**	51,801	77%	222%	768%	149%	39,814	51,801	51,801	51,801	2,941,276
Uganda	**Oppty**	20,679	28%	-19%	-25%	5%	5,891	0	0	996	1,568,131
Rwanda	**HPA**	18,781	59%	138%	-40%	99%	11,081	18,781	0	18,499	1,409,752
Tanzania	**BRAC**	15,314	-51%	249%	-20%	99%	0	15,314	0	15,161	2,682,693
Nepal	**VSO Nepal**	9,404	-58%	-29%	160%	-44%	0	0	9,404	0	1,871,120
Kenya	**ICL**	9,170	86%	0%	477%	43%	7,873	0	9,170	3,941	3,866,228
Malawi	**Tfac**	9,000	47%	132%	-28%	90%	4,230	9,000	0	8,055	2,781,648
Nepal	**Mercy**	8,000	57%	97%	95%	77%	4,560	7,786	7,600	6,173	1,562,541
Uganda	**Viva**	7,481	0%	-63%	-868%	-32%	0	0	0	0	2,744,358
Zambia	***Camfd**	6,967	12%	7%	413%	10%	0	0	6,967	0	3,023,830
Uganda	**PEAS**	6,760	61%	78%	-141%	70%	4,136	5,301	0	4,718	3,152,363
South Sudan	**ReK**	4,722	800%	12%	-125%	406%	4,722	567	0	4,722	998,727
Ghana	**Varkey**	3,567	56%	19%	194%	38%	1,998	678	3,567	1,338	4,209,031
Kenya	**LCDK**	2,485	165%	171%	36%	168%	2,485	2,485	895	2,485	2,903,962
Uganda	***CSU**	2,024	-34%	-65%	88%	-50%	0	0	1,781	0	3,392,667
Afghanistan	**ChFnd**	1,488	322%	10%	96%	166%	1,488	154	1,422	1,488	1,795,471

Table 26: Project Definitions of 'Other'

CSU	Others, staff insurance, tendering process, purchase of project motor cycles and insurance, project monitoring, project auditing, office premise adaptation, engraving of assets, other (salaries for 10 staff), inception phase costs
ChildFund	None
HPA	Inception phase costs
TfAC	Inception cost
LCDK	Inception & M&E, commissioning of the External Evaluators for the M&E Framework, Quarterly Monitoring, orientation meeting with NSPS Secretariat, M&E, final KAP report submitted by February 2015; key informant interviews conducted
ReK	Organise participatory girls and boys FGD, other activities with no specific units, ACROSS staff trained in What's UP?! Packages, other, other M&E costs
PEAS	Inception phase costs
Varkey	general office overhead and running costs, other, RCTs data
Viva	Viva Overhead Recovery of Viva Element of DFID Grant proportionate per objective
Mercy	M&E activities conducted, Midline evaluation conducted by EG, Endline survey conducted by EG, Data Collection (Trimester), FGD/KII with girls, parents, teachers, SMC/PTA, Visibility Items, Inception phase: conduct baseline study, Inception phase, Organise Project Launch Workshop, STEM closing in Dhangadhi, STEM closing in Kathmandu
VSO Nepal	M&E Quarterly Visit and Monitoring, VSO Admin Cost, VSO Staff Cost, Partner Organisation Admin/HR Costs, Endline, Midline
Link	M&E costs; Initial research for AV materials; project agreement with government; development of project logframe & project database; enact financial strengthening measures; recruit staff; establish Evaluation Steering Group; data collection training; data collection in all schools; learner testing in core subjects; data inputting and analysis (including annual database maintenance); preparation of school, cluster & woreda Girls Education Performance Reports; school GAP developed and endorsed during SPAM, cluster GAP developed and endorsed during SPAM; woreda GAP developed and endorsed during SPAM
Opportunity	M&E, other
ICL	Inception phase costs
Camfed	Other
BRAC	Other; International staffs travelling and GEC staff salary; Midline, monitoring evaluation; Direct staff salary and benefits & Travelling; country logistic; pre-baseline; branch and area office rent

Table 27: Actual expenditure vs. VfM data

			Actual Expenditure (GBP)		
Country	**Project**	**Budget (GBP)**	**FM data**	**VfM data**	**Difference**
Uganda	**PEAS**	3,152,363	3,152,537	3,154,673	-2,136
	Oppty	1,568,131	1,617,192	1,467,361	149,831
	Viva	2,744,358	2,744,358	2,695,527	48,831
	CSU	3,392,667	2,984,382	2,887,167	97,215
Kenya	**LCDK**	2,903,962	2,844,777	2,422,595	422,182
	ICL	3,866,228	3,518,912	3,169,555	349,357
Ethiopia	**Link**	2,941,276	2,919,243	2,529,509	389,734
Rwanda	**HPA**	1,409,752	1,362,814	1,274,433	88,381
South Sudan	**ReK**	998,727	1,064,938	1,003,676	61,262
Tanzania	**BRAC**	2,682,693	2,563,102	4,859,561	-2,296,459
Zambia	***Camfd**	3,023,830	3,024,586	*1,938,167	1,086,419
Malawi	**TfAC**	2,781,648	2,773,292	2,723,188	50,104
Ghana	**Varkey**	4,209,031	4,332,565	4,212,936	119,629
Nepal	**VSO Nepal**	1,871,120	1,958,543	1,527,601	430,942
	Mercy	1,562,541	1,562,773	1,522,986	39,787
Afghanistan	**ChFnd**	1,795,471	1,817,523	1,671,228	146,295

Sustainability analysis

- **Approach**: Information harvested from project report
- **RAG rating**: rating for each project alongside a table which looks at barriers and drivers of sustainability for each project and evidence of sustainability presented for each project activity. For the RAG rating projects were scored in two areas – **committed support and committed resources**. A score of green indicates a fully sustainable project with strong support and funding in place. Red indicates no viable evidence of sustainability for any activities

- All the reports include a section on sustainability and include general information that covers how sustainable activities are likely to be and the additional funding leveraged. The SCW sections tend to include more depth than IW and include more quotes from stakeholders.
- Not all project activities are included in the sustainability sections. In most cases there is little change in the sections from midline and little evidence of new activities or the development of activities to respond to challenges or changes

HPA (Rwanda) Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	New project	DFID	DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Girls' changing rooms*	Girls' changing rooms	MoE funding	MoE	MoE has committed funds to cover supplies for existing changing rooms in grants provided to schools from June 2016 MoE is monitoring the performance of the changing rooms	MoE has committed funds to cover supplies for existing changing rooms in grants provided to schools from June 2016 MoE is monitoring the performance of the changing rooms	Likely to continue initially at least
Regional/state level – *ECOSAN facilities*	Maintenance of the ECOSAN facilities and businesses		District Education Officer	Cluster Facilitator training and resourcing for school income generation projects training provided to district officers. Education Officers and Sector Social Affairs	Role of district officers is unclear No source of payment for technical equipment needed	Unlikely to continue due to lack of resources and support

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
				Officers have received training		
School Level – *Schools continue profitable businesses*	School budget is supported by ECOSAN and businesses		School budget is supported by ECOSAN and business	One focal points have been elected from the PTA of each school. Plan to be trained a mentored by project technical officers through weekly field visits. The Focal points will support PTC and MDCs to run enterprises after the project ends. One teacher in each school trained to maintain the changing facilities	Already difficulties in maintaining projects Not all school businesses are profitable	Unlikely: Without profitability and easy to access expertise it's unlikely that activities could continue
School level – *School maintain ECOSAN facilities*	Infrastructure		School and Community	Development of user manual to assist focal points, PTA have received training in water management Training for PTAs in managing ECOSAN and income generating projects Community involvement in planning and sustaining facilities		Unlikely without ongoing support
School level – *Schools are girl friendly environments*	School engagement		Schools	Schools have developed an action plan to make the physical school environment more girl friendly	Lack of knowledge of gender sensitive pedagogy, monitoring and budgets and will need further support	Unlikely without ongoing support
School level – *MDCs*	Income generating activities		Community Members	Some MDCs are running successful enterprises	Lack of support to build and continue activities No strategy for how ongoing support would be provided	Unlikely without ongoing support

Overall RAG Rating

Sustainability Drivers

- **Commitment to continuing the project at multiple levels:** Training has been conducted in schools and with district and local officers. The responsibility for maintaining the ECOSAN facilities and supporting schools to start running successful businesses or make best use of their gardens. The project planned to recruit 4 people at each school to act as 'focal points,' they will have been trained by the projects technical officers to 'manage profit after the project ends.' One teacher in each school has also been charged with maintenance of the girls' changing rooms
- **Community engagement:** The construction of ECOSAN and girls changing rooms used community labour and the community was engaged in the decision-making process. This has resulted in a strong sense of community ownership of the facilities and participants in building the facilities have gained skills
- **Incorporation of some activities into government budgets**: At the policy level, the project has successfully incorporated the girls' changing room model into a wider national policy considerations. The MoE has started monitoring the performance of the project's girls changing rooms and has also included a budget to cover supplies for girls' changing rooms (sanitary pads, soap, etc.) in the grants they provide to schools, starting in June 2016 with the current government's new budget

Barriers to Sustainability

- **Problems with ECOSAN already evident:** Cost of maintaining facilities and need for ongoing technical support. "Some schools have already had trouble handling the human manure as a result of lack of technical expertise. There is evidence of some concerns from local authorities around the way that the programme has been run to data – the evaluation mentions that GS Nyabimata school authorities complained that community labour takes too long to construct the ECOSAN units which brings the question of whether the model of the programme would be continued were the authorities to the programme model
- **Schools are not yet running successful businesses**: Just 42% of school businesses are operating at a profit at endline – does the project have plans to ensure that the necessary technical knowledge and support to make the business profitable is available, though the project has enhanced ownership of participants in school businesses and IGAs, these activities are unlikely to continue if they are not deriving a return for participants. There is no evidence from district officers, schools or community members that the training they are reported to receive is sufficient or that they feel they have the skills to maintain facilities or support schools or MDCs towards running successful money making activities. There is no sense from the endline report whether schools and communities would wish these activities to continue
- **Extent of government commitment is unclear:** While there is some commitment for the government for the maintenance of girls' changing rooms there do not seem to be any plans in place to ensure that this support continues, how long the support is expected to last, or what the government monitoring activities may lead to or how these will be carried out

Opportunity (Uganda) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	New project	DFID	DFID	**Additional funding could sustain all activities below**		Depends on project design?

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
National level – *Strategy alignment/budget commitment*	Project activities generally		National Government	MOUs signed with 3 government agencies to support monitoring, scaling and sustainability	Unclear what these plans support or if there is any prospect of financial contribution from government	No evidence
Regional/state/ district level – *alignment with curriculum*	Financial education		PEDN, district education	State the aspects of the financial education delivered by the project have been adopted into the national curriculum	Not clear what has been adopted or how this will be implemented or used by schools and teacher	Unlikely due to lack of implementation plan
Regional/state/ district Level – *Opportunity bank continues to provide loans*	SIL Loans and school loans		OBUL, DFID	Loan portfolios established as good quality with monitoring mechanisms to reduce default Loans are planned to continue to be offered by the bank		Very likely – Opportunity Bank is committed
School level – *adopt and continue financial education*	Financial and life skills education		Schools	428 teachers trained to facilitate girls clubs in 201 schools	Teacher transfers prevent continuity More girls clubs have been formed than teachers trained No plan for succession No clear plan in place to secure additional funds	Unlikely due to turnover and lack of funds of materials and training
Community level – *Sustainable business models for school and parents able to manage shocks*	Child savings accounts		OBUL	Child Save accounts are popular 5,454 customers generated during project EduSave products are available	No evidence that ChildSave have made a contribution to overheads so far No evidence of EduSave encouraging families to save and limited uptake. Limited awareness of product. Parents have not been able to maintain the minimum balance required to quality for EduSave Products marketed by loan officers who may not emphasise the value of savings	Likely: Bank will continue to offer products. Change to EduSave have been made but not in time for this evaluation
Community	Community			3,697 parents sensitised	No clear plan for	Unclear how

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
level – *MDCs*	sensitisation on value of girls education				community involvement or further sensitisation	continue

Overall RAG Rating

Sustainability Drivers

- Opportunity Bank will continue to offer financial products: Opportunity's positions as a provider of financial services is positive for the sustainability of the financial products elements of the project. Opportunity Bank is committed to continuing the SILs and ChildSave accounts which had proved to be good quality products. The ChildSave accounts have been less successful and there has not been strong uptake in the project community and there remains limited awareness of the product. Opportunity is aware of this and has redesigned the product − although there is no evidence at this stage of whether the new product is more successful
- Commitment from government: The project has secured some commitment from regional education authorities to continue activities and to monitor the project including elements of the financial education material added to the curriculum
- Teachers have adopted new methods: There is some evidence that the training teachers have received to deliver the financial education curriculum has translated into improved classroom practice more generally. "*Since the training in 2014, I have used role plays, group discussions, games, etc. to teach in my pupils. I teach science in primary four and five and English in primary five. I ensure learners get as much involved as possible through role plays, games and group discussions. I use easy-to-get materials like boxes, papers, newspapers to make my lessons lively. With these methodologies, learners grasp concepts faster and better*. " Teacher − Holly Farm Nansana

Sustainability Barriers

- No additional funding has been secured: No additional funds have been secured by the project to continue activities within schools or to run girls clubs, the number of teachers trained to run clubs means there is one teacher per club, potentially leading to problems with transfers and succession.
- Lack of evidence of strong community support: There is no evidence of school or community commitments to continue activities, no plan for continued community engagement or evidence of support for the project
- Changes to activities or activities not yet delivered: Many schools have not yet received financial education activities − delivering to schools with no additional funding is likely to be challenging. E-banking systems and savings boxes are being trialed in some schools − it not clear if these are more appropriate activities or if they are likely to dilute the use of the existing products

PEAS (Uganda) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Advocacy with MoES for improves MoES for schools*	Project activities generally	MoES	MoES	Schools will continue to be part of the PEAS network PEAS have been in discussions with government to reform PPP framework to increase government funding to reduce fees and maintain activities PEAS supports school to budget to be able to afford to continue activities	A reformed PPP has not been agreed. PEAS report that the government currently prefers a reformed PPP across the education sector Pace of discussions and government policy making has been slow	Advocacy likely to continue as PEAS will still be present in country, but when improved government funding will be achieved is unknown
Community level – *Active PTAS and board of governor lead efforts for attitude change and protection of children*	Attitude change towards girls education and support		School management	PTAs and board of governors are in place. Not clear what activities have been undertaken by them	Plans to support or train PTAs are unclear – or how this work would reach the wider community Other bodies involved in child protection – police and religious leaders have not been involved in community level work No partnerships are currently in place – PESA plans for this to happen at a school level	Unlikely without further support
School Level – *Schools budget to maintain facilities*	School facility improvements to improve girls safety		PEAS	Schools are owned and run by PEAS and will continue to exist Schools have been supported by PEAS to budget for the upkeep and repair of facilities	Infrastructure problems such as poor quality roads limit the scope of what PEAS can New challenges faced by girls have emerged during the time of the project No community structures in place to continue advocacy work Infrastructure	Unlikely without further support

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
					improvements at schools are described as one-off, no plans for maintenance There are no additional funds for maintaining infrastructure Role of PTA and parents' involvement is unclear	
School level – *Incorporation of teacher training and life skills curriculum into normal PEAS school practices*	Gender sensitive school support and supervision practices		Match funding	Training in gender sensitive pedagogy has been included into standard PEAS teacher training Clubs can be incorporated into school as a normal club PEAS in process of developing an IT strategy to manage SchoolTool for longer term use Funding secured to expand School Tool into other PEAS schools	No evidence of a plan to support schools with these policies or to continue to run girls' club Limited buy in from schools and teachers of the life skills curriculum Lack of funds for repair and replacement of IT equipment	Unlikely without further support

Overall RAG Rating

Sustainability Drivers

- The PEAS model states that all programming should be financeable in the longterm through local revenue. PEAS has undertaken advocacy and built relationships with the government with the aim of increasing their financial support for universal secondary education. Alongside this PEAS supports schools to develop their own annual budgets so that they are able to carry out the full range of activities.
- **Not designed as a fully sustainable project:** PEAS did not expect to carry on the full bundle of activities undertaken as part of the GEC after the completion of the project − as some were likely to have proved less effective than others. During the GEC changes were made in how the provision of sanitary products to girls was managed as schools purchasing and giving girls washable pads and soap was too expensive for schools, the amended mechanisms made better use of local suppliers and meant girls were able to purchase products in the school tuck shop.

Sustainability Barriers

Lack of Community Support: PEAS has not had as positive an impact on community attitudes towards girls' education and safety as targeted. State that these activities would be more effective if driven from the communities up and plans for schools to lead this − but the but there does not appear to be a plan on how this could occur, or

support for the schools to run and manage additional school involvement or how storing boards of governors or PTAs can lead to changed attitudes and better protection of girls outside of school.

BRAC (Tanzania) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Partnerships with ministries and education organisations*	Project activities generally		BRAC	Positive relationship with relevant ministries. MoUs with IAE and PMs office Key officials have visited Bangladesh to see wider BRAC activities BRAC has been elected as a Director of the board of Tanzania Education Network (TEN/MET) and has also been included as a member in the Tanzania ECD Network (TECDEN) Discussions about a Partnership with Institute of Adult Education (IAE)	Lack of financial capacity of government agencies to take over activities Discussion with IAE have been ongoing throughout the project without a decision on what activities they are interested in continuing	Unlikely
School level – *Schools maintain and ensure access to new facilities*	Improved school infrastructure		Schools	Libraries are shown to have been appreciate	Schools 'promised' to maintain and engage a staff member as librarian. But there is no financial commitment and point staff do not appear to be in place	Unlikely
School Level – *Microfinance increases parents ability to pay school fees*	Reduced cost of school		Community	Parents become involved in BRAC microfinance to finance girls' education. Endline report states that 124 parents have been enrolled in microfinance and received loans from BRAC in the last quarter	Parents not contributing to schooling costs leading to lack of materials, meals. Midline perception that everything is paid for now, with no information provided	Unlikely
School level – *Teachers continue to run in school clubs*	Teacher Training and clubs for in school girls		Schools		Teachers expected to carry forward this training themselves	Unlikely
Community	Study clubs		Community	Clubs delivered by trained	Difficulties recruiting	Unlikely

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
level – *Community manages clubs for OOS girls*	and Peer mentoring			secondary school teachers and there is regular refresher training Partnership with IAE Formation of Club Management Committees Participatory Plan of Action at community level for community leaders to take forward Clubs Plan to create an alumni network of girls' mentors so they can be used to build the next cohort of clubs	group leaders with strong literacy and numeracy skills Lack of Community support were evident at midline. Poor attendance meant that snacks were provided, there is no funding to continue this	

Overall RAG Rating

Sustainability Drivers

- **Partnerships:** At both midline and endline the BRAC seems very positive about its position with the government and the partnership with IAE although which activities will be taken over is unclear and there do not seem to be any signed agreement at the endline about which activities will be taken on by the government and which not
- **Package of activities has led to greater community commitment:** Parents involvement in other BRAC activities has had a positive impact on ability and willingness to contribute to school funds and running of clubs

Sustainability Barriers

- **No financial commitment from the community**: Community awareness raising has not been as effective as BRAC aimed for − as such only 20 girls' study clubs are in a position where there are commitments from parents and community members to support them financially. Financial contributions from parents are essential to some activities continuing but there is a reluctance to contribute even where school fees would normally be paid − there was a perception that everything at the school is free now when BRAC became involved in running the project
- **Reliance on teachers' goodwill:** No plan for supporting teachers to sustain skills or support the training of others. There seem to be continued additional responsibilities for teachers − running clubs, libraries etc − but no plan to support them or financial plan for the materials required

Camfed (Zambia) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Partnership with Ministry of Education*	Project activities generally		Ministry of Education	Camfed had existing strong relationships with the government Interest from range of education stakeholders – possible to do things differently from the status quo National advisory committee – and observers of the project are described as seeing the value in it Study tour of Colombia where model originates	Time to change policy and build support Limited evidence available to policy makers No solid outreach strategy to share with policy makers	Unlikely: little progress made to date
National level – *Ministry of Education takes on maintenance and distribution or materials*	Teaching material and infrastructure improvement		Ministry of Education	Materials can remain in use Materials have gained national attention	Learning material not available across all grade Leadership of MoE will be required to make materials more widely available	Unlikely: Committed support is needed from MoE
School Level – *Schools support newly trained teachers*	Teacher training and support		Schools	Schools leadership and non trained teachers shown to be seeking to adopt the new methods in their classrooms Microcentre meetings allow exchange between schools Support of head teachers and district education board	Teachers still struggled with time management Not all teachers in the school are trained District level staff have not been trained to support project or provide ongoing support	Unlikely: teachers do not seem to have the support they need
School level – *Mentors operate help desks*	Mentors and Help desks		Schools	432 master mentors trained exceeding target, with increased student participation over the course of the project Tried to train two mentors per school to counteract impacts of turnover and	Not all schools had a mentor at baseline Range of responsibilities of mentors is large – At endline students aren't very aware of the project	Unlikely: not possible to maintain without external support

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
				provided refresher trainings		
School level – *Financial support helps girls stay in school*	Safety net fund		Schools	School based committees trained to administer 86% of marginalised girls had received support by endline	No plan for continued source of funds	Unlikely without external support

Overall RAG Rating

Sustainability Drivers

- **Relationship building with the government:** A National Advisory Committee comprised of government officials and other education 'thought leaders' was established to consider and share findings from the evaluation. Although officials are aware of the project and there is some evidence that they appreciate it there are no commitments to continue any of the project activities. The evaluators also say that there has also been a very positive reaction to microcentres and discussion about how they could be used more widely. Teacher training institutions are interested in the model.
- **Teacher commitment:** The endline report states "The teacher mentors highlighted that one of the major rewards of being teacher mentors are the new skills that they had learnt such as that of counselling both parents and teachers....The other rewards included the emotional attachments they had with learners themselves because of their role of providing parental guidance to the learners. They said this was an opportunity, which was very humbling owing to the fact that the learners had developed a sense of respect for them as teachers and they acted responsibly within the community. "

Barriers to Sustainability

- The project recognises that true sustainability is only achievable if the project becomes an integrated part of the national education system − does not believe that this was an achievable outcome in the short timeframe of the project. At endline project activities are no embedded across all schools.
- **High teacher transfer levels:** High levels of teacher transfer and low student competencies in the language of instruction and assessment increased difficulties in delivering the project activities and make the environment more challenging to continuing project activities
- **Impact of Help Desk is unclear:** more research on what information needs YP have is required in order to create a better targeted service that is the most use to young people

Child Fund (Afghanistan) Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding*	Project		DFID	**Additional funding could sustain all activities**		Depends on project

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
through GEC Transitions	generally			**below**		design?
National level – *Girls and boys in project schools transfer to MoE schools*	School attendance	MoE funding	MoE CFA	CFA estimates that 75% of pupils will transfer to MoE schools. 1,518 students, including 949 girls, Commitment from the MoE to places being available Students far from schools in Qala-e Zal will be supported by the Swedish Committee for Afghanistan (SCA), Pending a final MoU between SCA and CFA at the time of this evaluation CFA has conducted a needs assessment of MoE schools and will supply tents, stationary, desks, and chairs and will provide transitioning students the relevant text books for the 2017 school year Project has a better understanding of the drivers of migration	Transfer plan does not take into account changing patterns of migration. In 2016 74% of households migrated to a summer location making children ineligible to enroll in next level of school Shuras are not currently integrated into planned school management system Endline evaluators are concerned that there remain discriminatory attitudes from the MoE around nomads attitudes towards education and lack of understanding of the realities of their lives or impact of insecurity CFA parents' perceptions of MoE schools vary, with residents in some areas very skeptical of them Discontinued material support may negatively impact enrollment	Unlikely
Regional/State/ district level – *Literacy of parents and Shuras increases engagement with schools*	M Learning				Uptake of the programme has been weak and support has not been in place to facilitate use	Unlikely
Regional/State/ district level – *Community support for girls' education*	Community awareness raising around girls education					No evidence
School level – *Mentors operate*	Teacher					No evidence

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
help desks	Training					

Overall RAG Rating

Drivers of sustainability

- The project had planned to secure a commitment from the Ministry of Education and Ministry of Finance to take over the classes and a handover process was being developed with the Ministry of Education. Midway through the project it became clear that the MoE would not take over the classes and a plan for girls and boys in project classes to transition into MoE schools in their communities. The focus of the endline evaluation is on how well this transition is likely to function.
- Mlearning technology was a pilot in partnership with Ustad Mobile and was planned to provide literacy and numeracy education to parents and shura members and to help increase engagement with the schools. Issues around technological competency and lack of available technical support and an inconsistent presence of smart phones in the project communities lead to a limited uptake. There does not seem to be any planning to continue this activity.

Barriers to Sustainability

- Continuing discriminatory attitudes: There is concern that the MoE does not have a thorough understanding of the lives of the nomadic population, negative social norms faced by girls or the changes in migration patterns caused by conflict and insecurity − which are by nature difficult to plan for. There are some concerns that students may face stigma and discrimination or be treated differently in the schools
- There is no discussion of the sustainability of other elements of the project

CSU (Uganda) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Government takes over some activities*	Project activities generally – improved visibility of CWDs		MoE	Engaged with education authorities in Kampala leading them to collect independent data on CWDs in their schools Officials have expressed commitment to carrying on activities Government in process of developing a new inclusive education policy		Unlikely: There do not seem to be any concrete plans in place
Regional level – *Support for girls to attend school*	Economic support					No evidence
School level – *Schools and teachers are supportive of girls' with disabilities*	Teacher Training and training of School Management Committees		Schools	School Management Committees demonstrate an understanding of the barriers faced by disabled students All available teachers in each school have been trained and teaching practices improved New strategies and practices to support learners with disabilities at endline Statements from PTA and school council members at endline show they believe that all teachers need the skills to appropriately handle CWDs	Teachers expressed some concerns at endline that the focus on results in education may lead to less time spent with CWDs Project did not train girls in sign language, so teachers may use it but not children. Materials such as braille are missing from classrooms No evidence of any strategy for dealing with staff turnover and transfer	Unlikely without further support
School level – *School environment is more accessible*	Improved school environment for disabled girls		Schools and MoE	School environments are more accessible Resource Centre attendants hired to assist students and pupils use	No discussion of financial arrangements for maintaining these activities	No evidence

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
				resource centers		
Community level – *Safe homes for disabled girls*	Disabled girls live in alternative care home					No evidence
Community level – *Parents are able to support girls' education*	Parents Groups to support education for disabled girls		Community	Changes in attitudes of parents and caregivers are evidence at endline 74% of parents of CWDs reported that in the past two years a number of activities had been carried out to make it easier for CWDs to attend school Some caregivers seem to perceive themselves as champions of disabled rights 69% of parents running supported enterprises said they were profitable at endline	Income generating activities were identified as not being enough to support girls' transition to secondary school at midline and returns remain small at endline Low participation and challenges of fitting these activities around work Income from supported businesses is used for other purposes Support for education of CWDs may be related to to attending school being perceived as an escape route from caring for CWDs rather than support for education itself	Unlikely: Further support would be needed

Overall RAG Rating

Drivers of sustainability

- **Positive school attitudes:** FGDs with teachers at endline show a good understanding of the new practices and observations showed that these were being put into practice in the classroom − for example through the use of demonstrations and sign language. There is also evidence that School Management Committees and PTA believe that teachers having specialist training to support CWDs is important and hold positive attitudes towards CWDs. There was also evidence of improved attitudes from other school pupils towards CWDs.
- **Positive Community Attitudes:** Families and community members involved in groups have positive attitudes towards CWDs and give examples of behavior which aimed to challenge and change others' behaviour. *"We are CSU ambassadors. We are continuously telling these parents that even if you have a disabled child, it is not a crime to bring that child out and seek help [FGD with Caregivers of GWD, Mengo, Rubaga Division]*

- Some commitments from schools and officials to maintain some activities − schools report for example that they will be able to continue teacher training and a KCCA official says that they are now encouraging schools to use waterborne toilets as a result of CSU, but there does not seem to be any budget commitments to maintaining other facilities.

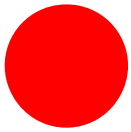
Barriers to sustainability

- Activities that require additional or ongoing funding are generally considered to be unsustainable. Particularly transport to school, which is expensive and did not cater well for children who lived in slums or with mobility equipment.
- **Schools cannot take on all activities**: Schools are committed to carry on with the activities that they can - "*We can only handle supervision and monitoring, basically the technical part. Without the funding, there will be a problem. For instance, what will happen to transport? Sanitation we are sure can be sustained because the schools can budget for water to maintain the toilets. However, what about the support to parents? Though we can continue with training for the teachers but all these other areas need funding. I am afraid there might be a sudden change, which will turn out to be more* frustrating to these children (Key Informant Interview, KCCA).

EcoFuel (Uganda) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Livelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
Community level – *Improved livelihoods increase support for education*	Economic Empowerment Intervention – training women to be retailers of EcoFuel briquettes		Mothers	Improved household livelihoods Working to expand activities		Unlikely
School level – *Improve teaching in schools*	Teacher training		School	Lobbied local governments to continue	No plan of action or commitments	Unlikely
School level – *Improve attitudes to education*	Guidance and Counselling		School	Lobbied school administrators to continue	No plan of action or commitments	Unlikely
Community level – *Transport to school*	Transport for marginalised girls		School and Mothers	Some mothers are now taking their children to school rather than relying on transport	No plan for providing or financing	Unlikely

Overall RAG Rating



Drivers of Sustainability

- In FGDs and KIIs mothers and girls generally report that household incomes have improved as a result of selling the Ecofuel briquettes, and had a positive impact on ability to pay school fees and provide school materials. Ecofuel has plans to expand their activities in the area − at the time of the endline they has started production on an expanded construction centre in Lugazi.
- There is quite a limited section on sustainability in the endline report

Barriers to Sustainability

- There is no evidence of any planning to sustain other project activities. The project states that they have engaged with local government and school administrators to continue teacher training and training teachers in guidance and counselling but there is no evidence that this will happen or evident concrete plans.

ICL (Kenya) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Sustainable incomes for families*	Economic Empowerment		Ministry of Agriculture	Farmers groups are linked to Ministry of Agriculture and Ojay Greene to access markets		Likely: there is support in place
Community level – *Community is more supportive of education*	Community Conversations		Community	Capacity building has been carried out with existing community organisations Community Champions have been recruited to continue activities Partnerships with Olentile Trust and Hope Valley established to take over activities	No financial commitments from partners to sustain activities	Unlikely; further support needed
School level – *Schools are able to raise their own funds*	School Infrastructure Improvements		Schools and Government	School Boards of Managements (BoM) trained to write proposals and source funds for infrastructure development Plan to develop corporate linkages for schools Corporates and MoE support to construct classrooms and toilets	Corporate linkages show various levels of commitment and engagement	Unlikely: further support needed
School level –	Teacher		School	Project believes that it has	No evidence of teachers	Unlikely:

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Teachers are better trained and resources	training in gender responsive pedagogy and IT			trained a critical mass of teachers to sustain training and ensure a whole school approach Structures like quality circles established to assist teachers to maintain skills IT trainings described as of high quality Teacher transfers to nearby school may have led to methods being used on other areas	training other teachers in project so far No resources to train new teachers, or remaining untrained teachers No strategy to build teacher capacity to mentor students	further support needed
School level – *Girls are supported to stay in school*	Mentoring		School	Activities established to support ongoing learning include exchange and support visits, and club competitions and alumni groups Some evidence of corporate support for mentoring programme	No evidence of critical mass of alumni supporting school mentors	Unlikely: further support needed
School level – *Sanitary products are available*	Sanitary towels		School	Schools are positive about the impact of towels Plan for schools and parents to provide BOM fundraising may extend to sanitary products		Unlikely: further support needed
School level – *Assistance with fees*	Bursaries and support with fees		School	Plan to link girls with other organisations providing bursaries	No evidence that this has happened	Unlikely: further support needed

Overall RAG Rating

Drivers of Sustainability

- **Building on community structures:** the project re-established WEMCs and involved the community in project activities from the start of the project, using these structures and mobilising community members who are already volunteering may increase security.
- **Parents taking on project activities:** There was some evidence of success in encouraging schools and parents to take over the provision of sanitary towels, for example in Rumuruti parents were contributing

KES 20 to continue the programme. There is also a reliance on parents taking on paying school fees but little evidence of improving household incomes − there are more positive attitudes though.

Barriers to Sustainability

- The project had planned a higher level of engagement with national and local government to take over project activities. Some of these partnerships have been established − for example partnership with the Ministry of Agriculture − but plans for the Ministry of Education to adopt key activities and county children's department to continue providing a bursary for marginalised have not been established and the project states that activities to strengthen links were being developed by the project.
- **No community contributions so far**: Evaluation establishes that communities are not ready to support the sanitary towel programme with financial contributions.

LCDK (Kenya) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Activities incorporated into national education system*	Project activities generally		Ministry of Education	New curriculum framework and teachers education policy includes suggestions from LCD and other changes to national systems have been achieved 4 County working groups have been established towards the implementation of a Disability and Early Childhood Bill Sub-county level work towards the passing of a bursary bill to support children with disabilities to access supportive devices and attend school.	Not clear if there are any budget allocations associated with these changes	Likely: some integrated has been achieved
Community level – *Household incomes are improved*	Economic support to households		National cash transfer programme	350 households linked national cash transfer programme Some parents groups supported to establish income generating self-help groups Households report that this make it more likely		Likely: ongoing support has been secured

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
				for them to continue enrolling girls at school		
Regional level – *Offices have relevant training*	Teacher training		MoE	Quality Assurance Standard Officers have been trained in disability and provide support to teachers		Unlikely: No plan for ongoing support
School level – *Facilities in schools improved*	School adaption and device provision	Some support from other NGOs and Migori and Siaya County	School Management	At endline 94% of the intervention group reported that the closest school could accommodate the needs of CWDs School Management state that they are committed to maintaining the facilities School BOMs have successfully raised money for activities during project		
School level – *Children are better supported*	Child to Child Clubs					No evidence

Overall RAG Rating

Drivers of sustainability

- **Increased understanding at national government level:** LCD has engaged with the government towards its aim of achieving lasting systematic change in how children with disabilities are treated in the Kenyan education system. The project reports that they have influenced a review of the national special education policy, a new curriculum framework and teachers' education policy and the inclusion of disability indicators in the national EMIS. While it is unclear if resources are attached to any of these policy changes they have the potential to improve the visibility of CWDs. There is some evidence of other NGOs becoming more engaged with disability issues − for example Plan International taking on disability as a key theme at country level.
- **Partnership working throughout the project:** The project has built partnerships with NGOs and government organisations to deliver activities, for example using EARC centers and working with World Vision to provide feeding in school. Other NGOs are committed to maintaining the county working groups.
- **School and community commitment to continue activities:** caregivers, teachers, community workers all report that attitudes have changed to the extent that activities will continue without financial support, school boards of management report that they will continue activities using their own resource mobilisation and income generating activities to generate funds. *We have been working with BOM's on resource*

mobilization strategies, and they have been trained and will continue ensuring that the school is well adapted and at the same time they will be crucial in ensuring that any new structure whether it is being constructed by the county Government or national government is done within the law and is inclusive as much as possible. - LCD Project Officers

Barriers to sustainability

- Reliance on schools and community: Respondents and the evaluation team describe that extensive financial resources will not be needed to maintain project activities. School fundraising and ongoing commitment to activities in the community are difficult to sustain without resource. The project has also contributed to improving government systems and there are no plans evident for maintaining the improvements that have been achieved.
- No finding attached to commitments and policy secured from the government and there is little exploration of barriers in the endline evaluation.

LINK (Ethiopia) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Ministry of Education takes over some activities*	Project activities generally		MoE	Designed to be embedded in policy and structure of the Ministry of Education Role model pamphlets and case study books have been distributed widely Endline states that education authorities had expressed interest in extending intervention to other school in the zone	No evidence of committed funding Woreda officials state commitment to continuing project activities	Unlikely: Ongoing support and funding would be required
School level – *Teachers are better resourced*	Teacher Training		MoE	Teachers able to continue using more gender responsive teaching techniques In discussions to incorporate into national teaching training curriculum	No funds to continue with in-service training for teachers	Unlikely: Ongoing support and funding would be required
Regional level – *Woreda officials are supportive of*	Training of Woreda Officials		Zone and regional bureaus	Manuals have been produced	Financial barriers to continuing this training	Unlikely: Ongoing support and funding

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
girls' education						would be required
Community level – *Sanitary products are available*	Provision of sanitation facilities, soap and sanitary towels		Schools, Girls' Clubs	Additional funds from UNICEF have been secured to extend the provision of towels outside the project area Some schools have set up 'Bereket Banks' to allow donations of pads	Financial commitments from the community may be hard to maintain	Likely: at least in the short term
School level – *Schools are supportive of girls*	Gender Action Plans (GAPs and School Performance Appraisal Meetings (SPAM)		Woreda experts, teachers	Manual for training exists Staff and school management trained in data collection Data collection tool are available	Unclear what resource have been used	Unlikely: Ongoing support and funding would be required
School level – *Schools are supportive of girls*	Girls Clubs and Gender Education Advisory Committees		Teachers, Girls' Club members	Teachers are well trained and manuals are available for future training Teachers have suggested that they will train incoming teachers to the school	No plans for further training or training of new teachers	Unlikely: Ongoing support and funding would be required
	Mothers Groups					No evidence
School level: Extra teaching for girls	Tutorial Classes		Teachers and school management	Teachers are committed to continuing the classes without receiving a stipend Training materials and available on file	No commitment to maintaining the classes from the education system	Unlikely: Ongoing support and funding would be required

Overall RAG Rating

Drivers of Sustainability

- The project viewed itself as building sustainability by working within the existing education system and training teachers and officials who would continue in post after the project ends, there is the view that once staff are 'empowered to create change' they can continue to do this without ongoing external support. The

project has developed manuals for training which are available if there are financial resources to carry out more training.

- **Community support for the programme activities:** Communities express support for the programme and have provided some contributions towards the ongoing running of activities
- "*Link capacitated the community and made them aware of the importance of education. The entire community became aware of educational challenges and has awakened. The community is aware that LCD and the schools are working for their daughters. Parents reacted by supporting the girls. In this way the community took ownership of the LCD programmes* ***(****Zone Education manager). The government has no money for new initiatives. But these programmes can be implemented because the community takes ownership and increases the school's income through involvement in donations and school farming and other projects" (Zone Education manager).*
- Support for continuing activities from officials: *"The project is now in our blood. We scale it up, take it forward; no going back." (Zone Educational manager)*

Barriers to sustainability

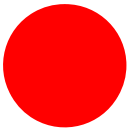
- The primary barrier identified to the continuity of activities is finances - in next GEC project to better develop sustainability LINK have plan to target capacity building activities to slightly higher level officials with the hope that this will make it possible to leverage more resources and extend the project activities to new areas

MercyCorps (Nepal) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
	Girls' clubs					No evidence
Community level – *Increased community support for girls' education*	EGAP Campaign		Other education stakeholder	Jingles and video documentary will be handed over to other education partners Advocacy with government to take place at end of project workshop	No evidence of a plan to continue these activities	Unlikely: Ongoing support and funding would be required
	Improved Sanitary Facilities					No Evidence
	Life Skills Education					No Evidence
Community level – *Girls able to support themselves and their education*	Girls Transition Fund (GTF)		Girls	128 girls have started or expanded their own business Financial literacy training Management committee to		Unlikely: Ongoing support and funding would be required

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
				be formed In the process of creating a brochure on the model to be shared with other agencies		
Community level – *Parents support eudcation*	Parents for Quality Education Training (P4QE)				Parents attention to education of children still a barrier to be addressed	No Evidence

Overall RAG Rating



Drivers of sustainability

- **Training resources available**: Mercycorps have conducted training with a range of actors, they have made a range of resources available in the form of manuals and other resources.
- The project had originally planned that the Girls Transition Fund (GTF) would be taken on by the implementing partner on the ground. This did not prove possible and instead the project is in the process of putting in place a management committee to manage the loans, the planned structure and functioning of this committee and how members will be recruited is unclear.

Barriers to sustainability

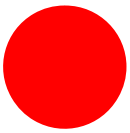
- There are few concrete plans in place to continue activities and no partnerships in place to continue activities.
- There are no additional financial secured to continue project activities, there is some evidence of the project beginning to advocate with the government around the value of their activities, but no changes in policy or support for continuing activities.

Red Een Kind (South Soudan) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Ministry of Education takes on some activities*	Project activities generally		Ministry of Education	Engaged in county education Cluster and Working Group meetings	County education department is under resourced and under staffed Education staff do not have the capacity to	Unlikely: Resources are not available

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
					take on any additional activities	
School level – *Teacher are better trained*	Teacher Training		Schools	State that teachers trained are likely to remain in schools	Number of teachers in schools remains inadequate Teachers in schools are generally inadequately trained	Unlikely: Ongoing support and funding would be required
School level – *clubs support girls' learning*	GEM Girls' clubs		Schools	Teachers trained as club patrons are likely to remain in schools		Unlikely: Ongoing support and funding would be required
School level – *Parents support girls' education*	School Mothers	Peace Economy Project	Community	Trained in saving and credit management. Savings groups have been established toward improving livelihoods		Unlikely: Ongoing support and funding would be required
	What's Up Parents Groups					No evidence

Overall RAG Rating



<u>Drivers of Sustainability</u>

- **Leveraged resources:** The project wrote a successful proposal to UNICEF to fund the construction of 2 temporary structures in each of the 8 schools supported by the project. These activities have not yet commenced but it's promising that project staff have been able to secure additional funds.

<u>Barriers to sustainability</u>

- **Reliance on teachers and community members:** much of the sustainability plans of the project are reliant on teachers and community members continuing activities without support or financial incentives. While there is evidence from FGDs that there is some willingness to do this it is unlikely that this is realistic in the long-term and makes no provision to deal with staff turnover, changes in the community, or children graduating from school.
- **Context:** The deteriorating humanitarian and security situation in the project community increases the difficulties of sustaining project activities, community violence negatively impacts attendance and school activities.

TfaC (Malawi) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Ministry of Education takes on some activities*	Project activities generally		National government	TfAc has joined the National Girls Education Network Training with NAPHAM, Red cross mean that other have adopted methods		
National level – *Teacher are better trained*	Teacher training	Match funding from Christian Aid	Ministry of Education (partners in providing teaching)	Teachers were trained at teacher training colleges Trained teachers act as agents of change within their schools Teachers will continue to be trained as part of other TfaC programmes		Unlikely: Ongoing support and funding would be required
School level – *Schools are more gender sensitive*	Gender sensitive school environments		TfaC MoE	All schools have Child Protection Policy AoCs support other school faculty with gender sensitive teachers methods 100 AoCs have taken part in sustainability training Ongoing child protection training with officials and teachers Leading on the development of a national child protection policy	AoCs will no longer receive incentives for their work	Unlikely: Ongoing support and funding would be required
School level – *Clubs support girls' learning*	Girls Clubs		Schools	AoCs will endeavor to continue running the clubs Parental support for clubs Production of a manual of the most successful girls club activities Reduced requirement for how often clubs should be run	AoCs will no longer receive incentives for their work	Unlikely: Ongoing support and funding would be required

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Community level – *Media improves attitudes to education*	Radio Programmes and Listener Clubs		Broadcaster	Parents attitudes towards education have improved There is some evidence of parents carrying out advocacy activities of their own in communities Radio programmes will continue to be broadcast Some commitment for AoCs to continue running listener clubs	Incentive for taking part in listener clubs will no longer be provided	Likely: commitment to support activities has been secured
	Back to school packs					No evidence
	Model school competition					No evidence

Overall RAG rating

Drivers of sustainability

- At midline the project, in conjunction with the FM, developed a sustainability strategy which aimed to run activities and engagement with a range of actors − National/government (becoming part of networks and learning groups) District (school levels of AoC and health officers continue the project) Community outreach International donors and NGIS. As part of thus they developed clear and tailored information to present.
- **AoC's are committed to continuing clubs:** There is limited evidence presented that AoCs are willing to continue running the clubs after the project ends "*we can see a lot of benefits from the Girls' Club so will continue to mentor these girls*" " *To our side as AOCS and other stakeholders like head teachers, we think we can manage*." The project has delivered a sustainability training to 100 AoCs to build skills to develop own workshops and work with the community and child protection. The project has stated that AoCs may run a reduced number of clubs, and that clubs may be run on any day of the week. The first month without incentives or support has been successful, with 241 clubs being run and 8021 girls attending clubs after the project's conclusion.
- **Support from District and School Management**: Head teachers have also received sustainability training, which has also given AoCs the opportunity to present the achievements of the girls' clubs to District Officials
- **Proactive in presenting the model and the project achievements:** For example - learning day with GIZ, and will shortly deliver TfaC's methodology to several organizations within Malawi concerning TfaC's radio show and the methodology as a whole.

Barriers to sustainability

- **Reliance on Agents of Change:** The responsibilities of the AoC's within the project activities are large and they have a substantial workload. It is questionable if they will be able to sustain activities and the school and community support required for them to function

- **Sustainability training was shorter than planned**. No training to community leaders or chiefs has been delivered due to budgetary constraints
- **Concerns about absence of incentives**: AoCs expressed concern that not having incentives will impact on attendance and they will have difficulties engaging with the most marginalised segments of the community - "*The project is going to an end. So it makes me worry [sic], how are going to keep hold of these girls without TfaC helping us, many girls will be demotivated*". Another continued, "*Many who have been benefiting from this project are those we took from the village who stopped school in the first place and they received necessities so without these things we are in trouble*".

Varkey (Ghana) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Endorsement of the model as effective*	Project activities generally		Ministry of education	Girls Education Unit has been established by the government District Officers and Girl Child Officers trained in additional skills around child protection		Unlikely: Further support to develop additional activities would be needed
District level – *Officials engaged in the project*	Project Activities generally		District assembly	District officers engaged in monitoring lessons and will continues to do this Girl Child Officers – received additional child protection training		Likely: Initially at least
School level – *Improved teaching*	In school distance learning lessons		Schools	Facilitators and pupils trained to use classroom equipment independently Equipment will remain in schools		Unlikely: Although the equipment is in schools there are no plans to provide lessons
School level – *Girls are supported by clubs*	Wonder Women Clubs		Schools	Teachers have established girls' club in some schools after Wonder Women programme		Likely: Initially at least
School level – *Improved teaching*	Trained Facilitators in schools		Schools	Evidence of facilitators using lesson plans and techniques in other lesson		Likely: Initially at least

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
School level – *management is more gender sensitive*	School Management Committees		Schools			No evidence

Overall RAG Rating

Drivers of Sustainability

- At midline Varkey planned to begin to work with the Government of Ghana to explore what components of the project could be aligned with their priorities. The project also planned to work with schools and districts to develop detailed succession plan. Varkey prepared a paper which examined 3 different scenarios for the continuation of project activities. The project planned to use this with DFID and other stakeholders to start conversations about what is possible. There is little discussion about the outcomes of discussions or plans to further engage the government in the endline report.
- **Evidence of wider adoption of new pedagogical techniques:** At midline the project found that facilitators were adopting techniques from the MGCubed facilitators in their regular classes and using the resources developed by MGCubed in other lessons. The project is optimistic that they will continue to do this.
- **Widespread engagement of other organisations:** Wonder Women clubs have involved collaboration with a range of organisations in Ghana who have provided women to act as Role Models in studio sessions. This had built links with other organisations who may be interested in the content of the project

Barriers to Sustainability

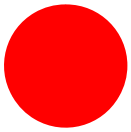
- The project was conceived as 'proof on concept' so it was not expected that activities would continue in the exact same form.
- Infrastructure and Maintenance Constraints: Maintenance of equipment and internet connections for schools is likely to be expensive at midline the project was exploring options for partners to do this but it is not discussed at endline

Viva (Uganda) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Endorsement of the model as effective*	Project activities generally		Ministry of education	Good relationships with MoE and Special Needs Department staff Teaching methods seen positive by Ministry and	No definite plan or resources attached to continuing activities Lack of resources Local government is less	Unlikely: Further support to develop additional activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Likelihood to continue?
				schools Recognize that teachers training needs to be scaled up	supportive	would be needed
School level – *Teachers are better trained*	Teacher Training		School	Teachers are supportive of the methods learnt Teachers have adopted new teaching practices	No definite plan or resources attached to continuing training	Unlikely without further support
School level – *Girls are better supported*	Mentors		School		No mechanism in place to support them continuing their work	Unlikely without further support
Community level – *Community are more engaged*	CLCs					No evidence
Community level – *Services are more available*	Demonstration Centers		Delivery Partners	1000 children have made use of canters since 2016 Developed as a partnership meaning that GEC funding is not the sole means of income Can generate income through rent	No mechanism for supporting ongoing GEC specific activities	Unlikely without further support
Community level – *Services are more available*	IT Bus				No funding secured to maintain activities	Unlikely without further support

Overall RAG Rating



Drivers of Sustainability

- Between midline and endline the project extended the recipients of pedagogy training to include center coordinating tutors and primary teacher colleges with the aim of creating pathways for these activities to become integrated in national practice. There is some discussion about improved general teacher training at endline.
- **Work with multiple stakeholders:** At endline the evaluators comment that the comprehensive approach of the project − working with parents, community leaders, community members, teachers and head teachers increases the likelihood of changes being sustainable as groups are likely to interact to sustain each others attitude change.
- **Engagement with government on SEN.** The endline evaluation notes that there has been particular engagement with the government on SEN policy and a partnership with Kyambogo university which may

lead to sustained policy information. Developed checklist for SEN and resources for children with hearing impairments.

Barriers to Sustainability

- The project was conceived as a 'proof of concept' project and it was not envisaged that all the project activities would continue in their current form
- No financial resources have been secured to continue any project activities − the evaluators state that the logframe indicators mean there isn't enough of a positive and dynamic picture of change for the project to gain support from other donors.
- Ministry of Education is generally supportive but no policy change or resources to support elements of the project have been secured

VSO (Nepal) – Reported effectiveness in sustaining activities

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Livelihood to continue?
Global Level – *DFID funding through GEC Transitions*	Project generally		DFID	**Additional funding could sustain all activities below**		Depends on project design?
National level – *Ministry of education takes over activities*	Project generally		DoE	Evidence of discussions with Ministry around development of Consolidated Equity Strategy Gender focal point in DEOs and MoE have been trained and there is an ongoing dialogue about what activities could be maintained	No plan in place	
Community level – *Big Sister programme is self sustaining*	"Big Sister' Girl mentors	Community contributions		Microgrants (up to NpR 30,000 given to Big Sisters to help them cover costs so they can continue to act as mentors. All groups have applied for grants Many big sisters have pledged to continue their activities and to support other girls Big sisters have established a savings fund to help the most marginalised girls attend school		Likely: there is strong commitment from big sisters to continue
School level – *Teachers are*	Teaching training			144 Teachers trained through the project – often	Teachers have not been implementing all	Unlikely without

Stated Strategy	Sustain what critical activities?	Resources levered to sustain?	Who?	Evident Drivers?	Evident Barriers?	Livelihood to continue?
better trained				more than once Head teachers and teacher champions also trained to help create a more supportive environment Resources and Lesson Plans shared with public schools	methods in the classroom	further support
School level – *More gender sensitive environments*	Training of PTAs and School Management Committees			'Big Sisters' Act as Child observers of meetings to help bring children's voices to meetings	SMCs have been disbanded by the government – unsure whether new structures will feature the same gender focus	Unlikely without further support
School level – *Girls are better supported in their education*	Learning Support Classes for girls					No evidence

Overall RAG Rating

Drivers of Sustainability

- Big Sisters Commitment to the Project: The project endline evaluation notes that the willingness of community members to carry on with projects activities without support is required for activities to continue. Many big sisters, Adult Champions and Gender Focal Point Teachers have pledged that they will carry on with activities − the evaluators state "the project has been able to generate a feeling of volunteerism as well as social service amongst its stakeholders that is expected to last beyond the project period." Big sisters have also begun to develop new activities, in Surkhet Big Sisters have initiated a community fund − contributing NRP50 into a savings fund − they plan to meet with local government officials to decide how the fund can be best mobilised.
- Government Commitment to the project: The project has contributed to the development and roll out of a Consolidated Equity Strategy from the DoE which aims to give girls equal access to education. The government has begun to conduct additional gender training with department of education staff.

Barriers to Sustainability

- The evaluators give a number of contextual factors that may impact on the sustainability of GEC type projects in Nepal. The disbandment of SMCs and replacement with Education Action is seen to have been highly political and may influence community engagement. More broadly the transition to a federal state may bring about changes to local government structures which impact on how education projects are managed.

Annex E – List of references

Endline Report – Innovation Window

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Annex E: List of references

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