

Annex A.1 – Terms of Reference

Endline Report – Step Change Window

Final Version (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 in line with DFID's programme cycle as outlined in the requirements section of this ToR. It is expected that the Evaluation Manager take a proactive approach to notifying DFID of any matters which may require immediate attention.
25. The inception report should be 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 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 have an oversight role of the GEC Evaluation Manager, providing strategic advice as required and ensuring that evaluation and monitoring activity aligns with wider DFID activity.
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.

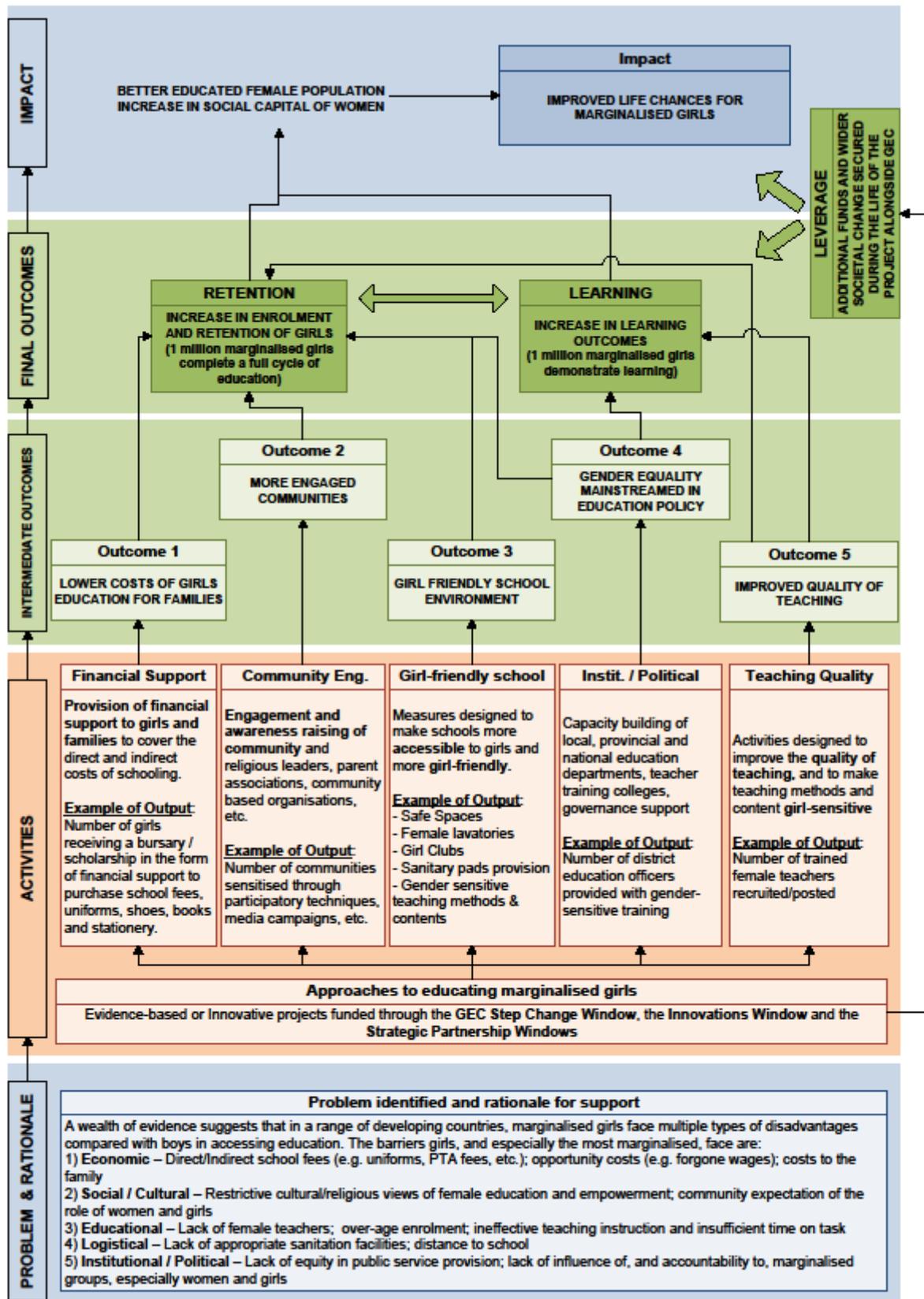


Annex A.2 – GEC Theory of Change

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Annex B – Project Profiles and Intervention Planning

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Annex B – Project Profiles and Intervention Planning

Aga Khan Foundation – Afghanistan

Steps Towards Afghan Girls’ Education Stages (STAGES)

Pre-school, Primary, Lower Secondary | **24, 165 girls** | **£28,030,000**

Provinces: Badakhshan, Baghlan, Balkh, Bamyán, Faryab, Ghor, Herat, Kabul, Kapisa, Kandahar, Khost, Paktia and Parwan.

STAGES operates across 14 provinces of Afghanistan. The project has established community-based primary, lower secondary and accelerated learning classes in communities where there is no government school. The implementation of these classes is complemented by a range of additional interventions, including: training of teachers and school management councils, renovation of classrooms and provision of school equipment, facilities, infrastructure and learning resources.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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ACTED Afghanistan

Increasing the Access and Quality of Basic Education for Marginalised Girls in Faryab

Primary | **9,432 girls** | **£44,790.61**

Overview of the Project

The project “Increasing the Access and Quality of Basic Education for Marginalized Girls in Faryab” operates in Faryab province in Afghanistan. The project aims to construct primary schools and Youth Development Centres (YDCs) and hold village literacy courses across the province. It also hires professional female teachers for the YDCs, conducts teacher trainings and provides vocational training to increase female economic empowerment.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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CfBT (now called EDT) – Kenya

Wasichana Wote Wasome (WWW – Let All Girls Read)

Primary | **136,000 girls** | **£13,510,921**

Provinces: Arid/Semi-Arid Lands: Turkana, Samburu, Marsabit, Tana River, Kwale, Kilifi. Urban slums: Nairobi, Mombasa.

Overview of the Project

The project works in primary schools in two contexts: Arid and Semi-Arid Lands (ASALs) and urban slums. It drives changes at four different levels: the community, the home, the school and the girl herself. At the community level, the project is running community conversations, engaging with men and boys on girls’ right to education, and mobilising community support and funds for girls’ education. At household level it provides cash transfers; back to school kits; visits by community health workers; and tailored support for marginalised girls to (re)enrol. At the school level, it coaches teachers in reading and gender-sensitive pedagogy; and works with schools to enhance gender equality, adolescent health, school infrastructure and girl-friendliness. At the individual level, the project is providing girls’, boys’ and special health clubs, role models and deworming and vitamin supplements.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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ChildHope – Ethiopia

Securing Access and Retention into Good Quality Transformative Education

Primary & Secondary | **16,503 girls** | **£2,313,518**

Provinces: Amhara (South Gondar, South Wollo), Oromiya (Arsi)

Overview of the Project

At individual girl level, the project focuses on delivering individualised academic and life skills to all target girls (e.g. providing books, uniforms, and tutorials). At school level, it focuses on creating safer, stimulating and less discriminatory environments (e.g. by training teachers, supporting girls with disability, placing letter-link boxes for children to report abuse, building toilets, establishing girls’ reading corners and clubs for girls and boys). At family and community level, the focus is on increasing knowledge and skills to support marginalised girls’ education (e.g. conducting community conversations, providing income grants to families and supporting stakeholders’ committees to better coordinate on girl’s education and child protection issues).

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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IRC – DRC

Valorisation de la Scolarisation de la Fille (VAS-Y Fille!)

Primary | 109,577 girls | £22,131,437

Provinces: Bandundu, Equateur, Kasai Orientale, Katanga, Province Orientale

Overview of the Project

The VAS-Y Fille! (VYF) project is implemented in 400 schools, covering five provinces in DRC where girls have particularly low enrolment, retention and attendance rates. VAS-Y Fille! awards need-based scholarships and vouchers to selected girls in intervention schools, and invites parents to join savings and loan associations. The project provides training packages to selected teachers, covering literacy, numeracy and gender-sensitive pedagogy. It also offers after-school tutoring for low-performing students; runs community mobilisation campaigns around girls' education; supports PTAs in making schools more girl-friendly, and supports CSOs providing non-formal accelerated learning programmes (ALP) to boys and girls who are out of school.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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Plan – Sierra Leone

Education in Emergencies – Ebola Response Year

Education Focus: Lower Primary, Upper Primary, Lower Secondary

Lead Organisation: Plan International

Country: Sierra Leone. **Provinces:** Port Loko, Moyamba, Kono, Kenema and Kailahun

GEC Funding: Not Available

Target Reach: 21,600

Overview of the Project

The Ebola Response year programme was designed to provide ongoing assistance to GEC participants during the Ebola outbreak in Sierra Leone, and supported the government response and needs of the target group. The programme ran between Jan 2015 until December 2015. Activities included support of the Ministry of Education, Science, and Technology (MEST) in the five target districts, providing weekend repeat broadcasts of the weekly MEST radio education programme, and study groups. The consortium also provided training to learning assistants and training in Sexual Reproductive Health and Rights (SRHR) to teachers, with the aim of creating a more girl-friendly school environment. Parents' Advocacy Clubs were also formed, with the aim of mobilising parents to advocate for girls' education in their communities. There was a focus on reaching girls with a disability with the activities carried out by Handicap International.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Marginalisation related |
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Save the Children (5098) – Ethiopia

Pastoralist Afar Girls’ Education Support Projects (PAGES)

Primary | **12,479 girls** | **£9,000,465**

Provinces: Afar (Mille, Ada’ar, Chifra, Dewe, Hadelela, Semurobi, Gewane and Buremudaytu)

Overview of the Project

PAGES operates in the Afar region in the north-east of Ethiopia. The project aims to help improve girls' life chances by strengthening their right and access to education. The project focuses on primary education (Grades 1-3 and Alternative Basic Education levels 1-3, and out-of-school girls), using interventions at the individual, community, school and policy level to address the many barriers faced by girls across Afar.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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WUSC – Kenya

Kenya Equity in Education Project (KEEP)

Upper primary & lower secondary | **25,867 girls** | **£14,737,043**

Provinces: Kakuma and Dadaab refugee camps; host communities in Turkana West (Turkana County), Dadaab, Fafi and Wajir South (Garissa County)

Overview of the Project

KEEP’s principal entry point is through 89 target schools in Kakuma and Dadaab refugee camps and their host communities in Turkana West, Dadaab, Fafi and Wajir South districts of Kenya. KEEP provides infrastructure, material and human resources to these schools in varying levels, dependent upon need, as well as learning supports and motivational materials to deserving and particularly marginalized girls attending these schools. The project promotes and strengthens girls’ and boys’ clubs, School Management Committees (SMC) and Parent Teacher Associations (PTA) in these schools. It provides resources to work with community leaders and opinion makers, and coordinates efforts with other relevant actors.

| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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BRAC – Afghanistan

Community Based Education for Marginalised Girls in Afghanistan

Primary & Secondary | **50,100 girls** | **£14,468,601**

Provinces: Baghlan, Balkh, Herat, Kabul, Kapisa, Kunduz, Nangarhar, Parwan, Jawzjan and Samangan

Overview of the Project

The project aimed to enrol and retain out-of-school girls by establishing community-based girls’ schools and maintaining enrolment of girls in government schools at risk of dropping out. The project is training older girls as teachers and peer mentors, as well as providing stationery and stipends and organising Mother’s Meetings to discuss issues and attitudes towards girls’ education. Student Organisers ensure girls’ safe transportation and attendance at community based schools. BRAC is also providing in-service training to government school teachers and hub school workshops to support existing government schools.

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Camfed – Tanzania and Zimbabwe

A New “Equilibrium” for Girls

Lower secondary | **53,641 (T) & 118,000 (Z)** | **£23,716,751**

Provinces: Tanzania Provinces: Iringa, Morogoro, Pwani, Tanga. Zimbabwe Provinces: Manicaland, Mashonaland Central, Mashonaland East, Mashonaland West, Masvingo, Mataberland North, Mataberland South, Midlands.

Overview of the Project

A New Equilibrium for Girls operates in 10 rural districts in Tanzania and 24 rural districts in Zimbabwe. The project has provided financial support combined with targeted local initiatives to tackle obstacles to girls’ retention and ensure a supportive educational environment. Activities have included: developing and distributing low-cost, self-directed study guides in core curriculum subjects to support academic learning, as well as a broader life skills curriculum. The project has also recruited young women school leavers to play a role as Learner Guides, supporting children in their local schools while gaining status and opportunities. The project has reinforced existing local government and community structures to respond to the needs of marginalised girls, and with the aim of influencing policy. This project has pioneered the use of mobile technology to capture real-time data about girls, their schools and communities; and engaged with national education partners to develop and review the approach under the GEC, as well as identify opportunities for key lessons and practices to be adopted.

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| Economic | Teacher training | Infrastructure | Community-based | Extracurricular & non-formal education | School management & governance | Empowerment & self-esteem | Marginalisation related | Violence related |
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CARE – Somalia

Girls Education Promotion Project (SOMGEP)

Primary & Secondary | **10,145 girls** | **£11,471,268**

Provinces: Togdheer, Sool, Sanaag, Mudug, Ayn and Galmudug

Overview of the Project

The project seeks to mobilise about 170 rural communities to support girls’ education. This will entail in-service training and support of teachers and pre-service recruitment and training of teacher candidates (30% female) to provide relevant, quality education for primary and secondary school rural girls. The project plans to construct or refurbish schools, so as to provide culturally appropriate, child/girl-friendly learning facilities in 150 rural primary schools and 20 secondary schools, as well as to build boarding facilities in two secondary schools for rural girls.

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Relief International – Somalia

Educate Girls, End Poverty

Primary & Secondary | **48,447 girls** | **£9,925,005**

Provinces: Somaliland, Puntland, and South Central

Overview of the Project

The purpose of the project is to enrol more girls in school, inspire them to stay in school, and make sure they graduate school with knowledge that enables them to break the cycle of poverty. The project works within primary, secondary, vocational, and non-traditional schools, and family life education centres¹.

To tackle demand-side barriers, the project is running the following activities: awareness-raising and behavioural change activities, such as media messaging, community dialogues, and door-to-door recruitment campaigns to promote the importance of girls’ education; providing bursaries to the most marginalised girls; training teacher mentors to provide psycho-social support, sanitary kits and menstrual hygiene advice to girls; and distributing a Safety Net Fund at the school level, providing items such as school uniforms, shoes, bags, and exam fees to girls at risk of dropping out.

¹ Project proposal

To improve education on the supply side, the project is improving classroom and school facilities; distributing supplies and learning materials; providing a two-year in-service training for female teachers; launching a travelling library; and is piloting a feeding programme in selected schools. The project is also building capacity of MoE officials in all three zones; training Community Education Committees (CEC) in school management, child protection, and approaches for getting out-of-school girls into school; and establishing girls' clubs. They are also bringing diaspora Somali women to join project schools as interns, to work with girls in clubs and fundraise after they return home.

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Save the Children – Mozambique

Promoting Advancement of Girls' Education in Mozambique (PAGE-M)

Lower & Upper Primary | **38,752 girls** | **£6,731,942**

Provinces: Gaza, Manica and Tete provinces (ten districts within these provinces)

Overview of the Project

PAGE-M operates in three provinces and ten districts in Mozambique. It provides school kits for the most marginalised girls, bursaries for secondary school girls, and runs community sensitisation events and community radio programmes about girls' education. It supports the creation of women's clubs that promote retention of girls, follow-up on violations of girls' rights and individual cases of school-drop out. It runs girls' clubs to strengthen girls' confidence and knowledge of their rights, and trains club members as peer educators to help other girls with educational or social challenges. The project also promotes the establishment of safe school committees, and is piloting a complaint response mechanism for children. Finally, the project applies a literacy and numeracy boost methodology to existing in-service trainings.

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World Vision – Zimbabwe

Improving Girls' Access through Transforming Education (IGATE)

Primary & lower secondary | **60,967 girls** | **£11,940,168**

Provinces: 10 Districts: Beitbridge, Binga, Chivi, Gokwe North, Gowke South, Insiza, Lupane, Mberengwa, Mangwe, Nkayi

Overview of the Project

The project is providing village savings and loans to raise money for girls’ school fees and cost of education; running trainings for mothers’ groups on how to mentor and guide girls and other parents on education, gender-based violence, and menstrual hygiene; organising school-based girls’ clubs run by female teachers to build girls’ leadership skills and their understanding of their rights; training school officials involved in School Development Committees on business and management skills, and on how to create and foster gender-friendly environments; training communities in the use of an educational score card to assess school quality, develop action plans, and lobby for improvements; providing bicycles to students that have to cover long distances; engaging faith leaders and male champions to promote girls’ education; and training teachers to develop students’ reading skills.

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Intervention Mapping

| Intervention type | Intervention | Total core | BRAC Afg | AKF Afg | Acted Afg | IRC DRC | STC Eth | ChHpe Eth | WUJSC Ken | CfBT Ken | STC Moz | Plan Sie | RI Som | CARE Som | WV Zim | Camfd Z-T |
|---|---|------------|----------|---------|-----------|---------|---------|-----------|-----------|----------|---------|----------|--------|----------|--------|-----------|
|  <p>ECONOMIC</p> | Bursaries | 8 | ✓ | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| | Cash Transfers | 1 | | | | | | | | ✓ | | | | | | |
| | Income-generating activities | 4 | | | ✓ | | | ✓ | | | | | | | ✓ | ✓ |
| | In-kind support (school kits, uniforms, etc.) | 11 | ✓ | ✓ | ✦ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Loans and savings | 5 | | | | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ |
|  <p>INFRASTRUCTURE & RESOURCES</p> | School and classroom building/ improvement | 7 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✦ | | | ✓ | | |
| | Textbooks & Learning materials | 8 | | ✓ | ✦ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✦ | ✦ | ✓ | ✓ |
| | Toilettes & WASH facilities | 5 | | | ✓ | | ✓ | ✦ | ✓ | | | | ✓ | ✓ | ✦ | |
|  <p>TEACHER TRAINING</p> | Formal pre-service teacher training | 1 | | ✦ | | | | | | | | ✦ | | ✓ | | |
| | Gender responsive pedagogy | 9 | | ✓ | ✓ | ✓ | ✓ | ✦ | ✓ | ✓ | ✦ | ✓ | ✓ | ✓ | | |
| | Inclusive classroom strategies | 2 | ✓ | ✦ | | | | | | | | ✓ | | | | |
| | Literacy and numeracy | 6 | ✓ | ✦ | | ✓ | ✓ | | | ✓ | ✓ | | | ✦ | ✓ | |
| | Peer support and mentoring | 4 | | ✓ | | | | | | ✓ | ✓ | ✓ | ✦ | ✦ | | |
| | Skills training | 5 | ✓ | ✦ | | | | ✓ | | | ✓ | ✓ | | | | ✓ |
|  <p>COMMUNITY BASED</p> | Adult literacy | 0 | | ✦ | ✦ | | | | | | | | | ✦ | | |
| | Community meetings/ gatherings | 4 | ✓ | ✦ | ✦ | | ✓ | ✓ | | ✓ | | | | ✦ | ✦ | ✦ |
| | Household-level visits and support | 1 | | ✦ | ✦ | ✓ | | | | | ✦ | | | ✦ | ✦ | ✦ |
| | Media (radio, TV, advertising) | 3 | | ✦ | ✓ | | | | ✓ | | ✦ | ✦ | ✓ | ✦ | | |
| | Parents' and women's groups | 8 | ✓ | ✓ | ✓ | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | Working with faith groups & traditional leaders | 3 | | ✦ | | | | | | | | | ✓ | ✓ | ✓ | |
| | Working with men and boys | 1 | | ✦ | | | | | ✓ | ✦ | | | | ✦ | ✦ | ✦ |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX B

| Intervention type | Intervention | Total core | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd | |
|--|--|------------|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|-------|---|
| | | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | Sie | Som | Som | Zim | Z-T | |
|  EXTRA-CURRICULAR & NON-FORMAL EDUCATION | Life skills (incl. sexual and reproductive health) | 6 | | | | | ✓ | ✓ | | ✓ | ✓ | ✦ | ✦ | | ✓ | ✓ | |
| | Mentoring (peer support, learner guides) | 4 | ✓ | | | | | ✓ | ✓ | | ✦ | | | ✦ | ✦ | ✓ | |
| | Mixed sex/ additional boys' clubs | 4 | | ✦ | | | ✓ | ✦ | ✓ | ✓ | | | | ✦ | ✦ | ✦ | ✓ |
| | Non-formal / alternative education | 3 | | ✓ | ✓ | ✓ | | | | | | | | | | | |
| | Tutoring (homework clubs, reading clubs, etc.) | 8 | | ✦ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✦ | | | ✓ |
| | Vocational training & economic empowerment | 2 | | | ✓ | | | | | | | ✓ | | | | | |
|  SCHOOL MANAGEMENT & GOVERNANCE | Community and private schooling provision | 3 | ✓ | ✓ | ✓ | | | | | | | | | | | | |
| | Technology for school management | 1 | | | | | | | | ✦ | | | | | | ✓ | |
| | Work with local / national education authorities | 8 | ✦ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✦ | | ✓ | |
| | Work with SMCs, PTAs & other stakeholders | 10 | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✦ | ✓ | ✦ | ✓ | ✓ | ✓ | ✓ | |
|  EMPOWERMENT & SELF-ESTEEM | Promoting girls' voice and participation | 3 | | ✓ | ✦ | | | | | | ✓ | | | ✦ | ✓ | | |
| | Mentoring | 3 | ✓ | ✦ | | | | ✓ | | | | | | | | ✓ | |
| | Role models (older girls, female teachers, etc.) | 1 | | ✦ | ✦ | | | | | | | | ✦ | | | ✓ | |
| | Safe spaces | 2 | | ✓ | ✦ | | | | | | ✓ | | | | ✦ | ✦ | |
|  MARGINALISATION-RELATED | Interventions in remote or nomadic locations | 2 | ✦ | | | | ✓ | | ✓ | ✦ | | | | ✦ | | | |
| | Addressing cultural / linguistic exclusion | 1 | | | | | ✓ | | | ✦ | | | | | | | |
| | Addressing disability | 1 | ✦ | | | | | | | | | ✓ | | | | | |
| | Addressing other marginalised groups | 3 | | | | | | ✓ | | | | | | | ✓ | ✓ | |
|  VIOLENCE-RELATED | Addressing abuse from adults in charge | 0 | | ✦ | | | | | | | | | | | ✦ | | |
| | Addressing harmful practice (e.g. FGM) | 2 | | | | | | | | | ✓ | | ✦ | ✦ | ✓ | | |
| | Addressing corporal punishment | 1 | | ✦ | | | | ✓ | | | | | ✦ | ✦ | | | |
| | Addressing violence between children | 0 | ✦ | | | | | | | | | | | | | | |
| | Community awareness | 5 | | ✓ | ✦ | | ✓ | | | | ✦ | | ✓ | ✓ | ✓ | | |
| | Developing child protection policies in school | 3 | | | | ✦ | ✦ | ✓ | | | ✓ | | ✦ | | ✓ | ✦ | |
| | Strengthening referral paths | 1 | | ✦ | | | | ✦ | ✦ | | | ✦ | | | ✓ | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX B

| | | |
|------------|---|---|
| Key | ✓ | 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. |



Annex C – Other Girls’ Education Programmes

Endline Report – Step Change Window

Final Version (December 2017)

Annex C – 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 aims to advance gender equality in education by strengthening partners' sector planning and policy implementation, supporting inclusive policy dialogue and providing effective financing for the implementation of sector plans (Policy Brief, October 2016). | 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 ² 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 programming³, 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. |

² 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).

³ Other examples of country-focused DFID programming can be found here: <https://devtracker.dfid.gov.uk/sector/1/projects>



Annex D – Roles and Responsibilities

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Annex D – Roles and Responsibilities

Table 2 below provides an overview of the roles and responsibilities of the different EM consortium partners.

Table 2: Role and responsibilities of the EM consortium partners

| Consortium Partner | Role and key responsibilities |
|-----------------------------|--|
| Coffey (Consortium Lead) | <p>Coffey is the overall lead of the EM consortium and responsible for the following activities:</p> <ul style="list-style-type: none"> ✓ Designing and delivering the overarching GEC evaluation strategy ✓ Designing the GEC household survey template and guidance for projects ✓ Drawing of a quantitative sample for projects and the EM research ✓ QA of project's M&E frameworks, research instruments, and evaluation reports ✓ Analysis of EM primary data and 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 | <p>ORB International manages the EM fieldwork and is responsible for the following activities:</p> <ul style="list-style-type: none"> ✓ 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 | <p>RTI are leading on the design of the learning assessment tools (EGRA and EGMA). Their responsibilities include:</p> <ul style="list-style-type: none"> ✓ 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 3 shows the activities carried out by the Fund Manager with regards to M&E in the GEC.

Table 3: Role of the FM with regards to M&E

| | Role and key responsibilities with regards to M&E |
|-------------------------------|--|
| FM (PwC – consortium lead) | <p>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:</p> <ul style="list-style-type: none"> ✓ 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 E – Methodological Notes

Endline Report – Step Change Window

Final Version (December 2017)

Annex E – Methodological Notes

1 Evaluation Manager Data

Overview

As the GEC Evaluation Manager, we collect three waves of quantitative and qualitative data across nine countries. The endline fieldwork was managed and led by our consortium partner ORB International, and delivered by local research partners in each country. In this section, we outline our approach to sampling, training interviewers, collecting data, and processing data. It also provides details on quality control procedures.

The information contained within this section covers the quantitative methodology for the EM Household Survey (HHS) and School-Visit Survey (SVS) conducted through a combined total of 6,279 personal face-to-face interviews in Kenya, Tanzania, Mozambique, the Democratic Republic of the Congo (DRC), Zimbabwe, Ethiopia, Afghanistan, Sierra Leone and Somalia between November 2016 and April 2017.

1.1 Research permissions process

To obtain research permissions, we used standard country-specific protocols in most countries. In many countries, this means obtaining permission from the National Bureau of Statistics as we would normally do when running a typical household survey. Due to the nature of the research for GEC, we also needed to obtain permission from the various Ministries of Education. In most countries, the permissions process was straightforward and did not cause any problems. However, we did encounter difficulty in a few select cases. Please see below for a summary of the permissions process in each country.

Kenya

Our local partner already has permission to conduct surveys in all regions of Kenya from the National Commission for Science, Technology and Innovation (NACOSTI). However, due to the nature of the study (which involves surveying girls under 18, visiting schools and visiting refugee camps), further permission steps were taken to gain approval from the following groups/individuals:

- Permission from all County Commissioners in the counties where fieldwork took place
- The Institute of Refugee Affairs [IRA] headquarters: they manage both Kakuma refugee camp and Daadab refugee camps
- UNHCR in Nairobi [HQ]
- Education Secretary in Nairobi
- All County Directors of Education in all counties of fieldwork
- Windle Trust Kenya

All permission was granted prior to fieldwork commencing.

Mozambique

As at midline, our local partner sought permission from individual schools ahead of their visits during fieldwork. All permission letters were kept on file.

Tanzania

Our local partner in Tanzania managed the research permissions process. Since fieldwork in Tanzania did not include a school component, we did not need to obtain any special permission to work in schools.

DRC

In DRC, our local partner obtained general research permission from the Ministry of Education.

Zimbabwe

In Zimbabwe, our local partner, with support from Coffey and DFID, obtained research permission at the national level from the Ministry of Primary and Secondary Education. As part of the permission to work process, The

Ministry of Primary and Secondary Education (MOPSE) indicated that each team should have a member of their personnel on it. The MOPSE personnel who participated in the midline survey all participated in this endline survey

Ethiopia

Our local partner obtained federal permission from the ministry of education, before being granted regional permission in each of the three regions. ORB and Coffey assisted in this process, providing all of the relevant supporting documentation.

Somalia

Our local partner, with support from the implementing projects, obtained survey permission for all regions included in the survey: Somaliland, Puntland, Galmudug, and South Central.

Afghanistan

Our local partner maintains general survey permission, allowing them to conduct household interviews in all provinces. Because we did not need to work in schools, no additional permission was needed.

Sierra Leone

Our local partner maintains permission to conduct general surveying in Sierra Leone. Due to the issues which arose while attempting to obtain permission from the Ministry of Education, Science and Technology to conduct research in schools at midline, no attempt was made to obtain permissions at Endline. As at midline, the school surveys therefore did not take place at endline.

Survey sampling

1.1.1 Sampling for the household survey

To complete the quantitative household sample, teams in each country attempted to re-contact the randomly selected households surveyed at midline. If the midline household could not be located, it was substituted using a pre-determined pattern. At each household, teams completed three-part surveys with an adult first informant, girl aged 8-18⁴, and the primary caregiver for the selected girl. Only surveys that included all three of these parts were included in the final sample.

Sample universe

The sample universe consisted of the list of project intervention and control locations supplied to the EM by the SCW projects before baseline. The EM received these lists between April 2013 and September 2013, with some modifications and revisions thereafter. Additional lists of locations arising from boosts carried out in the light of baseline research were not included. The locations consisted generally of villages or demarcated zones within a town or city. In some instances, the locations were defined only in terms of schools, in which case the sample location was defined as the catchment area of the school. Camfed did not provide a community-based listing as its intervention population was located within schools. The EM asked for a listing of the home communities of girls due to receive bursaries through the project intervention and used this as a sampling frame. In these communities, a mixture of randomly selected households and purposive sampling of girls who resembled (and included) the target population in terms of receiving bursaries was used.

Sample preparation

The projects supplied sampling frames based on a template developed by the EM. In most cases, these were not fully completed as information about issues such as geo-locations or the local population size was often missing. Some projects supplied separate sampling frames for school and community interventions, which required additional processing to integrate into clusters for randomisation and subsequent sampling where appropriate. Samples for some contexts such as refugee camps were indicative and a full listing of sub locations was developed from available information such as maps. Some projects provided separate listings for activities to be carried out by partner NGOs and these were treated as extensions of the list and sampled accordingly.

⁴ The samples in Tanzania and in parts of Zimbabwe included girls aged 15-19 (general) and girls aged 15-19 who had received a bursary.

Table 4 shows the division of responsibilities between SCW projects and EM in developing the samples.

Table 4: Responsibilities in developing a joint sampling framework for the SCW household surveys

| Project responsibilities | EM responsibilities |
|--|---|
| <ul style="list-style-type: none"> • Divide intervention areas into smaller districts of operation and create a community-level sampling frame for each district, consisting of a list of settlements or urban areas. • Stratify districts into intervention and control areas. • Propose a protocol for sampling a representative selection of households (or the nearest equivalent) within the sampling point, including, where appropriate screening and oversampling. • Propose a sample size that will provide estimates of intervention effects on girls with a level of statistical precision that is proportionate to the targets for attributable change in key outcomes set by the project. • Account for relevant characteristics of the population, such as the anticipated variation between localities. • The sample must be representative of the overall target population. | <ul style="list-style-type: none"> • Quality-assure the community-level sampling frames, sampling protocols and sample sizes proposed by the projects. • Draw an appropriate sample of sampling points from the sampling frames across relevant intervention and control areas. • Divide the selected sample of sampling points randomly (but not in equal proportions) between the EM and the projects for the implementation of the surveys. |

Sample design

The design of the sample involved a selection of 40 locations per project area within each of which 10 households would be selected and surveyed giving a target sample of 400 interviews per project. The sampling points selected were not clustered geographically and the 40 points were often widespread geographically. In this way the GEC sample as a whole is representative of the underlying GEC populations albeit on the basis of giving equal weight to each project context. Half of the sampling points were assigned to intervention locations and half to control locations. Where intervention and control locations were randomised, sampling from them was carried out in a systematic manner so as to provide control locations that were representative of the whole. In some projects control locations were identified by the project on an ad hoc or informal matching basis and in relatively small numbers. In these cases, the control samples were selected around the requirements of the project. In a small number of project contexts, there were fewer than twenty control locations available for sampling and the number of interviews per location was increased accordingly.

Sample selection procedure

We typically drew the sample using a fixed interval and random starting point across the list of locations that we had been provided. Intervention and control locations were treated as distinct listings. This approach gives a reasonably proportional sample by region and district relative to the number of project locations and an appropriate geographical spread. We pre-sorted districts within regions or sampling points within districts where this appeared advantageous. Population information was not generally available for each location so we used selection based on equal probabilities as our default approach.

With the exception of Camfed (Tanzania and Zimbabwe), the sample selection for the EM data collection used the same sampling frame as that used for drawing the project sample. Where appropriate (i.e. where populations were relatively small) the two samples were drawn together to reduce overlap and maximise overall coverage. For larger population lists the two samples were drawn independently. In some instances, projects gave specific instructions for their sample such as selecting locations with probability proportional to size, and in some instances sample selection was combined with the randomisation of intervention and control status.

ORB conducted all fieldwork face-to-face, using local, trained interviewers who were familiar with the territory. [Table 5](#) lists the final allocation of interviews for each country at midline.

Table 5: Required and achieved EM household survey samples per SCW country

| Country | Sample required | Sample achieved at midline |
|--------------|-----------------|----------------------------|
| Kenya | 800 | 865 ⁵ |
| Mozambique | 400 | 433 |
| Tanzania | 200 | 215 |
| DRC | 400 | 438 |
| Zimbabwe | 826 | 1076 |
| Ethiopia | 800 | 802 |
| Somalia | 800 | 821 |
| Afghanistan | 1200 | 1200 |
| Sierra Leone | 400 | 429 |
| Total | 4226 | 6279 |

Household and Respondent Selection – Recontacted Clusters

Stage 1: Re-contact sample development. Each team was given a sample developed from the delivered midline data that included: household identification number (HHID), geographic location (cluster, district, and region names), name of the surveyed girl, name of the girl's caregiver, name of the head of household, and name of the girl's school, if she was enrolled at midline.

Stage 2: Meet with local administrators. Upon arrival in a new sampling point, teams first met with the local administrator/area chief to discuss the purpose of the survey and receive permission to continue. During this meeting, they review the list of midline households to confirm addresses/locations/contact details if the family is still in the area. If the family has moved and the local administrator knows where they have moved to, the team supervisor records this information as well.

Stage 3: Locate midline household. If the local administrator could not confirm the family's location, the team used cover sheets completed during midline to attempt to find the household.⁶ If the family was not found in the location denoted on the cover sheet, the team asked a neighbour if the family still lives in the household. If the neighbour could not confirm the family's location, the team attempted to contact the family contact details recorded at midline (mobile phone numbers for themselves and close friends). All attempts to locate the midline household were recorded by the supervisor. If the midline household could be located but no one was home when the interviewer first called at the house, the interviewer made up to three call-backs to attempt to contact the original family. If the midline household was successfully contacted, interviewers proceeded with the recontact interview.

Stage 3a: Locate midline girl. After locating the midline household, interviewers asked a series of eight questions to determine if the girl surveyed at midline was still a part of the household.

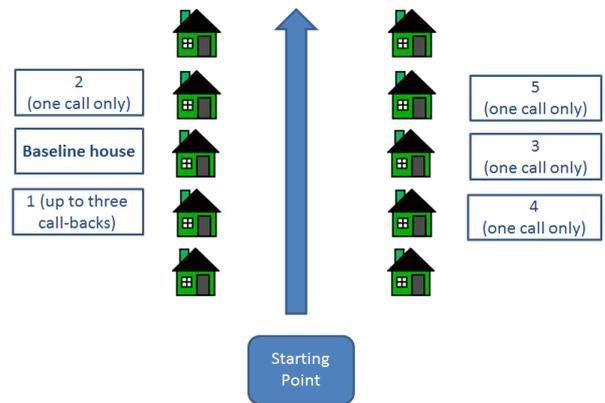
Stage 3b: Substitute midline girl with another girl from the same household. If the midline household could be located but the girl surveyed at midline could not or if she was no longer eligible to participate because she was now married, interviewers substituted with another girl aged 8-18 in the same household, if another girl was available. This case was coded as a recontact interview.

⁵ In many cases, the achieved sample is larger than the required sample due to a quality control oversampling implemented at the cluster level.

⁶ Preference was placed on tracking the **girl** surveyed at midline. Thus, if the household moved but the girl remained in the village, teams surveyed her and her new caregiver instead of substituting.

Stage 4: Substitute household (if midline household could not be located or if midline family could not be contacted or refused). In some cases, interviewers were unable to locate the family surveyed at midline. If the local team needed to substitute a household, they completed the following walk pattern until finding a successful substitute:

- Call at the house immediately before the midline house in the direction of the starting point. Make up to three call-backs before continuing to the next house in the walk pattern.
- If there is no eligible girl (i.e. aged 8-19) living in the household; if it is a child-headed household; or if for any other reason the interviewer cannot complete an interview at this house then he or she will call at the house immediately *after* the midline house in the direction away from the starting point. Interviewers made only one call at this and all subsequent houses in the substitute walk pattern.
- If there is no eligible girl (i.e. aged 8-19) living in the household; if it is a child-headed household; or if for any other reason the interviewer cannot complete an interview at this house then he or she will call at the house immediately opposite the original house on the other side of the road. If this call is unsuccessful, the interviewer continued to the house next door to this house, towards the starting point. If this call is unsuccessful, the interviewer continued to the house on the other side, away from the starting point.



Alternate Sampling Procedures – Camfed Sample in Tanzania and Zimbabwe

The Camfed samples in Tanzania and Zimbabwe targeted girls aged 8-19. Interviewers completed three different walk types, as follows:

1. Walk A: Same methodology used in all other GEC countries targeting girls aged 8-18
2. Walk B: Same household selection methodology as in other GEC countries but targeting girls aged 15-19 who had completed primary school through at least P4
3. Walk C: Purposive selection of girls aged 15-19 who had completed primary school through at least P4 and had recently received or are currently receiving a bursary

Stage 1: Locate midline households. Teams followed the procedures detailed above for finding midline girls. If the midline girl could be located, the recontact interview was completed.

Stage 2: Substitute household. If the midline girl could not be located, a substitute of the same walk type was found. For Walk A girls, the teams followed the same procedures described above, selecting a new household in close proximity to the original house. For Walk B, teams followed the same procedures, only selecting from eligible girls who met the walk type criteria. For Walk C interviews, team supervisors visited area schools to obtain contact details and locations for families in the area who have girls aged 15-19 who completed primary school at least through P4 and had recently or were currently receiving a bursary and used the day code to select among them.



The size of the Walk A sample is approximately equal to the sum of the Walk B and Walk C samples. We therefore decided to consider Walk A as the treatment group and Walks B+C as the “comparison” group in our analysis of the EM survey data. Difference-in-difference indicators for Camfed areas shown in the report must therefore be interpreted as the difference between two treated populations rather than a difference between a treatment and a control group. To avoid any confusion when comparing treatment with control areas, all aggregate effects across SCW exclude Camfed.

Household and Respondent Selection – Substitute Clusters

In rare cases, some clusters surveyed at midline were inaccessible at midline and needed to be substituted with new areas. As recontact interviews were not possible in these new clusters, teams needed to follow standard random selection protocol to select new households. Details of this methodology are as follows.

Stage 1: Meet with local administrators: Upon arrival in a new sampling point, teams first met with the local administrator/area chief to discuss the purpose of the survey and receive permission to continue. During this meeting, they received a list of major landmarks and community groups in the area.

Stage 2: Select starting points within sampling units. Team supervisors used the list of landmarks provided by the local administrator/area chief to sketch a rough map of the enumeration area. Their maps included at least 5 landmarks in urban areas and at least 3 in rural areas. Any semi-permanent structure – including clinics, chief’s homes, boreholes, community centers, markets, and wireless network towers - could be used as a landmark. The only landmarks teams could not use as a starting point were area schools. Teams used the sampling point ID to select the starting point for household interviews. If the last digit of the sampling point was even, the supervisor chose the most central landmark as the starting point. If the digit was odd, the supervisor chose the most remote landmark as the starting point.

Stage 3: Select dwelling. Interviewers and their supervisor gathered at the selected starting point, and headed in different directions to start their walking pattern. Using the day code (adding the digits of the day’s date together, until arriving at a single digit) the interviewer skipped the appropriate number of houses and started his/her assignment at the next house number, counting from the left. Using the appropriate sampling interval (every 3 in rural areas and every 5 in urban areas), the interviewer randomly selected additional other houses on this street to interview.

Example: If the interview was being conducted on May 23, the interviewer would have added (2+3= 5), thereby skipping 5 dwellings, and would have started on the 6th dwelling on the left side of the street. In an urban area, after the first dwelling they would have stopped at every 5th dwelling for an interview; if in a rural area, at every 3rd dwelling. If there were multiple households within the selected dwelling, the interviewers continued the skip pattern within the dwelling to determine the specific household for interview.

Stage 4: Respondent selection: Once a household or dwelling was identified, the interviewer surveyed the first available adult that could accurately speak about the composition of the household. The interviewer completed the “first informant” survey with this individual. As part of this survey, all girls aged 8-18⁷ were listed and the tablet randomly selected one. If an interviewer needed to use paper to complete the survey due to tablet malfunction, a Kish grid was used to randomly select a girl. If the household did not include any girls within the age range, a short survey was selected and the interview terminated. In households with eligible girls, after completing the “first informant” survey, the interviewer completed a “caregiver” survey with the primary caregiver of the randomly selected girl and then, if the caregiver gave consent, completed a “girl” survey and a set of reading and maths assessment with the randomly selected girl herself.

Exclusions from the sample

No population was excluded from the sample. Households that did not include at least one eligible girl aged 8-18 received a short version of the survey.

1.1.2 Sampling for the school visit survey

Interviewers visited all schools identified as being attended by the girls surveyed at the household level. They completed a survey with the school’s administrator and with the girl’s teacher.

Sample universe

The sample universe is defined in relation to the sample universe of the household survey. It does not represent a distinct sample universe relating to schools. Instead it adds information about the school environment for the sample of in-school girls interviewed as part of the household survey. [Table 6](#) lists the final allocation of interviews for each country at midline. School visit surveys were not conducted in Afghanistan, Sierra Leone, Tanzania, and the Camfed portion of the Zimbabwe sample.

Table 6: Achieved distribution of school visit interviews

| Country | # Cases with achieved school administrator interview | #Cases with refused school administrator interview |
|------------|--|--|
| Kenya | 694 | 14 |
| Mozambique | 405 | 0 |

⁷ As previously discussed, the Camfed samples in Tanzania and Zimbabwe included girls aged 15-19 (general) and girls aged 15-19 who had completed primary school through P4 and had received a bursary

| | | |
|-------------------------------------|-------------|-----------|
| DRC | 323 | 22 |
| Zimbabwe (World Vision sample only) | 105 | 0 |
| Ethiopia | 670 | 0 |
| Somalia | 527 | 10 |
| Total | 2724 | 46 |

School and respondent selection

Stage 1: School selection: Throughout completion of the household surveys, interviewers collected the names of schools attended by all randomly selected girls. In each household, if the girl's primary caregiver said the girl was enrolled in school, interviewers recorded the name of the school and name of the girl's teacher. Interviewers also obtained consent from the caregiver to visit the girl's school and collect attendance and grade information for the girl. This data was compiled in the field by team supervisors and teams were sent to each school after household interviews had been completed. A school survey was completed for all enrolled girls except those for whom the interviewer did not receive consent from the caregiver.

Stage 2: Respondent selection: Upon arrival at the school, interviewers surveyed the school administrator and each of the randomly selected girl's teachers. In some cases, interviewers arrived at the school to find that the randomly selected girl was not actually enrolled. Interviewers recorded this data and proceeded to complete surveys with the teachers of all girls who were listed as being enrolled.

Exclusions from the sample

If a randomly selected girl was enrolled in a boarding school that was located outside of the sampling point area, interviewers did not visit the school or complete interviews with the schools' administrator and teachers. Additionally, any local schools not attended by one of the girls randomly selected at the household level were excluded.

1.2 Details of field interviewing at endline

Fieldwork took place between November 2016 and April 2017. School assessments were completed at the same time as all other fieldwork.

1.2.1 Fieldwork governance and selection of interviewers

Table 7 lists the dates for field interviewing by country.

Table 7: Timescales for field research by country

| Country | Dates | Number of Interviews | % of the total sample |
|--------------|------------------------------------|----------------------|-----------------------|
| Kenya | 23rd January – 3rd March 2017 | 865 | 14% |
| Mozambique | 2nd November – 20th November 2016 | 433 | 7% |
| Tanzania | 2nd December – 14th December 2016 | 215 | 3% |
| DRC | 28th March – 19th April 2017 | 438 | 7% |
| Zimbabwe | 10th March – 1st April 2017 | 1076 | 17% |
| Ethiopia | 21st November – 20th December 2016 | 802 | 13% |
| Somalia | 15th February – 8th April 2017 | 821 | 13% |
| Sierra Leone | 12th March – 1st April 2017 | 429 | 7% |

| | | | |
|-------------|-----------------------------------|------|-----|
| Afghanistan | 10th November – 8th December 2016 | 1200 | 19% |
|-------------|-----------------------------------|------|-----|

1.2.2 Fieldwork governance and selection of interviewers

In each individual country, ORB worked with local partners that specialise in market, social, and opinion research. Our local partners were responsible for recruiting quantitative and qualitative interviewers and supervisors and overseeing fieldwork. In all countries, interviewers were recruited based on previous research experience, completion of (at least) secondary school, local language abilities, and familiarity with the areas in which they worked. In general, supervisors were selected based on previous experience as interviewers.

1.2.3 Training of interviewers

ORB conducted interviewer and supervisor training over a 2-week period in each country's capital city. Sessions covered a range of subjects including field methodology, questionnaire review, quality control, and pilot test review.

Training covered all aspects of administering the EGRA/EGMA assessments and focused on introducing the team to the assessments, learning how to administer them in the field and at least two IRR (inter-rater reliability) assessments were performed to ensure that all assessors administered the assessments accurately. As part of the pilot test, interviewers were required to conduct at least two EGRA/EGMA assessments with the girls they surveyed.

Survey training focused on field methodology, the ethics of working with children, interview techniques, questionnaire understanding and correct tablet usage. Quality control issues were also strongly emphasized. The following topics were covered:

- Field organization reminders for supervisors, managers, interviews
- Proper interviewing techniques
- Household selection procedure
- Respondent selection procedure and use of the Kish grid
- Call-backs and non-response
- Tracking refusals
- Importance of probing, interview techniques and interviewer etiquette
- General rules for working with children
- The importance of obtaining consent for all survey portions

Training included a question-by-question explanation of the household and school surveys. We addressed questions on the intent of certain questions, ways to probe for answers, and routing/filtering. All questionnaires were reviewed on paper first to ensure full comprehension of the different survey possibilities. After review of the paper questionnaires, the surveys were reviewed on the tablets. All teams then practiced all surveys on the tablets through mock interviews. Interviewers paired up and practiced the questionnaire with each other. This was a time-consuming process, as individuals played the alternating role of interviewer/interviewee, but it helped to further familiarize them with the questionnaire and its implementation. Local staff performed spot checks throughout the mock interviews to identify any issues with performance or comprehension. Several questions were flagged as problematic for interviewers – these questions were reviewed in-depth after mock interviews were complete.

1.2.4 Pilot testing

Teams completed two full days of piloting in each country. In all countries, teams travelled to a rural/semi-rural/peri-urban area to complete pilot interviews of all survey instruments. On the first day of piloting, the quantitative team completed 2 full household surveys each.

On the second day of piloting, quantitative interviewers completed group interviews of school administrators and teachers (in countries where this was applicable). Due to the large number of interviewers participating in the pilot, they worked in small groups to complete one interview with a single respondent. Each interviewer had the opportunity to ask a subset of the questions. All interviewers recorded all survey data in their individual tablets. Quantitative interviewers also completed one additional household survey.

ORB checked all quantitative data obtained during the pilot. This data and the piloting experience were discussed during a pilot review session. We discussed what went well and identified areas for improvement. All problematic questions were reviewed. In general, interviewers in all countries indicated that the pilot helped them to gain confidence in their abilities. They all felt more comfortable with the survey after fielding.

1.2.5 Training in Afghanistan

Due to security concerns in Afghanistan, ORB ran a five-day training session for Afghan trainers in Dubai. All aspects of methodology were covered and special attention was paid to training the trainers on how to run regional training sessions upon return to Afghanistan. Due to language differences, a pilot was not run in Dubai; all trainers completed the pilot testing during their own training sessions in their respective regions in Afghanistan.

The Dubai-trained supervisors managed twelve-day interviewer training sessions in all provincial centres. All interviewers were given the same sessions as the ones described above for other GEC countries, including EGRA/EGMA practice and mock interviews. At the end of the training, all interviewers participated in a quantitative pilot test.

1.3 Refusals and attrition

Respondent substitution

If selected respondents were not able or willing to be interviewed, interviewers moved to the next house for recruitment. Efforts were made if the selected individual was not in the house to contact them by phone or to locate them nearby. If when reached, they said they were willing to accept an appointment, then another time was arranged for them for the interview.

If the selected respondent was at home but refused to cooperate, the interview was regarded as an ineffective call, recorded as such, and the interviewer proceeded to the next household in the skip pattern.

Attrition rates

Across the nine countries, 73% of midline households were successfully recontacted. Recontact rates ranged from 58% in Tanzania to 83% in Afghanistan and Ethiopia. Information on attrition rates by country and the reasons for attrition can be found in tables 8 and 9 below. In cases where the baseline household was successfully recontacted but the baseline girl was either no longer in the household or had become ineligible for other reasons such as marriage, interviewers substituted within the household with another girl between the ages of 8-18. Information on the prevalence of this type of substitution can also be found below.

Table 8: Breakout of Refusals by Country

| | | Full Household surveys | Refusals | Total Contacts |
|--------------|------------------------------|------------------------|----------|----------------|
| Afghanistan | Number achieved | 1200 | 124 | 1324 |
| | Percentage of total contacts | 91% | 9% | |
| DRC | Number achieved | 438 | 63 | 501 |
| | Percentage of total contacts | 87% | 13% | |
| Ethiopia | Number achieved | 802 | 57 | 859 |
| | Percentage of total contacts | 93% | 7% | |
| Kenya | Number achieved | 865 | 44 | 909 |
| | Percentage of total contacts | 95% | 5% | |
| Mozambique | Number achieved | 433 | 45 | 478 |
| | Percentage of total contacts | 91% | 9% | |
| Sierra Leone | Number achieved | 429 | 82 | 511 |
| | Percentage of total contacts | 84% | 16% | |
| Somalia | Number achieved | 821 | 79 | 900 |

| | | | | |
|----------|------------------------------|------|-----|------|
| | Percentage of total contacts | 91% | 9% | |
| Tanzania | Number achieved | 215 | 1 | 216 |
| | Percentage of total contacts | 100% | 0% | |
| Zimbabwe | Number achieved | 1076 | 1 | 1077 |
| | Percentage of total contacts | 100% | 0% | |
| Total | Number achieved | 6279 | 496 | 6775 |
| | Percentage of total contacts | 93% | 7% | |

Table 9: Reasons for refusal

| Reasons for Refusal | | Country | | | | | | | | | |
|---|---|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|------------|-------|
| | | Afg | DRC | Eth. | Ken. | Moz. | SL | Som. | Tan. | Zim. | Total |
| Refusals for survey with first information and/or Caregiver | Direct refusal | 27 | 20 | 3 | 21 | 37 | 41 | 46 | 1 | 3 | 199 |
| | Adults say reschedule not possible | 28 | | 3 | | 2 | 3 | 1 | | | 37 |
| | Adults unable to interview (e.g. illness) | | 1 | | 1 | | 25 | 10 | | | 37 |
| | Adult refuses permission to speak with girl | | 32 | | | 1 | 7 | 5 | | | 45 |
| | Caregiver is busy | | 2 | | | | | 1 | | | 3 |
| | Other reason | 69 | 3 | | 1 | | 6 | 11 | | | 90 |
| Refusals for the Girl Survey and/or EGRA/EGMA | [GIRL] is too shy | | | 6 | 3 | 1 | | | | | 10 |
| | [GIRL] can not read and write | | 1 | 31 | 7 | 1 | | 3 | | | 43 |
| | [GIRL] has a physical disability | | | 1 | | | | | | | 1 |
| | [GIRL] has a mental disability | | | 2 | 1 | | | | | | 3 |
| | [GIRL] Does not speak the language tested well enough | | 1 | 1 | | | | | | | 2 |
| | [GIRL] is busy | | | 2 | 1 | | | | | | 3 |
| | [GIRL] is tired | | | 1 | 1 | | | | | | 2 |
| | Other reason | | 3 | 7 | 6 | 3 | | 2 | | | 21 |
| Caregiver refusal | | | | 2 | | | | | | 2 | |
| Total | 124 | 63 | 57 | 44 | 45 | 82 | 79 | 1 | 3 | 498 | |

Table 10: Number and Percentage of recontacts by country

| Number and Percentage of recontacts by country | | Re- contacted HH & girl | Re- contacted HH & <u>new</u> girl | Substitute households | Total |
|--|----------------------------|-------------------------------|---|--------------------------|-------|
| Afghanistan | Number achieved | 1000 | 5 | 195 | 1200 |
| | Percentage of total sample | 83% | 0% | 16% | |
| DRC | Number achieved | 298 | 30 | 110 | 438 |
| | Percentage of total sample | 68% | 7% | 25% | |
| Ethiopia | Number achieved | 665 | 26 | 111 | 802 |
| | Percentage of total sample | 83% | 3% | 14% | |
| Kenya | Number achieved | 550 | 44 | 271 | 865 |
| | Percentage of total sample | 64% | 5% | 31% | |
| Mozambique | Number achieved | 301 | 29 | 103 | 433 |
| | Percentage of total sample | 70% | 7% | 24% | |
| Sierra Leone | Number achieved | 302 | 38 | 89 | 429 |
| | Percentage of total sample | 70% | 9% | 21% | |
| Somalia | Number achieved | 612 | 37 | 172 | 821 |
| | Percentage of total sample | 75% | 5% | 21% | |
| Tanzania | Number achieved | 124 | 15 | 76 | 215 |
| | Percentage of total sample | 58% | 7% | 35% | |
| Zimbabwe | Number achieved | 743 | 56 | 277 | 1076 |
| | Percentage of total sample | 69% | 5% | 26% | |
| Total | Number achieved | 4595 | 280 | 1404 | 6279 |
| | Percentage of total sample | 73% | 4% | 22% | |

Table 11: Reasons for attrition

| Reasons for attrition | Country | | | | | | | | |
|---|---------|-----|------|------|------|----|------|------|------|
| | Afg. | DRC | Eth. | Ken. | Moz. | SL | Som. | Tan. | Zim. |
| Original Household could not be contacted after 3 callbacks | 0 | 20 | 14 | 58 | 15 | 18 | 39 | 7 | 33 |
| Family moved away from area (more than 1 hour away) | 80 | 30 | 81 | 65 | 39 | 30 | 55 | 14 | 30 |

| | | | | | | | | | |
|---|-----|----|----|-----|----|----|----|----|-----|
| Original Household Refusal | 3 | 8 | 2 | 18 | 4 | 4 | 5 | 1 | 1 |
| Sampling point substitution | 112 | 3 | 8 | 5 | 20 | 32 | 35 | 0 | 12 |
| Girl goes to boarding school | 0 | 2 | 1 | 29 | 8 | 9 | 2 | 0 | 2 |
| Girl left to live with other family members (More than 1 hour away) | 0 | 27 | 19 | 24 | 27 | 33 | 30 | 37 | 134 |
| Girl left to take up work | 0 | 2 | 7 | 3 | 4 | 2 | 0 | 5 | 24 |
| Girl got married | 5 | 6 | 12 | 14 | 14 | 2 | 9 | 6 | 57 |
| Girl is no longer alive | 0 | 5 | 1 | 1 | 0 | 0 | 1 | 0 | 2 |
| Other | 0 | 49 | 6 | 125 | 26 | 5 | 38 | 54 | 204 |

When attrition is too high, there is a risk that the original and the recontacted samples are not comparable anymore, either because some specific subgroups of the baseline population dropped from the sample (this is called non-random attrition and can happen for instance when older girls are getting married and leave the household) or because new respondents do not share similar characteristics to original respondents. For instance, if a girl aged 7 is replaced with a girl aged 17, the average learning score of the endline sample is likely to be higher compared to what it would have been if the 7-year-old girl had been successfully recontacted. This will then have an impact on the average score difference between the baseline and midline samples: this phenomenon is called “attrition bias”.

Attrition bias can also impact difference-in-difference estimators if respondents haven’t been substituted the same way in treatment and control areas. An easy way to check that attrition bias is not too high is to measure core characteristics that relate to the outcomes of interest across treatment and control areas. Those core characteristics should be similar between the full sample and the cohort samples and if different, difference should be comparable across treatment and control areas.

Table 12 shows these differences for a range of educational, social and economic marginalisation factors at baseline (“all” for the full sample and “coh” for the cohort sample). In the EM household survey sample, differences between treatment and control areas are similar in the control and the full samples, which tends to show that the midline and endline samples are comparable with respect to the main GEC outcomes and barriers.

Table 12: Endline attrition bias in the EM household survey sample

| EM HHS data Midline averages | | Girl's age | Girls' grade | LOI different from language spoken at home | PCG cannot read or write a letter in LOI | Girls' parents are not member of the HH | Girl has disabilities | Difficult to afford for girl to go to school | Household doesn't own land for them. | Household unable to meet basic needs | Gone to sleep at night feeling hungry more than 5 days in past year |
|---------------------------------|--------|------------|--------------|--|--|---|-----------------------|--|--------------------------------------|--------------------------------------|---|
| Treatment | cohort | 11.9 | 4.4 | 0.5 | 74% | 9% | 5% | 52% | 31% | 40% | 14% |
| | all | 11.8 | 4.4 | 0.5 | 70% | 10% | 7% | 53% | 31% | 40% | 16% |
| Control | cohort | 11.8 | 4.4 | 0.6 | 74% | 8% | 6% | 52% | 33% | 39% | 16% |
| | all | 11.6 | 4.3 | 0.6 | 70% | 9% | 8% | 54% | 32% | 40% | 17% |
| Difference | cohort | 0.1 | 0.0 | -0.1 | -1% | 2% | -1% | 1% | -2% | 1% | -2% |
| | all | 0.2 | 0.1 | -0.1 | 0% | 1% | -1% | -1% | -1% | 0% | -1% |
| P-value | cohort | 0.33 | 0.85 | 0.14 | 0.77 | 0.27 | 0.24 | 0.88 | 0.57 | 0.63 | 0.37 |
| | all | 0.06 | 0.27 | 0.11 | 0.90 | 0.70 | 0.35 | 0.76 | 0.73 | 0.89 | 0.61 |

| EM HHS data Midline averages | | Walk minutes to go to school | Travel to schools in the area is not very safe | Girl is enrolled (PCG) | Girl's attendance (PCG) | EGRA oral reading | EGMA total score across all subtasks (proportion correct) | EGMA total score across all subtasks (proportion correct) |
|---------------------------------|--------|---------------------------------|---|---------------------------|-------------------------------|----------------------|---|---|
| Treatment | cohort | 21 | 0.1 | 83% | 87% | 39 | 0.6 | 61% |
| | all | 21 | 0.1 | 81% | 88% | 38 | 0.6 | 60% |
| Control | cohort | 20 | 0.1 | 81% | 88% | 37 | 0.6 | 58% |
| | all | 19 | 0.1 | 82% | 88% | 35 | 0.6 | 59% |
| Difference | cohort | 0 | 0.0 | 2% | 0% | 2 | 0.0 | 2% |
| | all | 1 | 0.0 | -1% | 0% | 3 | 0.0 | 2% |
| P-value | cohort | 0.78 | 0.85 | 0.39 | 0.42 | 0.34 | 0.42 | 0.42 |
| | all | 0.35 | 0.84 | 0.75 | 0.87 | 0.19 | 0.50 | 0.50 |

1.4 Enforcement of quality controls

The EM implements rigorous standards during fieldwork to ensure quality control. Quality control was a high priority during the completion of fieldwork and numerous quality control measures were implemented.

To ensure that no interviewer has the ability to bias the results of the survey by producing false results, no individual interviewer was allowed to conduct more than five per cent of the total number of interviews. To ensure proper completion, the team supervisors checked all of the questionnaires. This was done each evening of fieldwork to identify and correct any potential issues as they occurred. Team members met every evening to discuss their experiences and any problems they faced during that particular day, and worked together to build strategies to overcome future problems.

Team supervisors were required to accompany a minimum of 10 per cent of the interviews conducted by each interviewer, checking that the correct instructions and procedures were being followed and the interviewing was of a high standard. Interviewer accompaniment took place predominantly at the beginning of fieldwork so that problems could be identified early on, and learning could be shared with the rest of the team.

Team supervisors were also required to back-check approximately 20 per cent of all interviews conducted by each interviewer. Back checking includes contacting the respondent directly in-person to ensure that the interview was done and checking the length of interview, as well as a selection of fact-based questions. Interviewers used paper cover sheets to record information such as name of the randomly selected girl, school enrolment status, and school name during the household interview. This data was confirmed during the back check process.

In all countries, independent verification of the data was conducted after fieldwork was complete. A local partner who had not been involved in initial fieldwork contacted a random selection of respondents by phone to verify that interviews had taken place. Independent verification did not uncover any falsified data in any of the nine countries.

1.5 Data Processing

ORB worked with the local teams to ensure that the data delivered is of high quality. Below we provide an overview of the data entry process.

1.5.1 Data Entry

Teams in all countries except Afghanistan used Nexus 7 tablets for quantitative data collection. Use of the tablets removed the need for data entry as all data was captured electronically during each interview. EGRA/EGMA data was collated in Tangerine, while Survey data was uploaded to the Survey to Go server. Both sets of data were then exported into SPSS

In Afghanistan, all data was collected on paper questionnaires and entered using ASCII. 20% of the questionnaires were double punched to ensure accuracy of data entry. Once all data had been entered, the ASCII file was converted to .sav SPSS format for delivery.

1.5.2 Data Merging

Both the household and school surveys were completed in pieces. A full household survey was composed of three parts (first informant, caregiver, and girl) and a full school survey was composed of two parts (school administrator and school girl). The survey pieces were linked using a unique ID – household ID for household surveys and school ID for school surveys. Upon completion of fieldwork, ORB created full cases using SPSS syntax that merged survey pieces using these unique identifiers.

1.5.3 Data Cleaning

ORB worked with the local teams to clean the household dataset. Data cleaning included recoding several administrative variables, creating some new variables to display data not captured by the PDAs, and disaggregating data for multiple-response questions.

Once fieldwork was complete, ORB worked with RTI, who was responsible for cleaning the EGRA/EGMA data. This data was returned to ORB, who merged it with the household survey data using a combination of unique Askia and Tangerine ID codes.

1.5.4 Weighting

Since non-response was low for all projects, no non-response weighting has been developed, nor is data weighted to local population totals since these are generally not known and regional totals do not correspond to project locations areas. Attrition weights have been developed to account for the varying levels of attrition across the different SCW project areas, but they changed the overall SCW results only marginally.

A note on the ownership of GEC data

The GEC data is being collected by the EM and by projects based on the contractual understanding that it would become the intellectual property of the DFID as the donor funding this research, and be eventually released into the public domain. This requires that the data be anonymised and made available in suitable form to DFID.

Currently, project baseline and midline data is uploaded to a web-based location hosted by the EM on behalf of DFID. In theory this data is primarily lodged as a “frozen” version of the evidence used to measure baseline change. However, a final version of all waves of data will become available to DFID after the EM has finished processing the data and applied thorough disclosure controls. The ultimate responsibility for disclosure control will be retained by DFID upon defining the mechanism for the release of the GEC data to the public domain.

Fieldwork issues

No major obstacles significantly affected the course of fieldwork. However, several issues emerged that affected field progress. [Table 18](#) provides an overview of the general challenges faced by field teams in several countries throughout the survey.

Table 13: General issues that arose during fieldwork

| Countries | Issue | Action taken |
|--------------------|---|--|
| Isolated incidents | | |
| Zimbabwe | Permissions In Mangwe and Beitbridge there were delays with the Police and the Central Intelligence Organisation caused delays by querying the validity of permissions documents presented to them. | Permissions The Ministry of Education assisted the team in both districts and permission was granted |
| | Flooding and rains | Flooding and rains |

| Countries | Issue | Action taken |
|--------------------|---|---|
| Isolated incidents | | |
| | Fieldwork took place during rainy season which caused multiple accessibility problems due to flooding, poor infrastructure and stuck vehicles. | Alternative routes/means of transport were found, however this caused delays to fieldwork. |
| Tanzania | <p>Difficulty in contacting walk 'C' girls</p> <p>The contact list for walk C girls was inadequate since many had finished or left school. In other cases, no aid has been forthcoming in the last one year of so.</p> | <p>Difficulty in contacting walk 'C' girls</p> <p>Where necessary, snowballing techniques were used to locate others who had gotten a bursary to serve as substitutes.</p> |
| DRC | <p>Security Issues</p> <p>In some areas, residents suspected interviewers of being part of the Kamwina Nsapu militia.</p> | <p>Security Issues</p> <p>The team contacted the local police, local administrators, the ANR (National Agency for Intelligences) and different school administrators and presented the official documentation about the research agency and GEC project to allay concerns.</p> |
| Ethiopia | <p>State of Emergency</p> <p>The Ethiopian government had declared a state of emergency prior to fieldwork. Although fieldwork was mostly unaffected, network speeds and accessibility were significantly reduced. This meant it was not possible to upload Tangerine data during field.</p> | <p>State of Emergency</p> <p>Tangerine data was stored on the tablets and accessed and sent to ORB at the end of fieldwork.</p> |
| Kenya | <p>Kambios Camp in Dadaab</p> <p>The camp was in the process of being closed down as fieldwork was taking place. Respondents were less willing to take part and recontacting midline households was difficult as many had already left.</p> | <p>Kambios Camp in Dadaab</p> <p>Although fieldwork remained possible, the pace was slower and there was a higher rate of substitution at the Kambios Camp.</p> |
| Afghanistan | <p>Insecurity in Malikyar Village</p> <p>The interviewing team were accosted by an unidentified group who attempted to kidnap the team.</p> <p>Bomb Attacks</p> <p>Family members of the Kabul team supervisor were killed in a November bomb attack at Baqir UI Uloom Mosque in west Kabul.</p> <p>A team supervisor was injured in an attack on the German Consulate in Balkh province.</p> | <p>Insecurity in Malikyar Village</p> <p>When the field teams were released by the help of the village leader, they left the area immediately.</p> <p>Bomb Attacks</p> <p>The fieldwork was managed by the assistant field supervisor for three days until the supervisor was able to re-join the team.</p> <p>The fieldwork was managed by the assistant field supervisor for two days until the supervisor was able to re-join the team</p> |

| Countries | Issue | Action taken |
|--------------------|---|---|
| Isolated incidents | | |
| Mozambique | <p>Insecurity in Manica Province</p> <p>Due to the risk of conflict risk in the Barue District of Manica Province the District Director of Education Services informed the project team that it was not advisable for them to work in the cluster of Nhabuto in Barue District of Manica Province.</p> | <p>Insecurity in Manica Province</p> <p>Following consultation with ORB the client consented for the Nhabuto cluster to be replaced by Phandiza cluster.</p> |
| General issues | | |
| All countries | Network coverage in many areas had poor or no network coverage making it hard for assessors and supervisors to communicate in case of need or for follow up and accompaniment purposes. | Teams often used local guides who would keep an eye on the households that were interviewed in to aid supervisors should they need to find their teams. |
| All countries | Network coverage in many areas had poor or no network coverage made uploading of data quite a challenge. The Tangerine software used to collect survey data required constant, strong, 3G-network access, which is non-existent in many areas. | Teams often waited until they were in urban areas/areas with strong network connectivity before uploading, which increased the risk of losing data and made checking the data difficult. |
| All countries | In many areas, teams lacked access to electricity to charge tablets and Wi-Fi routers. | All teams were given car chargers to use, which helped but did not solve the problem. In areas with no electricity, teams charged devices when they could and used paper copies of the survey when they could not. All data from paper copies was transferred to the tablets as soon as they were charged. |
| All countries | Unavailable/busy School personnel | When trying to complete the school portion of the survey (school administrator and school teacher surveys), teams often found that schools did not have good records (or any written records at all) and many school personnel did not have the time to sit for long periods of time to complete the surveys. This resulted in fieldwork delays as teams waited for school personnel to collect whatever information was available. |
| All countries | Misreporting school enrolment | In all countries, teams found that caregivers often said that their girls were enrolled in school. Upon arriving at the named schools however, teams found that the girls were not actually enrolled. This made it difficult to confirm completion of the school surveys. |

1.5.5 Sample point substitutions

In some instances in several countries, teams required substitutes for originally selected sampling points. Reasons for the need to substitute varied by country and location. [Table 14](#) below lists all substitutions and includes the originally selected sampling point, the replacement sample point surveyed, and the reason for replacement.

Table 14: Overview of sampling point substitutions at midline

| Country | Original Primary Sampling Unit (PSU) | Replacement Primary Sampling Unit (PSU) | Reason for Replacement |
|-------------|--------------------------------------|---|--|
| Afghanistan | Shora Zar | Dahan Kolani | Extreme insecurity: The road to Chaghcharan District was inaccessible as it was under the full control of Taliban and other insurgent groups. |
| Afghanistan | Zakhil Nahia 3 | Noorbahal | Extreme insecurity: Taliban and other insurgent groups gained full control over Zakhil Village after severe fighting with the government forces. |
| Afghanistan | Haji Sharif | Tokali Sarai Qala | Extreme insecurity: During the entire fieldwork, Taliban was in control of this village and fieldwork was impossible. |
| Afghanistan | Haji baba | Haidar Abad | Extreme insecurity: During the entire fieldwork, Taliban were in control of this village and fieldwork was impossible. |
| Afghanistan | Deh Naw | Badghisy | Extreme insecurity: During the entire fieldwork, Taliban were in control of this village and fieldwork was impossible |
| Afghanistan | Qala Payen | Sar-e- Qala | Extreme insecurity: During the entire fieldwork, Taliban were in control of this village and fieldwork was impossible. |
| Afghanistan | Yangi Qala | Ghuzari | Extreme insecurity: During the entire fieldwork, Taliban were in control of this village and fieldwork was impossible. |
| Afghanistan | Zarshoy, Bala | Jamshidi Bala | Extreme insecurity: Taliban were in control of Zarshoy Bala Village and, as a result, the area was deemed to be insecure and inaccessible. |
| Afghanistan | Qarya Sahil | Sia Chob Mazar | Extreme insecurity: Fighting took place between the Taliban and government forces in Dahana-e Ghuri District during fieldwork and, as a result the area was deemed to be inaccessible. |
| Afghanistan | Zer Qala | Dahan-e-Eskar | Extreme insecurity: Fighting took place between the Taliban and government forces in Dahana-e Ghuri District during fieldwork and, as a result the area was deemed to be inaccessible |
| Afghanistan | Malikyar | Alwand east | The interviewing team were accosted by an unidentified group who attempted to kidnap the team. |

| Country | Original Primary Sampling Unit (PSU) | Replacement Primary Sampling Unit (PSU) | Reason for Replacement |
|------------|--------------------------------------|---|---|
| | | | After the mediation of the village leader the field teams were released and instructed to leave the village immediately. In addition to this, there were several insurgent groups operating in this area that made conducting fieldwork impossible. |
| DRC | Mallam Abdulkadir Tsoh | Kwangwama | Insecurity |
| DRC | Bayan Ganuwa | Shugaba Abdu | Flooding |
| Mozambique | Nhabuto | Phandiza | Conflict risk/insecurity in Nhabuto [reported by the Barue District Director of Education Services] |

2 Projects' data

Sources of projects' data

The evidence that projects have gathered through their endline research is documented and reported in three different formats:

- The **projects' endline evaluation reports** are prepared by the projects' external evaluators and present key findings and lessons learned around the effectiveness of project interventions at endline. The endline report sets out: what specific groups of girls each project is targeting, how many girls a project has reached, what contextual factors influenced project delivery and impact, whether the project has achieved a significant improvement in education outcomes, whether there has been a change in barriers to education, what interventions have been effective, and why, value for money and sustainability. Projects' endline reports draw on the quantitative and qualitative evidence collected by the project's external evaluator. Projects' endline reports have informed several sections of this report and were supplied to the EM by the FM between January 2016 and August 2016.
- In their **outcome spreadsheets**, projects consistently capture key outcome data, and report on progress against learning and attendance targets. Learning scores and attendance rates are reported in a standardised format and disaggregated by school grade, which enables comparisons and reporting across the SCW⁸. Capturing learning scores in systematic and verifiable ways is crucial, as all SCW projects are contracted under Payment by Results (PbR) schemes and only receive a full disbursement of their funds once they reach the learning targets that were agreed with the FM at baseline.
- The **projects' quantitative datasets** compile the quantitative data collected through the projects' household or school surveys and learning assessments. Learning scores have been reanalysed by the Fund Manager's M&E team for each project to verify their results reporting for the purpose of PbR. The EM has reanalysed household survey data for each project to complement the analysis that is done using the EM's household survey which has relatively small samples at the project-level.

It is important to note that many projects had difficulties merging their baseline, midline and endline data, and that

⁸ The outcome spreadsheets also capture information on enrolment but without breaking down by school grade. The outcome spreadsheets do not contain any data on retention, or gender differences in learning

most household survey data sets reached us not merged. It was not possible within the scope and timelines for the EM's work to merge datasets for projects. Therefore, our reanalysis has been limited in that baseline to endline comparisons have often not been possible. More details are provided in the following section.

Methodology for the EM reanalysis of projects' quantitative data

At the time of writing, all eight projects had submitted project level datasets to the EM. We carried out an independent "reanalysis" of this 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 endline reports;
- Fill in any gaps in project activities, reach or impact that may not have been included in project endline 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 SCW 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 exposure⁹. The datasets that could be used for reanalysis are outlined below in Table 15.

Table 15: EM reanalysis of SCW projects' quantitative datasets

| Project datasets | Number of projects | BRAC | AKF | Acted | IRC | StC | Child Hope | WUSC | CfBT | StC | Plan | RI | Care | WV | Camfd |
|---|--------------------|-------------|-----|-------|-----|----------|------------|-------|------|------|------|---------|------|----------|-------|
| | | Afghanistan | | | DRC | Ethiopia | | Kenya | | Moz. | Si-L | Somalia | | Zimbabwe | |
| Endline data received | 8 | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |
| Midline-endline data merged | 6 | | | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |
| Control group included | 4 | | | | ✓ | | ✓ | | ✓ | | | | | ✓ | |
| Dataset reanalysed | 8 | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |
| Attitudes and aspirations | 7 | | ✓ | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ | ✓ | |
| Poverty | 8 | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |
| Exposure | 8 | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |
| School | 8 | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |
| Number of projects for which data reanalysed is comparable | 8 | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | |

Reanalysis methodology

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

⁹ A template household survey was designed by the EM and shared with projects to guide the development of their household surveys.

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 barriers 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.

Key challenges

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 midline and endline 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 for AKF (Afghanistan) and ACTED (Afghanistan). 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 in cases where no control group data had been collected or included. In these cases, 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. This happened for AKF (Afghanistan), ACTED (Afghanistan), RI (Somalia) and Care (Somalia).

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.



Annex F – Further notes on EM sampling

Endline Report – Step Change Window

Final Version (December 2017)

Annex F – Further notes on EM sampling



This Annex replicates the narrative from our [midline](#) analysis of the prevalence of girls from our EM sample who attend GEC schools. This analysis was not replicated at endline, because it is time-consuming and would have led mostly to any change would have been only marginal considering the short timeframe (less than twelve months) between midline and endline.

As mentioned in [Section 2](#) of the report, the EM's and SCW projects' samples have been drawn randomly from lists of intervention and control schools submitted by projects before baseline. Sampling points were usually defined by school catchment areas: schools to be targeted by GEC projects' activities ("GEC schools") for the treatment group, and schools which were not part of projects' intervention ("non-GEC schools") for the control group.

At midline, the EM asked projects to confirm whether GEC-related activities were or were not taking place in the schools mentioned by girls in the EM household survey. Lists of schools harvested from the HHS were sent out through the FM for projects to flag whether schools were or were not part of their GEC intervention. This information was then exported back to the HHS in order to know for each in-school girl if she is going to either a "GEC" or a "non-GEC" school. At the time of writing this report, final lists had been received and cleaned for eight projects. **Error! Reference source not found.** below shows preliminary results for these eight project areas.

Table 16 : Proportion of in-school girls attending GEC schools in the EM midline HHS sample

| % girls attending GEC schools | Treatment sample | Control sample |
|-------------------------------|------------------|----------------|
| ACTED Afghanistan | 31% | 9% |
| IRC DRC | 41% | 20% |
| STC Ethiopia | 78% | 66% |
| ChildHope Ethiopia | 81% | 7% |
| WUSC Kenya | 75% | 50% |
| CfBT Kenya | 52% | 18% |
| Slums | 27% | 21% |
| ASALs | 83% | 12% |
| RI Somalia | 80% | 16% |
| CARE Somalia | 63% | 82% |

There are two different ways of looking at this table. First, focusing only on the "Treatment group", the proportion of GEC schools should be as close as possible to 100% in treatment areas. STC (Ethiopia), ChildHope (Ethiopia), WUSC (Kenya) and RI (Somalia) all have averages equal or higher than 75%. This is a satisfying level considering that the EM sample is community-based and representative of all girls aged 7-17 in a school catchment area. It therefore includes girls going to boarding schools, to pre-primary or nursery schools, or to secondary schools, even if not targeted by GEC projects.

Oppositely, CfBT (Kenya) and IRC (DRC), ACTED (Afghanistan) and CARE (Somalia) to a lesser extent, show a much lower proportion of girls in treatment group that attend GEC intervention schools. In the case of CfBT, the difference between slum areas and Arid and Semi-Arid Lands (ASALs) is striking: while the ASALs' treatment group is in large majority made up of girls who attend GEC schools, the treatment group in slum areas has less than one third of girls attending GEC schools (which is only slightly higher than in the control group). This could be due to the large supply of schools in slums and to the difficulty of defining a school catchment area in places of high density of population where children from the same neighbourhood can go to different schools and more easily move from one school to another.

The second way of looking at this table is to consider the gap between the treatment group and the control group. In this respect, STC (Ethiopia) and WUSC (Kenya) have rather poor samples with half or more girls from the control group attending GEC schools. These two projects operate in particular contexts: pastoralist areas of Ethiopia; refugee camps and host communities in Northern Kenya. In those areas, populations are more mobile and school catchment areas may fluctuate and not have fixed geographic limits, which may explain why control areas have been "contaminated" by girls going to GEC schools. CARE (Somalia) exhibits an even worse pattern: it is the only project area where more girls attend GEC schools in control than in treatment areas. This raises the

question on how to accurately select treatment and control areas in such locations, and points the complexity of running longitudinal quasi-experimental designs in such moving contexts.

We have rerun difference-in-difference calculations for the main GEC outcomes, replacing the Treatment / Control group variable with a dummy variable for GEC / non-GEC schools. Results are shown below:

- **Attendance:** as mentioned in [Section 3](#) of the report, our household-based measure is not sensitive to small changes in attendance rates. We showed in the report that attendance did not change significantly at midline using treatment / control groups. Finding is the same when based on GEC / non-GEC schools.
- **Literacy:** similarly, we showed in the outcomes section of the report that literacy scores did not improve significantly on average in treatment areas compared with control areas. This is confirmed when using GEC / non-GEC schools: no significant effect is observed on the mean wpm score. At the project level, CfBT (Kenya) showed significant improvement in their treatment groups (33, 81, 35, 69, +14** wpm) but this effect is not significant anymore when looking at girls who attended GEC schools, although still positive. Oppositely, the two Ethiopian projects show significant positive results using the GEC / non-GEC dummy: +2* wpm for Save the Children and +5* wpm for ChildHope.

Across the SCW, the median oral reading score improved by 4 words per minute more in treatment than in control areas (0, 27, 0, 23, +4** wpm). However, when restricting calculations to in-school girls only, the increase is smaller and not significant (8, 33, 7, 29, +3 wpm). This finding is in agreement with our preliminary analysis based on the projects' lists of GEC schools. According to these results, the median oral reading score has increased by 1 wpm less for girls attending GEC schools than for those attending non-GEC schools (0, 25, 8, 34, -1 wpm).

- **Numeracy:** we demonstrated that SCW projects as a whole did not have a significant net effect on girl's literacy scores, based on a Treatment / Control group comparison from our EM data. This finding remains valid when comparing GEC with non-GEC schools (30%, 50%, 36%, 56%, +1% wpm). However, some projects which did not demonstrate an effect using treatment and control groups show significant improvements for girls going to GEC intervention schools. Those are STC Ethiopia (10%, 16%, 5%, 6%, +5** %-points) and CfBT (41%, 77%, 43%, 72%, +7* %-points).

To sum up, outcome findings changed little as a whole when using the GEC / non-GEC school dummy instead of the Treatment / Control variable used in the rest of the report, although they tend to differ at the project level¹⁰. At the window level, they confirm those described in [Section 3](#) of the report.

These results are given here as sense-checks of our methodology and results as well as projects', whose samples have been drawn according to the same protocol as EM samples. Further calculations could be made on other variables such as exposure and reach variables, as well as assumed barriers to education, in order to improve the robustness of our evaluation findings.

Whatever the outcome of this additional analysis, it gives a hint about the amount of difficulty involved in designing and applying valid and accurate quasi-experimental longitudinal designs throughout the course of the programme while relying on projects' own definition of treatment and control areas. The fact that the lists of sampling points were received by the EM in 2012, hence more than three years before the time of midline evaluation, have further increased this difficulty, especially in some fluctuating contexts where lists could have become inaccurate throughout the course of the programme.

¹⁰ It is worth noting here that the EM sample has not been designed to generate results at the project level. These are shown and commented only to help the reader account for cross-context variations that may not be accurately reflected in a window-level average.



Annex G – EM Research Instruments

Endline Report – Step Change Window

Final Version (December 2017)

Annex G – EM Research Instruments

Household survey instrument

PRIVATE AND CONFIDENTIAL

GIRLS EDUCATION CHALLENGE Endline 2016/2017

HOUSEHOLD SURVEY INSTRUMENT

READ OUT ALL QUESTIONS UNLESS OTHERWISE SPECIFIED – ALL QUESTIONS ARE SINGLE CODE UNLESS SPECIFIED

ADMIN VARIABLES (AUTOCODED)

| | |
|------------|--------------------|
| DATE | AUTOCODE IN TABLET |
| START_TIME | AUTOCODE IN TABLET |
| GPS | AUTOCODE IN TABLET |
| INT_ID | AUTOCODE IN TABLET |

SCRIPTING INSTRUCTIONS: All sections have separate filters indicated. All other specifies to include separate variables. Interviewer instructions *to appear in italics* as written in script

GEOGRAPHIC INFORMATION

ASK ALL

| | | |
|------------|--|---|
| A2 | Country | <input type="checkbox"/> 1 Afghanistan <input type="checkbox"/> 8 Ethiopia <input type="checkbox"/> 9 Kenya <input type="checkbox"/> 11 Somalia <input type="checkbox"/> 13 DRC <input type="checkbox"/> 16 Sierra Leone <input type="checkbox"/> 18 Mozambique <input type="checkbox"/> 19 Tanzania <input type="checkbox"/> 22 Zimbabwe |
| A14 | <i>INTERVIEWER RECORD: Language of interview</i> | <input type="checkbox"/> 1 Afar <input type="checkbox"/> 2 Amharic <input type="checkbox"/> 3 Bemba <input type="checkbox"/> 4 Changana <input type="checkbox"/> 5 Dari <input type="checkbox"/> 6 English <input type="checkbox"/> 7 French <input type="checkbox"/> 8 Kalanga |

| | | |
|-----------------|---------------------------------|---|
| | | <input type="checkbox"/> 9 Kikongo <input type="checkbox"/> 10 Kissi <input type="checkbox"/> 11 Krio <input type="checkbox"/> 12 Limba <input type="checkbox"/> 13 Lingala <input type="checkbox"/> 14 Mende <input type="checkbox"/> 15 Ndebele <input type="checkbox"/> 26 Oromifa <input type="checkbox"/> 16 Pashto <input type="checkbox"/> 17 Portuguese <input type="checkbox"/> 18 Shona <input type="checkbox"/> 19 Somali <input type="checkbox"/> 20 Swahili <input type="checkbox"/> 21 Temme <input type="checkbox"/> 22 Tshiluba <input type="checkbox"/> 23 Turkana <input type="checkbox"/> 24 Uzbek <input type="checkbox"/> 25 Venda <input type="checkbox"/> 97 other <input type="checkbox"/> 98 refusal <input type="checkbox"/> 99 Don't Know |
| REGION | <i>INTERVIEWER RECORD:</i> | REGION LIST (FILTER BY COUNTRY) |
| DISTRICT | <i>INTERVIEWER RECORD:</i> | DISTRICT LIST (FILTER BY REGION) |
| CLUSTER | <i>INTERVIEWER RECORD:</i> | CLUSTER LIST (FILTER BY DISTRICT) |
| SPID | AUTOCODE IN TABLET FROM CLUSTER | |

RECONTACT/SUBSTITUTION SELECTION

ASK ALL

| | | |
|------------|--|---|
| OC1 | <i>INTERVIEWER RECORD:</i> Have you located the midline household that is noted on the coversheet? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no SKIP TO SUBS_REASON |
| OC2 | Does [GIRL] still live in this house? | <input type="checkbox"/> 1 yes SKIP TO CONSENT <input type="checkbox"/> 2 no |
| OC3 | May I ask, why does [GIRL] not live with you anymore? | <input type="checkbox"/> 1 Goes to boarding school now <input type="checkbox"/> 2 Left to live with (other) family members or friends <input type="checkbox"/> 3 Left to take up work <input type="checkbox"/> 4 Left because she got married SKIP TO OC5 <input type="checkbox"/> 5 Is not alive anymore SKIP TO OC5 |
| OC4 | Is [GIRL]'s new household/boarding school located within a 1-hour drive of here, and if so, may we go and interview her there? | <input type="checkbox"/> 1 yes SKIP TO OC_INT <input type="checkbox"/> 2 no |

| | | |
|---------------|---|---|
| | | |
| OC5 | Is there any another girl in the household that we can talk to instead within [AGE RANGE]? | <input type="checkbox"/> 1 yes SKIP TO CONSENT <input type="checkbox"/> 2 no SKIP TO SUBS_REASON |
| OC_INT | <i>INTERVIEWER INSTRUCTION:</i> <i>Ask for the girl's new address (including any directions that you may need. – go to the address and ask to conduct the interview there)</i> | |
| A11 | IF OC1=1 AND (OC2=1 OR OC4=1 OR OC5=1) CODE (1) RECONTACT ELSE CODE (2) SUBSTITUTION HIDE THIS QUESTION IN THE TABLET | <input type="checkbox"/> 1 Recontact <input type="checkbox"/> 2 Substitution |
| A11B | IF OC1=1 AND OC2=1 CODE (1) IF OC1=1 AND OC5=1 CODE (2) IF OC4=1 CODE (3) IF A11=2 CODE (4) | <input type="checkbox"/> 1 Recontacted midline household with same girl as at midline <input type="checkbox"/> 2 Recontacted household with different girl as at midline <input type="checkbox"/> 3 Same girl as at midline but in a different household <input type="checkbox"/> 4 New household with new girl |

REASONS FOR SUBSTITUTION**ASK IF OC1=2 OR OC5=2**

| | | |
|--------------------|---|---|
| SUBS_REASON | <i>INTERVIEWER INSTRUCTION</i> <i>Note reason for Substitution</i> | <input type="checkbox"/> 1 Original Household could not be contacted after three callbacks <input type="checkbox"/> 2 Friends or neighbours confirmed that the family is not living in the area (live more than 1 hour away) <input type="checkbox"/> 3 Friends or neighbours confirmed that the family is not living in the area (live more than 1 hour away) <input type="checkbox"/> 4 District administrator confirmed family is not living in the area <input type="checkbox"/> 5 Household Refusal <input type="checkbox"/> 6 Sampling point substituted <input type="checkbox"/> 7 Other (specify) |
|--------------------|---|---|

| | | |
|----------------|--|--|
| CONSENT | <p>Hello, I am here on behalf of a research program into education.</p> <p>Your house has been selected to take part in this study and I would like to ask if you would help us by answering some questions about life in this area and give us some information about your household.</p> <p>All of your information will be kept anonymously and we will not mention you by name or share your details outside of our team.</p> <p>Do you consent to be interviewed?</p> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No SKIP TO REASON FOR REFUSAL |
|----------------|--|--|

NEW GIRL SELECTION

ASK IF OC5=1 OR A11=2

| | | |
|-----------------------|--|--------------------|
| GIRL_SELECTION | How many girls between the age of [AGE RANGE] live in this household? | # OF GIRLS [_____] |
| GIRL_NAMES | Please list the names and ages of all girls between the age of [AGE RANGE] that live in this household | NAMES [_____] |
| GIRL_AGES | | AGES [_____] |

SCRIPTING INSTRUCTION: SET UP TABLET TO ACCEPT GIRL NAMES AND AGES ACCORDING TO THE NUMBER OF GIRLS AT GIRL_SELECTION

SCRIPT TO AUTOMATICALLY SELECT GIRL AND COPY TO SG_NAME

RESPONDENT DETAILS

ASK ALL

| | | |
|-----------------|---|--|
| SG_NAME | <p>IF OC2=1</p> <p><i>INTERVIEWER INSTRUCTION: Enter name of selected girl from mid line coversheet</i></p> <p>IF OC5=1</p> <p>AUTO FILL NAME OF SELECTED GIRL FROM GIRL_NAMES</p> | |
| HHID | <p><i>INTERVIEWER INSTRUCTION: Enter HHID – If you are conducting a recontact interview, this will be on your mid line coversheet.</i></p> <p><i>If you are conducting a substitution interview, this will be on your end line cover sheet.</i></p> | |
| HOH_NAME | Please can you tell me the name of the Head of the Household | |

| | | |
|----------------|---|--|
| CG_NAME | Please can you tell me the name of the primary caregiver of [SELECTED GIRL] | |
|----------------|---|--|

REASONS FOR REFUSAL

ASK IF CONSENT=2

| | | |
|----------------------|--|--|
| HH_REF_REASON | <i>INTERVIEWER RECORD:</i> <i>Select reason for refusal</i> | <input type="checkbox"/> 1 Adults not able to interview (illness/infirmity) <input type="checkbox"/> 2 Adults say reschedule is not possible <input type="checkbox"/> 3 Adult refuses permission to speak with girl <input type="checkbox"/> 4 Direct household refusal <input type="checkbox"/> Other (Specify) |
| HH_REF | Thank you for speaking with us. Although we are not interviewing you, it is very helpful if we can check how many people live here so we know how many people we have missed in our survey. Can you please tell me how many people live here? | <input type="checkbox"/> 1 Yes ASK HOUSEHOLD COMPOSITION (B7-B27) AND THEN TERMINATE <input type="checkbox"/> 2 No TERMINATE |

HOUSEHOLD COMPOSITION

ASK ALL

| | | |
|-----------|---|--------------------------------|
| B7 | How many adults (aged over 18) live together and eat their meals from the same pot in this household? | <input type="checkbox"/> #1-20 |
|-----------|---|--------------------------------|

| | | |
|------------|---|---------------------------------|
| B8 | How many of them are women? | <input type="checkbox"/> # 0-20 |
| B9 | How many children and young people aged between [AGE RANGE] live in this household? | <input type="checkbox"/> #1-20 |
| B10 | And how many of those children and young people aged between [AGE RANGE] are girls? | <input type="checkbox"/> #1-20 |
| B27 | And how many of those children and young people aged between [AGE RANGE] are boys? | <input type="checkbox"/> #1-20 |

HEAD OF HOUSEHOLD DETAILS

ASK ALL

| | | |
|------------|--|--|
| B12 | Is the head of household male, or female? | <input type="checkbox"/> 1 Male <input type="checkbox"/> 2 Female <input type="checkbox"/> Other – <i>[DO NOT READ OUT]</i> |
| B16 | What is the ethic group/tribal affiliation/clan of the Head of Household? | INSERT LIST FROM CODEFRAME – INCLUDE OTHER SPECIFY |
| B20 | What is the main current occupation of the Head of Household? What kind of work does he/she mainly do? | <input type="checkbox"/> 01 Armed forces <input type="checkbox"/> 02 Students <input type="checkbox"/> 03 Domestic chores inside the home (non-agricultural, e.g. child raising, cooking) <input type="checkbox"/> 11 Senior government official, traditional chief, or head of village <input type="checkbox"/> 12 Manager, director, or chief executive <input type="checkbox"/> 21 Engineers and science professionals (e.g. physicists, chemists, biologists, architects, IT specialists) <input type="checkbox"/> 22 Health worker (e.g. medical doctor, nurse, midwife, healer) <input type="checkbox"/> 23 Teacher (e.g. primary, secondary or university teacher) <input type="checkbox"/> 24 Other professionals (e.g. lawyer, police officer, accountant, banker, cleric, writer, artist) <input type="checkbox"/> 40 Office or service clerk (e.g. secretary, cashier, teller) |

| | |
|---|--|
| | <input type="checkbox"/> 51 Salesperson or service worker (e.g. retailer at a shop, market, or stall; waiter, cook) <input type="checkbox"/> 61 Farmer or fishermen <u>selling produce</u> <input type="checkbox"/> 62 Farmer or fishermen <u>using produce for subsistence only</u> <input type="checkbox"/> 71 Extraction and building workers (e.g. miners, stone cutters, builders, painters) <input type="checkbox"/> 72 Metal, machinery and related trade workers (e.g. blacksmith, tool maker, machinery or electrical mechanic) <input type="checkbox"/> 73 Artisan and craft workers (e.g. potter, weaver, carpenter, leather worker, shoemaker, food processor) <input type="checkbox"/> 80 Plant and machine operators, assemblers, drivers, or ship crew <input type="checkbox"/> 91 Unskilled sales and service worker (e.g. street vendor, hawk, shoe cleaner, domestic helper, cleaner, doorkeeper, garbage collector) <input type="checkbox"/> 92 Unskilled worker in agriculture, mining, manufacturing or transport <input type="checkbox"/> 96 Does not have an occupation [SKIP TO B21] |
| B20_b | Is [HoH] self-employed, or does he/she work for a member of the family, or for someone else? <input type="checkbox"/> 1 Self-employed <input type="checkbox"/> 2 For family member <input type="checkbox"/> 3 For someone else <input type="checkbox"/> 96 N/A <input type="checkbox"/> 99 Don't know |
| B21 | What was the highest school grade that [HOH] completed? <input type="checkbox"/> 0 No school level completed <input type="checkbox"/> 1 Some years of primary <input type="checkbox"/> 3 Primary completed <input type="checkbox"/> 4 Some years of junior / lower secondary <input type="checkbox"/> 5 junior / lower secondary completed <input type="checkbox"/> 6 Some years of senior / upper secondary <input type="checkbox"/> 7 Senior / upper secondary completed <input type="checkbox"/> 8 Some years of higher education / university <input type="checkbox"/> 9 Higher education / university completed <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| B71_B | <i>INTERVIEWER RECORD: Was interview successfully completed on the first, second, third or fourth contact?</i> <input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th |
| <i>INTERVIEWER READ: Thank you. Please may we speak with [CARER] now?</i> | |

PRIMARY CARE GIVER INTERVIEW

ASK ALL

| | | |
|--|--|---|
| <p><i>INTERVIEWER INSTRUCTION: Verify that you are speaking with the primary caregiver of [GIRL]</i></p> <p><i>If the primary caregiver is not available, ask to make an appointment to come back and speak with them later. Save the interview on your tablet</i></p> | | |
| B68 | <i>INTERVIEWER RECORD: What [CARER]'s gender?</i> | <input type="checkbox"/> 1 male <input type="checkbox"/> 2 female |
| B69 | What is your relationship with the Head of Household? | <input type="checkbox"/> 1 Carer is HoH <input type="checkbox"/> 2 wife / husband <input type="checkbox"/> 3 brother / sister <input type="checkbox"/> 4 child of HoH <input type="checkbox"/> 5 parent of HoH <input type="checkbox"/> 6 other-relative <input type="checkbox"/> 7 not-related <input type="checkbox"/> 98 refusal |
| B75_ML | What is your relationship with [GIRL]? | <input type="checkbox"/> 1 {GIRL}'s mother <input type="checkbox"/> 2 {GIRL}'s father <input type="checkbox"/> 2 {GIRL}'s brother <input type="checkbox"/> 4 {GIRL}'s sister <input type="checkbox"/> 5 {GIRL}'s other female relative (e.g. aunt / grandmother) <input type="checkbox"/> 6 {GIRL} other male relative (e.g. uncle / grandfather) <input type="checkbox"/> 7 other, non-relative <input type="checkbox"/> 99 other, <input type="checkbox"/> 98 |
| CG_CONSENT | Thank you for agreeing to talk with us. We would like to ask you some questions about you and about [GIRL]. We would also like to speak with [GIRL] and ask her about reading and number work. Is that OK? | <input type="checkbox"/> Yes <input type="checkbox"/> No SKIP TO REASONS FOR REFUSAL THEN TERMINATE |
| B77_REF | <i>INTERVIEWER RECORD: Reason for refusal</i> | <input type="checkbox"/> 1 Caregiver is busy <input type="checkbox"/> 2 Caregiver is tired <input type="checkbox"/> 3 Caregiver doesn't want to provide personal information <input type="checkbox"/> 4 Girl is busy <input type="checkbox"/> 5 Girl is tired <input type="checkbox"/> 6 Girl is too shy <input type="checkbox"/> 7 Girl cannot read and write <input type="checkbox"/> 8 Girl does not speak the language tested (well enough) <input type="checkbox"/> 9 Girl has a physical disability <input type="checkbox"/> 10 Girl has a mental disability <input type="checkbox"/> 97 Other (Specify) <input type="checkbox"/> 98 No explicit reason |
| B77_ml | How old are you (in years)? | <input type="checkbox"/> 9999 Don't know |

| | | |
|------------|--|--|
| B81 | What is your highest level of education? | <input type="checkbox"/> 0 No school level completed [SKIP TO B83] <input type="checkbox"/> 1 Some years of primary <input type="checkbox"/> 2 Primary completed <input type="checkbox"/> 3 Some years of junior / lower secondary <input type="checkbox"/> 4 junior / lower secondary completed <input type="checkbox"/> 5 Some years of senior / upper secondary <input type="checkbox"/> 6 Senior / upper secondary completed <input type="checkbox"/> 7 Some years of higher education / university <input type="checkbox"/> 8 Higher education / university completed <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| B82 | How old were you when you left school? Please include primary and secondary school, but not any higher education or university. | <input type="checkbox"/> #5..20 <input type="checkbox"/> 21 21 and above <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| B83 | Are you able to read and write a letter in [LANGUAGE of INSTRUCTION]? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 98 Refused <i>[DO NOT READ OUT]</i> <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| B86 | <p>What is your main current occupation, that is what kind of work do you do most of the time?</p> <p><i>INTERVIEWER INSTRUCTION:</i></p> <p><i>Select only the main occupation, i.e. the activity that [CARER] does most of the time. Prompt if necessary</i></p> | <input type="checkbox"/> 01 Armed forces <input type="checkbox"/> 02 Students <input type="checkbox"/> 03 Domestic chores inside the home (non-agricultural, e.g. child raising, cooking) <input type="checkbox"/> 11 Senior government official, traditional chief, or head of village <input type="checkbox"/> 12 Manager, director, or chief executive <input type="checkbox"/> 21 Engineers and science professionals (e.g. physicists, chemists, biologists, architects, IT specialists) <input type="checkbox"/> 22 Health worker (e.g. medical doctor, nurse, midwife, healer) <input type="checkbox"/> 23 Teacher (e.g. primary, secondary or university teacher) <input type="checkbox"/> 24 Other professionals (e.g. lawyer, police officer, accountant, banker, cleric, writer, artist) <input type="checkbox"/> 40 Office or service clerk (e.g. secretary, cashier, teller) <input type="checkbox"/> 51 Salesperson or service worker (e.g. retailer at a shop, market, or stall; waiter, cook) <input type="checkbox"/> 61 Farmer or fishermen <u>selling produce</u> <input type="checkbox"/> 62 Farmer or fishermen <u>using produce for subsistence only</u> |

| | | |
|--|--|---|
| | | <input type="checkbox"/> 71 Extraction and building workers (e.g. miners, stone cutters, builders, painters) <input type="checkbox"/> 72 Metal, machinery and related trade workers (e.g. blacksmith, tool maker, machinery or electrical mechanic) <input type="checkbox"/> 73 Artisan and craft workers (e.g. potter, weaver, carpenter, leather worker, shoemaker, food processor) <input type="checkbox"/> 80 Plant and machine operators, assemblers, drivers, or ship crew <input type="checkbox"/> 91 Unskilled sales and service worker (e.g. street vendor, hawker, shoe cleaner, domestic helper, cleaner, doorkeeper, garbage collector) <input type="checkbox"/> 92 Unskilled worker in agriculture, mining, manufacturing or transport <input type="checkbox"/> 96 Does not have an occupation |
| <p><i>INTERVIEWER READ:</i> I'd like to ask about your village or the part of town you live in</p> | | |

INTERVIEWER READ: Thank you. Now I'd like to ask you some questions about [GIRL]

| | | |
|-----------|---|---|
| C1 | Is [GIRL]'s mother a member of the household? | <input type="checkbox"/> 1 yes, is HoH <input type="checkbox"/> 2 yes, is Primary Caregiver <input type="checkbox"/> 3 yes, is other member of <input type="checkbox"/> 4 no 5 Girl's mother has died <i>[DO NOT READ OUT]</i> <input type="checkbox"/> 98 refusal <i>[DO NOT READ OUT]</i> |
| C3 | Is [GIRL]'s father a member of the household? | <input type="checkbox"/> 1 yes, is HoH <input type="checkbox"/> 2 yes, is Primary Caregiver <input type="checkbox"/> 3 yes, is other member of household <input type="checkbox"/> 4 no 5 <input type="checkbox"/> Girl's father has died <i>[DO NOT READ OUT]</i> <input type="checkbox"/> 98 refusal <i>[DO NOT READ OUT]</i> |
| C5 | How old is [GIRL] ? | [_____] [AGE RANGE] |

ASK IF A11=2

| | | |
|-----------------|---|---|
| C10 | <p>What is [GIRL]'s country of birth?</p> <p><i>INTERVIEWER: DO NOT PROMPT</i></p> | <p><input type="checkbox"/> 1 Afghanistan <input type="checkbox"/> 2 Bangladesh <input type="checkbox"/> 3 Burma <input type="checkbox"/> 4 India <input type="checkbox"/> 5 Nepal <input type="checkbox"/> 6 OPT <input type="checkbox"/> 7 Pakistan <input type="checkbox"/> 8 Ethiopia <input type="checkbox"/> 9 Kenya <input type="checkbox"/> 10 Rwanda <input type="checkbox"/> 11 Somalia <input type="checkbox"/> 12 South Sudan <input type="checkbox"/> 13 DRC <input type="checkbox"/> 14 Ghana <input type="checkbox"/> 15 Nigeria <input type="checkbox"/> 16 Sierra Leone <input type="checkbox"/> 17 Malawi <input type="checkbox"/> 18 Mozambique <input type="checkbox"/> 19 Tanzania <input type="checkbox"/> 20 Uganda <input type="checkbox"/> 21 Zambia <input type="checkbox"/> 22 Zimbabwe <input type="checkbox"/> 97 other <input type="checkbox"/> 98 refusal <input type="checkbox"/> 99 Don't Know</p> |
| C12 | <p>What is the main language that [GIRL] speaks at home?</p> <p><i>INTERVIEWER: DO NOT PROMPT</i></p> | <p><input type="checkbox"/> 1 Afar <input type="checkbox"/> 2 Amharic <input type="checkbox"/> 3 Bemba <input type="checkbox"/> 4 Changana <input type="checkbox"/> 5 Dari <input type="checkbox"/> 6 English <input type="checkbox"/> 7 French <input type="checkbox"/> 8 Kalanga <input type="checkbox"/> 9 Kikongo <input type="checkbox"/> 10 Kissi <input type="checkbox"/> 11 Krio <input type="checkbox"/> 12 Limba <input type="checkbox"/> 13 Lingala <input type="checkbox"/> 14 Mende <input type="checkbox"/> 15 Ndebele <input type="checkbox"/> 26 Oromifa <input type="checkbox"/> 16 Pashto <input type="checkbox"/> 17 Portuguese <input type="checkbox"/> 18 Shona <input type="checkbox"/> 19 Somali <input type="checkbox"/> 20 Swahili <input type="checkbox"/> 21 Temme <input type="checkbox"/> 22 Tshiluba <input type="checkbox"/> 23 Turkana <input type="checkbox"/> 24 Uzbek <input type="checkbox"/> 25 Venda <input type="checkbox"/> 97 other <input type="checkbox"/> 98 refusal</p> |
| C12_el_a | <p>What is the main language of instruction that [GIRL] is taught in at school?</p> <p><i>INTERVIEWER: DO NOT PROMPT</i></p> | <p><input type="checkbox"/> 1 Afar <input type="checkbox"/> 2 Amharic <input type="checkbox"/> 3 Bemba <input type="checkbox"/> <input type="checkbox"/> 4 Changana <input type="checkbox"/> 5 Dari <input type="checkbox"/> 6 English <input type="checkbox"/> 7 French <input type="checkbox"/> 8 Kalanga <input type="checkbox"/> 9 Kikongo <input type="checkbox"/> <input type="checkbox"/> 10 Kissi <input type="checkbox"/> 11 Krio <input type="checkbox"/> 12 Limba <input type="checkbox"/> 13 Lingala <input type="checkbox"/> 14 Mende <input type="checkbox"/> 15 Ndebele <input type="checkbox"/> <input type="checkbox"/> 16 Pashto <input type="checkbox"/> 17 Portuguese <input type="checkbox"/> 18 Shona <input type="checkbox"/> 19 Somali <input type="checkbox"/> 20 Swahili <input type="checkbox"/> 21 Temme <input type="checkbox"/> 22 Tshiluba <input type="checkbox"/> 23 Turkana <input type="checkbox"/> 24 Uzbek <input type="checkbox"/> 25 Venda <input type="checkbox"/> 26 Orimifa <input type="checkbox"/> 97 Other <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know</p> |
| C12_el_b | <p><i>INTERVIEWER RECORD: Is the main language of instruction at school <u>different</u> from the language girl speaks at home?</i></p> | <p><input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No</p> |
| C15 | <p>Can [GIRL] speak [LANGUAGE OF INSTRUCTION]?</p> | <p><input type="checkbox"/> 1 yes, well <input type="checkbox"/> 2 yes, a little <input type="checkbox"/> 3 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i></p> |

ASK ALL

Now I'd like to ask you a few questions about how [GIRL] has spent her time over the past three months.

Over the past 3 months, has girl spent time caring for younger or older family members?

How about [ITEM]? *INTERVIEWER: READ OUT EACH ITEM*

MULTICODE

| | | |
|---------------|--|---|
| C33 | Spent time caring for younger or older family members? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| C34 | Spent time doing housework (e.g. cooking or cleaning)? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| C34_ml | Helped with fetching water? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| C35 | Helped with agricultural work? (e.g. guarding livestock; planting, watering or harvesting crops) | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| C36 | Helped with a family business or non-agricultural work outside the home? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |

ASK IF CODE 1 at C33-36

| | | |
|------------|--|---|
| C37 | And on a normal school day, how much time did [GIRL] usually spend doing these things? | <input type="checkbox"/> 1 whole day <input type="checkbox"/> 2 half day <input type="checkbox"/> 3 quarter day / a few hours <input type="checkbox"/> 4 a little time / an hour or less <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
|------------|--|---|

ASK ALL

| | | |
|--------------------|--|--------------------------|
| | Is there anything that makes it difficult for [GIRL] to do her school work at home? <i>INTERVIEWER: DO NOT PROMPT</i> MULTICODE | |
| C38_ml_b_1 | Lack of light/electricity | <input type="checkbox"/> |
| C38_ml_b_2 | Lack of space to work | <input type="checkbox"/> |
| C38_ml_b_3 | Lack of writing material (notepad, pen) | <input type="checkbox"/> |
| C38_ml_b_4 | Noise | <input type="checkbox"/> |
| C38_ml_b_5 | Interruptions by family members | <input type="checkbox"/> |
| C38_ml_b_6 | Lack of motivation | <input type="checkbox"/> |
| C38_ml_b_7 | Lack of help or support | <input type="checkbox"/> |
| C38_ml_b_97 | Other (Specify) | <input type="checkbox"/> |
| C38_ml_b_99 | Don't know | <input type="checkbox"/> |

ASK ALL

| | | |
|------------|---|---|
| C42 | Has [GIRL] had any bad or dangerous experiences while travelling around this area in the past year - for example going to school or other places? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 don't know [<i>DO NOT READ OUT</i>] |
|------------|---|---|

| | | |
|---------------|--|---|
| B90 | How many minutes walk from here is the closest primary school that local girls can go to? | <input type="checkbox"/> 1 Less than 20 minutes <input type="checkbox"/> 2 20 to 40 minutes <input type="checkbox"/> 3 40 to 60 minutes <input type="checkbox"/> 4 1-1.5 hours <input type="checkbox"/> 5 1.5-2 hours <input type="checkbox"/> 6 2-3 hours <input type="checkbox"/> 7 3-6 hours <input type="checkbox"/> 99 Don't know [<i>DO NOT READ OUT</i>] |
| B90_ml | Has this school been built within the last [YEARS SINCE BASELINE]? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 don't know [<i>DO NOT READ OUT</i>] |

| | | |
|-----------------|--|--|
| B92 | How many minutes walk from here is the closest secondary school that local girls can go to? | <input type="checkbox"/> 1 Less than 20 minutes <input type="checkbox"/> 2 20 to 40 minutes <input type="checkbox"/> 3 40 to 60 minutes <input type="checkbox"/> 4 1-1.5 hours <input type="checkbox"/> 5 1.5-2 hours <input type="checkbox"/> 6 2-3 hours <input type="checkbox"/> 7 3-6 hours <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| B92_ml | Has this school been built within the last [YEARS SINCE BASELINE]? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 don't know [DO NOT READ OUT] |
| B93_ml_b | How safe or unsafe is it to travel to schools in this area? {prompt "very" or "fairly" as necessary} | <input type="checkbox"/> 1 Very safe <input type="checkbox"/> 2 Fairly safe <input type="checkbox"/> 3 Fairly unsafe <input type="checkbox"/> 4 Very unsafe <input type="checkbox"/> 99 Don't know |

ASK IF B93_ml_b = 3 OR 4

| | | |
|--------------------|---|--------------------------|
| B93_ml_c | What makes the journeys difficult or unsafe? <i>INTERVIEWER INSTRUCTION: DO NOT PROMPT</i> MULTICODE | |
| B93_ml_c_1 | Long distance | <input type="checkbox"/> |
| B93_ml_c_2 | Traffic | <input type="checkbox"/> |
| B93_ml_c_3 | Poor roads | <input type="checkbox"/> |
| B93_ml_c_4 | Heat or rain | <input type="checkbox"/> |
| B93_ml_c_5 | Environmental disruptions (e.g. flood, landslides, fires) | <input type="checkbox"/> |
| B93_ml_c_6 | Wild animals | <input type="checkbox"/> |
| B93_ml_c_7 | Harassment by other children | <input type="checkbox"/> |
| B93_ml_c_8 | Harassment by adults | <input type="checkbox"/> |
| B93_ml_c_9 | Kidnappings | <input type="checkbox"/> |
| B93_ml_c_10 | Roadblocks | <input type="checkbox"/> |
| B93_ml_c_11 | Conflict, violence, open fighting | <input type="checkbox"/> |
| B93_ml_c_97 | Other (specify) | <input type="checkbox"/> |

ASK ALL

| | | |
|------------|--|--|
| C48 | Ask or record: Is [GIRL] enrolled at school? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no [SKIP TO C94] |
|------------|--|--|

ENROLLED GIRL SECTION (ASK IF C48=1)

| | | |
|---------------|---|---|
| C92 | What is the name of the school [GIRL] attends? | " _____ " <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C92_re | Has [GIRL] changed school within the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C99 | Has this school been built in the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know |
| C47_c | What school grade or class is [GIRL] enrolled in? | <input type="checkbox"/> 10 Pre-primary/nursery <input type="checkbox"/> 11 Primary 1 (first year of primary) <input type="checkbox"/> 12 Primary 2 (second year of primary) <input type="checkbox"/> 13 Primary 3 (third year of primary) <input type="checkbox"/> 14 Primary 4 <input type="checkbox"/> 15 Primary 5 <input type="checkbox"/> 16 Primary 6 <input type="checkbox"/> 17 Primary 7 <input type="checkbox"/> 18 Primary 8 <input type="checkbox"/> 21 Secondary 1 (first year of secondary) <input type="checkbox"/> 22 Secondary 2 (second year of secondary) <input type="checkbox"/> 23 Secondary 3 (third year of secondary) <input type="checkbox"/> 24 Secondary 4 <input type="checkbox"/> 25 Secondary 5 <input type="checkbox"/> 26 Secondary 6 <input type="checkbox"/> 27 Secondary 7 <input type="checkbox"/> 28 Secondary 8 <input type="checkbox"/> 97 other <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C93 | Is [GIRL]'s main teacher male or female? | <input type="checkbox"/> 1 male <input type="checkbox"/> 2 female <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C49 | Since the start of this most recent school year, has [GIRL] attended her (main) school on most days that the school was open? – This means she has not missed more than one or two days per month | <input type="checkbox"/> 1 yes [SKIP TO C51] <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |

| | | |
|---------------|--|--|
| C50 | Has she attended more than half the time, about half the time, or less than half the time? | <input type="checkbox"/> 1 more than half the time <input type="checkbox"/> 2 about half the time <input type="checkbox"/> 3 less than half the time <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| C50_su | Was [GIRL] enrolled in school this time last year? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |

ASK IF A11=2

| | | |
|------------|--|--|
| C51 | At what age did [GIRL] first start school? | <input type="text"/> #3-17 <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
|------------|--|--|

ASK ALL ENROLLED

| | | |
|---|---|--|
| C52 | Since she started school at age [STARTING AGE] has she missed any years or months of schooling? | <input type="checkbox"/> 0 No <input type="checkbox"/> 1 Yes, up to one month <input type="checkbox"/> 2 Yes, one to three months <input type="checkbox"/> 3 Yes, three months to one year <input type="checkbox"/> 4 Yes, one to three years <input type="checkbox"/> 5 Yes, more than three years <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C52_ml | Has girl ever repeated a school grade or class? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| <i>INTERVIEWER READ: Now I'd like to ask some questions about [GIRL]'s school</i> | | |

ASK IF A11=2

| | | |
|------------|---|---|
| C53 | Is [GIRL]'s school a school for boys and girls or just for girls? | <input type="checkbox"/> 1 boys and girls <input type="checkbox"/> 2 girls only <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| C58 | How much time (in minutes) does it take [GIRL] to get to school? | <input type="text"/> #0..200 <input type="checkbox"/> 994 boarding school <input type="checkbox"/> 995 varies <input type="checkbox"/> 9999 Don't Know [DO NOT READ OUT] |

ASK ALL ENROLLED

| | | |
|----------------|---|--|
| C54_Afg | <p>Could you tell me who runs the school [GIRL] is attending?</p> <p>TO BE REMOVED FROM SCRIPT – retain for template</p> | <input type="checkbox"/> 1 Government <input type="checkbox"/> 2 NGO <input type="checkbox"/> 3 Religious organisation <input type="checkbox"/> <input type="checkbox"/> 4 Community group <input type="checkbox"/> 5 International organisation (e.g. UNICEF) <input type="checkbox"/> 6 Private organisation (non NGO) <input type="checkbox"/> 97 Other (specify) <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
|----------------|---|--|

SCHOOL CONDITIONS**ASK ALL ENROLLED**

| | | |
|------------|---|---|
| | <p>Now I'd like to ask a few questions about the conditions in [GIRL]'s School. For each can you tell me if they are satisfactory, or not satisfactory starting with the classrooms...</p> <p>AND how about [REPEAT FOR ITEMS C62-C64] at girls school? Is that/are they satisfactory or not satisfactory?</p> | |
| C61 | Classrooms | <input type="checkbox"/> 1 satisfactory <input type="checkbox"/> 2 Not satisfactory <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C62 | Toilets | <input type="checkbox"/> 1 satisfactory <input type="checkbox"/> 2 Not satisfactory <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C63 | Textbooks | <input type="checkbox"/> 1 satisfactory <input type="checkbox"/> 2 Not satisfactory <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C64 | The teaching | <input type="checkbox"/> 1 satisfactory <input type="checkbox"/> 2 Not satisfactory <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C65 | How many hours of school does [GIRL] usually have per day? | <input type="text"/> #0-10 <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |

| | | |
|------------------|---|---|
| C67 | How often does [GIRL] not have classes because her teachers are absent from work? | <input type="checkbox"/> 1 A lot of times each month <input type="checkbox"/> 2 A few times a month <input type="checkbox"/> 3 a few times a year <input type="checkbox"/> 4 Never <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| C69 | Has there been any violence at [GIRL]'s school in the past year? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml | <p>In the past twelve months, have you had to pay for any of the following things for [GIRL]?</p> <p><i>INTERVIEWER: Prompt for each item</i></p> <p>ROTATE (C74_ml_1 – C74_ml_11)</p> | |
| C74_ml_1 | Tuition fees | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml_3 | School books & other materials | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml_5 | School uniform & clothing | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml_7 | Contribution for school building or maintenance | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml_9 | Transportation to school | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml_11 | School lunches | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C74_ml_13 | Other | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C76 | Is it difficult to afford for [GIRL] to go to school? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |

ASK ALL ENROLLED

INTERVIEWER READ: Thank you. Now I will ask you some questions about whether or not there have recently been changes in the provision of education in this area

| | | |
|---------------------|--|--|
| C77_ml_a | Have there been any changes to the number of schools in your village over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C80_ml_a] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C80_ml_a] |
| C77_ml_b | What change did you notice? <i>INTERVIEWER: Do not prompt, code all that apply</i> MULTICODE | |
| C77_ml_b_1 | More schools (no specific school type mentioned) | <input type="checkbox"/> |
| C77_ml_b_2 | More government or public schools | <input type="checkbox"/> |
| C77_ml_b_3 | More private schools | <input type="checkbox"/> |
| C77_ml_b_4 | More religious / church / Qur'an schools | <input type="checkbox"/> |
| C77_ml_b_5 | Fewer schools (no specific school type mentioned) | <input type="checkbox"/> |
| C77_ml_b_6 | Fewer government or public schools | <input type="checkbox"/> |
| C77_ml_b_7 | Fewer private schools | <input type="checkbox"/> |
| C77_ml_b_8 | Fewer religious / church / Qur'an schools | <input type="checkbox"/> |
| C77_ml_b_97 | Other | <input type="checkbox"/> |
| C77_ml_b_oth | If other, please specify: | " _____ _____ |
| C80_ml_a | Have there been any changes to the number of teachers at [GIRL]'s school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C81_ml_a] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C81_ml_a] |
| C80_ml_b | What change did you notice? <i>INTERVIEWER: Do not prompt, code all that apply</i> | |

| | | |
|--------------|--|--|
| | MULTICODE | |
| C80_ml_b_1 | More teachers (no gender specified) | <input type="checkbox"/> |
| C80_ml_b_2 | More male teachers | <input type="checkbox"/> |
| C80_ml_b_3 | More female teachers | <input type="checkbox"/> |
| C80_ml_b_4 | Fewer teachers (no gender specified) | <input type="checkbox"/> |
| C80_ml_b_5 | Fewer male teachers | <input type="checkbox"/> |
| C80_ml_b_6 | Fewer female teachers | <input type="checkbox"/> |
| C80_ml_b_97 | Other | <input type="checkbox"/> |
| C79_ml_b_oth | If other, please specify: | <input type="checkbox"/> |
| C81_ml_a | Have there been any changes to the quality of teaching at [GIRL]'s school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C83_ml_a] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C83_ml_a] |
| C81_ml_b | What change did you notice? <i>INTERVIEWER: Do not prompt, code all that apply</i> MULTICODE | |
| C81_ml_b_1 | Better teaching | <input type="checkbox"/> |
| C81_ml_b_2 | Poorer teaching | <input type="checkbox"/> |
| C81_ml_b_3 | Teachers more present | <input type="checkbox"/> |
| C81_ml_b_4 | Teachers less present | <input type="checkbox"/> |
| C81_ml_b_5 | New teaching methods / activities | <input type="checkbox"/> |
| C81_ml_b_97 | Other | <input type="checkbox"/> |
| C81_ml_b_oth | If other, please specify: | <input type="checkbox"/> |
| C83_ml_a | Have there been any changes in the number of classrooms at [GIRL]'s school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C84_ml_a] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C84_ml_a] |

| | | |
|---------------------|--|--|
| C83_ml_b | <p>What change did you notice?</p> <p><i>INTERVIEWER: Do not prompt, code all that apply</i></p> <p>MULTICODE</p> | |
| C83_ml_b_1 | More classrooms | <input type="checkbox"/> |
| C83_ml_b_2 | Fewer classrooms | <input type="checkbox"/> |
| C83_ml_b_97 | Other | <input type="checkbox"/> |
| C83_ml_b_oth | If other, please specify: | " _____ _____ |
| C84_ml_a | <p>Have there been any changes in the quality of classrooms or classroom equipment (e.g. desks, chairs) at [GIRL]'s school over the past [YEARS SINCE BASELINE] years?</p> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C86_ml_a] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C86_ml_a] |
| C84_ml_b | <p>What change did you notice?</p> <p><i>INTERVIEWER: Do not prompt, code all that apply</i></p> <p>MULTICODE</p> | |
| C84_ml_b_1 | Better classrooms (if not further specified) | <input type="checkbox"/> |
| C84_ml_b_2 | Worse classrooms (if not further specified) | <input type="checkbox"/> |
| C84_ml_b_3 | Less crowded classrooms | <input type="checkbox"/> |
| C84_ml_b_4 | More crowded classrooms | <input type="checkbox"/> |
| C84_ml_b_5 | More / better desks or chairs | <input type="checkbox"/> |
| C84_ml_b_6 | Worse / fewer desks or chairs | <input type="checkbox"/> |
| C84_ml_b_7 | New computers or screens | <input type="checkbox"/> |
| C84_ml_b_97 | Other | <input type="checkbox"/> |
| C84_ml_b_oth | If other, please specify: | <input type="checkbox"/> |
| C86_ml_a | <p>Have there been any changes in the number of learning materials (e.g. textbooks or stationary) available at</p> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C87_ml_a] |

| | | |
|---------------------|--|---|
| | [GIRL]'s school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] [SKIP TO C87_ml_a] |
| C86_ml_b | What change did you notice? <i>INTERVIEWER: Do not prompt, code all that apply</i> MULTICODE | |
| C86_ml_b_1 | More learning materials (no specific type mentioned) | <input type="checkbox"/> |
| C86_ml_b_2 | More stationary (e.g. pens or paper) | <input type="checkbox"/> |
| C86_ml_b_3 | More textbooks | <input type="checkbox"/> |
| C86_ml_b_4 | Fewer learning materials (no specific type mentioned) | <input type="checkbox"/> |
| C86_ml_b_5 | Fewer stationary (e.g. pens or paper) | <input type="checkbox"/> |
| C86_ml_b_6 | Fewer textbooks | <input type="checkbox"/> |
| C86_ml_b_97 | Other | <input type="checkbox"/> |
| C86_ml_b_oth | If other, please specify: | <input type="checkbox"/> |
| C87_ml_a | Have there been any changes in the quality of textbooks available at [GIRL]'s school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C89_ml_a] <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] [SKIP TO C89_ml_a] |
| C87_ml_b | What change did you notice? <i>INTERVIEWER: Do not prompt, code all that apply</i> MULTICODE | |
| C87_ml_b_1 | Better textbooks | <input type="checkbox"/> |
| C87_ml_b_2 | Worse textbooks | <input type="checkbox"/> |
| C87_ml_b_97 | Other | <input type="checkbox"/> |
| C87_ml_b_oth | If other, please specify: | <input type="checkbox"/> |

| | | |
|---------------------|--|--|
| C89_ml_a | Have there been any changes in the quality of school facilities (e.g. roof, toilets, electricity) at [GIRL]'s school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO C91_ml_a] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C91_ml_a] |
| C89_ml_b | What change did you notice? <i>INTERVIEWER: Do not prompt, code all that apply</i> MULTICODE | |
| C89_ml_b_1 | Better / more facilities (no specific type mentioned) | <input type="checkbox"/> |
| C89_ml_b_2 | Worse / fewer facilities (no specific type mentioned) | <input type="checkbox"/> |
| C89_ml_b_3 | Better / more toilets | <input type="checkbox"/> |
| C89_ml_b_4 | Worse / fewer toilets | <input type="checkbox"/> |
| C89_ml_b_5 | Better / more regular access to electricity | <input type="checkbox"/> |
| C89_ml_b_6 | Worse / less regular access to electricity | <input type="checkbox"/> |
| C89_ml_b_7 | Better roofing | <input type="checkbox"/> |
| C89_ml_b_8 | Worse roofing | <input type="checkbox"/> |
| C89_ml_b_97 | Other | <input type="checkbox"/> |
| C89_ml_b_oth | If other, please specify: | <input type="checkbox"/> |
| C91_ml_a | All in all, do you think that the learning conditions at [GIRL]'s school are now better, worse, or the same as [YEARS SINCE BASELINE] years ago? | <input type="checkbox"/> 1 Better <input type="checkbox"/> 2 Worse <input type="checkbox"/> 3 Same |
| C91_ml_b | Has this affected how well [GIRL] learns in school? | <input type="checkbox"/> 0 No effect <input type="checkbox"/> 1 Learns better <input type="checkbox"/> 2 Learns less well <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

NON-ENROLLED GIRLS SECTION (ASK IF C48=2 OR 99)

ASK IF A11=2

| | | |
|------------|--|---|
| C94 | Since age five, has [GIRL] ever attended school? {prompt as necessary} | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no, never attended school [SKIP TO C100] <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| C96 | At what age did [GIRL] first start school? | <input type="checkbox"/> [_____] #5-17 <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |

ASK ALL NOT ENROLLED

| | | |
|-----------------|---|--|
| C95_ml | How many school years has [GIRL] attended in total? | <input type="checkbox"/> 0 Less than a year <input type="checkbox"/> #1-12 <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C97 | At what age did [GIRL] stop school the last time she stopped? | <input type="checkbox"/> [_____] #5-17 <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| C98_ml_a | Why did [GIRL] stop going to school (the last time she stopped school)? <i>INTERVIEWER INSTRUCTION: Accept up to 3 answers, do not prompt</i> MULTICODE (ACCEPT 3 MAXIMUM) | |
| C98_ml_1 | She was too old to continue | <input type="checkbox"/> |
| C98_ml_2 | She was a grade (or more) behind and got discouraged | <input type="checkbox"/> |
| C98_ml_3 | She had completed school | <input type="checkbox"/> |
| C98_ml_4 | School was too far away | <input type="checkbox"/> |
| C98_ml_5 | The family couldn't afford to send her anymore | <input type="checkbox"/> |
| C98_ml_6 | She had obligations at home (home work including childcare, housework) | <input type="checkbox"/> |
| C98_ml_7 | She started a job (out of home) | <input type="checkbox"/> |
| C98_ml_8 | She found school was not useful / relevant | <input type="checkbox"/> |
| C98_ml_9 | The family decided school was not useful / relevant | <input type="checkbox"/> |

| | | |
|-------------------|--|--------------------------|
| C98_ml_10 | She failed an exam / was not able to do the school work | <input type="checkbox"/> |
| C98_ml_11 | She had an illness | <input type="checkbox"/> |
| C98_ml_12 | She got married | <input type="checkbox"/> |
| C98_ml_13 | Pregnancy stopped her from attending | <input type="checkbox"/> |
| C98_ml_14 | Death of a family member | <input type="checkbox"/> |
| C98_ml_15 | Lack of school materials (e.g. textbooks, pens and notepads) | <input type="checkbox"/> |
| C98_ml_16 | Poor quality of teaching | <input type="checkbox"/> |
| C98_ml_17 | Corporal punishment | <input type="checkbox"/> |
| C98_ml_18 | Strict teaching (other than corporal punishment) | <input type="checkbox"/> |
| C98_ml_19 | Lack of teachers and teacher absence | <input type="checkbox"/> |
| C98_ml_20 | Violence / bullying / harassment (at school) | <input type="checkbox"/> |
| C98_ml_21 | Violence / bullying / harassment / conflict (on way to school or nearby) | <input type="checkbox"/> |
| C98_ml_22 | Inadequate toilets or toilets in bad condition | <input type="checkbox"/> |
| C98_ml_23 | Other facilities in bad condition | <input type="checkbox"/> |
| C98_ml_24 | Overcrowded classrooms | <input type="checkbox"/> |
| C98_ml_25 | School closed | <input type="checkbox"/> |
| C98_ml_97 | Other reason | <input type="checkbox"/> |
| C98_ml_99 | Don't know | <input type="checkbox"/> |
| C98_ml_oth | If other, please specify: | <input type="checkbox"/> |

EDUCATIONAL HELP/LEARNING DIFFICULTIES

ASK ALL

| | | |
|-------------|--|--|
| C100 | Did [GIRL] have a scholarship or bursary over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C101 | Apart from your family, her friends and her school, did anyone else give [GIRL] any school books over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

| | | |
|-------------|---|---|
| C102 | Did [GIRL] attend any special classes or study groups over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C103 | Apart from your family, did [GIRL] receive any special tutoring or help with her schoolwork over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C104 | Apart from your family, did anyone talk to [GIRL] about enrolling or staying in school over the past [YEARS SINCE BASELINE] years? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C107 | What level of schooling would you like [GIRL] to have? | <input type="checkbox"/> 1 none <input type="checkbox"/> 2 primary <input type="checkbox"/> 3 lower secondary (until 13 or 14) <input type="checkbox"/> 4 upper secondary (until 15 or 16) <input type="checkbox"/> 5 college or university <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |

ASK IF A11=2

| | | |
|---------------|---|---|
| C16 | I'd like to ask about whether [GIRL] may have any difficulties compared with girls around her age. Is that alright? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No SKIP TO C31 |
| C17_ml | Does [GIRL] have difficulty seeing even if she is wearing glasses? | <input type="checkbox"/> 1 Yes, cannot see at all <input type="checkbox"/> 2 Yes, a lot of difficulty <input type="checkbox"/> 3 yes, some difficulty <input type="checkbox"/> 4 No, no difficulty <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C20 | Does [GIRL] have difficulty hearing even if she has a hearing aid? | <input type="checkbox"/> 1 Yes, cannot hear at all <input type="checkbox"/> 2 Yes, a lot of difficulty <input type="checkbox"/> 3 yes, some difficulty <input type="checkbox"/> 4 No, no difficulty <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C23 | Does [GIRL] have difficulty walking or climbing steps? | <input type="checkbox"/> 1 Yes, cannot walk at all <input type="checkbox"/> 2 Yes, a lot of difficulty <input type="checkbox"/> 3 yes, some difficulty <input type="checkbox"/> 4 No, no difficulty <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C24 | Does [GIRL] have difficulty remembering things or concentrating? | <input type="checkbox"/> 1 Yes, cannot remember / concentrate at all <input type="checkbox"/> 2 Yes, a lot of difficulty <input type="checkbox"/> 3 yes, some difficulty <input type="checkbox"/> 4 No, no difficulty <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

ASK ALL

| | | |
|------------|---|--|
| C25 | Does [GIRL] have difficulty with self care such as washing all over or dressing? | <input type="checkbox"/> 1 Yes, cannot care for self <input type="checkbox"/> 2 Yes, a lot of difficulty <input type="checkbox"/> 3 yes, some difficulty <input type="checkbox"/> 4 No, no difficulty <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C26 | In your usual language, does [GIRL] have difficulty communicating; for example understanding or being understood? | <input type="checkbox"/> 1 yes, cannot communicate / understand at all <input type="checkbox"/> 2 yes, a lot of difficulty <input type="checkbox"/> 3 yes, some difficulty <input type="checkbox"/> 4 no, no difficulty <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| C31 | In the last year, has [GIRL] had any serious illnesses? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |

BOY SELECTION

ASK IF AT LEAST 1 BOY AT B27

| | | |
|----------------------|---|---|
| BOY_SELECTION | How many boys aged between [AGE RANGE] live in this household? | <input type="checkbox"/> #1-20 |
| BOY_NAMES | Please list the names and ages of all boys between the age of [AGE RANGE] that live in this household | [_____] NAMES |
| BOY_AGES | | [_____] AGES |
| SB_NAME | <p><i>INTERVIEWER INSTRUCTION:</i></p> <p><i>Explain to the respondent that we have selected a boy at random from those who are eligible and that for the following questions we will be asking them about [AUTOFILL NAME OF SELECTED BOY FROM BOY SELECTION]</i></p> | |
| SB_AGE | Please can I confirm [BOY]'s age? | |
| C132 | Is [BOY] currently enrolled in any school? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no [SKIP TO C140] <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |

| | | [SKIP TO C140] |
|------------------|---|---|
| C132_ml_b | What school grade is [BOY] enrolled in? | <input type="checkbox"/> 10 Pre-primary/nursery <input type="checkbox"/> 11 Primary 1 (first year of primary) <input type="checkbox"/> 12 Primary 2 (second year of primary) <input type="checkbox"/> 13 Primary 3 (third year of primary) <input type="checkbox"/> 14 Primary 4 <input type="checkbox"/> 15 Primary 5 <input type="checkbox"/> 16 Primary 6 <input type="checkbox"/> 17 Primary 7 <input type="checkbox"/> 18 Primary 8 <input type="checkbox"/> 21 Secondary 1 (first year of secondary) <input type="checkbox"/> 22 Secondary 2 (second year of secondary) <input type="checkbox"/> 23 Secondary 3 (third year of secondary) <input type="checkbox"/> 24 Secondary 4 <input type="checkbox"/> 25 Secondary 5 <input type="checkbox"/> 26 Secondary 6 <input type="checkbox"/> 27 Secondary 7 <input type="checkbox"/> 28 Secondary 8 <input type="checkbox"/> 97 other <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C133 | Since the start of the most recent school year, has [BOY] attended school on most days that the school was open? – This means he doesn't miss more than one or two days per month | <input type="checkbox"/> 1 yes [SKIP TO C134_ml] <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C134 | Has [BOY] attended more than half the time, about half the time, or less than half the time? | <input type="checkbox"/> 1 more than half the time <input type="checkbox"/> 2 about half the time <input type="checkbox"/> 2 less than half the time <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| C134_ml | Was [BOY] enrolled in school one year ago (the previous school year)? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no [SKIP TO C140_ml] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C144_ml] |
| C135 | At what age did [BOY] start school? | <input type="text"/> #5-17 [SKIP TO C144_ml] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C144_ml] |
| C140 | Since age five, has [BOY] ever attended school? {prompt as necessary} | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no [SKIP TO C144_ml] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO C144_ml] |
| C140b | What was the highest school grade that [BOY] completed? | <input type="checkbox"/> 10 Pre-primary/nursery <input type="checkbox"/> 11 Primary 1 (first year of primary) <input type="checkbox"/> 12 Primary 2 (second year of primary) <input type="checkbox"/> 13 Primary 3 (third year of primary) <input type="checkbox"/> 14 Primary 4 <input type="checkbox"/> 15 Primary 5 <input type="checkbox"/> 16 Primary 6 <input type="checkbox"/> 17 Primary 7 <input type="checkbox"/> 18 Primary 8 <input type="checkbox"/> 21 Secondary 1 (first year of secondary) <input type="checkbox"/> 22 Secondary 2 (second year of secondary) <input type="checkbox"/> 23 Secondary 3 (third year of secondary) <input type="checkbox"/> 24 Secondary 4 <input type="checkbox"/> 25 Secondary 5 <input type="checkbox"/> 26 Secondary 6 <input type="checkbox"/> 27 Secondary 7 <input type="checkbox"/> 28 Secondary 8 <input type="checkbox"/> 97 other <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

| | | |
|----------------|---|---|
| C144 | At what age did [BOY] stop school? | <input type="checkbox"/> #5-17 <input type="checkbox"/> 99 don't know [DO NOT READ OUT] |
| C144_ml | Can [BOY] read and write a letter in [LANGUAGE of INSTRUCTION]? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |

HOME AND FAMILY**ASK ALL**

| | | |
|--|--|---|
| <i>INTERVIEWER READ:</i> | | |
| Thank you, now I would like to ask some questions about your home and family | | |
| D0 | <i>INTERVIEWER RECORD: In what type of dwelling does the household live?</i> | <input type="checkbox"/> 1 Non-traditional / formal house <input type="checkbox"/> 2 Traditional house / hut <input type="checkbox"/> 3 temporary structure / shack /tent <input type="checkbox"/> 4 Flat in a block of flats <input type="checkbox"/> 5 Single room in a larger dwelling structure or backyard <input type="checkbox"/> 6 Hostel in an industrial compound or farming compound <input type="checkbox"/> 97 Other |

ASK IF A11=2

| | | |
|-----------|---|---|
| D1 | What is the material of the roof of the house? | <input type="checkbox"/> 1 Mud <input type="checkbox"/> 2 Thatch <input type="checkbox"/> 3 Wood <input type="checkbox"/> 4 Tin/Iron sheets <input type="checkbox"/> 5 Cement/concrete <input type="checkbox"/> 6 Roofing tiles <input type="checkbox"/> 7 Asbestos <input type="checkbox"/> 8 Cardboard <input type="checkbox"/> 9 Tarp/Plastic <input type="checkbox"/> 97 Other <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| D2 | What is the material of the floor of the house? | <input type="checkbox"/> 1 Mud/dung <input type="checkbox"/> 2 Thatch <input type="checkbox"/> 3 Wood <input type="checkbox"/> 4 Tin/Iron sheets <input type="checkbox"/> 5 Cement/concrete <input type="checkbox"/> 6 Cardboard <input type="checkbox"/> 7 Tarp/Plastic <input type="checkbox"/> 8 Tiles <input type="checkbox"/> 97 Other <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| D3 | What is the main source of drinking water for this household? | <input type="checkbox"/> 1 Piped to dwelling or compound (formal) <input type="checkbox"/> 2 Piped into dwelling or compound (rented/informal) <input type="checkbox"/> 3 Public outdoor tap or borehole <input type="checkbox"/> 4 Protected well <input type="checkbox"/> 5 Unprotected well, rain water |

| | | |
|--------------|---|--|
| | | <input type="checkbox"/> 6 River, lake, pond <input type="checkbox"/> 7 Vendor or truck <input type="checkbox"/> 97 other <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| D4 | In your home do you have electricity supply (from grid), electricity from a generator, electricity from another source or no electricity? | <input type="checkbox"/> 1 Electricity supply (from grid) <input type="checkbox"/> 2 electricity from a generator <input type="checkbox"/> 3 other source of electricity <input type="checkbox"/> 4 no electricity [SKIP TO D8] <input type="checkbox"/> 98 Refused <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| D5 | Is the electricity usually available at all times of the day? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 98 Refused <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| D8 | If you have a toilet, is it just for your dwelling or shared with other dwellings? {code first that applies. prompt as necessary} | <input type="checkbox"/> 1 Toilet is just for this dwelling <input type="checkbox"/> 2 Toilet is shared with other dwellings (e.g. toilet block) <input type="checkbox"/> 3 Other (e.g. open-air toilet or no fixed toilet) <input type="checkbox"/> 98 Refused <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| D9 | Does the household have any of the following? Radio... How about [ITEM]? Does the household have... <i>INTERVIEWER: Prompt each item Select all that apply</i> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> Don't Know <i>[DO NOT READ OUT]</i> |
| D10 | A television | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> Don't Know <i>[DO NOT READ OUT]</i> |
| D10_1 | A bicycle | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> Don't Know <i>[DO NOT READ OUT]</i> |
| D10_2 | A scooter or motorcycle | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> Don't Know <i>[DO NOT READ OUT]</i> |
| D10_3 | A car | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> Don't Know <i>[DO NOT READ OUT]</i> |
| D11 | Any kind of phone (including a mobile phone)? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> Don't Know <i>[DO NOT READ OUT]</i> |

ASK ALL

| | | |
|------------------|---|---|
| D11_ml | Do you have any of the following in your house? <i>INTERVIEWER: Prompt each item Select all that apply</i> | <input type="checkbox"/> Continue |
| D11_ml_1 | School books | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| D11_ml_2 | Religious books | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| D11_ml_3 | Story books | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| D11_ml_97 | Other books | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

ASK IF A11=2

| | | |
|------------|--|--|
| D13 | How many years have your household lived in this village? | <input type="text"/> #1-20 <input type="checkbox"/> 95 more than 20 years <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
| D15 | Where were you living previously? <i>INTERVIEWER: DO NOT PROMPT</i> | <input type="checkbox"/> 101 Badakhshan (Afg) <input type="checkbox"/> 102 Baghlan (Afg) <input type="checkbox"/> 103 Balkh (Afg) <input type="checkbox"/> 104 Bamyian (Afg) <input type="checkbox"/> 105 Faryab (Afg) <input type="checkbox"/> 106 Ghazni (Afg) <input type="checkbox"/> 107 Ghor (Afg) <input type="checkbox"/> 108 Hirat (Afg) <input type="checkbox"/> 109 Jawzjan (Afg) <input type="checkbox"/> 110 Kabul (Afg) <input type="checkbox"/> 111 Kandahar (Afg) <input type="checkbox"/> 112 Kapisa (Afg) <input type="checkbox"/> 113 Khost (Afg) <input type="checkbox"/> 114 Kunduz (Afg) <input type="checkbox"/> 115 Logar (Afg) <input type="checkbox"/> 116 Nangarthar (Afg) <input type="checkbox"/> 117 Paktia (Afg) <input type="checkbox"/> 118 Paktika (Afg) <input type="checkbox"/> 119 Parwan (Afg) <input type="checkbox"/> 120 Samangan (Afg) <input type="checkbox"/> 121 Wardak (Afg) <input type="checkbox"/> 801 Afar region (Eth) <input type="checkbox"/> 802 Amhara Region (Eth) <input type="checkbox"/> 803 Oromia Region (Eth) <input type="checkbox"/> 901 North Eastern Province (Ken) <input type="checkbox"/> 902 Province 1 (Ken) <input type="checkbox"/> 903 Rift Valley Province (Ken) |

| | | |
|--|--|---|
| | | <input type="checkbox"/> 1101 Central Somalia (Som) <input type="checkbox"/> 1102 Juba (Som) <input type="checkbox"/> 1103 Puntland (Som) <input type="checkbox"/> 1104 Somaliland (Som) <input type="checkbox"/> 1105 Somaliland / Puntland (Som) <input type="checkbox"/> 1106 South-Central (Som) <input type="checkbox"/> 1301 Bandundu Province (DRC) <input type="checkbox"/> 1302 Equateur Province (DRC) <input type="checkbox"/> 1303 Kasai Oriental Province (DRC) <input type="checkbox"/> 1304 Katanga Province (DRC) <input type="checkbox"/> 1305 Orientale Province (DRC) <input type="checkbox"/> 1601 Bo (Sie) <input type="checkbox"/> 1602 Bombali (Sie) <input type="checkbox"/> 1603 Kailahan (Sie) <input type="checkbox"/> 1604 Kailahun (Sie) <input type="checkbox"/> 1605 Kambia (Sie) <input type="checkbox"/> 1606 Kenema (Sie) <input type="checkbox"/> 1607 Koinadugu (Sie) <input type="checkbox"/> 1608 Kono (Sie) <input type="checkbox"/> 1609 Moyamba (Sie) <input type="checkbox"/> 1610 Port Loko (Sie) <input type="checkbox"/> 1611 Pujehun (Sie) <input type="checkbox"/> 1612 Tonkolili (Sie) <input type="checkbox"/> 1613 Western Area (Sie) <input type="checkbox"/> 1801 Gaza Province (Moz) <input type="checkbox"/> 1802 Manica Province (Moz) <input type="checkbox"/> 1803 Tete Province (Moz) <input type="checkbox"/> 1901 Iringa (Tan) <input type="checkbox"/> 1902 Morogoro (Tan) <input type="checkbox"/> 1903 Pwani (Tan) <input type="checkbox"/> 1904 Tanga (Tan) <input type="checkbox"/> 2201 Manicaland (Zim) <input type="checkbox"/> 2202 Mashonaland Central (Zim) <input type="checkbox"/> 2203 Mashonaland East (Zim) <input type="checkbox"/> 2204 Mashonaland West Province (Zim) <input type="checkbox"/> 2205 Matabeleland North (Zim) <input type="checkbox"/> 2206 Matabeleland South (Zim) <input type="checkbox"/> 2207 Midlands (Zim) <input type="checkbox"/> 99997 Other (Specify) |
|--|--|---|

ASK IF A11=2

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| D16 | What was the main reason that you moved? | <input type="checkbox"/> 1 for family or personal reasons <input type="checkbox"/> 2 for work or economic reasons <input type="checkbox"/> 3 to pursue education or schooling <input type="checkbox"/> 4 because of military conflict / war <input type="checkbox"/> 5 because of persecution <input type="checkbox"/> 6 because of natural disasters |
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| | | <input type="checkbox"/> 7 never moved <input type="checkbox"/> 97 other <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |
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FAMILY INCOME

ASK ALL

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| D18 | <p><i>INTERVIEWER READ:</i></p> <p>Next are some questions about your family's income. We are trying to learn how things are for families in different places. If you don't want to talk about this, we can go on to the next question.</p> | <input type="checkbox"/> 1 ok to ask income questions <input type="checkbox"/> 2 do not ask income questions [SKIP TO D28] |
| D19 | Record: if respondent is willing to answer income questions, but wishes head of household to answer questions, record here. | <input type="checkbox"/> 1 Continue with Care-giver <input type="checkbox"/> 2 switch to head of household |
| D19_ml | Does your household own any land? This could be land you own entirely or share with others. | <input type="checkbox"/> 1 We own our own land <input type="checkbox"/> 2 We own land that we share with others <input type="checkbox"/> 3 We have our own as well as shared land <input type="checkbox"/> 4 We don't own any land <input type="checkbox"/> 98 refusal <i>[DO NOT READ OUT]</i> <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| D20 | Ask or record: Over the past year, has your household had money coming in from any source? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no [SKIP TO D28] <input type="checkbox"/> 98 refuse [SKIP TO D28] <input type="checkbox"/> 99 Don't Know |
| D20_ml | <p>Over the past twelve months, has your household had any cash income from any of the following sources? This could also include funds sent through mobile money or banking services...</p> <p><i>INTERVIEWER: Prompt each item Select all that apply</i></p> | |

| | | |
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| D20_ml_1 | Paid work for somebody | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_2 | Income from selling crops (including fruit or vegetables produced by household) | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_3 | Income from selling livestock | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_4 | Income from non-agricultural business | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_5 | Interest on savings or other investment income | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_6 | Social benefits (this could be a pension, or other benefits such as child benefit) | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_7 | Rental of property (not agricultural land) | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_8 | Rental of agricultural land | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_9 | Money remittances from friends or relatives living further away | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D20_ml_97 | Other | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D22 | <p>About how much money does your family usually have for a month, after paying for rent?</p> <p><i>INTERVIEWER INSTRUCTION: If respondent indicates that they do not pay rent, ask how much money they usually have per month...</i></p> | <input type="checkbox"/> #1-90000 <input type="checkbox"/> 99995 varies <input type="checkbox"/> 99998 refuse <input type="checkbox"/> 99999 Don't Know [DO NOT READ OUT] |
| D23 | Record: currency | <input type="checkbox"/> 101 Afghan Afghanis (Afg) <input type="checkbox"/> 102 Pakistan Rupees (Afg) <input type="checkbox"/> 801 Birr (Eth) <input type="checkbox"/> 901 Kenyan Shilling (Ken) <input type="checkbox"/> 1101 Somali Shillings (Som) <input type="checkbox"/> 1301 Congolese Franc (DRC) <input type="checkbox"/> 1601 Leone (Sie) <input type="checkbox"/> 1801 Mozambican Metical (Moz) <input type="checkbox"/> 1901 Tanzanian Shilling (Tan) |

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| | | <input type="checkbox"/> 2201 Botswanan Pula (Zim) <input type="checkbox"/> 2202 South African Rand (Zim) <input type="checkbox"/> 9901 Euro <input type="checkbox"/> 9902 US Dollar <input type="checkbox"/> 9903 Pound Sterling <input type="checkbox"/> 9997 Other (Specify) |
|--|--|---|

ASK IF A11=2

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| D28 | Please tell me which of the following phrases best suits your household situation: unable to meet basic needs without charity, able to meet basic needs, able to meet basic needs with some non-essential goods, able to purchase most non-essential goods, plenty of disposable income | <input type="checkbox"/> 1 unable to meet basic needs without charity <input type="checkbox"/> 2 able to meet basic needs <input type="checkbox"/> 3 able to meet basic needs with some non-essential goods <input type="checkbox"/> 4 able to purchase most non-essential goods <input type="checkbox"/> 5 plenty of disposable income <input type="checkbox"/> 98 refusal <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
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ASK ALL

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| D28_ml | Over the past twelve months, how many days, if ever, have you or anyone in your family experienced the following: | |
| D28_ml_1 | Gone to sleep at night feeling hungry? | <input type="checkbox"/> 0 Never <input type="checkbox"/> 1 One to five days <input type="checkbox"/> 2 Five to ten days <input type="checkbox"/> 3 Ten to twenty days <input type="checkbox"/> 4 More than twenty days <input type="checkbox"/> 5 Most days/Always <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D28_ml_2 | Gone without enough clean water for home use? | <input type="checkbox"/> 0 Never <input type="checkbox"/> 1 One to five days <input type="checkbox"/> 2 Five to ten days <input type="checkbox"/> 3 Ten to twenty days <input type="checkbox"/> 4 More than twenty days <input type="checkbox"/> 5 Most days/Always <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D28_ml_3 | Gone without medicines or medical treatment? | <input type="checkbox"/> 0 Never <input type="checkbox"/> 1 One to five days <input type="checkbox"/> 2 Five to ten days <input type="checkbox"/> 3 Ten to twenty days <input type="checkbox"/> 4 More than twenty days <input type="checkbox"/> 5 Most days/Always <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| <i>INTERVIEWER READ:</i> Now I would like to ask you some questions about education of girls and boys. | | |

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| D29 | In your opinion, when girls go to school do they usually learn more or less or about the same as boys? | <input type="checkbox"/> 1 more <input type="checkbox"/> 2 less <input type="checkbox"/> 3 about the same <input type="checkbox"/> 4 it depends <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| D38_ml_b | Do you listen to the views of [GIRL] when you make decisions about her education or are these decisions made by adult members of the family only? | <input type="checkbox"/> 1 Listen to [GIRL] <input type="checkbox"/> 2 Decisions are made by adults only <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D41 | Are any members of your household involved in school committees or education groups | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 3 no, there are no committees like that in this area <input type="checkbox"/> 99 Don't Know [DO NOT READ OUT] |
| D39 | Is it usual for people in your [village/ CITY] to send girls to school? | <input type="checkbox"/> 1 Yes, most do <input type="checkbox"/> 2 some do, some don't <input type="checkbox"/> 3 No, most don't <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D39_ml | In the past [YEARS SINCE BASELINE] years, has it become more or less common to send girls to school? | <input type="checkbox"/> 1 Yes, more girls go to school <input type="checkbox"/> 2 Yes, less girls go to school <input type="checkbox"/> 3 No, have not noticed any changes <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D40_ml_a | In the past [YEARS SINCE BASELINE] years, do you feel that people in your community have become more or less encouraging for girls to succeed in school? | <input type="checkbox"/> 1 More encouraging <input type="checkbox"/> 2 Less encouraging <input type="checkbox"/> 3 No change <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D40_ml_b | In the past [YEARS SINCE BASELINE] years, have any people or organisations carried out activities to make it easier for girls around here to go to school and learn? (E.g. through organising campaigns, community meetings, learning clubs, etc.) | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO D44] <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| D40_ml_c | Who were these people or organisations? <i>INTERVIEWER: DO NOT PROMPT, select all that apply</i> MULTICODE | |

| | | |
|-------------|---|--------------------------|
| D40_ml_c__1 | Local women / women's groups | <input type="checkbox"/> |
| D40_ml_c__2 | Local parent / parent groups | <input type="checkbox"/> |
| D40_ml_c__3 | Religious groups or church | <input type="checkbox"/> |
| D40_ml_c__4 | Community groups | <input type="checkbox"/> |
| D40_ml_c__5 | Non-governmental organisations (if name specified record under 'Other') | <input type="checkbox"/> |
| D40_ml_c__6 | Government officials | <input type="checkbox"/> |
| D40_ml_c_97 | Other (Specify) | <input type="checkbox"/> |
| D40_c_oth | If other, please specify: | " _____ " |
| D42_ml_b | In what ways did these people or organisations help to provide education for girls? <i>INTERVIEWER: DO NOT PROMPT, select all that apply</i> MULTICODE | |
| D42_ml_b__1 | Supporting access for specific groups like disabled girls or orphans | <input type="checkbox"/> |
| D42_ml_b__2 | Building schools or classrooms | <input type="checkbox"/> |
| D42_ml_b__3 | Working with communities (e.g. to change attitudes) | <input type="checkbox"/> |
| D42_ml_b__4 | Improved school management or governance | <input type="checkbox"/> |
| D42_ml_b__5 | Support for learning | <input type="checkbox"/> |
| D42_ml_b__6 | Provide bursaries, books or other materials to girls/families | <input type="checkbox"/> |
| D42_ml_b__7 | Creating safe spaces or facilities for girls at school | <input type="checkbox"/> |
| D42_ml_b__8 | Train teachers or improve teaching | <input type="checkbox"/> |

| | | |
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| D42_ml_b_9 | Give women and girls more say or advocate for their point of view | <input type="checkbox"/> |
| D42_ml_b_97 | Other (specify) | <input type="checkbox"/> |
| D64_el | Have you noticed any change in the attitude of boys towards girls in your community in the past [YEARS SINCE BASELINE]? | <input type="checkbox"/> 1 Yes they have become more supportive / friendly to girls <input type="checkbox"/> 2 Yes they have become less supportive / friendly to girls <input type="checkbox"/> 3 Don't know / No noticeable difference |

RECONTACT DETAILS

INTERVIEWER: These consents should be asked and recorded in the data.

The recontact details collected here do not have to be part of the questionnaire, and can be recorded on a separate interview schedule. They will need to be recorded in order to support recontact at future waves. The data should be stored securely.

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| D44 | Thank you for your time helping this research. We would like to talk to you (and GIRL's caregiver) again in one or two years' time. It may be myself or another interviewer from my team. Is that acceptable? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No |
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ASK IF C48=1

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| D55 | IF GIRL IS ENROLLED IN SCHOOL We will visit local schools to help with our research. If we visit [GIRL]'s school may we collect information about her time at school? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no |
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ASK ALL

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| D70 | <i>INTERVIEWER RECORD: Was interview successfully completed on first contact, second contact, third contact of fourth contact?</i> | <input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/> Fourth |
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| <p>D70</p> | <p><i>INTERVIEWER READ:</i></p> <p>Thank you. We would now like to speak with [GIRL]</p> <p><i>INTERVIEWER INSTRUCTION:</i> <i>Explain to the girl that you would like to ask her some questions about school and, if necessary, involve the caregiver in the discussion so that they can help explain. After the questions there will be a short language and maths game that you will also need to play with her. If the girl does not want to be tested explain that this is OK.</i></p> | <p><input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/> Fourth</p> |
|-------------------|---|--|

ASK ALL

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| <p>E0_CONSENT</p> | <p>Hello. Thank you for taking part in our survey. We are going to ask you some questions and record your answers. We will not share them with other people such your teachers, but only use them to help us with our research. If there are any questions that you do not wish to answer, please let us know, and we will skip these questions. You can also stop this interview at any time. After the questions we will play some short reading and mathematics games.</p> <p>Are you happy to continue?</p> | <p><input type="checkbox"/> 1 Yes</p> <p><input type="checkbox"/> 2 No ASK E0_refusal AND THEN SKIP TO SCHOOL ADMINISTRATOR SURVEY (IF GIRL IS ENROLLED)</p> |
|--------------------------|---|---|

| | | |
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| <p>E0_refusal</p> | <p>What is the reason for refusal of the girl's survey?</p> | <p><input type="checkbox"/> 1 Girl is busy <input type="checkbox"/> 2 Girl is tired <input type="checkbox"/> 3 Girl is too shy <input type="checkbox"/> 4 Girl cannot read and write <input type="checkbox"/> 5 Does not speak the language tested (well enough) <input type="checkbox"/> 6 Girl has a physical disability <input type="checkbox"/> 7 Girl has a mental disability <input type="checkbox"/> 8</p> |
|-------------------|---|---|

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| | | Caregiver afraid that results will be shared <input type="checkbox"/> 9 Caregiver afraid that girl will perform poorly <input type="checkbox"/> 10 Other (Specify) <input type="checkbox"/> 11 No explicit reason |
|--|--|--|

ASK ALL

| | | |
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| E0_lang | Indicate the language (s) the child used for this activity | <input type="checkbox"/> 1 Amharic <input type="checkbox"/> 2 Changana <input type="checkbox"/> 3 Dari <input type="checkbox"/> 4 English <input type="checkbox"/> 5 French <input type="checkbox"/> 6 Pashto <input type="checkbox"/> 7 Portuguese <input type="checkbox"/> 8 Somali <input type="checkbox"/> 9 Swahili <input type="checkbox"/> 10 Turkana <input type="checkbox"/> 11 Uzbek <input type="checkbox"/> 97 other (specify) |
|----------------|--|---|

| | | |
|-------------------|--|---|
| E0_age | How old are you? | _____ <input type="checkbox"/> 99 REF |
| E0_enrol | Are you currently going to school? | <input type="checkbox"/> 1 Yes [SKIP TO E4] <input type="checkbox"/> 2 No |
| E0_evenrol | Have you ever been enrolled in school? | <input type="checkbox"/> 1 Yes, previously enrolled <input type="checkbox"/> 2 No, never been enrolled [SKIP TO E23] |
| E4 | Do you like school? | <input type="checkbox"/> 1 Yes, most of the time <input type="checkbox"/> 2 Yes, sometimes <input type="checkbox"/> 3 no [SKIP TO E30_ml] <input type="checkbox"/> 99 Don't Know <i>[DO NOT READ OUT]</i> |

ASK IF E4=1 OR 2

| | | |
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| E4_ml | What makes you like school? <i>INTERVIEWER: PROMPT, select all that apply</i> | <input type="checkbox"/> 1 Content of lessons <input type="checkbox"/> 2 Learning new things <input type="checkbox"/> 2 Being with friends <input type="checkbox"/> 3 Teachers <input type="checkbox"/> 4 Doing sports <input type="checkbox"/> 97 Other <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
|--------------|--|---|

ASK IF E0_enrol = 1

| | | |
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| E30_ml | I am now going to read some statements about how you may feel at school. Two are positive and one is negative. Please tell me whether you agree or disagree with these statements. | |
| E30_ml_1 | When I get up in the morning I am eager to go to school | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E30_ml_3 | I usually try to do my best in school | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E30_ml_2 | I feel afraid at school | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E31_ml | I am now going to read some statements about teachers, some positive followed by some negative. Some children agree with these and others do not. Please tell me what you think about your main teacher. Do you agree or disagree with the following statements: | |
| E31_ml_2 | My teacher says interesting things | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E31_ml_3 | My teacher gives me interesting things to do | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E31_ml_1 | My teacher speaks in a way that is difficult to understand | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E31_ml_4 | My teacher is often absent for class | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E31_ml_5 | My teacher helps me when I struggle with an exercise | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot |

| | | |
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| | | <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| E34_ml | Are there days when you feel hungry in school? | <input type="checkbox"/> 1 Yes, all the time <input type="checkbox"/> 2 Yes, most of the time <input type="checkbox"/> 3 Yes, some of the time <input type="checkbox"/> 4 None of the time <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| E35_ml | Do you usually bring your own lunch to school? | <input type="checkbox"/> 1 Yes, most of the time <input type="checkbox"/> 2 Yes, sometimes <input type="checkbox"/> 2 No <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| E36_ml | Does the school provide lunch for you? | <input type="checkbox"/> 1 Yes, most of the time <input type="checkbox"/> 2 Yes, sometimes <input type="checkbox"/> 2 No <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

ASK IF AGE 7-10 AT E0_age

| | | |
|------------|--|--|
| E23 | [AGE 7-10 AT E0_age ONLY] Do you think that it is good for children to go to school? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| E24 | [AGE 10+ AT E0_age ONLY] Is going to school important for what you want to do when you grow up? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 98 Refusal <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

ASK IF AGE 10+ AT E0_age

| | | |
|------------|---|--|
| E26 | [AGE 10+ AT E0_age ONLY] I will read some things which might be what you feel. Please tell me if they are the same as you feel about yourself. | <input type="checkbox"/> 1 continue |
| E28 | [AGE 10+ AT E0_age ONLY] I make decisions about school and my future. {prompt as necessary} | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |

ASK ALL

| | | |
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| E29_ml | Do you spend time reading? <i>INTERVIEWER NOTE: this time excludes the time spent reading in school or reading for school work}</i> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO E33_ml] <input type="checkbox"/> 98 Refusal [SKIP TO E33_ml] <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> [SKIP TO E33_ml] |
| E37_ml_1 | How often do you read? <i>INTERVIEWER NOTE: this time excludes the time spent reading in school or reading for school work}</i> | <input type="checkbox"/> 1 Roughly once a day <input type="checkbox"/> 2 Roughly every 3 days/ twice a week <input type="checkbox"/> 3 Roughly once a week <input type="checkbox"/> 4 Roughly once a month <input type="checkbox"/> 5 Less than once a month <input type="checkbox"/> 98 Refusal <i>[DO NOT READ OUT]</i> |
| E37_ml_3 | What type of things do you read? <i>INTERVIEWER: PROMPT, Select 3 maximum</i> | <input type="checkbox"/> 1 Textbooks (non-fiction) <input type="checkbox"/> 2 Story books (fiction) <input type="checkbox"/> 3 Religious books <input type="checkbox"/> 4 Newspapers or magazines <input type="checkbox"/> 5 Text messages <input type="checkbox"/> 6 Websites (internet) <input type="checkbox"/> 6 Posters, leaflets, flyers, newsletters <input type="checkbox"/> 97 Other <input type="checkbox"/> 98 Refusal <i>[DO NOT READ OUT]</i> |
| E37_ml_4 | What stops you reading when you want to read? Select three maximum and sort by order of importance. | <input type="checkbox"/> 1 Lack of things to read (textbooks, story books, newspapers) <input type="checkbox"/> 2 Lack of leisure time due to other duties inside and outside of home <input type="checkbox"/> 3 Lack of quiet space to read <input type="checkbox"/> 4 Lack of light/ electricity <input type="checkbox"/> 5 Lack of help or support <input type="checkbox"/> 6 Lack of motivation/don't like reading |
| E38_ml_1 | Do you sometimes help other people to read when they cannot do it themselves? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO E32_ml] <input type="checkbox"/> 98 Refusal <i>[DO NOT READ OUT]</i> |
| E38_ml_2 | Who do you help to read? Mark all that apply | <input type="checkbox"/> 1 Siblings <input type="checkbox"/> 2 Other children <input type="checkbox"/> 3 Parents <input type="checkbox"/> 4 Other adults in the household <input type="checkbox"/> 97 Other |
| E32_ml | Now I will read some statements about reading, some positive and some negative. Do you agree or disagree with the following statements: | |
| E32_ml_1 | I enjoy reading | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree <input type="checkbox"/> 99 Don't know <i>[DO NOT READ OUT]</i> |
| E32_ml_3 | I think it is important to read well if I want to have a better life | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot |

| | | |
|-----------------|--|---|
| | | <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E32_ml_5 | I read to learn about new things | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E32_ml_2 | I find reading difficult | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E32_ml_4 | I get nervous when I have to read in front of others | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E33_ml | Now I will read some statements about doing mathematics. Do you agree or disagree with the following statements: | |
| E33_ml_1 | I enjoy doing mathematics | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E33_ml_3 | I think it is important to do well in mathematics if I want to have a better life | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E33_ml_2 | I find mathematics difficult | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |
| E33_ml_4 | I get nervous when I have to do maths in front of others | <input type="checkbox"/> 1 Agree a lot <input type="checkbox"/> 2 Agree a little <input type="checkbox"/> 3 Disagree a little <input type="checkbox"/> Disagree a lot <input type="checkbox"/> 99 Don't know [DO NOT READ OUT] |

CHILD ASSESSMENT (Reading and Maths)

| | | |
|-----------|---|--|
| F2 | We would now like to ask you some questions about reading and numbers. Are you ready? | <input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no <input type="checkbox"/> 99 Don't Know |
|-----------|---|--|

| | | |
|--------------------------|--|--|
| <p>F2_refusal</p> | <p>[IF NO AT F2] Record reason for refusal of EGRA/EGMA</p> | <p><input type="checkbox"/> 1 Girl is busy <input type="checkbox"/> 2 Girl is tired <input type="checkbox"/> 3 Girl is too shy <input type="checkbox"/> 4 Girl cannot read and write <input type="checkbox"/> 5 Does not speak the language tested (well enough) <input type="checkbox"/> 6 Girl has a physical disability <input type="checkbox"/> 7 Girl has a mental disability <input type="checkbox"/> 8 Caregiver afraid that results will be shared <input type="checkbox"/> 9 Caregiver afraid that girl will perform poorly <input type="checkbox"/> 10 Girl does not want to be tested in front of her caregiver / teacher <input type="checkbox"/> 11 Other (Specify) <input type="checkbox"/> 12 No explicit reason <input type="checkbox"/> 99 Don't Know</p> |
| | <p><i>INTERVIEWER READ:</i> Thank you very much for your help. We are very grateful for your time and we will use what you have told us in our research.</p> | |
| <p>BACKCHECK</p> | <p>Was this interview <u>back checked</u> by the supervisor (personal) with a visit to the respondent</p> | <p><input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no</p> |
| <p>ACCOMP</p> | <p>Was this interview <u>accompanied</u> by the supervisor (personal) with a visit to the respondent</p> | <p><input type="checkbox"/> 1 yes <input type="checkbox"/> 2 no</p> |

School Visit – Teacher Survey

PRIVATE AND CONFIDENTIAL

GIRLS EDUCATION CHALLENGE Endline 2016/2017

SCHOOL TEACHER SURVEY INSTRUMENT

READ OUT ALL QUESTIONS UNLESS OTHERWISE SPECIFIED – ALL QUESTIONS ARE SINGLE CODE UNLESS SPECIFIED

ADMIN VARIABLES (AUTOCODED)

| | |
|------------|--------------------|
| DATE | AUTOCODE IN TABLET |
| START_TIME | AUTOCODE IN TABLET |
| GPS | AUTOCODE IN TABLET |
| INT_ID | AUTOCODE IN TABLET |
| SG_WAVE | AUTOCODE IN TABLET |
| SG_YEAR | AUTOCODE IN TABLET |
| SG_MONTH | AUTOCODE IN TABLET |

| | | |
|----------------------|----------------------------|--|
| SG_ENUMERATOR | Enumerator name | _____ |
| SG_COUNTRY | Country | <input type="checkbox"/> 1 Afghanistan <input type="checkbox"/> 2 DRC <input type="checkbox"/> 3 Ethiopia <input type="checkbox"/> 4 Kenya <input type="checkbox"/> 5 Mozambique <input type="checkbox"/> 6 Sierra Leone <input type="checkbox"/> 7 Somalia <input type="checkbox"/> 8 Tanzania <input type="checkbox"/> 9 Zimbabwe |
| SG_REGION | <i>INTERVIEWER RECORD:</i> | REGION LIST (FILTER BY COUNTRY) |
| SG_DISTRICT | <i>INTERVIEWER RECORD:</i> | DISTRICT LIST (FILTER BY REGION) |
| SG_CLUSTER | <i>INTERVIEWER RECORD:</i> | CLUSTER LIST (FILTER BY DISTRICT) |
| SG_A7 | Language of instruction | <input type="checkbox"/> 1 Amharic <input type="checkbox"/> 2 Changana <input type="checkbox"/> 3 Dari <input type="checkbox"/> 4 English <input type="checkbox"/> 5 French <input type="checkbox"/> 6 Pashto <input type="checkbox"/> 7 Portuguese <input type="checkbox"/> 8 Somali <input type="checkbox"/> 9 Swahili <input type="checkbox"/> 10 Turkana <input type="checkbox"/> 11 Uzbek <input type="checkbox"/> 97 Other (specify) |

| | | |
|--------------------|---|---|
| SG_A7_OTHER | [IF OTHER] Other (specify) | _____ |
| SG_A8 | <i>INTERVIEWER RECORD: Calendar system used with respondents</i> | <input type="checkbox"/> 1 International (Gregorian) <input type="checkbox"/> 2 Ethiopian <input type="checkbox"/> 3 Other |
| SG_A10 | <i>INTERVIEWER RECORD: Language of interview</i> | <input type="checkbox"/> 1 Afar <input type="checkbox"/> 2 Amharic <input type="checkbox"/> 3 Bemba <input type="checkbox"/> 4 Changana <input type="checkbox"/> 5 Dari <input type="checkbox"/> 6 English <input type="checkbox"/> 7 French <input type="checkbox"/> 8 Kalanga <input type="checkbox"/> 9 Kikongo <input type="checkbox"/> 10 Kissi <input type="checkbox"/> 11 Krio <input type="checkbox"/> 12 Limba <input type="checkbox"/> 13 Lingala <input type="checkbox"/> 14 Mende <input type="checkbox"/> 15 Ndebele <input type="checkbox"/> 16 Pashto <input type="checkbox"/> 17 Portuguese <input type="checkbox"/> 18 Shona <input type="checkbox"/> 19 Somali <input type="checkbox"/> 20 Swahili <input type="checkbox"/> 21 Temme <input type="checkbox"/> 22 Tshiluba <input type="checkbox"/> 23 Turkana <input type="checkbox"/> 24 Uzbek <input type="checkbox"/> 25 Venda <input type="checkbox"/> 26 Orimifa <input type="checkbox"/> 97 Other |
| SG_SCHOOLID | School ID | _____ |
| SG_A14 | School Name | _____ |
| SG_VILLAGE | Village Name | _____ |
| HHID | Household ID <i>INTERVIEWER INSTRUCTION: This is the girl's household unique identifier, same as in the household survey</i> | _____ |

| | | |
|--------------|--|---|
| SG_B1 | Hello, I am interviewing on behalf of a research programme into education. We have carried out a survey of families in a few areas, collecting data about their children. The next step is to add more detailed information about the schools that they attend. We spoke to some families who said that their girls attended your school. They gave us permission to talk to you about their girls' time at school. Please can we ask you some questions about your school and record some information about attendance for the families we spoke to? Our visit at your school will help to build a representative picture of girl's experience of schools around here. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. When we publish the data and results from this study we will ensure that it is not possible to identify you as the person who has provided these answers. Is that acceptable? | <input type="checkbox"/> 1 Yes [SKIP TO SG_B4] <input type="checkbox"/> 2 No |
| SG_B2 | Record: main reason for refusal | <input type="checkbox"/> 1 No interview - no one at school <input type="checkbox"/> 2 No interview - no responsible person at school <input type="checkbox"/> 3 No interview - staff request reschedule <input type="checkbox"/> 4 No interview - Respondent couldn't speak any language in common with the |

| | | |
|--------------|---|---|
| | | interviewer <input type="checkbox"/> 5 No interview - other reason <input type="checkbox"/> 6 Refusal - Staff not able to interview <input type="checkbox"/> 7 Refusal - Staff say reschedule is not possible <input type="checkbox"/> 8 Refusal - Direct refusal (unwilling) <input type="checkbox"/> 9 Refusal - Direct refusal (not trust the survey) <input type="checkbox"/> 10 Refusal - Other (specify) |
| SG_B3 | [IF OTHER] Refusal - Other (specify) | _____ |

[ASK ALL]

| | | |
|--------------|--|--|
| SG_B4 | Is [GIRL] [FAMILY NAME] who lives in [LOCATION] and is aged [AGE] currently enrolled at this school? | <input type="checkbox"/> 1 Yes [SKIP TO SG_B8] <input type="checkbox"/> 2 No |
|--------------|--|--|

[ASK IF CODED 1 AT SG_B4]

| | | |
|----------------------|---|---|
| SG_NOENROLLED | <i>INTERVIEWER INSTRUCTION: If girl is not enrolled inquire whether she may be enrolled in another class at this school. If not, end interview and record "Girl not enrolled at this school".</i> | <input type="checkbox"/> 1 Girl not enrolled at this school. [TERMINATE INTERVIEW] <input type="checkbox"/> 2 Girl is enrolled at this school in a different class |
|----------------------|---|---|

[ASK ALL]

| | | |
|--------------|--|--|
| SG_B8 | Do you submit information on who is enrolled in your school to district or provincial authorities? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No |
|--------------|--|--|

| | | |
|---------------|---|---|
| SG_B10 | Was [GIRL] enrolled in this school at the start of the current school year or did she enrol after the start of the school year? | <input type="checkbox"/> 1 Enrolled at the start of the school year <input type="checkbox"/> 2 Enrolled after the start of the school year |
| SG_B11 | What month did she enrol? | <input type="checkbox"/> 1 January <input type="checkbox"/> 2 February <input type="checkbox"/> 3 March <input type="checkbox"/> 4 April <input type="checkbox"/> 5 May <input type="checkbox"/> 6 June <input type="checkbox"/> 7 July <input type="checkbox"/> 8 August <input type="checkbox"/> 9 September <input type="checkbox"/> 10 October <input type="checkbox"/> 11 November <input type="checkbox"/> 12 December |
| SG_B12 | What grade is [GIRL] currently enrolled in? | <input type="checkbox"/> 1 Primary 1 <input type="checkbox"/> 2 Primary 2 <input type="checkbox"/> 3 Primary 3 <input type="checkbox"/> 4 Primary 4 <input type="checkbox"/> 5 Primary 5 <input type="checkbox"/> 6 Primary 6 <input type="checkbox"/> 7 Primary 7 <input type="checkbox"/> 8 Primary 8 <input type="checkbox"/> 11 Junior Secondary 1 / Secondary 1 <input type="checkbox"/> 12 Junior Secondary 2 / Secondary 2 <input type="checkbox"/> 13 Junior Secondary 3 / Secondary 3 <input type="checkbox"/> 14 Senior Secondary 1 / Secondary 4 <input type="checkbox"/> 15 Senior Secondary 2 / Secondary 5 <input type="checkbox"/> 16 Senior Secondary 3 / Secondary 6 |
| SG_B13 | Was [GIRL] enrolled in this school last year? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |

| | | |
|---------------|--|---|
| SG_B14 | What grade was [GIRL] enrolled in last year? | <input type="checkbox"/> 1 Primary 1 <input type="checkbox"/> 2 Primary 2 <input type="checkbox"/> 3 Primary 3 <input type="checkbox"/> 4 Primary 4 <input type="checkbox"/> 5 Primary 5 <input type="checkbox"/> 6 Primary 6 <input type="checkbox"/> 7 Primary 7 <input type="checkbox"/> 8 Primary 8 <input type="checkbox"/> 11 Junior Secondary 1 / Secondary 1 <input type="checkbox"/> 12 Junior Secondary 2 / Secondary 2 <input type="checkbox"/> 13 Junior Secondary 3 / Secondary 3 <input type="checkbox"/> 14 Senior Secondary 1 / Secondary 4 <input type="checkbox"/> 15 Senior Secondary 2 / Secondary 5 <input type="checkbox"/> 16 Senior Secondary 3 / Secondary 6 <input type="checkbox"/> 99 Don't know |
|---------------|--|---|

| | | |
|--------------------|---|--|
| SG_B24_ML_A | When did this current school year start? MONTH | <input type="checkbox"/> [DATE] <input type="checkbox"/> 99 Don't Know |
| SG_B24_ML_C | Since the start of this school year, how many weeks has the school been closed for official school holidays? | [_____] # [0-30] |
| SG_B24_ML_D | Have there been any <u>additional</u> days or weeks during which no class took place for reasons such as heavy rains, absence of teachers, inaccessibility of school, etc.? If yes, how many weeks was the school closed for such reasons in total since the start of this school year? | <input type="checkbox"/> 0 No extraordinary closure <input type="checkbox"/> 1 Less than 2 weeks <input type="checkbox"/> 2 Between 2 and 4 weeks <input type="checkbox"/> 3 Between 5 and 8 weeks <input type="checkbox"/> 4 Between 9 and 12 weeks <input type="checkbox"/> 5 More than three months <input type="checkbox"/> 99 Don't know |
| SG_B24_ML_F | Since the start of this school year, has [GIRL] attended class on most days that the school was open?– This means she has not missed more than one or two days per month | <input type="checkbox"/> 1 Yes [SKIP TO SG_B25_ML_A] <input type="checkbox"/> 2 No |

[ASK IF CODED 2 AT SG_B24_ML_F]

| | | |
|--------------------|--|--|
| SG_B24_ML_G | Has she attended more than half the time, about half the time, or less than half the time? | <input type="checkbox"/> 1 More than half the time <input type="checkbox"/> 2 About half the time <input type="checkbox"/> 3 Less than half the time <input type="checkbox"/> 99 Don't know |
| SG_B24_ML_H | On average, how many days per month did [GIRL] miss class? | [_____] #0-31 |

[ASK ALL]

| | | |
|--------------------|---|--|
| SG_B25_ML_A | Do you have a record of [GIRL]'s attendance since the start of the school year? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO SG_B25_ML_E] |
|--------------------|---|--|

[ASK IF CODED 1 AT SG_B25_ML_A]

| | | |
|--------------------|--|--|
| SG_B25_ML_B | Does this record the number of days she attended or the number of days she missed? | <input type="checkbox"/> 1 Days attended |
|--------------------|--|--|

| | | |
|--|--|---|
| | | <input type="checkbox"/> 2 Days missed [SKIP TO SG_B25_ML_D] <input type="checkbox"/> 3 Both [SKIP TO SG_B25_ML_D] |
|--|--|---|

[ASK IF CODED 1 AT SG_B25_ML_B]

| | | |
|--------------------|---|---|
| SG_B25_ML_C | <p>Could you give me the number of days that she has attended since the start of the school year? <i>{Guidance: This number should not be an estimate but read from the school records. Also, please check that this number is since the start of the school year}</i></p> | <input type="checkbox"/> # [1-300] <input type="checkbox"/> 9998 Refusal |
|--------------------|---|---|

[IF DAYS MISSED IS RECORDED IE SG_B25_ML_B IS CODE 2 OR 3]

| | | |
|--------------------|---|---|
| SG_B25_ML_D | <p>Could you give me the number of days that she has missed since the start of the school year? <i>{Guidance: This number should not be an estimate but read from the school records. Also, please check that this number is since the start of the school year}</i></p> | <input type="checkbox"/> # [1-300] [SKIP TO SG_B25_ML_F] <input type="checkbox"/> 9998 Refusal [SKIP TO SG_B25_ML_F] |
|--------------------|---|---|

[ASK IF CODED 2 AT SG_B25_ML_A]

| | | |
|--------------------|---|--|
| SG_B25_ML_E | <p>[IF ATTENDANCE RECORDS NOT KEPT] Could you estimate the number of days that [GIRL] has missed since the start of this school year?</p> | <input type="checkbox"/> # [1-300] <input type="checkbox"/> 9998 Refusal |
|--------------------|---|--|

[ASK ALL]

| | | |
|---------------|--|--|
| SG_B30 | How many children are in [GIRL]'s class? | <input type="checkbox"/> 0 One to nine children <input type="checkbox"/> 1 Ten to nineteen children <input type="checkbox"/> 2 Twenty to twenty-nine children <input type="checkbox"/> 3 Thirty to thirty-nine children <input type="checkbox"/> 4 Forty to forty-nine children <input type="checkbox"/> 5 Fifty children and more |
| SG_B31 | What proportion of these children are girls? | <input type="checkbox"/> 1 Just a few are girls <input type="checkbox"/> 2 Less than half are girls <input type="checkbox"/> 3 About half are girls <input type="checkbox"/> 4 More than half are girls <input type="checkbox"/> 5 Only girls |
| SG_B32 | Is the main teacher for [GIRL]'s class a man or a woman? | <input type="checkbox"/> 1 Man <input type="checkbox"/> 2 Woman |

| | | |
|----------------------|---|--|
| | <i>INTERVIEWER INSTRUCTION: We are interested in her class teacher, or the teacher who takes [GIRL]'s class most of the time.</i> | |
| SG_B32_ML_A | What is the main language of instruction in [GIRL]'s class? | <input type="checkbox"/> 1 Amharic <input type="checkbox"/> 2 Changana <input type="checkbox"/> 3 Dari <input type="checkbox"/> 4 English <input type="checkbox"/> 5 French <input type="checkbox"/> 6 Pashto <input type="checkbox"/> 7 Portuguese <input type="checkbox"/> 8 Somali <input type="checkbox"/> 9 Swahili <input type="checkbox"/> 10 Turkana <input type="checkbox"/> 11 Uzbek <input type="checkbox"/> 97 Other (specify) |
| SG_B32_ML_OTH | [IF OTHER] If other, please specify: | _____ " |
| SG_B32_ML_B | Do children use textbooks in [GIRL]'s class? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO SG_B32_ML_E] <input type="checkbox"/> 99 Don't Know [SKIP TO SG_B32_ML_E] |

[ASK IF CODED 1 AT SG_B32_ML_B]

| | | |
|--------------------|---|--|
| SG_B32_ML_C | Are textbooks usually shared or would each child use a separate textbook? | <input type="checkbox"/> 1 Usually shared <input type="checkbox"/> 2 Each child uses their own textbook <input type="checkbox"/> 99 Don't Know <input type="checkbox"/> 999 Don't Know |
| | HOW MANY SHARE? | |
| SG_B32_ML_D | Are the children able to take text books home? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |

[ASK ALL]

| | | |
|--------------------|--|---|
| SG_B32_ML_E | Do children use chalkboards in [GIRL]'s class? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO SG_B33] <input type="checkbox"/> 99 Don't Know [SKIP TO SG_B33] |
|--------------------|--|---|

[ASK IF CODED 1 AT SG_B32_ML_E]

| | | |
|--------------------|---|--|
| SG_B32_ML_F | Are chalkboards usually shared or would each child use a separate chalkboard? | <input type="checkbox"/> 1 Usually shared <input type="checkbox"/> 2 Each child uses their own chalkboard <input type="checkbox"/> 99 Don't Know <input type="checkbox"/> 999 Don't Know |
| | HOW MANY SHARE? | |

[ASK ALL]

| | | |
|---------------|---|---|
| SG_B33 | As far as you know, did [GIRL] have a scholarship or bursary during the past year? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SG_B34 | As far as you know, did [GIRL] attend any special classes or study groups during the past year? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |

| | | |
|---------------|---|---|
| SG_B35 | As far as you know, did [GIRL] receive any special tutoring or help with her schoolwork over the past year? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
|---------------|---|---|

| | | |
|--------------------|--|-------------|
| SG_D1 | Thank you very much for your help. We are very grateful for your time and we will use what you have told us carefully. | |
| SG_COMMENTS | Additional comments by enumerator | _____ |
| SG_END_TIME | End time | [_:_] hh:mm |

School Visit – School Administrator Survey

PRIVATE AND CONFIDENTIAL

GIRLS EDUCATION CHALLENGE Endline 2016/2017

HOUSEHOLD SURVEY INSTRUMENT

READ OUT ALL QUESTIONS UNLESS OTHERWISE SPECIFIED – ALL QUESTIONS ARE SINGLE CODE UNLESS SPECIFIED

ADMIN VARIABLES (AUTOCODED)

| | |
|-------------------|--------------------|
| DATE | AUTOCODE IN TABLET |
| START_TIME | AUTOCODE IN TABLET |
| GPS | AUTOCODE IN TABLET |
| INT_ID | AUTOCODE IN TABLET |

School Admin Survey

| | | |
|--------------------|----------|----------------------------------|
| SA_REGION | Region | REGION LIST (FILTER BY COUNTRY) |
| SA_DISTRICT | District | DISTRICT LIST (FILTER BY REGION) |

| | | |
|----------------------|---|---|
| SA_CLUSTER | Cluster | CLUSTER LIST (FILTER BY DISTRICT) |
| SA_SCHOOLNAME | <i>INTERVIEWER INSTRUCTION: Select school from list. If the school is not listed select 'Other (specify)' and enter the school name</i> | TO BE INSERTED FROM CODED LIST |
| SA_SCHOOLID | School ID SCRIPTING INSTRUCTION: SCHOOL ID TO BE AUTOMATICALLY ASSIGNED ACCORDING TO THE SCHOOL NAME ABOVE | TO BE INSERTED FROM CODED LIST |
| SA_PROJECT | Project Associated with School SCRIPTING INSTRUCTION: PLEASE SCRIPT THIS IN THE FILE BUT HIDE IN THE TABLETS. WE WILL NOTE AFTER FIELDWORK. | <input type="checkbox"/> 1 E5063 <input type="checkbox"/> 2 E5085 <input type="checkbox"/> 3 E5096 <input type="checkbox"/> 4 E5097 <input type="checkbox"/> 5 E5098 <input type="checkbox"/> 6 E5099 <input type="checkbox"/> 7 E5101 <input type="checkbox"/> 8 E5136 <input type="checkbox"/> 9 E5147 <input type="checkbox"/> 10 E5170 <input type="checkbox"/> 11 E5224 <input type="checkbox"/> 12 E5243 <input type="checkbox"/> 13 E5252 <input type="checkbox"/> 14 E5253 <input type="checkbox"/> 15 E5274 |
| SA_PROJECT2 | Additional Project Associated with School SCRIPTING INSTRUCTION: PLEASE SCRIPT THIS IN THE FILE BUT HIDE IN THE TABLETS. WE WILL NOTE AFTER FIELDWORK | <input type="checkbox"/> 1 E5063 <input type="checkbox"/> 2 E5085 <input type="checkbox"/> 3 E5096 <input type="checkbox"/> 4 E5097 <input type="checkbox"/> 5 E5098 <input type="checkbox"/> 6 E5099 <input type="checkbox"/> 7 E5101 <input type="checkbox"/> 8 E5136 <input type="checkbox"/> 9 E5147 <input type="checkbox"/> 10 E5170 <input type="checkbox"/> 11 E5224 <input type="checkbox"/> 12 E5243 <input type="checkbox"/> 13 E5252 <input type="checkbox"/> 14 E5253 <input type="checkbox"/> 15 E5274 <input type="checkbox"/> 96 Not Applicable |

| | | |
|------------------|--|--|
| SA_CHECK | <i>INTERVIEWER RECORD: Has another member of your team already completed the administrator survey?</i> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO SA_A7] |
| SA_CHECK2 | <i>INTERVIEWER RECORD: Are you sure that this survey has been completed?</i> | <input type="checkbox"/> 1 Yes [SKIP TO SG SURVEY WITH GIRL'S TEACHER] <input type="checkbox"/> 2 No [CONTINUE] |

| | | |
|--------------|--|--|
| SA_A7 | <i>INTERVIEWER RECORD: Official language(s) of instruction used at this school.</i> <i>INTERVIEWER INSTRUCTION: Select all that apply</i> | <input type="checkbox"/> 1 Amharic <input type="checkbox"/> 2 Changana <input type="checkbox"/> 3 Dari <input type="checkbox"/> 4 English <input type="checkbox"/> 5 French <input type="checkbox"/> 6 Pashto <input type="checkbox"/> 7 Portuguese <input type="checkbox"/> 8 Somali <input type="checkbox"/> 9 Swahili <input type="checkbox"/> 10 Turkana <input type="checkbox"/> 11 Uzbek <input type="checkbox"/> 97 Other (specify) |
|--------------|--|--|

| | | |
|---------------|---|--|
| SA_A10 | <i>INTERVIEWER RECORD: Language of interview</i> | <input type="checkbox"/> 1 Afar <input type="checkbox"/> 2 Amharic <input type="checkbox"/> 3 Bemba <input type="checkbox"/> <input type="checkbox"/> 4 Changana <input type="checkbox"/> 5 Dari <input type="checkbox"/> 6 English <input type="checkbox"/> <input type="checkbox"/> 7 French <input type="checkbox"/> 8 Kalanga <input type="checkbox"/> 9 Kikongo <input type="checkbox"/> <input type="checkbox"/> 10 Kissi <input type="checkbox"/> 11 Krio <input type="checkbox"/> 12 Limba <input type="checkbox"/> 13 Lingala <input type="checkbox"/> 14 Mende <input type="checkbox"/> 15 Ndebele <input type="checkbox"/> <input type="checkbox"/> 16 Pashto <input type="checkbox"/> 17 Portuguese <input type="checkbox"/> 18 Shona <input type="checkbox"/> 19 Somali <input type="checkbox"/> 20 Swahili <input type="checkbox"/> <input type="checkbox"/> 21 Temme <input type="checkbox"/> 22 Tshiluba <input type="checkbox"/> 23 Turkana <input type="checkbox"/> 24 Uzbek <input type="checkbox"/> 25 Venda <input type="checkbox"/> <input type="checkbox"/> 26 Orimifa <input type="checkbox"/> 97 Other |
| SA_B1 | <p>Hello, I am interviewing on behalf of a research programme into education. We have carried out a survey of families in a few areas, collecting data about their children. We spoke to some families who said that their girls attended your school. They gave us permission to talk to you about their girls' time at school. Please can we ask you some questions about your school and record some information about attendance for the families we spoke to?</p> <p>We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. When we publish the data and results from this study we will ensure that it is not possible to identify you as the person who has provided these answers.</p> <p>Do you consent to the survey?</p> | <input type="checkbox"/> 1 Yes [SKIP TO SA_C2] <input type="checkbox"/> 2 No |
| SA_B2 | <i>INTERVIEWER RECORD: Main reason for refusal</i> | <input type="checkbox"/> 1 No interview - no one at school <input type="checkbox"/> 2 No interview - no responsible person at school <input type="checkbox"/> 3 No interview - staff request reschedule <input type="checkbox"/> 4 No interview - Respondent couldn't speak any language in common with the interviewer <input type="checkbox"/> 5 No interview - other reason <input type="checkbox"/> 6 Refusal - Staff not able to interview <input type="checkbox"/> 7 Refusal - Staff say reschedule is not possible <input type="checkbox"/> 8 Refusal - Direct refusal (unwilling) <input type="checkbox"/> 9 Refusal - Direct refusal (not trust the survey) <input type="checkbox"/> 10 Refusal - Other (specify) |
| SA_B3 | [IF OTHER AT SA_B2] Refusal - Other (specify) | _____ |

INTERVIEWER READ OUT:

Thanks for agreeing to speak to us. I will start by asking you a few general questions about this school.

| | | |
|--------------|---|---|
| SA_C2 | When did this school open for the first time? | <input type="checkbox"/> # [1889 to 2016] |
|--------------|---|---|

| | | |
|-------------------|--|---|
| SA_A16_1 | <i>INTERVIEWER ASK OR RECORD:</i> School is a Primary School | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No |
| SA_A16_2 | <i>INTERVIEWER ASK OR RECORD:</i> School is a Secondary School | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No |
| SA_A17_1 | <i>INTERVIEWER ASK OR RECORD:</i> School is a Boarding School | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No |
| SA_A17_2 | <i>INTERVIEWER ASK OR RECORD:</i> School is a Day School | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No |
| SA_A20 | How many different grade levels are taught at this school? <i>INTERVIEWER GUIDANCE: For example, if this school teaches grades 1 through 4, please enter 4).</i> | <input type="checkbox"/> # [1 to 15] <input type="checkbox"/> 99 Don't Know |
| SA_A20_ML | What are the grade levels taught at this school? <i>INTERVIEWER INSTRUCTION: Please select all that apply.</i> MULTICODE | <input type="checkbox"/> 1 Primary 1 <input type="checkbox"/> 2 Primary 2 <input type="checkbox"/> 3 Primary 3 <input type="checkbox"/> 4 Primary 4 <input type="checkbox"/> 5 Primary 5 <input type="checkbox"/> 6 Primary 6 <input type="checkbox"/> 7 Primary 7 <input type="checkbox"/> 8 Primary 8 <input type="checkbox"/> 11 Junior Secondary 1 / Secondary 1 <input type="checkbox"/> 12 Junior Secondary 2 / Secondary 2 <input type="checkbox"/> 13 Junior Secondary 3 / Secondary 3 <input type="checkbox"/> 14 Senior Secondary 1 / Secondary 4 <input type="checkbox"/> 15 Senior Secondary 2 / Secondary 5 <input type="checkbox"/> 16 Senior Secondary 3 / Secondary 6 |
| SA_A18 | At what age do girls normally <u>start</u> the <u>lowest grade</u> taught at this school? By this I mean, if they were starting and progressing according to the official school age and had not previously repeated any grade. | <input type="checkbox"/> # [3 to 20] <input type="checkbox"/> 99 Don't Know |
| SA_A19 | At what age do girls normally <u>complete</u> the <u>highest grade</u> taught at this school? By this I mean, if they had started at the normal school age and progressed normally without repeating any grade. | <input type="checkbox"/> # [3 to 20] <input type="checkbox"/> 99 Don't Know |
| SA_A21 | Is this a school for boys and girls, or is it a girl-only school? | <input type="checkbox"/> 1 Boys and girls <input type="checkbox"/> 2 Girls only |
| SA_C1_ML_A | Is this a public school, a private school, or another kind of school? | <input type="checkbox"/> 1 Public school <input type="checkbox"/> 2 Private school <input type="checkbox"/> 3 Other kind of school <input type="checkbox"/> 99 Don't know |

| | | |
|-----------------------|--|---|
| SA_C1_ML_B | Who exactly runs this school? | <input type="checkbox"/> 1 Government <input type="checkbox"/> 2 NGO <input type="checkbox"/> 3 Religious organisation <input type="checkbox"/> 4 Community group <input type="checkbox"/> 5 International organisation (e.g. UNICEF) <input type="checkbox"/> 6 Private organisation (non NGO) <input type="checkbox"/> 97 Other (specify) <input type="checkbox"/> 99 Don't know |
| SA_C1_ML_B_OTH | [IF OTHER] If other, please specify: | _____ |
| SA_C1_ML_C | Who in your school has primary authority over the curriculum? | <input type="checkbox"/> 1 Parents <input type="checkbox"/> 2 Teachers <input type="checkbox"/> 3 School director <input type="checkbox"/> 4 NGO or Charity <input type="checkbox"/> 5 Religious institution <input type="checkbox"/> 6 Community council <input type="checkbox"/> 7 Local government <input type="checkbox"/> 8 Regional government <input type="checkbox"/> 9 National government <input type="checkbox"/> 97 Other |
| SA_C1_ML_D | Who in your school has primary authority over hiring teaching staff? | <input type="checkbox"/> 1 Parents <input type="checkbox"/> 2 Teachers <input type="checkbox"/> 3 School director <input type="checkbox"/> 4 NGO or Charity <input type="checkbox"/> 5 Religious institution <input type="checkbox"/> 6 Community council <input type="checkbox"/> 7 Local government <input type="checkbox"/> 8 Regional government <input type="checkbox"/> 9 National government <input type="checkbox"/> 97 Other |

| | | |
|-----------------|--|--|
| SA_C3 | How many children are currently enrolled in this school? <i>INTERVIEWER INSTRUCTION: If possible, the school administrator should look this up in their records rather than guess how many children are enrolled.</i> | <input type="checkbox"/> # [1 to 999] <input type="checkbox"/> 9999 Don't know |
| SA_C4 | How many of these are girls? <i>INTERVIEWER INSTRUCTION: If possible, the school administrator should look this up in their records rather than guess how many children are enrolled.</i> | <input type="checkbox"/> # [1 to 999] <input type="checkbox"/> 9999 Don't know |
| SA_C4_ML | <i>INTERVIEWER ASK OR RECORD:</i> Did the school administrator extract these numbers from the school records or did he/she estimate? | <input type="checkbox"/> 1 Extracted from school records <input type="checkbox"/> 2 Made an estimate |

| | | |
|---------------|---|--------------------------------------|
| | INTERVIEWER READ OUT: Now I will ask you a few questions about this school's facilities. | |
| SA_C14 | How many classrooms does this school have? | <input type="checkbox"/> # [1 to 40] |

| | | |
|------------------|--|---|
| SA_C15 | Does this school have access to electricity? | <input type="checkbox"/> 1 Yes - all day <input type="checkbox"/> 2 Yes - occasionally <input type="checkbox"/> 3 Hardly ever <input type="checkbox"/> 4 Never |
| SA_C16 | Does this school have access to running water? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_C17 | <i>INTERVIEWER RECORD: Does school have a roof? If the school has more than one room, record whether the majority of rooms have a roof</i> | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_C18 | Does this school have indoor toilets? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_C19 | Are there separate toilets for boys and girls? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| | | |
| | <i>INTERVIEWER READ OUT: Thanks. The next questions are about the teaching at this school.</i> | |
| SA_C20 | How many teachers currently work at this school full-time? I mean that they work 30 hours or more per week? | <input type="checkbox"/> # [0 to 99] <input type="checkbox"/> 999 Don't Know |
| SA_C21 | How many of these are women? | <input type="checkbox"/> # [0 to 99] |
| SA_C22 | How many teachers work at this school part-time (that means less than 30 hours per week?) | <input type="checkbox"/> # [0 to 99] <input type="checkbox"/> 999 Don't Know |
| SA_C23 | How many of these are women? | <input type="checkbox"/> # [0 to 99] <input type="checkbox"/> 999 Don't Know |
| SA_C23_ML | Ask or record: Did the school administrator extract these numbers from the school records or did he/she estimate? | <input type="checkbox"/> 1 Extracted from school records <input type="checkbox"/> 2 Made an estimate |
| SA_C24 | What is the average number of hours taught per day? | <input type="checkbox"/> # [1 to 24] <input type="checkbox"/> 999 Don't Know |
| SA_C25 | How many days a week is the school usually in session? | <input type="checkbox"/> # [1 to 7] |
| SA_C26 | How many children are there per classroom on average? | <input type="checkbox"/> 1 One to nine children <input type="checkbox"/> 2 Ten to nineteen children <input type="checkbox"/> 3 Twenty to twenty-nine children <input type="checkbox"/> 4 Thirty to thirty-nine children <input type="checkbox"/> 5 Forty to forty-nine children <input type="checkbox"/> 6 Fifty children and more <input type="checkbox"/> 99 Don't know |
| SA_C27 | In the last month, were there any teachers who were absent from the school for any reason other than holidays or declared sick leave? | <input type="checkbox"/> 1 None [SKIP TO SA_28_ML_A] <input type="checkbox"/> 2 About a quarter of the teachers (25%) <input type="checkbox"/> 2 About half of the teachers (50%) <input type="checkbox"/> 3 About three quarters of the |

| | | |
|---------------------|--|---|
| | | teachers (75%) <input type="checkbox"/> 4 More than three quarters of the teachers <input type="checkbox"/> 5 All of the teachers <input type="checkbox"/> 99 Don't Know [SKIP TO SA_28_ML_A] |
| SA_C27_ML | On average, for how many days were these teachers absent in the past month? | <input type="checkbox"/> 1 One to two days <input type="checkbox"/> 2 Three to five days <input type="checkbox"/> One week to two weeks <input type="checkbox"/> More than two weeks <input type="checkbox"/> 99 Don't know |
| SA_28_ML_A | During the last year, have teachers at this school participated in any of the following activities: <i>INTERVIEWER INSTRUCTION: Read out and select all that apply.</i> | |
| SA_28_ML_A_1 | Training courses or workshops on <u>general teaching methods</u> ? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_28_ML_A_2 | Training courses or workshops on teaching methods that promote <u>equality between boys and girls</u> ? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_28_ML_A_3 | Training courses or workshops on teaching children with special needs (e.g. children with disabilities or speaking a minority language)? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_28_ML_A_4 | Mentoring or coaching through other teachers or external organisations? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |

| | | |
|---------------|--|---|
| SA_C38 | Has any NGO or religious organisation supplied additional funds to the budget of your school last year ? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_C39 | Over the past [YEARS SINCE BASELINE] have there been any activities to improve the conditions for learning at this school? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO SA_C42] <input type="checkbox"/> 99 Don't Know [SKIP TO SA_C42] |

[ASK IF CODED 1 AT SA_C39]

| | |
|---------------|---|
| SA_C40 | If yes, can you describe what these activities were? <i>INTERVIEWER INSTRUCTION: DO NOT READ OUT. Select all that are mentioned by the respondent.</i> [MULTICODE] |
|---------------|---|

| | | |
|------------|--|--------------------------|
| SA_C40_1 | Recruiting new teachers | <input type="checkbox"/> |
| SA_C40_2 | Training / coaching teachers who are already at the school | <input type="checkbox"/> |
| SA_C40_3 | Building new classrooms | <input type="checkbox"/> |
| SA_C40_4 | Improving school facilities (e.g. repairing works) | <input type="checkbox"/> |
| SA_C40_5 | Building toilets | <input type="checkbox"/> |
| SA_C40_6 | Providing new / better / more textbooks | <input type="checkbox"/> |
| SA_C40_7 | Providing new / better / more writing materials | <input type="checkbox"/> |
| SA_C40_8 | After-school / out-of-school tuition / learning clubs | <input type="checkbox"/> |
| SA_C40_9 | Special tutoring or psychosocial support | <input type="checkbox"/> |
| SA_C40_10 | Establishing / training a school management committee | <input type="checkbox"/> |
| SA_C40_11 | Development of the curriculum | <input type="checkbox"/> |
| SA_C40_12 | Life skills training | <input type="checkbox"/> |
| SA_C40_13 | Provision of stipends or bursaries | <input type="checkbox"/> |
| SA_C40_97 | Other | <input type="checkbox"/> |
| SA_C40_OTH | [IF OTHER] Please specify: | “ _____ ” |
| SA_C41 | <p>Who was responsible for implementing these activities?</p> <p><i>INTERVIEWER INSTRUCTION: Select all that apply, prompt if necessary.</i></p> <p>[MULTICODE]</p> | |
| SA_C41_1 | The school itself / head teacher / school management committee | <input type="checkbox"/> |
| SA_C41_2 | An international or non-governmental organisation (NGO) (e.g. UNICEF or UNESCO) | <input type="checkbox"/> |
| SA_C41_4 | A religious organisation | <input type="checkbox"/> |
| SA_C41_5 | The local community | <input type="checkbox"/> |
| SA_C41_6 | The government | <input type="checkbox"/> |
| SA_C41_7 | A private person or institution | <input type="checkbox"/> |
| SA_C41_8 | Other | <input type="checkbox"/> |
| SA_C41_97 | Don't know | <input type="checkbox"/> |

[ASK ALL]

| | | |
|---------------|---|---|
| SA_C42 | Are there any on-going measures to specifically support girls in your school? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |
| SA_C43 | And are these measures aimed at all girls, or specifically aimed at girls from disadvantaged backgrounds? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No <input type="checkbox"/> 99 Don't Know |

[ASK IF CODED 1 AT SA_C42 OR AT SA_C43]

| | | |
|-------------------|---|--------------------------|
| SA_C44 | Can you describe what these measures involve? <i>INTERVIEWER INSTRUCTION: Do not read out, Select all that apply.</i> | |
| SA_C44_1 | Building (safe) toilets for girls | <input type="checkbox"/> |
| SA_C44_2 | Creating safe spaces for girls | <input type="checkbox"/> |
| SA_C44_3 | Inviting female role models to share their stories | <input type="checkbox"/> |
| SA_C44_4 | Girls clubs in addition to normal teaching | <input type="checkbox"/> |
| SA_C44_5 | More girl-friendly teaching | <input type="checkbox"/> |
| SA_C44_97 | Other | <input type="checkbox"/> |
| SA_C44_OTH | [IF OTHER] please specify: | " _____ " |
| SA_C45 | Who is responsible for implementing these activities? <i>INTERVIEWER INSTRUCTION: Select all that apply, prompt if necessary.</i> [MULTICODE] | |
| SA_C45_1 | The school itself / head teacher / school management committee | <input type="checkbox"/> |
| SA_C45_2 | An international or non-governmental organisation (NGO) (e.g. UNICEF or UNESCO) | <input type="checkbox"/> |
| SA_C45_4 | A religious organisation | <input type="checkbox"/> |
| SA_C45_5 | The local community | <input type="checkbox"/> |
| SA_C45_6 | The government | <input type="checkbox"/> |
| SA_C45_7 | A private person or institution | <input type="checkbox"/> |
| SA_C45_97 | Other | <input type="checkbox"/> |

| | | |
|-----------|------------|--------------------------|
| SA_C45_99 | Don't know | <input type="checkbox"/> |
|-----------|------------|--------------------------|

[ASK ALL]

| | | |
|--------|--|---|
| SA_C46 | All in all, do you think that the learning conditions at this school are now better, worse, or the same as [YEARS SINCE BASELINE] ago? | <input type="checkbox"/> 1 Better <input type="checkbox"/> 2 Worse <input type="checkbox"/> 3 Same <input type="checkbox"/> 99 Don't Know |
|--------|--|---|

| | | |
|--------|---|---|
| SA_C47 | In this current school year, has there been any extraordinary closure (apart from holidays) that lasted longer than one week? | <input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No [SKIP TO SA_D1] <input type="checkbox"/> 99 Don't Know [SKIP TO SA_D1] |
|--------|---|---|

[ASK IF CODED 1 AT SA_C47]

| | | |
|--------|---|---|
| SA_C48 | If yes, how long was the school closed (i.e. outside of holidays)? <i>INTERVIEWER INSTRUCTION: If the school closed several times during the year, please add up the overall time that it was closed</i> | <input type="checkbox"/> 0 Less than 2 weeks <input type="checkbox"/> 1 Between 2 and 4 weeks <input type="checkbox"/> 2 Between 5 and 8 weeks <input type="checkbox"/> 3 Between 9 and 12 weeks <input type="checkbox"/> 4 More than three months <input type="checkbox"/> 99 Don't know |
|--------|---|---|

[ASK ALL]

| | | |
|-------------|--|-------------|
| SA_D1 | Thank you very much for your help. We are very grateful for your time and we will use what you have told us carefully. | |
| SA_COMMENTS | Additional comments by enumerator | _____ |
| SA_END_TIME | End time | [_:_] hh:mm |



Annex H – EM Quantitative Tables

Endline Report – Step Change Window

Final Version (December 2017)

Annex H – Quantitative Tables

Table 17: Official school ages per grade, and duration of primary and secondary school cycles by country

| In years | Afg | DRC | Eth | Ken | Moz | Sie | Som | Zim | Tan |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Grade 1 | 7 | 6 | 7 | 6 | 6 | 6 | 6 | 7 | 7 |
| Grade 2 | 8 | 7 | 8 | 7 | 7 | 7 | 7 | 8 | 8 |
| Grade 3 | 9 | 8 | 9 | 8 | 8 | 8 | 8 | 9 | 9 |
| Grade 4 | 10 | 9 | 10 | 9 | 9 | 9 | 9 | 10 | 10 |
| Grade 5 | 11 | 10 | 11 | 10 | 10 | 10 | 10 | 11 | 11 |
| Grade 6 | 12 | 11 | 12 | 11 | 11 | 11 | 11 | 12 | 12 |
| Grade 7 | 13 | 12 | 13 | 12 | 12 | 12 | 12 | 13 | 13 |
| Grade 8 | 14 | 13 | 14 | 13 | 13 | 13 | 13 | 14 | 14 |
| Grade 9 | 15 | 14 | 15 | 14 | 14 | 14 | 14 | 15 | 15 |
| Grade 10 | 16 | 15 | 16 | 15 | 15 | 15 | 15 | 16 | 16 |
| Grade 11 | 17 | 16 | 17 | 16 | 16 | 16 | 16 | 17 | 17 |
| Grade 12 | 18 | 17 | 18 | 17 | 17 | 17 | 17 | 18 | 18 |
| Grade 13 | | | | | | | | 19 | 19 |

Notes: Primary school grades shaded in light orange (◐); Secondary-school grades are shaded in darker orange (◑). Entrance age of primary is the age at which students would enter primary education, assuming they had started at the official entrance age for the lowest level of education, had studied full-time throughout and had progressed through the system without repeating or skipping a grade.

Source: For official starting ages: World Bank Development Indicators; UNESCO statistics; USAID Demographics and Health Survey (DHS). For school system information: UNESCO.

Table 18: Midline-endline difference-in-difference indicators across SCW project areas

Table 19 and

Tables 20 show outcome, exposure and barrier variables from the HHS and the SVS across the SCW: EGRA/EGMA variables, Outcome variables (starting with “O”), Exposure variables (starting with “E”), and barrier variables: Family factors, Poverty, Attitudes and Aspirations, Violence-related and School-related.

In the EM sample, Camfed’s project areas are not associated with any control group. As such, a comparison of treatment and control areas at the window level would be biased if including Camfed. It’s why it has been excluded from calculations from

Tables 20.

Left columns show a blue “1” when the variable is likely to be positively correlated with the main GEC outcomes (enrolment, attendance and learning), and an orange “-1” when negatively correlated with the main GEC outcomes.

Some variables are labelled as questions. In this case, the percentages are equal to the ratio of “Yes” over “No” answers.

In

Tables 20, in addition to the DID indicators and their p-value, the means for the treatment group and the control groups at endline are presented, along with corresponding sample sizes.

Difference-in-difference indicators have a green background when positive (with respect to GEC education outcomes) and significant. They have an orange background when negative (with respect to GEC education outcomes are significant). Darker green or orange is used when DID indicator is statistically significant at the 5 per cent level. Lighter green or orange is used when it is significant at the 10 per cent level. Grey cells show missing data or data with too low sample size to be shown (less than 50 individuals).

Numbers in the baseline-endline and midline-endline difference columns are sometimes coloured in green or dark orange (their font, not their background). This flags an increase or a decrease larger than 5 per cent and does not show the result of any statistical test. It is only shown to help the reader.

Table 18: Midline-endline difference-in-difference indicators across SCW project areas

| EM HHS and SVS – MIDLINE to ENDLINE Difference-in-difference by SCW project area | | 5000 | 4999 | 5085 | 5147 | 5224 | 5097 | 5098 | 5170 | 5136 | 5252 | 5099 | 5096 | 5253 | 5274 | 5243 | 5101 | 5103 | 5102 |
|---|--|-----------------|------|----------|---------|----------|---------|---------|----------|----------|----------|---------|----------|------------|----------|---------|------------|----------|----------|
| | | All excl. Camf. | All | BRAC Afg | AKF Afg | ACTD Afg | IRC DRC | STC Eth | ChHp Eth | WUSC Ken | CfBT Ken | STC Moz | Plan Sie | Relief Som | CARE Som | WV Zimb | Camfed Z-T | Camf Zim | Camf Tan |
| 1 | EGRA invented word | -0.6 | -0.3 | -1.3 | 0.7 | 0.1 | 2.6 | -1.2 | -0.6 | -0.7 | 0.7 | -0.9 | -0.9 | -0.9 | -4.4 | -2.7 | 2.2 | 2.0 | 2.7 |
| 1 | EGRA letter sound | -1.2 | -0.9 | -1.5 | 0.8 | 0.3 | -2.6 | 0.1 | -3.5 | -2.9 | 7.5 | -0.3 | -1.1 | -4.2 | -6.9 | 0.1 | 1.4 | 3.3 | -4.1 |
| 1 | EGRA oral reading | -1.7 | -1.0 | -0.2 | -1.7 | -1.2 | -0.4 | -1.6 | -1.0 | -4.4 | -2.1 | -1.0 | -1.0 | -0.2 | -5.1 | -2.0 | 4.6 | 5.5 | 1.7 |
| 1 | EGRA reading comprehension | -0.1 | 0.0 | 0.0 | -0.1 | 0.0 | -0.1 | 0.0 | 0.1 | -0.4 | -0.2 | 0.1 | -0.1 | 0.1 | -0.4 | 0.0 | 0.6 | 0.7 | 0.3 |
| 1 | EGRA B oral reading | -1.8 | 0.7 | -1.3 | -6.9 | -2.3 | -0.2 | -0.7 | 0.8 | 1.2 | 2.4 | 1.9 | -1.9 | -3.1 | -18.2 | 0.7 | 17.9 | 23.7 | 2.8 |
| 1 | EGRA B reading comprehension | -0.1 | 0.0 | -0.1 | -0.3 | 0.0 | 0.0 | 0.0 | -0.1 | -0.1 | 0.1 | 0.1 | 0.0 | -0.1 | -0.8 | 0.0 | 0.2 | 0.5 | -0.4 |
| 1 | EGMA number identification | -0.2 | 0.3 | -0.3 | -0.6 | -0.1 | 2.0 | -1.4 | -0.7 | -2.6 | -0.5 | 0.3 | -0.6 | 3.5 | 0.2 | -1.6 | 4.0 | 5.7 | -0.7 |
| 1 | EGMA quantity comparison | -0.2 | -0.1 | -0.1 | -0.2 | 0.1 | -0.5 | -0.1 | 0.2 | -1.1 | 0.5 | -0.2 | -0.5 | -0.6 | 0.1 | -0.3 | 0.6 | 0.4 | 1.2 |
| 1 | EGMA missing number | -0.2 | -0.1 | 0.0 | 0.1 | 0.1 | -0.1 | 0.1 | 0.3 | -0.8 | 0.3 | -0.2 | -0.6 | -1.1 | -1.1 | -0.1 | 0.8 | 1.0 | 0.4 |
| 1 | EGMA addition level 1 | 0.4 | 0.6 | -0.5 | 0.2 | 0.3 | 0.0 | 1.5 | 1.1 | 0.6 | 0.6 | -1.3 | -0.9 | 5.9 | -1.3 | -0.6 | 1.8 | 2.1 | 0.9 |
| 1 | EGMA subtraction level 1 | 0.2 | 0.3 | -0.5 | -0.1 | 0.3 | 0.3 | 0.9 | 0.6 | -0.2 | 1.7 | -0.9 | -0.3 | 4.0 | -2.6 | -0.6 | 0.7 | 0.8 | 0.4 |
| 1 | EGMA addition written ex | -0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | -0.4 | 0.0 | -0.2 | -0.4 | 0.0 | -0.5 | 0.1 | 0.1 | 0.2 | -0.1 |
| 1 | EGMA division written ex | 0.0 | 0.0 | 0.2 | -0.1 | 0.0 | 0.1 | 0.1 | 0.1 | -0.1 | 0.2 | -0.1 | 0.0 | 0.0 | -0.4 | -0.1 | 0.3 | 0.4 | 0.1 |
| 1 | EGMA multiplication written ex | -0.1 | 0.0 | -0.1 | -0.2 | 0.0 | -0.1 | 0.1 | 0.2 | -0.1 | 0.0 | -0.2 | -0.1 | -0.1 | -0.2 | -0.2 | 0.3 | 0.5 | -0.1 |
| 1 | EGMA subtraction written ex | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | -0.4 | 0.2 | -0.3 | -0.2 | 0.1 | -0.8 | 0.0 | 0.3 | 0.4 | 0.0 |
| 1 | EGRA total score / 100 (proportion correct) | -2% | -1% | -1% | 0% | 0% | 0% | -1% | -2% | -4% | 3% | -1% | -2% | -3% | -8% | -2% | 4% | 5% | 0% |
| 1 | EGMA total score / 100 (% correct) | 0% | 1% | -1% | -1% | 1% | 2% | 1% | 2% | -5% | 3% | -3% | -3% | 12% | -7% | -4% | 9% | 12% | 2% |
| 1 | O - Girl is enrolled (PCG) | 0% | 2% | -8% | -16% | 1% | -3% | 12% | 1% | 0% | -2% | 0% | 1% | 1% | 9% | 4% | 14% | 20% | -1% |
| -1 | O - Girl has never attended school | -1% | -5% | 4% | 3% | 1% | 1% | -7% | 2% | -7% | 0% | -2% | -1% | -6% | 2% | -3% | -34% | -36% | -27% |
| 1 | O - Girl's attendance (PCG) | 1% | 1% | -1% | 7% | -1% | 1% | 0% | -1% | 8% | -1% | -2% | 0% | 0% | -1% | 0% | 2% | 2% | 3% |
| -1 | O - Girl hasn't attended most school days (PCG) | -2% | -2% | 5% | -21% | 2% | -5% | -1% | -1% | -24% | 2% | 6% | 3% | 6% | 5% | 4% | -5% | -5% | -2% |
| 1 | O - Girl's attendance (SVS - same questions as PCG) | 2% | 2% | | | | 5% | 6% | 3% | -1% | 1% | -4% | | 0% | 1% | 4% | | | |
| 1 | O - Percentage of days attended (SVS) | -3% | -3% | | | | 3% | 7% | -4% | -5% | 2% | -19% | | -14% | 10% | 2% | | | |
| 1 | O(B) - Boy is enrolled (PCG) | 1% | 1% | 8% | 0% | -10% | -1% | 8% | -3% | -9% | 6% | 10% | 0% | 4% | 4% | 9% | -5% | 2% | -18% |
| 1 | O(B) - Boy's HHS attendance (PCG) | 0% | 0% | 1% | 2% | 0% | -1% | -1% | -2% | -1% | -5% | -2% | 0% | 0% | 0% | 3% | 1% | 1% | 2% |
| 0 | O(S) - Age at which girl started school | | | | | | | | | | | | | | | | | | |
| 0 | O(S) - Number of years enrolled in school | | | | | | | | | | | | | | | | | | |
| 0 | O(S) - Number of years enrolled in school | | | | | | | | | | | | | | | | | | |
| -1 | O - Girl scored zero wpm | 4% | 2% | -3% | -1% | 2% | 9% | 3% | -1% | 28% | -4% | 4% | 11% | 2% | -3% | -1% | -6% | -7% | -5% |
| 1 | E - Did girl have a scholarship or bursary since BL? | 3% | 3% | -1% | | -1% | 6% | -11% | -5% | 36% | 6% | 2% | -1% | 1% | 7% | 3% | 1% | 5% | -10% |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|--|------|------|-----|------|------|------|------|------|------|------|------|------|------|------|------|-----|-----|------|
| 1 | E - Apart from family, friends, school, did anyone give girl school books since | 0% | 0% | -4% | -4% | 5% | -5% | 3% | -4% | 12% | -2% | 3% | 0% | 1% | 2% | 0% | 0% | 3% | -6% |
| 1 | E - Did girl attend any special classes or study groups since BL? | -1% | -1% | 1% | -1% | -1% | 8% | -22% | 2% | -3% | -3% | -5% | 11% | -4% | 6% | -2% | -5% | -2% | -12% |
| 1 | E - Did girl receive any special tutoring or help with her schoolwork since BL? | 1% | 0% | 2% | 2% | -6% | -4% | -15% | 13% | 0% | 11% | 7% | 6% | -1% | 3% | 0% | -7% | -8% | -6% |
| 1 | E - Did anyone talk to girl about enrolling or staying in school since BL? | -1% | -2% | -3% | -7% | -7% | 2% | -10% | -3% | 1% | 7% | 8% | 9% | -4% | -6% | 2% | -3% | -4% | 2% |
| 1 | E (svs) - Did girl have a scholarship or bursary during past year? | -4% | -4% | | | | -7% | -16% | 1% | -9% | -2% | -1% | | -1% | -10% | -4% | | | |
| 1 | E (svs) - Did girl attend any special classes or study groups during past year? | 1% | 1% | | | | 0% | -15% | -1% | 4% | 0% | 25% | | 4% | -2% | -1% | | | |
| 1 | E (svs) - Did girl receive any special tutoring or help with her schoolwork? | -7% | -7% | | | | 3% | -26% | 2% | -16% | 4% | -20% | | 8% | -6% | -4% | | | |
| 1 | E (svs) - NGO/religious org° supplied additional funds to school in last year | -3% | -3% | | | | 16% | -1% | 3% | -27% | 21% | 28% | | -61% | -33% | 11% | | | |
| 1 | E (svs) - Any activities to improve learning conditions since baseline | 4% | 4% | | | | 14% | -26% | 8% | 22% | 1% | 11% | | 13% | -27% | -9% | | | |
| 1 | E (svs) - Ongoing measures to specifically support girls in girl's school | -11% | -11% | | | | -12% | 13% | -25% | -27% | -15% | 6% | | -1% | -12% | 19% | | | |
| 1 | E (svs) - Ongoing measures to specifically support marginalised girls in girl's | -4% | -4% | | | | -55% | 29% | -20% | -23% | -35% | -11% | | 44% | 31% | -4% | | | |
| 1 | E - Closest primary school built since baseline | 0% | 0% | -1% | | | 4% | 7% | -3% | 2% | -27% | 4% | 12% | -3% | -1% | -3% | -4% | -1% | -11% |
| 1 | E - Closest secondary school built since baseline | 0% | 0% | | | -1% | 1% | 12% | 1% | 2% | -16% | 5% | 18% | -19% | 1% | -5% | -5% | -4% | -5% |
| 1 | E (svs) - Last year, teachers participated in training in general teaching metho | -6% | -6% | | | | 4% | 3% | -2% | 15% | -10% | -21% | | -4% | -27% | -4% | | | |
| 1 | E (svs) - Last year, teachers participated in training in gender sensitive pedag | -5% | -5% | | | | -1% | 5% | 34% | -5% | -15% | -33% | | 8% | -44% | 12% | | | |
| 1 | E (svs) - Last year, teachers participated in training in special needs educatio | -5% | -5% | | | | -11% | 5% | 19% | 0% | -8% | -7% | | 29% | -45% | -10% | | | |
| 1 | E (svs) - Last year, teachers participated in training in mentoring or coaching | -12% | -12% | | | | -19% | -22% | -10% | 8% | 10% | -15% | | -1% | -42% | -14% | | | |
| 0 | F(S) - HOH has completed some years of primary or less | 0% | 0% | -1% | 5% | -1% | -8% | 0% | -4% | 0% | 3% | 10% | -11% | -5% | -1% | 6% | 0% | -4% | 9% |
| 0 | F(S) - Head of household is a male | 2% | 1% | 1% | 1% | -1% | 13% | 3% | 1% | -1% | 3% | 5% | 1% | -4% | 0% | 0% | -5% | -5% | -5% |
| -1 | F - PCG cannot read or write a letter in LOI | 0% | 1% | -1% | 0% | 1% | 2% | -1% | 0% | 1% | -8% | 0% | -3% | 5% | 11% | 6% | 7% | 6% | 10% |
| 1 | F - Girl's mother is a member of the HH | -1% | -1% | 1% | 0% | 1% | -7% | 2% | -4% | -1% | -1% | -2% | -2% | -7% | -6% | 9% | -2% | 1% | -11% |
| 1 | F - Girl's father is a member of the HH | 1% | 1% | 2% | -1% | -3% | 7% | 3% | -2% | -10% | 12% | -3% | 8% | -6% | 7% | 3% | 0% | 3% | -6% |
| -1 | F - Girls' parents are not member of the HH | -1% | -1% | -1% | -1% | 0% | -2% | 2% | 2% | 2% | -5% | 1% | -1% | 2% | 1% | -12% | 0% | -4% | 11% |
| 0 | F(S) - Girl doesn't speak the official LOI (or just a little) | | 0% | | | | | | | | | | | | | | 0% | 1% | |
| 0 | F(S) - Girl has disabilities | 1% | 1% | | | | 5% | | -1% | -1% | 1% | -2% | 4% | 2% | 3% | 1% | 0% | -1% | |
| -1 | F - Girl has had a serious illness last year | 3% | 2% | 9% | -1% | 1% | 2% | -5% | -3% | -1% | 8% | 5% | 8% | 2% | 5% | 10% | -1% | 2% | -9% |
| 0 | F(S) - LOI different from language spoken at home | | | | | | | | | | | | | | | | | | |
| -1 | F - Household did not live in this village one year ago | -1% | -1% | | | | 4% | -2% | -3% | 2% | -2% | -1% | -2% | -2% | 0% | -2% | 0% | 0% | 2% |
| -1 | P - Girl spends more than one hour a day doing non-school work | 1% | 2% | 1% | 10% | -21% | 4% | 7% | -10% | 33% | -12% | 1% | 9% | 11% | -3% | 2% | 6% | 2% | 14% |
| -1 | P - Difficult to afford for girl to go to school | 0% | 1% | -3% | -21% | -7% | 0% | 7% | 3% | 38% | -2% | 2% | 8% | -2% | 2% | -3% | 4% | 3% | 9% |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|--|------|------|------|------|------|-----|------|------|------|-------|------|------|------|------|------|------|------|------|
| -1 | A (lik) - I get nervous when I have to do maths in front of others | -5% | -5% | -12% | -38% | -11% | -2% | 11% | -5% | 10% | -6% | 10% | -3% | 18% | 1% | -18% | -5% | 3% | -28% |
| -1 | V - Girl has had dangerous experience travelling around in this area in the past | -1% | -1% | 4% | 1% | -8% | -9% | 1% | -10% | 0% | 6% | -1% | 3% | -8% | 16% | -1% | -2% | 0% | -7% |
| -1 | V - Violence at girl's school in the past year | -2% | -2% | -2% | -3% | -2% | | -2% | -5% | -3% | -2% | | 6% | -6% | 5% | -4% | -1% | 3% | -13% |
| -1 | V - Travel to schools in the area is not very safe | 0% | 0% | 3% | -1% | 5% | 4% | -1% | -2% | -1% | -1% | 5% | 3% | -4% | 1% | -11% | 0% | 4% | -9% |
| -1 | S(S) - Walk minutes to go to school | | | | | | | | | | | | | | | | | | |
| -1 | S - Classrooms are not satisfactory at girl's school | 4% | 4% | -1% | 17% | 2% | -2% | -2% | -2% | 30% | 1% | 12% | -6% | 4% | -6% | 1% | 1% | 2% | -3% |
| -1 | S - Toilets are not satisfactory at girl's school | 1% | 2% | 0% | 10% | 0% | 5% | 6% | -2% | 7% | -4% | 6% | 0% | -8% | 0% | -7% | 8% | 7% | 15% |
| -1 | S - Textbooks are not satisfactory at girl's school | 0% | 2% | 0% | 5% | -11% | 8% | 1% | 2% | 34% | 7% | -9% | 2% | 7% | -7% | -11% | 16% | 18% | 8% |
| -1 | S - Teaching is not satisfactory at girl's school | 3% | 3% | 3% | 1% | -2% | -8% | -4% | 6% | 4% | 9% | 5% | 0% | 15% | -4% | 2% | 4% | 4% | 5% |
| -1 | S - Teacher is absent at least a few times a month | -2% | -2% | -4% | 1% | -7% | 1% | 0% | -7% | -3% | 1% | -2% | 6% | -15% | -5% | -1% | -2% | -2% | -2% |
| -1 | S - In past 12m, had to pay for tuition fees for girl | 0% | -2% | -5% | 12% | -1% | 7% | -3% | 9% | -14% | 3% | -8% | 0% | 9% | -4% | 3% | -19% | -17% | -24% |
| -1 | S - In past 12m, had to pay for school books/materials for girl | -1% | -1% | -1% | 2% | -5% | 1% | -8% | 18% | -2% | 13% | -20% | -3% | 9% | -8% | -8% | 3% | 5% | -1% |
| -1 | S - In past 12m, had to pay for school books/materials for girl | -2% | -1% | -4% | 9% | 2% | -1% | -1% | -2% | -1% | 5% | -15% | 4% | 5% | -11% | -8% | 9% | 9% | 11% |
| -1 | S - In past 12m, had to pay for school building or maintenance for girl | 1% | 0% | 0% | -5% | 5% | 11% | -9% | 7% | -23% | 12% | 6% | 1% | 3% | 2% | -8% | -8% | -8% | -10% |
| -1 | S - In past 12m, had to pay for transportation to school for girl | 1% | 1% | 0% | 0% | 5% | 8% | -2% | 1% | 1% | -3% | 0% | 3% | 3% | 1% | 2% | -2% | 0% | -6% |
| -1 | S - In past 12m, had to pay for school lunches for girl | -2% | 0% | -4% | 1% | | 7% | -3% | -1% | 2% | 5% | -7% | -2% | -5% | -5% | -3% | 14% | 17% | -1% |
| -1 | S - In past 12m, had to pay for other things for girl | 1% | 0% | 0% | 2% | | 6% | -5% | -1% | 3% | 10% | -1% | -1% | 0% | -5% | -4% | 1% | 1% | -6% |
| -1 | S - Doesn't bring lunch to school or just from time to time | -1% | -1% | 2% | 1% | -10% | -8% | -1% | -4% | -1% | -3% | 0% | -4% | 3% | 10% | 6% | 13% | 15% | 4% |
| -1 | S - School doesn't provide lunch or just from time to time | 6% | 4% | -1% | -2% | 3% | -6% | 33% | 3% | -6% | 15% | 21% | -4% | 2% | 8% | -1% | -6% | -6% | 0% |
| -1 | S (svs) - Children do not use textbooks in class | -4% | -4% | | | | | -13% | -23% | 2% | -9% | 0% | -1% | | -11% | 13% | -3% | | |
| -1 | S (svs) - Children are unable to take text books home | 5% | 5% | | | | | 0% | -4% | -1% | 27% | 15% | -5% | | 5% | -1% | 6% | | |
| -1 | S (svs) - Children in girl's class do not use chalkboards | 5% | 5% | | | | | 3% | -23% | 2% | 15% | 3% | -1% | | 9% | 6% | 7% | | |
| -1 | S (svs) - More than 25% of teachers absent at least one day last month | 4% | 4% | | | | | 13% | 24% | -20% | 15% | -2% | 11% | | -30% | -20% | -7% | | |
| -1 | S (svs) - There are 30 children or more in girl's class | 1% | 1% | | | | | 3% | 5% | -1% | -6% | 8% | 9% | | -22% | 22% | -6% | | |
| -1 | S (svs) - Less than half students are girls in girl's class (excludes about half | 12% | 12% | | | | | 26% | 21% | 18% | 17% | 7% | 12% | | -1% | -1% | 8% | | |
| -1 | S (svs) - Girl's main teacher is a male | 0% | 0% | | | | | 3% | -1% | 9% | 0% | 6% | -5% | | -5% | -1% | -7% | | |
| -1 | S (svs) - Girl's school is mixed (boys and girls) | -1% | -1% | | | | | -10% | | | 4% | -4% | | | -1% | | | | |
| 1 | S (svs) - School doesn't have electricity all day | -12% | -12% | | | | | -10% | 20% | -18% | 4% | -28% | -24% | | -13% | -10% | -24% | | |
| 1 | S (svs) - School doesn't have access to water | -6% | -6% | | | | | 4% | 0% | -8% | 23% | -12% | 6% | | -16% | -52% | 1% | | |
| 1 | S (svs) - School doesn't have a roof | -7% | -7% | | | | | 2% | -13% | -11% | 4% | -6% | 1% | | 0% | -22% | 4% | | |
| 1 | S (svs) - School doesn't have indoor toilets | 3% | 3% | | | | | 0% | 6% | 8% | 33% | -33% | -23% | | 18% | 26% | -6% | | |
| -1 | S (svs) - There is no separate toilets for girls and boys | -1% | -1% | | | | | 14% | 1% | -1% | -3% | -11% | 10% | | 2% | -12% | -6% | | |
| 1 | S (svs) - Number of classrooms in girl's school | -12% | -12% | | | | | -69% | -6% | 162% | -237% | -79% | 20% | | 79% | 25% | 92% | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | | |
|----|---|------|------|------|------|-----|------|------|------|------|------|------|-------|-----|------|------|------|-----|------|--|
| 1 | S (svs) - Number of teachers working full time at girl's school | 12% | 12% | | | | | 62% | 6% | -29% | 267% | 103% | -137% | | -26% | 117% | -11% | | | |
| 1 | S (svs) - Average number of hours taught per day | -26% | -26% | | | | | -71% | 3% | -49% | -7% | 23% | -89% | | 22% | 20% | 1% | | | |
| 1 | S (svs) - Number of days a week girl's school is in session | 0% | 0% | | | | | -50% | 11% | -2% | -4% | -2% | 3% | | -8% | -3% | -3% | | | |
| 1 | S - PCG mentioned more schools (any type) in the village since baseline | | | | | | | | | | | | | | | | | | | |
| -1 | S - PCG mentioned fewer schools (any type) in the village since baseline | | | | | | | | | | | | | | | | | | | |
| 1 | S - PCG mentioned more teachers (any gender) at girl's school since baseline | | | | | | | | | | | | | | | | | | | |
| -1 | S - PCG mentioned fewer teachers (any gender) at girl's school since baseline | | | | | | | | | | | | | | | | | | | |
| 1 | S - (More schools (no specific school type ment) | -2% | -1% | -4% | -1% | -4% | -2% | 2% | -3% | 13% | 10% | -9% | 0% | 3% | -10% | -1% | 8% | 5% | 17% | |
| 1 | S - (More government or public schools) | 0% | 0% | -1% | -2% | 4% | 3% | 2% | 2% | 5% | 3% | -6% | -5% | -3% | -3% | 3% | -2% | -1% | -4% | |
| 1 | S - (More private schools) | 0% | 0% | -3% | 3% | 1% | 5% | | -1% | 2% | -8% | | -4% | 3% | -1% | | 0% | -1% | | |
| 1 | S - (More religious / church / Quran schools) | -1% | -1% | -15% | 2% | 3% | -4% | | 1% | 12% | -1% | -1% | -6% | -1% | -1% | | 0% | -1% | | |
| -1 | S - (Fewer schools (no specific school type men) | 1% | 1% | 4% | | 1% | 3% | -1% | 0% | 3% | 4% | -1% | -2% | 3% | -3% | 1% | 0% | -1% | | |
| -1 | S - (Fewer government or public schools) | 1% | 1% | 4% | | | -2% | -1% | 4% | 9% | 5% | -1% | -6% | -1% | 0% | | 0% | -1% | | |
| -1 | S - (Fewer private schools) | 0% | 0% | 2% | -1% | 1% | -5% | | -1% | 7% | 1% | | -5% | -3% | 0% | | 0% | | 2% | |
| 1 | S - (More teachers (no gender specified)) | -1% | -2% | -2% | -20% | 4% | -5% | -3% | 11% | -28% | 1% | -17% | 0% | 4% | 20% | 2% | -4% | 0% | -19% | |
| 1 | S - (More male teachers) | 0% | 0% | -6% | -13% | -5% | -1% | 26% | 4% | -6% | 10% | -2% | -12% | 12% | 8% | 2% | -1% | 0% | -4% | |
| 1 | S - (More female teachers) | 1% | 1% | 4% | -30% | 12% | -8% | -9% | 12% | 8% | 6% | 2% | -8% | 0% | -2% | 6% | 0% | -1% | 4% | |
| -1 | S - (Fewer teachers (no gender specified)) | -2% | -3% | 1% | -2% | 0% | -17% | -3% | -10% | -3% | 5% | 6% | -6% | -3% | -5% | 0% | -7% | -8% | -6% | |
| -1 | S - (Fewer male teachers) | 3% | 3% | 0% | -1% | 1% | -6% | 5% | 2% | 16% | 8% | 0% | 0% | 4% | -2% | | 0% | 1% | -2% | |
| -1 | S - (Fewer female teachers) | 0% | 0% | 6% | 1% | 1% | -14% | -7% | 2% | 5% | 9% | -5% | -9% | -1% | -3% | | -1% | 1% | -6% | |
| 1 | S - (Better teaching) | -5% | -1% | -16% | -20% | 6% | 6% | -4% | -12% | -25% | 3% | -19% | 3% | 1% | 23% | 4% | 24% | 22% | 29% | |
| -1 | S - (Poorer teaching) | 2% | 2% | 3% | 3% | -2% | 5% | 0% | -2% | 16% | 4% | -4% | -6% | 3% | 8% | -1% | 2% | 2% | 4% | |
| 1 | S - (Teachers more present) | -1% | -1% | -7% | -21% | 3% | 6% | 12% | 9% | -8% | 1% | -2% | -11% | -6% | 18% | -3% | 4% | 3% | 11% | |
| -1 | S - (Teachers less present) | 2% | 2% | 1% | 0% | 0% | 5% | 0% | 0% | 7% | 3% | -1% | -3% | 3% | -1% | -2% | 2% | 2% | 2% | |
| 1 | S - (New teaching methods / activities) | 0% | 0% | -18% | -14% | 1% | 16% | -1% | 3% | -9% | -3% | -2% | -7% | 0% | 0% | 11% | 2% | 1% | 12% | |
| 1 | S - (More classrooms) | -4% | -4% | -3% | -12% | 4% | 11% | 15% | 4% | -30% | -13% | -21% | 1% | -4% | 6% | -5% | -1% | -2% | 0% | |
| -1 | S - (Fewer classrooms) | 3% | 3% | -5% | -1% | 0% | 6% | -7% | -6% | 7% | 15% | 3% | 2% | 4% | 14% | 3% | 2% | 2% | 4% | |
| 1 | S - (Better classrooms (if not further specifie) | -4% | -4% | -5% | -19% | 5% | 0% | -2% | -27% | -17% | -1% | -23% | 4% | 0% | 18% | 4% | 3% | 1% | 6% | |
| -1 | S - (Worse classrooms (if not further specified) | 2% | 2% | 0% | 7% | 1% | 1% | -2% | -8% | 17% | 0% | 2% | 3% | 2% | -2% | -1% | -1% | -2% | | |
| 1 | S - (Less crowded classrooms) | 1% | 1% | 2% | -10% | 0% | 2% | | 2% | 3% | 3% | -2% | -1% | 2% | 5% | -1% | 0% | 0% | | |
| -1 | S - (More crowded classrooms) | 1% | 1% | -2% | -4% | 1% | -4% | | 2% | 7% | 4% | -6% | 2% | -3% | 5% | 1% | 0% | 0% | -2% | |
| 1 | S - (More / better desks or chairs) | 0% | 2% | -8% | -16% | 2% | -5% | 8% | 14% | -17% | 8% | -10% | 2% | -5% | 30% | 7% | 16% | 20% | 2% | |
| -1 | S - (Worse / fewer desks or chairs) | 2% | 2% | -4% | 3% | 0% | 0% | | 10% | 9% | 3% | -1% | 3% | 0% | -1% | 4% | -1% | 0% | -4% | |
| 1 | S - (New computers or screens) | 1% | 1% | -5% | 0% | | -3% | | 2% | 2% | 0% | -2% | 1% | 3% | 5% | 3% | 1% | 1% | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|--|-----|-----|------|------|-----|-----|------|------|------|------|------|-----|-----|-----|------|-----|-----|-----|
| 1 | S - (More learning materials (no specific type) | -3% | -3% | -3% | -32% | -9% | 8% | -22% | -4% | -20% | 1% | -4% | 6% | -6% | 19% | 14% | -3% | -5% | 4% |
| 1 | S - (More stationary (e.g. pens or paper)) | 1% | 1% | 1% | -9% | 5% | 17% | 13% | -7% | 8% | -2% | -1% | -8% | -5% | 8% | 4% | -3% | -4% | |
| 1 | S - (More textbooks) | -1% | 0% | -15% | 17% | 12% | 7% | -18% | 9% | -8% | -3% | -7% | -5% | -8% | 15% | -10% | 9% | 11% | 1% |
| -1 | S - (Fewer learning materials (no specific type) | 2% | 2% | 5% | -5% | 1% | 6% | 2% | -2% | 11% | 2% | 0% | 1% | 2% | 2% | 2% | 1% | 2% | |
| -1 | S - (Fewer stationary (e.g. pens or paper)) | 0% | 0% | -8% | -3% | 1% | 7% | 1% | 0% | -5% | 4% | -3% | 2% | -3% | 2% | -2% | 1% | 1% | |
| -1 | S - (Fewer textbooks) | 2% | 2% | -4% | 4% | 1% | 8% | | 5% | 2% | 3% | -2% | 0% | -5% | 1% | -1% | 6% | 8% | -3% |
| 1 | S - (Better textbooks) | -3% | 0% | -5% | -19% | 0% | 0% | -53% | -1% | -8% | -10% | -18% | -3% | 6% | 35% | 29% | 16% | 13% | 21% |
| -1 | S - (Worse textbooks) | 1% | 1% | 1% | 2% | 1% | 6% | -3% | 3% | 10% | -1% | 2% | -1% | 0% | -2% | -4% | 0% | -1% | |
| 1 | S - (Better / more facilities (no specific type) | 1% | 1% | 1% | -2% | 1% | -1% | 6% | -13% | 0% | -6% | -5% | 3% | 1% | 29% | 0% | 1% | -1% | 9% |
| -1 | S - (Worse / fewer facilities (no specific type) | 1% | 1% | -1% | 2% | | 7% | | -1% | 6% | -3% | 2% | 0% | | 0% | -1% | 0% | 0% | |
| -1 | S - (Better / more toilets) | -3% | -3% | -2% | -28% | 0% | 12% | -13% | -10% | 9% | -15% | -9% | -6% | -1% | 16% | 8% | 3% | 5% | -5% |
| 1 | S - (Worse / fewer toilets) | 1% | 1% | 2% | 0% | -2% | 7% | 0% | -1% | 4% | 2% | 4% | 0% | 1% | 1% | -4% | 0% | 0% | |
| 1 | S - (Better / more regular access to electricit | -2% | -1% | -3% | -22% | 3% | -3% | -1% | -8% | 0% | 1% | -2% | 3% | 0% | 1% | -1% | 7% | 9% | 1% |
| -1 | S - (Worse / less regular access to electricity) | 0% | 1% | 0% | -5% | -1% | 8% | | -10% | 11% | 5% | 3% | 0% | -1% | -2% | -2% | 2% | 3% | |
| 1 | S - (Better roofing) | -1% | -1% | -8% | -14% | 1% | 10% | -3% | -5% | 12% | 3% | -4% | -7% | -4% | 5% | -1% | -2% | -3% | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

Table 19: Baseline-endline difference-in-difference indicators across SCW project areas

| EM HHS and SVS Difference-in-difference by SCW project area | | 5000 | 4999 | 5085 | 5147 | 5224 | 5097 | 5098 | 5170 | 5136 | 5252 | 5099 | 5096 | 5253 | 5274 | 5243 | 5101 | 5103 | 5102 |
|--|---|-----------------|------|----------|---------|----------|---------|---------|----------|----------|----------|---------|----------|------------|----------|---------|------------|----------|----------|
| | | All excl. Camf. | All | BRAC Afg | AKF Afg | ACTD Afg | IRC DRC | STC Eth | ChHp Eth | WUSC Ken | CfBT Ken | STC Moz | Plan Sie | Relief Som | CARE Som | WV Zimb | Camfed Z-T | Camf Zim | Camf Tan |
| 1 | EGRA invented word | 1.5 | 2.1 | 0.5 | 4.2 | 1.1 | 6.2 | -1.5 | 1.6 | 6.2 | 4.5 | -1.8 | -0.3 | 6.8 | -0.6 | -2.6 | 7.3 | 6.5 | 8.9 |
| 1 | EGRA letter sound | 2.2 | 1.9 | 0.7 | 6.9 | 1.7 | 0.8 | -2.7 | 2.9 | -0.3 | 7.2 | 1.1 | -2.1 | 0.0 | 4.0 | 1.0 | 0.7 | 0.9 | 0.7 |
| 1 | EGRA oral reading | 1.1 | 2.7 | 0.9 | 4.4 | 3.6 | 2.8 | -2.8 | 1.1 | 8.8 | 13.2 | -2.4 | -3.4 | 5.4 | -2.6 | -3.5 | 15.0 | 22.6 | -1.0 |
| 1 | EGRA reading comprehension | 0.1 | 0.1 | -0.1 | 0.3 | 0.3 | 0.0 | -0.1 | 0.1 | 0.3 | 0.4 | -0.1 | -0.2 | -0.1 | -0.2 | 0.0 | 0.8 | 0.6 | 1.3 |
| 1 | EGRA B oral reading | | | | | | | | | | | | | | | | | | |
| 1 | EGRA B reading comprehension | | | | | | | | | | | | | | | | | | |
| 1 | EGMA number identification | 0.5 | 1.6 | 0.3 | 1.5 | 0.1 | 1.3 | -5.6 | 3.3 | 0.8 | 2.3 | -0.1 | -0.4 | 0.5 | 4.6 | -1.9 | 11.8 | 12.7 | 10.1 |
| 1 | EGMA quantity comparison | 0.1 | 0.3 | -0.2 | 0.5 | 0.3 | -0.7 | -0.6 | 0.9 | -0.1 | 1.0 | 0.5 | -0.3 | -0.6 | -0.3 | -0.6 | 2.7 | 2.4 | 3.5 |
| 1 | EGMA missing number | 0.1 | 0.3 | 0.5 | 0.5 | 0.6 | -0.6 | -0.5 | 0.4 | 0.3 | 0.5 | -0.2 | -0.7 | 0.0 | -0.6 | -0.1 | 2.4 | 2.5 | 2.3 |
| 1 | EGMA addition level 1 | 0.8 | 0.9 | 0.7 | 2.0 | 0.5 | 2.1 | -0.5 | 1.0 | 3.0 | 2.2 | -0.9 | -0.9 | 7.2 | -1.8 | -1.4 | 2.9 | 3.1 | 2.5 |
| 1 | EGMA subtraction level 1 | 0.4 | 0.6 | 0.7 | 2.3 | 0.7 | 1.6 | -0.4 | 0.1 | 2.2 | 0.9 | -1.8 | 0.9 | 3.7 | -4.6 | -0.7 | 2.9 | 3.2 | 2.1 |
| 1 | EGMA addition written ex | 0.0 | 0.1 | 0.0 | 0.1 | 0.3 | -0.2 | -0.1 | 0.2 | 0.1 | 0.0 | -0.3 | -0.2 | 0.3 | -0.6 | -0.2 | 0.9 | 1.0 | 0.8 |
| 1 | EGMA division written ex | 0.1 | 0.1 | 0.2 | 0.3 | 0.0 | 0.0 | 0.0 | -0.1 | 0.4 | 0.4 | -0.2 | 0.2 | 0.2 | -0.4 | 0.1 | 0.7 | 0.6 | 1.0 |
| 1 | EGMA multiplication written ex | 0.0 | 0.1 | 0.1 | 0.3 | 0.0 | 0.1 | -0.1 | 0.1 | 0.3 | 0.2 | -0.2 | 0.1 | 0.2 | -0.3 | 0.0 | 0.8 | 0.9 | 0.5 |
| 1 | EGMA subtraction written ex | 0.1 | 0.1 | 0.1 | 0.8 | 0.3 | 0.0 | -0.1 | 0.0 | 0.3 | 0.1 | -0.5 | -0.2 | 0.4 | -0.6 | -0.2 | 1.0 | 0.9 | 1.2 |
| 1 | EGRA total score / 100 (proportion correct) | 2% | 3% | 1% | 7% | 3% | 4% | -3% | 3% | 7% | 12% | -2% | -3% | 5% | 0% | -2% | 11% | 14% | 5% |
| 1 | EGMA total score / 100 (% correct) | 2% | 4% | 2% | 9% | 3% | 4% | -8% | 6% | 8% | 8% | -4% | -1% | 12% | -5% | -5% | 27% | 28% | 25% |
| 1 | O - Girl is enrolled (PCG) | -3% | 1% | -5% | -12% | -1% | -9% | 4% | 5% | -4% | 4% | 2% | -10% | -12% | 6% | -3% | 45% | 46% | 43% |
| -1 | O - Girl has never attended school | 4% | 0% | 6% | 28% | 5% | 3% | -2% | -5% | 2% | -4% | -4% | 8% | 6% | 5% | 0% | -48% | -50% | -46% |
| 1 | O - Girl's attendance (PCG) | 0% | 0% | -1% | 7% | -1% | 0% | -4% | 1% | 1% | -4% | 0% | 0% | 1% | -8% | 1% | 3% | 1% | 4% |
| -1 | O - Girl hasn't attended most school days (PCG) | 1% | 1% | 7% | -6% | 4% | 5% | -2% | 0% | -9% | 8% | 0% | 7% | -2% | 31% | -2% | -7% | -2% | -10% |
| 1 | O - Girl's attendance (SVS - same questions as PCG) | | | | | | | | | | | | | | | | | | |
| 1 | O - Percentage of days attended (SVS) | | | | | | | | | | | | | | | | | | |
| 1 | O(B) - Boy is enrolled (PCG) | 2% | 1% | | | | -11% | 2% | -11% | 1% | 5% | 13% | 4% | 20% | 12% | -7% | -5% | -7% | -7% |
| 1 | O(B) - Boy's HHS attendance (PCG) | 0% | 0% | | | | -2% | -1% | 3% | -1% | -4% | 0% | -2% | 0% | 3% | 1% | 2% | 2% | 1% |
| 0 | O(S) - Age at which girl started school | | | | | | | | | | | | | | | | | | |
| 0 | O(S) - Number of years enrolled in school | | | | | | | | | | | | | | | | | | |
| 0 | O(S) - Number of years enrolled in school | | | | | | | | | | | | | | | | | | |
| -1 | O - Girl scored zero wpm | 1% | -2% | -1% | -4% | -1% | -1% | 8% | -10% | 1% | 1% | 5% | 4% | -3% | 1% | 7% | -30% | -31% | -31% |
| 1 | E - Did girl have a scholarship or bursary since BL? | 2% | 2% | -1% | -2% | -1% | 1% | 3% | 2% | 17% | 5% | 6% | -2% | 6% | -1% | -6% | 1% | 2% | -2% |
| 1 | E - Apart from family, friends, school, did anyone give girl school books since | 0% | 0% | -1% | -5% | 2% | 1% | 0% | 4% | -2% | -6% | 8% | -1% | 12% | 2% | -4% | 2% | 5% | -7% |
| 1 | E - Did girl attend any special classes or study groups since BL? | 0% | 0% | 4% | -1% | 3% | 17% | -16% | 13% | -6% | -7% | -5% | 2% | 0% | 7% | -3% | 9% | 0% | 22% |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|---|-----|-----|------|------|------|------|------|------|------|------|------|------|-----|------|------|-----|-----|------|
| 1 | E - Did girl receive any special tutoring or help with her schoolwork since BL? | 2% | 1% | 2% | 2% | -1% | 8% | -13% | 21% | 6% | 5% | -11% | 5% | 1% | -3% | 5% | -1% | -5% | 2% |
| 1 | E - Did anyone talk to girl about enrolling or staying in school since BL? | 1% | 1% | 3% | 5% | 0% | 10% | -10% | 7% | -2% | -2% | 1% | 10% | 8% | -12% | -1% | 10% | 3% | 21% |
| 1 | E (svs) - Did girl have a scholarship or bursary during past year? | 2% | 2% | | | | | 4% | 4% | 3% | -1% | | | -5% | 29% | -10% | | | |
| 1 | E (svs) - Did girl attend any special classes or study groups during past year? | 3% | 3% | | | | | 12% | 12% | -2% | -8% | -4% | 9% | 17% | 8% | 4% | | | |
| 1 | E (svs) - Did girl receive any special tutoring or help with her schoolwork? | -5% | -5% | | | | | 11% | -11% | 14% | -20% | 0% | -34% | 8% | -5% | 5% | | | |
| 1 | E (svs) - NGO/religious org ^o supplied additional funds to school in last year | 19% | 19% | | | | | 59% | 36% | 1% | -24% | 14% | 54% | -5% | -44% | 33% | | | |
| 1 | E (svs) - Any activities to improve learning conditions since baseline | | | | | | | | | | | | | | | | | | |
| 1 | E (svs) - Ongoing measures to specifically support girls in girl's school | -5% | -5% | | | | | -70% | -46% | -5% | -8% | -10% | 3% | 34% | -17% | 25% | | | |
| 1 | E (svs) - Ongoing measures to specifically support marginalised girls in girl's | 10% | 10% | | | | | | 37% | -7% | -2% | -10% | -37% | 56% | 0% | 37% | | | |
| 1 | E - Closest primary school built since baseline | | | | | | | | | | | | | | | | | | |
| 1 | E - Closest secondary school built since baseline | | | | | | | | | | | | | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in general teaching metho | | | | | | | | | | | | | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in gender sensitive pedag | | | | | | | | | | | | | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in special needs educatio | | | | | | | | | | | | | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in mentoring or coaching | | | | | | | | | | | | | | | | | | |
| 0 | F(S) - HOH has completed some years of primary or less | 1% | 1% | 3% | 7% | -1% | 2% | 1% | -8% | 3% | 9% | 5% | -6% | 4% | -8% | 5% | -4% | -9% | 5% |
| 0 | F(S) - Head of household is a male | 1% | 0% | 0% | 1% | -1% | -1% | 4% | 1% | -1% | -1% | 9% | 1% | -9% | 0% | -2% | -8% | -3% | -15% |
| -1 | F - PCG cannot read or write a letter in LOI | -2% | -1% | -1% | -1% | 1% | -5% | 0% | 2% | -1% | -11% | 1% | 6% | -6% | -1% | -4% | 6% | 7% | 5% |
| 1 | F - Girl's mother is a member of the HH | 1% | 1% | 1% | 0% | -2% | 1% | -2% | -3% | 3% | 1% | 5% | 3% | 0% | 4% | 7% | -4% | -1% | -7% |
| 1 | F - Girl's father is a member of the HH | 0% | 0% | 0% | -4% | -4% | 5% | 3% | 0% | -14% | 5% | 1% | -1% | 3% | 8% | 5% | -4% | 0% | -11% |
| -1 | F - Girls' parents are not member of the HH | -2% | -1% | | | 1% | -3% | 1% | 1% | -2% | -5% | -1% | -2% | -3% | -3% | -6% | 5% | 1% | 11% |
| 0 | F(S) - Girl doesn't speak the official LOI (or just a little) | -1% | 0% | -3% | 2% | 1% | 9% | -16% | 0% | 21% | -9% | -5% | 12% | 5% | -2% | 0% | 11% | 20% | 0% |
| 0 | F(S) - Girl has disabilities | -1% | -1% | -1% | 0% | 2% | -5% | 1% | 0% | -7% | -3% | 1% | 2% | 0% | -4% | -5% | 1% | -1% | 8% |
| -1 | F - Girl has had a serious illness last year | 3% | 3% | 4% | 0% | 1% | 20% | 0% | 1% | -3% | 10% | -3% | 16% | -3% | 11% | -3% | -4% | 0% | -10% |
| 0 | F(S) - LOI different from language spoken at home | 2% | 1% | 4% | -2% | | 15% | -34% | 2% | -1% | 12% | 4% | 6% | 29% | 0% | 2% | 0% | 20% | -20% |
| -1 | F - Household did not live in this village one year ago | 2% | 1% | 2% | -1% | 1% | 1% | 1% | 1% | 9% | 0% | -2% | 4% | 4% | 8% | 2% | -3% | -2% | -4% |
| -1 | P - Girl spends more than one hour a day doing non-school work | -4% | -2% | -16% | 4% | -18% | -10% | 0% | -8% | 6% | -3% | 7% | -12% | -8% | -10% | 9% | 23% | 24% | 0% |
| -1 | P - Difficult to afford for girl to go to school | -3% | -3% | -7% | -26% | -7% | 0% | 4% | -9% | 28% | 6% | 3% | 21% | 13% | 2% | -12% | -6% | -4% | -1% |
| 0 | P(S) - Household unable to meet basic needs | 0% | 0% | | | | | | | | | | -1% | | | | 1% | 1% | |
| -1 | P - Household doesn't own land for themselves | | | | | | | | | | | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|--|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|------|-----|------|-----|-----|-----|----|------|
| -1 | P - Gone to sleep at night feeling hungry more than 5 days in past year | | | | | | | | | | | | | | | | | | |
| -1 | P - Gone without enough clean water more than 5 days in past year | | | | | | | | | | | | | | | | | | |
| -1 | P - Gone without medicine/ treatment more than 5 days in past year | | | | | | | | | | | | | | | | | | |
| -1 | P - Girl sometimes feels hungry at school | | | | | | | | | | | | | | | | | | |
| -1 | A - Thinking now, PCG doesn't want her to go beyond primary level | 1% | 1% | 2% | 11% | -1% | 2% | -1% | -4% | 9% | -4% | -6% | | 6% | 10% | -1% | -2% | | -6% |
| -1 | A - When girls go to school they learn less than boys (PCG) | -2% | -3% | -7% | 1% | -17% | -9% | 3% | -1% | 4% | -6% | -3% | 11% | -1% | -7% | 1% | -5% | 1% | -17% |
| -1 | A - Decisions about girl's education are made by adults only | | | | | | | | | | | | | | | | | | |
| -1 | A - Most/Some people in the village don't usually send girls to school | -1% | -1% | -4% | -6% | -6% | -9% | 7% | 1% | 12% | -2% | 1% | 4% | -1% | 5% | -9% | 2% | 3% | 0% |
| -1 | A - No school committee or household members not involved | 5% | 4% | 2% | 3% | 2% | 5% | 0% | 14% | 2% | 13% | -8% | 6% | 12% | 9% | 6% | 2% | 1% | -10% |
| -1 | A - Girls doesn't like school or only sometimes | 0% | 0% | 6% | 7% | -12% | -9% | -2% | -5% | 8% | 0% | -4% | 1% | 2% | 1% | -6% | 1% | 2% | -2% |
| -1 | A - (7-10 ONLY) Girl doesn't think it's good for children to go to school | -3% | -3% | -3% | 0% | -9% | -1% | 7% | -5% | -6% | 3% | -31% | 4% | -20% | 15% | 4% | | | |
| -1 | A - Girl doesn't think school is important for what she wants to do when she gro | 1% | 1% | 1% | 4% | -2% | -5% | 5% | -1% | 4% | 2% | -3% | | 20% | 8% | -6% | -2% | 0% | -6% |
| 1 | A (lik) - I can make decisions about school and my future | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - When I get up I am eager to go to school | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - I feel afraid at school | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - I usually try to do my best at school | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - My teacher speaks in a way that is difficult to understand | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - My teacher says interesting things | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - My teacher gives me interesting things to do | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - My teacher is often absent for class | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - My teacher helps me when I struggle with an exercise | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - I enjoy reading | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - I find reading difficult | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - Important to read well if I want a better life | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - I get nervous when I have to read in front of others | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - I read to learn new things | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - I enjoy doing maths | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - I find maths difficult | | | | | | | | | | | | | | | | | | |
| 1 | A (lik) - Important to do well in maths if I want a better life | | | | | | | | | | | | | | | | | | |
| -1 | A (lik) - I get nervous when I have to do maths in front of others | | | | | | | | | | | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|--|-------|-------|-----|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|------|------|-------|
| -1 | V - Girl has had dangerous experience travelling around in this area in the past | -1% | -1% | -2% | 0% | -7% | -8% | 3% | -4% | -4% | 1% | -4% | 3% | 0% | -3% | 5% | 1% | -2% | 7% |
| -1 | V - Violence at girl's school in the past year | -1% | -1% | 1% | -10% | -6% | -5% | 1% | -2% | -3% | -1% | 8% | 0% | 8% | 10% | 1% | 1% | 5% | -8% |
| -1 | V - Travel to schools in the area is not very safe | | | | | | | | | | | | | | | | | | |
| -1 | S(S) - Walk minutes to go to school | -108% | -117% | 49% | | | 309% | -61% | -195% | -128% | -36% | -144% | -237% | 98% | -255% | -159% | -86% | 49% | -246% |
| -1 | S - Classrooms are not satisfactory at girl's school | 1% | 0% | -5% | -19% | -15% | 34% | -2% | -7% | 26% | 8% | 8% | -9% | 3% | 11% | 7% | -7% | -1% | -16% |
| -1 | S - Toilets are not satisfactory at girl's school | -5% | -4% | 7% | -33% | -23% | 22% | 30% | -10% | -5% | 9% | -11% | 1% | -12% | 0% | -4% | 11% | 3% | 21% |
| -1 | S - Textbooks are not satisfactory at girl's school | 5% | 5% | 11% | -10% | 3% | 37% | 24% | 1% | 40% | 10% | 0% | -6% | 4% | 3% | -7% | -1% | -18% | 12% |
| -1 | S - Teaching is not satisfactory at girl's school | 0% | 1% | -5% | -27% | -7% | -4% | 11% | 5% | 23% | 10% | -3% | 9% | 3% | 2% | 0% | 5% | -6% | 15% |
| -1 | S - Teacher is absent at least a few times a month | 0% | 0% | 1% | -10% | 0% | -2% | 9% | -7% | 16% | 5% | -2% | 0% | -11% | 15% | -7% | 6% | 13% | -17% |
| -1 | S - In past 12m, had to pay for tuition fees for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - In past 12m, had to pay for school books/materials for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - In past 12m, had to pay for school books/materials for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - In past 12m, had to pay for school building or maintenance for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - In past 12m, had to pay for transportation to school for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - In past 12m, had to pay for school lunches for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - In past 12m, had to pay for other things for girl | | | | | | | | | | | | | | | | | | |
| -1 | S - Doesn't bring lunch to school or just from time to time | | | | | | | | | | | | | | | | | | |
| -1 | S - School doesn't provide lunch or just from time to time | | | | | | | | | | | | | | | | | | |
| -1 | S (svs) - Children do not use textbooks in class | | | | | | | | | | | | | | | | | | |
| -1 | S (svs) - Children are unable to take text books home | | | | | | | | | | | | | | | | | | |
| -1 | S (svs) - Children in girl's class do not use chalkboards | | | | | | | | | | | | | | | | | | |
| -1 | S (svs) - More than 25% of teachers absent at least one day last month | | | | | | | | | | | | | | | | | | |
| -1 | S (svs) - There are 30 children or more in girl's class | | | | | | | | | | | | | | | | | | |
| -1 | S (svs) - Less than half students are girls in girl's class (excludes about half | -6% | -6% | | | | 26% | 13% | -12% | -8% | 17% | -20% | | -51% | -24% | -7% | | | |
| -1 | S (svs) - Girl's main teacher is a male | 2% | 2% | | | | 29% | 3% | 6% | -8% | 22% | 0% | | -5% | -4% | 0% | | | |
| -1 | S (svs) - Girl's school is mixed (boys and girls) | -2% | -2% | | | | -8% | | | 0% | -5% | | | -3% | -4% | | | | |
| 1 | S (svs) - School doesn't have electricity all day | -9% | -9% | | | | | 25% | -14% | 34% | -33% | -15% | | -3% | -36% | -34% | | | |
| 1 | S (svs) - School doesn't have access to water | -1% | -1% | | | | -8% | 25% | -23% | 16% | -1% | -14% | | 40% | -60% | 15% | | | |
| 1 | S (svs) - School doesn't have a roof | -6% | -6% | | | | 14% | -29% | -10% | 3% | 6% | -7% | | -24% | -4% | 3% | | | |
| 1 | S (svs) - School doesn't have indoor toilets | 0% | 0% | | | | 49% | -12% | 23% | 30% | -29% | -10% | | -12% | -17% | -11% | | | |
| -1 | S (svs) - There is no separate toilets for girls and boys | | | | | | | | | | | | | | | | | | |
| 1 | S (svs) - Number of classrooms in girl's school | 9% | 9% | | | | 914% | 3% | 296% | -184% | -147% | 51% | | -378% | 163% | -7% | | | |
| 1 | S (svs) - Number of teachers working full time at girl's school | -33% | -33% | | | | 673% | 101% | 351% | -691% | -221% | 43% | | -28% | -115% | 12% | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | | | | | | |
|----|---|------|------|--|--|--|-------|-----|-----|------|-----|------|--|------|------|------|--|--|--|
| 1 | S (svs) - Average number of hours taught per day | -18% | -18% | | | | -155% | 15% | 21% | -69% | 18% | -74% | | 112% | -99% | -6% | | | |
| 1 | S (svs) - Number of days a week girl's school is in session | 8% | 8% | | | | 44% | | 3% | -7% | 2% | 50% | | -9% | 5% | -17% | | | |
| 1 | S - PCG mentioned more schools (any type) in the village since baseline | | | | | | | | | | | | | | | | | | |
| -1 | S - PCG mentioned fewer schools (any type) in the village since baseline | | | | | | | | | | | | | | | | | | |
| 1 | S - PCG mentioned more teachers (any gender) at girl's school since baseline | | | | | | | | | | | | | | | | | | |
| -1 | S - PCG mentioned fewer teachers (any gender) at girl's school since baseline | | | | | | | | | | | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

Tables 20: Endline averages and differences across time for across all SCW project areas excluding Camfed

| EM HHS and SVS All SCW project areas exclude Camfed | | Endline | | | | Difference (Endline - Midline) | | | | Difference (Endline - Baseline) | | | |
|--|---|---------|-------|------|-------|--------------------------------|------|-------------|-------------|---------------------------------|------|-------------|-------------|
| | | T | T (N) | C | C (N) | T | C | DID (T - C) | DID p-value | T | C | DID (T - C) | DID p-value |
| 1 | EGRA invented word | 21.6 | 2684 | 20.8 | 2488 | 0.8 | 1.6 | -0.6 | 0.32 | 9.7 | 9.5 | 1.5 | 0.10 |
| 1 | EGRA letter sound | 30.9 | 2685 | 29.6 | 2489 | 0.3 | 2.4 | -1.2 | 0.23 | 12.2 | 11.1 | 2.2 | 0.15 |
| 1 | EGRA oral reading | 39.2 | 2684 | 38.0 | 2489 | 1.1 | 3.1 | -1.7 | 0.10 | 16.5 | 17.1 | 1.1 | 0.58 |
| 1 | EGRA reading comprehension | 1.4 | 2684 | 1.3 | 2488 | -0.1 | 0.0 | -0.1 | 0.20 | 0.4 | 0.4 | 0.1 | 0.43 |
| 1 | EGRA B oral reading | 21.9 | 2683 | 20.8 | 2488 | -1.6 | 0.1 | | | | | | |
| 1 | EGRA B reading comprehension | 0.7 | 2683 | 0.7 | 2488 | -0.1 | -0.1 | | | | | | |
| 1 | EGMA number identification | 26.8 | 2707 | 26.7 | 2510 | 3.1 | 3.3 | -0.2 | 0.77 | 10.0 | 10.3 | 0.5 | 0.54 |
| 1 | EGMA quantity comparison | 6.3 | 2708 | 6.2 | 2510 | 0.5 | 0.6 | -0.2 | 0.08 | 2.1 | 2.1 | 0.1 | 0.59 |
| 1 | EGMA missing number | 4.4 | 2707 | 4.3 | 2510 | 0.3 | 0.5 | -0.2 | 0.05 | 1.5 | 1.6 | 0.1 | 0.41 |
| 1 | EGMA addition level 1 | 11.3 | 2707 | 11.1 | 2509 | 0.3 | 0.4 | 0.4 | 0.31 | 4.6 | 4.4 | 0.8 | 0.09 |
| 1 | EGMA subtraction level 1 | 8.5 | 2708 | 8.1 | 2509 | 0.0 | -0.1 | 0.2 | 0.57 | 3.3 | 3.2 | 0.4 | 0.31 |
| 1 | EGMA addition written ex | 2.0 | 2707 | 2.0 | 2510 | 0.2 | 0.3 | -0.1 | 0.17 | 0.8 | 0.8 | 0.0 | 0.90 |
| 1 | EGMA division written ex | 0.7 | 2707 | 0.7 | 2510 | 0.0 | 0.0 | 0.0 | 0.80 | 0.4 | 0.4 | 0.1 | 0.32 |
| 1 | EGMA multiplication written ex | 0.8 | 2707 | 0.7 | 2510 | -0.1 | -0.1 | -0.1 | 0.07 | 0.4 | 0.4 | 0.0 | 0.50 |
| 1 | EGMA subtraction written ex | 1.5 | 2707 | 1.5 | 2510 | 0.2 | 0.3 | 0.0 | 0.42 | 0.8 | 0.8 | 0.1 | 0.38 |
| 1 | EGRA total score across all subtasks (proportion correct) | 43% | 2683 | 41% | 2488 | 1% | 3% | -2% | 0.09 | 18% | 17% | 2% | 0.20 |
| 1 | EGMA total score across all subtasks (proportion correct) | 65% | 2705 | 64% | 2508 | 5% | 5% | 0% | 0.95 | 25% | 25% | 2% | 0.22 |
| 1 | O - Girl is enrolled (PCG) | 82% | 2815 | 82% | 2622 | 1% | 0% | 0% | 0.93 | 7% | 8% | -3% | 0.22 |
| -1 | O - Girl has never attended school | 10% | 2804 | 9% | 2608 | 1% | 3% | -1% | 0.47 | -10% | -12% | 4% | 0.09 |
| 1 | O - Girl's attendance (PCG) | 86% | 2299 | 86% | 2129 | -1% | -2% | 1% | 0.37 | -1% | -2% | 0% | 0.84 |
| -1 | O - Girl hasn't attended most school days (PCG) | 14% | 2299 | 15% | 2129 | 6% | 8% | -2% | 0.34 | 6% | 8% | 1% | 0.52 |
| 1 | O - Girl's attendance (SVS - same questions as PCG) | 85% | 1567 | 85% | 1471 | -1% | -2% | | | | | | |
| 1 | O - Percentage of days attended (SVS) | 86% | 1265 | 89% | 1135 | -1% | 2% | | | | | | |
| 1 | O(B) - Boy is enrolled (PCG) | 78% | 1895 | 76% | 1784 | -1% | -3% | 1% | 0.48 | 5% | -2% | 2% | 0.56 |
| 1 | O(B) - Boy's HHS attendance (PCG) | 86% | 1464 | 87% | 1343 | -1% | -1% | 0% | 0.85 | -2% | -2% | 0% | 0.72 |
| 0 | O(S) - Age at which girl started school | 6.7 | 2454 | 6.5 | 2256 | | | | | | | | |
| 0 | O(S) - Number of years enrolled in school | 5.4 | 2561 | 5.2 | 2342 | | | | | | | | |
| 0 | O(S) - Number of years enrolled in school | 5.4 | 2561 | 5.2 | 2342 | | | | | | | | |
| -1 | O - Girl scored zero wpm | 30% | 2684 | 30% | 2489 | -4% | -7% | 4% | 0.03 | -23% | -26% | 1% | 0.59 |
| 1 | E - Did girl have a scholarship or bursary since BL? | 10% | 2798 | 8% | 2602 | -1% | -4% | 3% | 0.12 | 7% | 5% | 2% | 0.18 |
| 1 | E - Apart from family, friends, school, did anyone give girl school books since | 10% | 2782 | 10% | 2598 | 1% | 2% | 0% | 0.86 | 5% | 5% | 0% | 0.81 |
| 1 | E - Did girl attend any special classes or study groups since BL? | 19% | 2744 | 17% | 2556 | 7% | 7% | -1% | 0.53 | 11% | 10% | 0% | 0.95 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | |
|----|---|-----|------|-----|------|-----|-----|------|------|-----|------|-----|------|
| 1 | E - Did girl receive any special tutoring or help with her schoolwork since BL? | 16% | 2759 | 14% | 2574 | 6% | 6% | 1% | 0.41 | 8% | 6% | 2% | 0.43 |
| 1 | E - Did anyone talk to girl about enrolling or staying in school since BL? | 15% | 2764 | 16% | 2565 | 2% | 3% | -1% | 0.44 | 8% | 7% | 1% | 0.78 |
| 1 | E (svs) - Did girl have a scholarship or bursary during past year? | 9% | 1371 | 6% | 1305 | -5% | -2% | -4% | 0.13 | 5% | 2% | 2% | 0.38 |
| 1 | E (svs) - Did girl attend any special classes or study groups during past year? | 30% | 1394 | 27% | 1288 | 12% | 12% | 1% | 0.81 | 15% | 12% | 3% | 0.61 |
| 1 | E (svs) - Did girl receive any special tutoring or help with her schoolwork? | 27% | 1381 | 26% | 1296 | 6% | 10% | -7% | 0.11 | 10% | 11% | -5% | 0.34 |
| 1 | E (svs) - NGO/religious org ^o supplied additional funds to school in last year | 46% | 1419 | 32% | 1305 | -3% | -4% | -3% | 0.68 | -3% | -15% | 19% | 0.06 |
| 1 | E (svs) - Any activities to improve learning conditions since baseline | 79% | 1419 | 74% | 1305 | 10% | 5% | | | | | | |
| 1 | E (svs) - Ongoing measures to specifically support girls in girl's school | 72% | 1419 | 66% | 1305 | 1% | 5% | -11% | 0.07 | 26% | 29% | -5% | 0.54 |
| 1 | E (svs) - Ongoing measures to specifically support marginalised girls in girl's | 67% | 1030 | 65% | 899 | 10% | 15% | -4% | 0.69 | 31% | 36% | 10% | 0.35 |
| 1 | E - Closest primary school built since baseline | 30% | 2671 | 32% | 2486 | -5% | -4% | | | | | | |
| 1 | E - Closest secondary school built since baseline | 30% | 2468 | 32% | 2275 | -5% | -4% | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in general teaching metho | 72% | 1419 | 79% | 1305 | 1% | 6% | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in gender sensitive pedag | 58% | 1419 | 55% | 1305 | 4% | 4% | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in special needs educatio | 28% | 1419 | 26% | 1305 | 0% | 3% | | | | | | |
| 1 | E (svs) - Last year, teachers participated in training in mentoring or coaching | 51% | 1419 | 50% | 1305 | 5% | 13% | | | | | | |
| 0 | F(S) - HOH has completed some years of primary or less | 67% | 2747 | 67% | 2553 | -2% | 0% | 0% | 0.81 | -1% | -2% | 1% | 0.41 |
| 0 | F(S) - Head of household is a male | 75% | 2814 | 76% | 2622 | 3% | 2% | 2% | 0.19 | 1% | 2% | 1% | 0.68 |
| -1 | F - PCG cannot read or write a letter in LOI | 70% | 2808 | 71% | 2616 | 0% | 1% | 0% | 0.83 | 0% | 0% | -2% | 0.15 |
| 1 | F - Girl's mother is a member of the HH | 89% | 2815 | 89% | 2622 | 4% | 5% | -1% | 0.36 | -2% | -3% | 1% | 0.18 |
| 1 | F - Girl's father is a member of the HH | 75% | 2806 | 77% | 2615 | 2% | 1% | 1% | 0.34 | -5% | -4% | 0% | 0.75 |
| -1 | F - Girls' parents are not member of the HH | 8% | 2806 | 8% | 2615 | -2% | -2% | -1% | 0.46 | 1% | 2% | -2% | 0.09 |
| 0 | F(S) - Girl doesn't speak the official LOI (or just a little) | 43% | 2608 | 46% | 2428 | 1% | 2% | 0% | . | 1% | 4% | -1% | 0.86 |
| 0 | F(S) - Girl has disabilities | 8% | 2368 | 10% | 2216 | 1% | 1% | 1% | 0.16 | 5% | 6% | -1% | 0.47 |
| -1 | F - Girl has had a serious illness last year | 18% | 2811 | 15% | 2617 | 4% | 2% | 3% | 0.09 | 7% | 4% | 3% | 0.07 |
| 0 | F(S) - LOI different from language spoken at home | 54% | 2301 | 59% | 2150 | 2% | 0% | 0% | . | 3% | 2% | 2% | 0.22 |
| -1 | F - Household did not live in this village one year ago | 9% | 2621 | 8% | 2423 | 6% | 6% | -1% | 0.18 | 4% | 2% | 2% | 0.12 |
| -1 | P - Girl spends more than one hour a day doing non-school work | 64% | 2545 | 61% | 2391 | -6% | -6% | 1% | 0.70 | 5% | 4% | -4% | 0.24 |
| -1 | P - Difficult to afford for girl to go to school | 51% | 2306 | 53% | 2129 | -2% | 0% | 0% | 0.92 | 6% | 9% | -3% | 0.41 |
| 0 | P(S) - Household unable to meet basic needs | 40% | 2265 | 39% | 2131 | -1% | 0% | 0% | . | 0% | 0% | 0% | 0.32 |
| -1 | P - Household doesn't own land for themselves | 31% | 1995 | 30% | 1866 | 0% | -2% | | | | | | |
| -1 | P - Gone to sleep at night feeling hungry more than 5 days in past year | 14% | 2770 | 14% | 2573 | -2% | -3% | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | |
|----|--|-----|------|-----|------|------|------|-----|------|-----|-----|-----|------|
| -1 | P - Gone without enough clean water more than 5 days in past year | 20% | 2782 | 18% | 2580 | -4% | -4% | | | | | | |
| -1 | P - Gone without medicine/ treatment more than 5 days in past year | 26% | 2759 | 24% | 2563 | -12% | -10% | | | | | | |
| -1 | P - Girl sometimes feels hungry at school | 50% | 2281 | 51% | 2131 | -7% | -4% | | | | | | |
| -1 | A - Thinking now, PCG doesn't want her to go beyond primary level | 9% | 2720 | 8% | 2502 | -10% | -10% | 0% | 0.83 | -8% | -8% | 1% | 0.81 |
| -1 | A - When girls go to school they learn less than boys (PCG) | 11% | 2694 | 11% | 2503 | 0% | 1% | 1% | 0.71 | -1% | 0% | -2% | 0.28 |
| -1 | A - Decisions about girl's education are made by adults only | 37% | 2784 | 36% | 2589 | -4% | -4% | | | | | | |
| -1 | A - Most/Some people in the village don't usually send girls to school | 18% | 2780 | 21% | 2583 | -3% | -4% | 1% | 0.52 | 2% | 5% | -1% | 0.45 |
| -1 | A - No school committee or household members not involved | 76% | 2763 | 77% | 2579 | -4% | -3% | 1% | 0.73 | -6% | -7% | 5% | 0.04 |
| -1 | A - Girls doesn't like school or only sometimes | 11% | 2598 | 10% | 2414 | 0% | -2% | 1% | 0.47 | 3% | 2% | 0% | 0.95 |
| -1 | A - (7-10 ONLY) Girl doesn't think it's good for children to go to school | 4% | 737 | 5% | 760 | 1% | 1% | -1% | 0.70 | 1% | 2% | -3% | 0.26 |
| -1 | A - Girl doesn't think school is important for what she wants to do when she go | 5% | 2184 | 4% | 1987 | 2% | 2% | 1% | 0.39 | 2% | 1% | 1% | 0.30 |
| 1 | A (lik) - I can make decisions about school and my future | 0.8 | 2148 | 0.8 | 1940 | 0.0 | 0.0 | | | | | | |
| 1 | A (lik) - When I get up I am eager to go to school | 1.0 | 2293 | 1.0 | 2137 | 0.0 | 0.0 | | | | | | |
| -1 | A (lik) - I feel afraid at school | 0.3 | 2280 | 0.3 | 2129 | 0.0 | 0.0 | | | | | | |
| 1 | A (lik) - I usually try to do my best at school | 1.0 | 2274 | 1.0 | 2129 | 0.0 | 0.0 | | | | | | |
| -1 | A (lik) - My teacher speaks in a way that is difficult to understand | 0.3 | 2285 | 0.3 | 2133 | -0.2 | -0.2 | | | | | | |
| 1 | A (lik) - My teacher says interesting things | 0.9 | 2292 | 0.9 | 2133 | 0.0 | 0.0 | | | | | | |
| 1 | A (lik) - My teacher gives me interesting things to do | 0.9 | 2286 | 0.9 | 2127 | 0.0 | 0.1 | | | | | | |
| -1 | A (lik) - My teacher is often absent for class | 0.2 | 2293 | 0.2 | 2136 | -0.1 | -0.1 | | | | | | |
| 1 | A (lik) - My teacher helps me when I struggle with an exercise | 0.8 | 2274 | 0.8 | 2128 | 0.0 | 0.0 | | | | | | |
| 1 | A (lik) - I enjoy reading | 1.0 | 1917 | 1.0 | 1813 | 0.0 | 0.0 | | | | | | |
| -1 | A (lik) - I find reading difficult | 0.3 | 1899 | 0.3 | 1807 | -0.1 | -0.1 | | | | | | |
| 1 | A (lik) - Important to read well if I want a better life | 1.0 | 1906 | 1.0 | 1808 | 0.0 | 0.0 | | | | | | |
| -1 | A (lik) - I get nervous when I have to read in front of others | 0.2 | 1901 | 0.2 | 1804 | -0.1 | -0.1 | | | | | | |
| 1 | A (lik) - I read to learn new things | 95% | 1906 | 95% | 1801 | 1% | 1% | | | | | | |
| 1 | A (lik) - I enjoy doing maths | 86% | 2707 | 84% | 2543 | 0% | -2% | | | | | | |
| -1 | A (lik) - I find maths difficult | 44% | 2694 | 49% | 2532 | -9% | -5% | | | | | | |
| 1 | A (lik) - Important to do well in maths if I want a better life | 0.9 | 2678 | 0.9 | 2526 | 0.0 | 0.0 | | | | | | |
| -1 | A (lik) - I get nervous when I have to do maths in front of others | 31% | 2690 | 34% | 2526 | -16% | -12% | | | | | | |
| -1 | V - Girl has had dangerous experience travelling around in this area in the past | 6% | 2805 | 8% | 2596 | 1% | 2% | -1% | 0.37 | 4% | 5% | -1% | 0.21 |
| -1 | V - Violence at girl's school in the past year | 5% | 2266 | 5% | 2103 | -2% | -1% | -2% | 0.18 | 2% | 2% | -1% | 0.60 |
| -1 | V - Travel to schools in the area is not very safe | 13% | 2784 | 13% | 2587 | -1% | 0% | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | |
|----|---|-------|------|-------|------|-------|------|------|------|------|------|-------|------|
| -1 | S(S) - Walk minutes to go to school | 1929% | 1464 | 1894% | 1381 | -137% | -52% | 0% | . | 101% | 95% | -108% | 0.28 |
| -1 | S - Classrooms are not satisfactory at girl's school | 21% | 2233 | 26% | 2071 | -6% | -9% | 4% | 0.08 | -8% | -7% | 1% | 0.80 |
| -1 | S - Toilets are not satisfactory at girl's school | 27% | 2157 | 31% | 2005 | -3% | -5% | 1% | 0.62 | -7% | -7% | -5% | 0.24 |
| -1 | S - Textbooks are not satisfactory at girl's school | 36% | 2119 | 40% | 1982 | -3% | -5% | 0% | 0.87 | 0% | -1% | 5% | 0.25 |
| -1 | S - Teaching is not satisfactory at girl's school | 20% | 2177 | 22% | 2039 | -4% | -8% | 3% | 0.16 | -6% | -5% | 0% | 0.95 |
| -1 | S - Teacher is absent at least a few times a month | 17% | 2231 | 16% | 2066 | -4% | -2% | -2% | 0.40 | 3% | 0% | 0% | 0.98 |
| -1 | S - In past 12m, had to pay for tuition fees for girl | 46% | 2309 | 45% | 2141 | 8% | 8% | | | | | | |
| -1 | S - In past 12m, had to pay for school books/materials for girl | 54% | 2308 | 56% | 2146 | 8% | 9% | | | | | | |
| -1 | S - In past 12m, had to pay for school books/materials for girl | 65% | 2312 | 67% | 2150 | 6% | 8% | | | | | | |
| -1 | S - In past 12m, had to pay for school building or maintenance for girl | 37% | 2297 | 40% | 2136 | 16% | 14% | | | | | | |
| -1 | S - In past 12m, had to pay for transportation to school for girl | 7% | 2309 | 6% | 2142 | 5% | 3% | | | | | | |
| -1 | S - In past 12m, had to pay for school lunches for girl | 22% | 2306 | 23% | 2147 | 11% | 13% | | | | | | |
| -1 | S - In past 12m, had to pay for other things for girl | 15% | 2317 | 15% | 2152 | 5% | 4% | | | | | | |
| -1 | S - Doesn't bring lunch to school or just from time to time | 71% | 2305 | 70% | 2144 | -14% | -14% | | | | | | |
| -1 | S - School doesn't provide lunch or just from time to time | 83% | 2308 | 78% | 2146 | -7% | -13% | | | | | | |
| -1 | S (svs) - Children do not use textbooks in class | 12% | 1567 | 12% | 1472 | -3% | 1% | | | | | | |
| -1 | S (svs) - Children are unable to take text books home | 30% | 1387 | 29% | 1289 | 5% | -3% | | | | | | |
| -1 | S (svs) - Children in girl's class do not use chalkboards | 53% | 1568 | 48% | 1472 | 5% | 0% | | | | | | |
| -1 | S (svs) - More than 25% of teachers absent at least one day last month | 33% | 1412 | 33% | 1304 | -11% | -17% | | | | | | |
| -1 | S (svs) - There are 30 children or more in girl's class | 57% | 1568 | 54% | 1472 | -18% | -20% | | | | | | |
| -1 | S (svs) - Less than half students are girls in girl's class (excludes about half) | 44% | 1568 | 42% | 1472 | 9% | -2% | 12% | 0.00 | 5% | 4% | -6% | 0.27 |
| -1 | S (svs) - Girl's main teacher is a male | 70% | 1568 | 70% | 1472 | 1% | 2% | 0% | 0.90 | 7% | 5% | 2% | 0.59 |
| -1 | S (svs) - Girl's school is mixed (boys and girls) | 97% | 1419 | 98% | 1305 | -1% | 0% | -1% | 0.13 | -1% | 0% | -2% | 0.06 |
| 1 | S (svs) - School doesn't have electricity all day | 0.6 | 1419 | 0.7 | 1305 | -0.1 | 0.0 | -12% | 0.01 | -0.1 | -0.1 | -9% | 0.17 |
| 1 | S (svs) - School doesn't have access to water | 0.6 | 1410 | 0.5 | 1304 | 0.0 | 0.0 | -6% | 0.22 | 0.1 | 0.2 | -1% | 0.93 |
| 1 | S (svs) - School doesn't have a roof | 0.0 | 1419 | 0.1 | 1305 | 0.0 | 0.0 | -7% | 0.02 | 0.0 | 0.0 | -6% | 0.11 |
| 1 | S (svs) - School doesn't have indoor toilets | 0.2 | 1419 | 0.2 | 1305 | -0.1 | -0.1 | 3% | 0.64 | -0.3 | -0.3 | 0% | 0.99 |
| -1 | S (svs) - There is no separate toilets for girls and boys | 12% | 1419 | 17% | 1305 | -2% | -2% | | | | | | |
| 1 | S (svs) - Number of classrooms in girl's school | 1076% | 1419 | 1102% | 1305 | 45% | 39% | -12% | 0.78 | 110% | 127% | 9% | 0.91 |
| 1 | S (svs) - Number of teachers working full time at girl's school | 1565% | 1410 | 1651% | 1280 | 40% | 43% | 12% | 0.88 | 204% | 248% | -33% | 0.78 |
| 1 | S (svs) - Average number of hours taught per day | 608% | 1410 | 658% | 1293 | -12% | 17% | -26% | 0.21 | -40% | 18% | -18% | 0.58 |
| 1 | S (svs) - Number of days a week girl's school is in session | 534% | 1419 | 528% | 1305 | 32% | 32% | 0% | 0.98 | 16% | 7% | 8% | 0.26 |
| 1 | S - PCG mentioned more schools (any type) in the village since baseline | 22% | 2263 | 18% | 2087 | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX H

| | | | | | | | | | | | | | | |
|----|---|-----|------|-----|------|------|------|--|--|--|--|--|--|--|
| -1 | S - PCG mentioned fewer schools (any type) in the village since baseline | 2% | 2263 | 2% | 2087 | | | | | | | | | |
| 1 | S - PCG mentioned more teachers (any gender) at girl's school since baseline | 39% | 2019 | 38% | 1895 | | | | | | | | | |
| -1 | S - PCG mentioned fewer teachers (any gender) at girl's school since baseline | 7% | 2019 | 8% | 1895 | | | | | | | | | |
| 1 | S - (More schools (no specific school type ment) | 13% | 2263 | 11% | 2087 | -1% | 1% | | | | | | | |
| 1 | S - (More government or public schools) | 5% | 2263 | 4% | 2087 | -2% | -3% | | | | | | | |
| 1 | S - (More private schools) | 6% | 2263 | 4% | 2087 | 1% | -1% | | | | | | | |
| 1 | S - (More religious / church / Quran schools) | 3% | 2263 | 3% | 2087 | -3% | -3% | | | | | | | |
| -1 | S - (Fewer schools (no specific school type men) | 1% | 2263 | 1% | 2087 | -5% | -5% | | | | | | | |
| -1 | S - (Fewer government or public schools) | 1% | 2263 | 1% | 2087 | -4% | -5% | | | | | | | |
| -1 | S - (Fewer private schools) | 1% | 2263 | 0% | 2087 | -4% | -4% | | | | | | | |
| 1 | S - (More teachers (no gender specified)) | 26% | 2019 | 29% | 1895 | 7% | 9% | | | | | | | |
| 1 | S - (More male teachers) | 10% | 2019 | 7% | 1895 | -4% | -4% | | | | | | | |
| 1 | S - (More female teachers) | 11% | 2019 | 10% | 1895 | -3% | -4% | | | | | | | |
| -1 | S - (Fewer teachers (no gender specified)) | 4% | 2019 | 6% | 1895 | -3% | -1% | | | | | | | |
| -1 | S - (Fewer male teachers) | 2% | 2019 | 1% | 1895 | -4% | -5% | | | | | | | |
| -1 | S - (Fewer female teachers) | 2% | 2019 | 1% | 1895 | -5% | -5% | | | | | | | |
| 1 | S - (Better teaching) | 43% | 2036 | 46% | 1885 | 10% | 15% | | | | | | | |
| -1 | S - (Poorer teaching) | 4% | 2036 | 3% | 1885 | -4% | -5% | | | | | | | |
| 1 | S - (Teachers more present) | 10% | 2036 | 9% | 1885 | -12% | -10% | | | | | | | |
| -1 | S - (Teachers less present) | 1% | 2036 | 2% | 1885 | -6% | -6% | | | | | | | |
| 1 | S - (New teaching methods / activities) | 6% | 2036 | 6% | 1885 | -7% | -6% | | | | | | | |
| 1 | S - (More classrooms) | 30% | 2173 | 31% | 1999 | 9% | 12% | | | | | | | |
| -1 | S - (Fewer classrooms) | 3% | 2173 | 3% | 1999 | -2% | -4% | | | | | | | |
| 1 | S - (Better classrooms (if not further specifie) | 19% | 2095 | 20% | 1918 | 0% | 3% | | | | | | | |
| -1 | S - (Worse classrooms (if not further specified) | 2% | 2095 | 1% | 1918 | -3% | -4% | | | | | | | |
| 1 | S - (Less crowded classrooms) | 3% | 2095 | 3% | 1918 | -4% | -4% | | | | | | | |
| -1 | S - (More crowded classrooms) | 3% | 2095 | 3% | 1918 | -4% | -4% | | | | | | | |
| 1 | S - (More / better desks or chairs) | 20% | 2095 | 19% | 1918 | 2% | 2% | | | | | | | |
| -1 | S - (Worse / fewer desks or chairs) | 4% | 2095 | 3% | 1918 | -1% | -3% | | | | | | | |
| 1 | S - (New computers or screens) | 0% | 2095 | 0% | 1918 | -4% | -4% | | | | | | | |
| 1 | S - (More learning materials (no specific type) | 19% | 2000 | 20% | 1841 | 4% | 6% | | | | | | | |
| 1 | S - (More stationary (e.g. pens or paper)) | 9% | 2000 | 8% | 1841 | -3% | -5% | | | | | | | |
| 1 | S - (More textbooks) | 11% | 2000 | 11% | 1841 | -5% | -4% | | | | | | | |
| -1 | S - (Fewer learning materials (no specific type) | 3% | 2000 | 2% | 1841 | -1% | -2% | | | | | | | |
| -1 | S - (Fewer stationary (e.g. pens or paper)) | 2% | 2000 | 2% | 1841 | -2% | -2% | | | | | | | |

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| | | | | | | | | | | | | | |
|----|---|-----|------|-----|------|-----|-----|--|--|--|--|--|--|
| -1 | S - (Fewer textbooks) | 3% | 2000 | 3% | 1841 | -1% | -2% | | | | | | |
| 1 | S - (Better textbooks) | 31% | 1891 | 35% | 1778 | 11% | 13% | | | | | | |
| -1 | S - (Worse textbooks) | 3% | 1891 | 3% | 1778 | -1% | -2% | | | | | | |
| 1 | S - (Better / more facilities (no specific type)) | 11% | 2136 | 11% | 1964 | -2% | -1% | | | | | | |
| -1 | S - (Worse / fewer facilities (no specific type)) | 1% | 2136 | 1% | 1964 | -2% | -4% | | | | | | |
| -1 | S - (Better / more toilets) | 0.1 | 2136 | 0.2 | 1964 | 0.0 | 0.0 | | | | | | |
| 1 | S - (Worse / fewer toilets) | 0.0 | 2136 | 0.0 | 1964 | 0.0 | 0.0 | | | | | | |
| 1 | S - (Better / more regular access to electricity) | 0.1 | 2136 | 0.1 | 1964 | 0.0 | 0.0 | | | | | | |
| -1 | S - (Worse / less regular access to electricity) | 0.0 | 2136 | 0.0 | 1964 | 0.0 | 0.0 | | | | | | |
| 1 | S - (Better roofing) | 0.1 | 2136 | 0.1 | 1964 | 0.0 | 0.0 | | | | | | |



Annex I – Outcome by Subgroup Reanalysis

Endline Report – Step Change Window

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Annex I – Outcome by Subgroup Reanalysis

SCW Outcome Subgroup Analysis – Limitations

The first step to perform the subgroup analysis was the replication of Outcome Spreadsheets in order to ensure that both the main variables to be used were correctly identified and that the data matched existing records. Due to difficulties identifying the correct variables, as well as to identify the observations that need to be excluded, STC (Mozambique) and Plan 2 (Sierra Leone) could not be replicated. In fact, eight out of 14 projects were successfully replicated while some discrepancies were found in the rest.

Once the replication process was over, the identification of variables to make subgroups in each project was performed. The main issues regarding this task were the lack of data labels and the presence of certain variables for some waves while not for others. While all available data was used, some groups of Childhope (Ethiopia) were calculated with midline data while others used only endline data. In other cases, learning and household survey data could not be merged due to difficulties determining a unique identifier or finding an identifier with duplicates. When this was the case, and the duplicated IDs were not too numerous, repeated observations were dropped in order to provide a subgroup analysis of a subsample as was the case of RI Somalia. In the case of Plan Sierra Leone, learning and household datasets had already been merged, yet the number of missing observations in household variables suggested data were only available for a subsample of girls with learning variables.

For BRAC (Afghanistan) and CARE (Somalia), datasets of different groups of girls were separated and could not be merged to provide an aggregated analysis. For the case of CARE (Somalia), this was due to different scaling methods used for calculating test scores among different types of girls rendering them incomparable. Moreover, literacy and numeracy datasets had not been merged and could not be without dropping several duplicated IDs which made replication fail. Hence, the analysis was limited to age and grade variables found in the learning datasets and separately for primary, secondary and out of school girls. For BRAC (Afghanistan) independent datasets by type of treatment were available for two of the three treatments, for which only government schools and OOSG were analyzed.

As a final remark, only very little projects had attendance data within learning datasets. Moreover, whenever data was available, OS results could be rarely replicated. Childhope (Ethiopia), Camfed (Tanzania and Zimbabwe) and WV (Zimbabwe) were the only projects where replication of attendance rates was nearly achieved.

Table 21 show project-level results of the outcome subgroup reanalysis for SCW projects' data. The key is the following:

| | |
|---|---|
| ++ | 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. |
| <p>Notes: 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. The four projects whose only endline data is available will be described separately.</p> | |

Table 21: Outcome subgroup reanalysis of SCW projects' data

| SCW projects' data subgroup analysis | BRAC Afg - GOV | | BRAC Afg - OOSG | | STC Moz | | | Camf Tan | | | Camf Zim | | | AFK Afg - All | | | ChHp Eth | | | ACTD Afg - All | | WV Zim | | | CfBT Ken | | RI Som | | CARE Som - PS | |
|--------------------------------------|----------------|--------|-----------------|--------|----------------|--------------|--------|-----------------|-----------------|--------|-----------------|-----------------|--------|---------------|--------|----------|----------|--------|---------------|----------------|----------|--------|--------|-----------|----------|-----------|-----------|--------|---------------|--|
| | EGRA wpm | EGMA % | EGRA wpm | EGMA % | EGRA composite | EGMA overall | Att. % | National test % | National test % | Att. % | National test % | National test % | Att. % | EGRA wpm | EGMA % | EGRA wpm | EGMA % | Att. % | ASER 4 levels | ASER 7 levels | EGRA wpm | EGMA % | Att. % | UWEZO /10 | UWEZO % | UWEZO /10 | UWEZO /10 | EGRA % | EGMA % | |
| N > 30 | LIT | NUM | LIT | NUM | LIT | NUM | ATT | LIT | NUM | ATT | LIT | NUM | ATT | LIT | NUM | LIT | NUM | ATT | LIT | NUM | LIT | NUM | ATT | LIT | NUM | LIT | NUM | LIT | NUM | |
| All girls | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | ⊕ | ⊕ | +++ | +++ | ⊕ | +++ | ✓✓ | ⊕ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | +++ | + | ✓✓ | ✓✓ | ✓✓ | ✓✓ | |
| School age | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lower primary | | | | | ⊕ | ⊕ | ⊕ | | | | | | | ✓✓ | ✓✓ | ✓✓ | +++ | ⊕ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | +++ | +++ | ⊕ | ⊕ | ✓✓ | ✓✓ | |
| Upper primary | ✓✓ | ✓✓ | | | ⊕ | ⊕ | ⊕ | | | | | | | ✓✓ | ✓✓ | ⊕ | ⊕ | ⊕ | ✓✓ | ✓✓ | +++ | ✓✓ | ⊕ | +++ | ✓✓ | ⊕ | ⊕ | ✓✓ | ✓✓ | |
| Lower secondary | | | | | | | | +++ | +++ | ⊕ | +++ | ✓✓ | ⊕ | ⊕ | ✓ | ⊕ | ⊕ | ✓✓ | | | ✓✓ | ⊕ | ⊕ | | | | | | | |
| Upper secondary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age groups | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| < 6 years old | | | | | | ⊕ | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 – 8 years old | | | | | ⊕ | ⊕ | ✓✓ | | | | | | | ✓✓ | ✓✓ | | | | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | ✓✓ | ⊕ | ⊕ | ⊕ | | | |
| 9 – 11 years old | ✓✓ | ✓✓ | | | ⊕ | | | | | | | | | ✓✓ | ✓✓ | +++ | +++ | ⊕ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | |
| 12 – 13 years old | ✓✓ | ✓✓ | ✓✓ | ✓ | | | | | | | | | | ✓✓ | ✓✓ | ⊕ | ✓✓ | ⊕ | ✓✓ | ✓✓ | + | ✓✓ | ⊕ | +++ | +++ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | |
| 14 – 15 years old | ✓✓ | ✓✓ | ⊕ | ✓✓ | | | | | | | | | | ✓✓ | ✓✓ | ⊕ | ✓✓ | ⊕ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ⊕ | +++ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | ✓✓ | |
| 16 – 17 years old | ✓✓ | ✓✓ | ✓✓ | ✓✓ | | | | +++ | +++ | ⊕ | +++ | ✓✓ | ⊕ | ✓ | ⊕ | + | ✓✓ | ⊕ | ✓✓ | ✓✓ | ⊕ | ⊕ | ⊕ | ⊕ | ⊕ | ✓✓ | ✓✓ | ✓ | ⊕ | |
| 18 – 19 years old | | | ⊕ | ⊕ | | | | +++ | ✓✓ | ✓ | ✓✓ | ✓✓ | ⊕ | | | ⊕ | ✓ | ⊕ | ✓✓ | ✓✓ | | | | | | | | | | |
| > 19 years old | | | | | | | | ⊕ | ⊕ | ⊕ | | | | | | | | | | | | | | | | | | | | |
| 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 | ✓✓ | ✓✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Annex J – Effectiveness Tables

Endline Report – Step Change Window

Final Version (December 2017)

Annex J – Effectiveness: Intervention Mapping

Below we summarise the outcome of intervention mapping, which is used to capture the reported impacts of interventions on girls' attendance, literacy and numeracy outcomes at endline. All data presented below is gathered from harvesting of project endline reports. For a detailed presentation of the methodology (including limitations), refer to [Section 3.4](#).

Table 22: Attendance (A), literacy (L) and numeracy impacts by intervention type at endline

| Endline evidence by intervention | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|--|-------|-----|-------|------|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| ECONOMIC INTERVENTIONS OFFSETTING THE COST OF EDUCATION | | | | | | | | | | | | | | |
| Bursaries | L*/N* | | | L*/N | | | A | | A/N | ⊖ | ≡ | ⊖ | | A/L* |
| Cash Transfers | | | | | | | | A | | | | | | |
| Income-generating activities | ⊖ | | ⊖ | | | ≡ | | | | | | | ⊖ | ⊖ |
| Loans and savings | | | | A | ⊖ | A | | | | | | | N | A |
| In-kind support (school kits, menstrual supplies) | ⊖ | ⊖ | ⊖ | | ⊖ | ⊖ | A | A | A | ⊖ | A* | ⊖ | ⊖ | |
| INFRASTRUCTURE AND RESOURCES FOR SCHOOLING | | | | | | | | | | | | | | |
| School and classroom building/ improvement | ⊖ | ⊖ | A | | ⊖ | L | ⊖ | | ⊖ | | | ⊖ | | |
| Toilets & WaSH facilities | | | ⊖ | | ⊖ | ⊖ | ⊖ | | | | A* | A | ⊖ | |
| Technology in classroom | | | | | | | | | | | | | | |
| Learning materials (incl. textbooks) | | A | L*/N* | | ⊖ | ⊖ | ⊖ | | ⊖ | ⊖ | ⊖ | ⊖ | L/N | L*/N* |
| TEACHER TRAINING AND SUPPORT | | | | | | | | | | | | | | |
| Skills training | ⊖ | ⊖ | | | | A/L/N | | | ⊖ | ⊖ | | | | ⊖ |
| Gender responsive pedagogy training | | ⊖ | L*/N* | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | | |
| Inclusive classroom training | ⊖ | ⊖ | | | | | | | ⊖ | | | | | |
| Literacy and numeracy training | ⊖ | ⊖ | | ⊖ | ⊖ | | | ⊖ | ⊖ | | | ⊖ | ⊖ | |
| Peer support and mentoring for teachers | | ⊖ | | | | | | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | | ⊖ |
| Formal pre-service teacher training | | ⊖ | | | | | | | ⊖ | | ⊖ | | | |
| COMMUNITY-BASED INTERVENTIONS | | | | | | | | | | | | | | |
| Media (radio, TV, advertising) | | ⊖ | ⊖ | | | | ⊖ | | ⊖ | A* | A* | ⊖ | | |
| Community meetings/ gatherings | ⊖ | ⊖ | A | | A | ⊖ | | ⊖ | | | ⊖ | ⊖ | ⊖ | |
| Parents' groups/ women's groups | ⊖ | ⊖ | ⊖ | | | | | | ⊖ | | ⊖ | ⊖ | A/L | ⊖ |
| Visits and support to households | | ⊖ | ⊖ | ⊖ | | | | A | ⊖ | | ⊖ | ⊖ | ⊖ | |
| Working with men and boys | | ⊖ | | | | | ⊖ | ⊖ | | | ⊖ | ⊖ | ⊖ | |
| Working with faith groups and traditional leaders | | ⊖ | ⊖ | | | | | | | | ⊖ | ⊖ | ⊖ | |

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| | | | | | | | | | | | | | | |
|---|------------|-------|---|------|---|--------|------|-----|---------|----|---|-------|---|-------|
| Adult literacy | | ⊖ | | ⊖ | | | | | | | | ⊖ | | |
| EXTRA-CURRICULAR ACTIVITY AND NON-FORMAL EDUCATION | | | | | | | | | | | | | | |
| Tutoring clubs (homework, reading/ literacy) | | ⊖ | A | L*/N | | L/N | L*/N | | A | ⊖ | ⊖ | ⊖ | | L*/N* |
| Mixed/ boys' clubs | | ⊖ | | | ⊖ | ⊖ | ⊖ | ⊖ | | | ⊖ | ⊖ | ⊖ | ⊖ |
| Mentoring (peer support, learner guides) | L*/N* | | | | | ⊖ | ⊖ | | A/ L/ N | | | ⊖ | ⊖ | ⊖ |
| Life skills and health information | | | | | ⊖ | ⊖ | | ⊖ | ⊖ | A* | ⊖ | | ⊖ | ⊖ |
| Vocational training & financial skills training | | | ⊖ | | | | | | | ⊖ | | | | |
| Accelerated learning and alternative schools | | L*/N* | ⊖ | L*/N | | | | | | | | | | |
| SCHOOL MANAGEMENT AND GOVERNANCE INTERVENTIONS | | | | | | | | | | | | | | |
| Technology for school management | | | | | | | | ⊖ | | | | | | ⊖ |
| Working with SMCs, PTAs and other stakeholder groups | | ⊖ | ⊖ | ⊖ | ⊖ | | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ |
| Working with education authorities | ⊖ | ⊖ | ⊖ | | ⊖ | ⊖ | | ⊖ | ⊖ | | ⊖ | ⊖ | | ⊖ |
| Community and private schooling provision | ⊖ | ⊖ | ⊖ | | | | | | | | | | | |
| EMPOWERMENT AND SELF-ESTEEM INTERVENTIONS | | | | | | | | | | | | | | |
| Safe spaces | | ⊖ | ≡ | | | | | | ⊖ | | | ⊖ | ⊖ | |
| Role models (older girls, female teachers, parents) | | ⊖ | ⊖ | | | | | | | | ⊖ | | | ⊖ |
| Mentoring | A*/ L*/ N* | ⊖ | | | ⊖ | | | | | | | | | ⊖ |
| Promoting girls' voice and participation | | ⊖ | ⊖ | | | ⊖ | | L/N | | | ⊖ | A/L/N | | |
| MARGINALISATION-RELATED INTERVENTIONS | | | | | | | | | | | | | | |
| Interventions in remote or nomadic locations | ⊖ | | | | ⊖ | | ⊖ | ⊖ | | | | ⊖ | | |
| Interventions addressing cultural/ linguistic exclusion | | | | | ⊖ | | | ⊖ | | | | | | |
| Interventions addressing disability | ⊖ | | | | | | | | | ⊖ | | | | |
| Interventions with other marginalised groups | | | | | | ⊖ | | | | | | | ⊖ | L*/N* |
| VIOLENCE-RELATED INTERVENTIONS | | | | | | | | | | | | | | |
| Community awareness around violence | | ⊖ | ⊖ | | ⊖ | | | | ⊖ | | ⊖ | ⊖ | ⊖ | |
| Child protection policies development in schools | | | | ⊖ | ⊖ | ⊖ | | | ⊖ | | ⊖ | | ⊖ | ⊖ |
| Improvement of referral systems / paths | | ⊖ | | | ⊖ | A/L/ N | | | ⊖ | | ⊖ | | ⊖ | |
| Interventions against corporal punishment | | A/L* | | | | ⊖ | | | | | ⊖ | ⊖ | | |
| Interventions against peer violence (between children) | ⊖ | | | | | | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX J

| | | | | | | | | | | | | | | | |
|---|--|--|---|--|--|--|--|--|--|---|--|---|---|---|--|
| Interventions against child marriage and FGM | | | | | | | | | | ⊖ | | ⊖ | ⊖ | ⊖ | |
| Interventions against abuse from adults in charge | | | ⊖ | | | | | | | | | | | ⊖ | |

Notes:
 1 – **A*** indicates that the attendance target has been achieved from baseline to endline (only for projects with conclusive/partly conclusive data)
 2 – **L*** indicates that the literacy target has been achieved from baseline to endline (only for projects with conclusive/ partly conclusive data)
 3 – **N*** indicates that the numeracy target has been achieved from baseline to at endline (only for projects with conclusive/ partly conclusive data)
 4 – Inconclusive or missing evidence is marked with '⊖'
 5 – Interventions not included in project designs are marked in grey
 6 – Limited or no further changes since midline are indicated by '≡'

Below we summarise the outcome of barrier mapping, which is used to capture the reported impacts of interventions on barriers to girls' education. All data presented below is gathered from harvesting of project endline reports.

| Types of evidence in relation to changes in barriers | Key |
|--|-----|
| Barriers which have lessened or been removed: Barriers found at baseline or midline for which evidence shows that their influence is lesser or none at endline. Barriers lessened or removed are marked with '▲'. | ▲ |
| Barriers which have not changed: Barriers found at baseline or midline for which evidence shows that their influence has not changed at endline. Barriers with no change are marked with '≡'. | ≡ |
| Barriers which have worsened: Barriers found at baseline or midline for which evidence shows that their influence has worsened at endline. Barriers which have worsened are marked with '▼'. | ▼ |
| Barriers for which evidence is inconclusive or not available: Barriers found at baseline or midline but not reported/ discussed/ measured by the project at endline. Inconclusive or missing evidence is marked with '⊖'. | ⊖ |
| Not applicable: Barriers not reported by projects at baseline, midline <u>and</u> endline are marked in Grey . | |

Table 23: Projects' evidence by category of barriers at endline

| Endline evidence by category of barriers | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|--|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| School Factors | ▲ | ▲ | ▲ | ▲ | ⊖ | ▲ | ▲ | ▲ | ⊖ | ⊖ | ⊖ | ▲ | ▲ | ▲ |
| Attitudes | ▲ | ▲ | ▲ | ⊖ | ▲ | ▲ | ⊖ | ⊖ | ⊖ | ⊖ | ▲ | ▲ | ▲ | ▲ |
| Poverty | ▲ | ≡ | ⊖ | ▲ | ⊖ | ≡ | ▼ | ⊖ | ▲ | ▲ | ⊖ | ▲ | ≡ | ⊖ |
| Violence/ Safety | ▼ | ▲ | ⊖ | ⊖ | | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | | ▼ | ▲ | ▲ |
| Aspirations | ▲ | ⊖ | | ⊖ | ⊖ | ⊖ | ⊖ | ⊖ | | ⊖ | ▲ | ⊖ | ⊖ | ▲ |

Table 24: Evidence reported by projects for barriers relating to school-related factors at endline

| Endline evidence for school factors | # projects with barriers lessened /removed | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|-------------------------------------|--|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| SCHOOL FACILITIES AND ACCESS | | | | | | | | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX J

| | | | | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Inadequate school facilities/ sanitation | | ▲ | ▲ | ▲ | | ≡ | ▲ | ▲ | | | | ▲ | ▲ | ▲ | |
| Long distance to school | | ⊖ | ≡ | ≡ | | ⊖ | ▲ | | ▲ | | ⊖ | | | ▲ | ⊖ |
| PROVISION OF TEACHERS AND TEACHING MATERIALS | | | | | | | | | | | | | | | |
| Teacher absenteeism | | ▲ | | | | ⊖ | | | | | | | | ⊖ | |
| High pupil teacher ratio | | | | | | | | ⊖ | | | | | | | |
| Shortage of female teachers | | ⊖ | ▲ | ⊖ | | | | | | | | | | | |
| Lack of school materials | | | ▲ | ▲ | | | ⊖ | ▲ | | | ▲ | ⊖ | ▲ | ▲ | ≡ |
| Gender biased teaching materials | | | ▲ | ⊖ | | | | | ≡ | ≡ | | ≡ | ▲ | | |
| QUALITY OF TEACHING | | | | | | | | | | | | | | | |
| Teachers not responsive to needs | | ▲ | | ⊖ | | | | ⊖ | | | | | | | ⊖ |
| Teachers' inadequate pedagogy | | ▲ | ⊖ | ▲ | ▲ | ⊖ | ≡ | ▲ | ▲ | ⊖ | ⊖ | | ⊖ | | |
| Lack of teachers' knowledge about topic | | | | | ▲ | | | | | | ≡ | | | | |
| Teaching not related to employment | | | | | | | | | | | | | | | |
| School not taught in mother tongue | | | ▲ | | ⊖ | | | | | | | ⊖ | | | |
| SCHOOL GOVERNANCE | | | | | | | | | | | | | | | |
| Poor school management | | | | | | | | ⊖ | | | | ⊖ | | | ▲ |
| No female teachers in high positions | | | | | | | | | | | | | | | |
| SCHOOL ENVIRONMENT | | | | | | | | | | | | | | | |
| Unfriendly environment | | | ≡ | | ≡ | | | | ▲ | | ⊖ | | | | |
| No guidance/ counselling at school | | | | | | ▲ | ▲ | ▲ | | | | | | | ▲ |

Table 25: Evidence reported by projects for barriers relating to negative attitudes towards girls' education at endline

| Endline evidence for negative attitudes | # projects with barriers lessened /removed | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|---|--|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| ATTITUDES TOWARDS EDUCATION | | | | | | | | | | | | | | | |
| Negative attitudes towards education | | ▲ | | ⊖ | | ▲ | | ⊖ | ⊖ | ⊖ | | | | | |
| Families value boys over girls | | | | | | | | | | ⊖ | | | | | ▲ |
| Low expectations of girls to achieve | | ▲ | | | | | ≡ | | | | | ≡ | | | |
| RELEVANCE OF EDUCATION | | | | | | | | | | | | | | | |
| Low awareness of value of education | | ▲ | | ⊖ | ▲ | | | ⊖ | | ⊖ | | ⊖ | ▲ | | |
| Irrelevance of education to employment | | | | | | | | | | ⊖ | | | | | |
| SUPPORT TO EDUCATION | | | | | | | | | | | | | | | |
| Lack of family support for education | | ⊖ | ▲ | ⊖ | | ▲ | ▲ | ▲ | ⊖ | ▲ | | ▲ | | ⊖ | ▲ |
| Low community support for girls | | ▲ | ≡ | ▲ | | ⊖ | | ⊖ | ▲ | | ⊖ | ▲ | ⊖ | ▲ | ⊖ |

Table 26: Evidence reported by projects for barriers relating to poverty at endline

| Endline evidence for poverty | # projects with barriers lessened /removed | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|------------------------------|--|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| PROXIMAL BARRIERS | | | | | | | | | | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX J

| | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Cost of schooling | | ⊖ | | ≡ | ▲ | | ≡ | ▲ | ⊖ | ▲ | ▲ | ⊖ | ▲ | ⊖ | ≡ |
| Significant housework commitments of girl | | ▼ | ≡ | ⊖ | ⊖ | ⊖ | ≡ | ▼ | ▼ | | | | ▼ | ≡ | |
| Lack of educational resources at home | | | ≡ | ⊖ | | | | ▼ | ▲ | | ⊖ | ▲ | ▲ | | ⊖ |
| INDIRECT BARRIERS | | | | | | | | | | | | | | | |
| Hunger and health related factors/ Ability to fulfil basic needs | | ▲ | ▲ | | | ⊖ | ≡ | ≡ | ⊖ | ≡ | | ⊖ | ⊖ | | |
| Chronic poverty (community-level) | | | | | | | | | | | | ⊖ | | | |
| Negative perception of poverty | | | | | | | | | | | | | | | |
| Lack of human capital (household-level) | | ⊖ | | | | | ≡ | | | | | | | | |
| POVERTY-RELATED STRATEGIES | | | | | | | | | | | | | | | |
| Girls and income-generating activities | | ▲ | | | | | ⊖ | | | | | | | | ▲ |
| Girls marrying early and dowries | | ≡ | | | | | | | | | | | | | |

Table 27: Evidence reported by projects for barriers relating to violence and safety at endline

| Endline evidence for violence | # projects with barriers lessened /removed | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|--------------------------------------|--|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| SAFETY | | | | | | | | | | | | | | | |
| Reports of fears of violence | | ▼ | | ⊖ | ⊖ | | | | | ⊖ | | | ▼ | | ≡ |
| Reports of harassment and insecurity | | ⊖ | ⊖ | | ⊖ | | | ⊖ | ⊖ | ⊖ | | | | ⊖ | |
| VIOLENCE | | | | | | | | | | | | | | | |
| Reports of in-school violence | | | ⊖ | ⊖ | | | ≡ | | | | | | ⊖ | ▲ | ▲ |
| Use of corporal punishment | | ⊖ | ▲ | ⊖ | ⊖ | | ⊖ | | | | ⊖ | | ▼ | | |

Table 28: Evidence reported by projects for barriers relating to girls' aspiration, motivation and autonomy factors at endline

| Endline evidence for aspirations | # projects with barriers lessened /removed | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|---|--|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| LACK OF FEMALE MOTIVATION/ ASPIRATIONS | | | | | | | | | | | | | | | |
| Lack of self-confidence | | ▲ | | | | | ⊖ | ⊖ | ⊖ | | | ▲ | | ▲ | ▲ |
| No local women of influence/ role models | | | | | | | | ⊖ | ⊖ | | ⊖ | | ▲ | | ▲ |
| LACK OF FEMALE AUTONOMY IN DECISION-MAKING | | | | | | | | | | | | | | | |
| Early marriage | | ≡ | ⊖ | | ⊖ | ≡ | ⊖ | ⊖ | | | ⊖ | | ⊖ | ⊖ | ≡ |
| No ability to make decisions (pregnancy) | | | | | | | | | | | ▲ | | ⊖ | ⊖ | ⊖ |



Annex K – Projects’ Reanalysis Tables

Endline Report – Step Change Window

Final Version (December 2017)

Annex K – Projects’ Reanalysis Tables

Table 29: Differences in endline indicator levels across treatment and control groups in AFK (Afghanistan)

| AKF (Afghanistan) | Midline | | | | | Endline | | | | | Midline to endline | | | |
|---|-----------|------|---------|------|--------|---------|-----------|------|---------|------|--------------------|-----|--------------------------|-----|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | Difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - Activities: Access for specific group | | | | | | | 3% | 1735 | | | | | | |
| E - Activities: Build schools or classrooms | | | | | | | 23% | 1735 | | | | | | |
| E - Activities: Community | | | | | | | 2% | 1735 | | | | | | |
| E - Activities: Girl/women empowerment | | | | | | | 4% | 1735 | | | | | | |
| E - Activities: Improve school Management | | | | | | | 5% | 1735 | | | | | | |
| E - Activities: Safe spaces | | | | | | | 5% | 1735 | | | | | | |
| E - Activities: Scholarships or supplies | | | | | | | 7% | 1735 | | | | | | |
| E - Activities: Support learning | | | | | | | 18% | 1735 | | | | | | |
| E - Activities: Teacher training | | | | | | | 7% | 1735 | | | | | | |
| E - Girl attended special classes or study groups | | | | | | | 9% | 1665 | | | | | | |
| E - Girl had a scholarship or bursary last year | | | | | | | 3% | 1688 | | | | | | |
| E - Girl received special tutoring or help with her schoolwork | | | | | | | 10% | 1690 | | | | | | |
| E - Girl was given school books | | | | | | | 11% | 1685 | | | | | | |
| E - Girl was talked to about enrolling | | | | | | | 10% | 1719 | | | | | | |
| E - New Primary school built since baseline | | | | | | | 70% | 1160 | | | | | | |
| E - New Secondary school built since midline | | | | | | | 63% | 1055 | | | | | | |
| E - Organizations: Community groups | | | | | | | 14% | 1735 | | | | | | |
| E - Organizations: Government officials | | | | | | | 9% | 1735 | | | | | | |
| E - Organizations: local parents groups | | | | | | | 7% | 1735 | | | | | | |
| E - Organizations: local women’s groups | | | | | | | 6% | 1735 | | | | | | |
| E - Organizations: NGOs | | | | | | | 3% | 1735 | | | | | | |
| E - Organizations: Religious groups | | | | | | | 3% | 1735 | | | | | | |
| E - PCG reports community has become more encouraging toward girls' education | | | | | | | 70% | 1613 | | | | | | |
| E - PCG reports organizations carried out activities in community to improve education | | | | | | | 52% | 1454 | | | | | | |
| BARRIERS | | | | | | | | | | | | | | |
| A - No members of household are part of a school committee | | | | | | | 19% | 1726 | | | | | | |
| A - PCG believes girls learn less than boys at school | | | | | | | 0% | 1292 | | | | | | |
| A - PCG believes it has become more common to send girls to school since baseline | | | | | | | 63% | 1566 | | | | | | |
| A - PCG believes it would be better for girl to be married or working than in school | | | | | | | 0% | 1616 | | | | | | |
| A - PCG believes there isn't enough support for girls to go to school | | | | | | | 21% | 1508 | | | | | | |
| A - PCG doesn't believe that education helps people make better lives for themselves | | | | | | | 6% | 1752 | | | | | | |
| A - PCG doesn't listen to girl's views when making decisions about her education | | | | | | | 78% | 1787 | | | | | | |
| A - PCG says it is rare or uncommon for families to not send girls to school in this area | | | | | | | 0% | 1676 | | | | | | |
| A - PCG says s/he would spend more on education for boys than for girls | | | | | | | 12% | 1112 | | | | | | |
| A - PCG wanted girl to get primary education or less when she was young | | | | | | | 58% | 1559 | | | | | | |
| A - PCG wants girl to get primary education or less now | | | | | | | 23% | 1559 | | | | | | |
| A - Someone other than the PCG makes decisions about girl's education | | | | | | | 0% | 1744 | | | | | | |
| P - Deprivation: girl went hungry in last year | | | | | | | 16% | 1780 | | | | | | |
| P - Deprivation: went without cash income | | | | | | | 56% | 1779 | | | | | | |
| P - Deprivation: went without clean water | | | | | | | 26% | 1798 | | | | | | |
| P - Deprivation: went without medicine | | | | | | | 61% | 1805 | | | | | | |
| P - difficult to afford for girl to go to school | | | | | | | 20% | 1114 | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | |
|--|-----|------|
| P - Duties affected time spend on duties | 20% | 595 |
| P - Duties prevented girl from enrolling or attending school | 19% | 928 |
| P - Dwelling is informal structure | 0% | 1802 |
| P - Girl received money for work | 1% | 923 |
| P - Had to pay for girl's schooling in last year | 75% | 1129 |
| P - Had to pay for girl's schooling in last year (books/supplies) | 4% | 1817 |
| P - Had to pay for girl's schooling in last year (buildings) | 1% | 1817 |
| P - Had to pay for girl's schooling in last year (lunch) | 1% | 1817 |
| P - Had to pay for girl's schooling in last year (transport) | 1% | 1817 |
| P - Had to pay for girl's schooling in last year (tuition) | 12% | 1817 |
| P - Had to pay for girl's schooling in last year (uniforms) | 33% | 1817 |
| P - Household does not get electricity from the grid | 0% | 1260 |
| P - Household does not have a bicycle, motorcycle, or car | 58% | 1777 |
| P - Household does not have a phone | 45% | 1793 |
| P - Household does not have books in the house (religious) | 0% | 949 |
| P - Household does not have books in the house (school) | 0% | 1484 |
| P - Household does not have books in the house (story) | 0% | 295 |
| P - Household does not own any land | 0% | 1281 |
| P - Household has money coming in from non-ag business | 70% | 120 |
| P - Household has money coming in from paid work | 93% | 550 |
| P - Household has money coming in from pensions | 27% | 49 |
| P - Household has money coming in from remittances | 74% | 137 |
| P - Household has money coming in from rental of land | 51% | 73 |
| P - Household has money coming in from rental of property | 47% | 68 |
| P - Household has money coming in from savings or investment | 27% | 49 |
| P - Household has money coming in from selling crops | 91% | 414 |
| P - Household has no source of income | 72% | 1313 |
| P - PCG reports girl spends time on the following duties - agricultural work | 16% | 1805 |
| P - PCG reports girl spends time on the following duties - caring for family members | 43% | 1806 |
| P - PCG reports girl spends time on the following duties - family business or work outside the house | 2% | 1808 |
| P - PCG reports girl spends time on the following duties - fetching water | 45% | 1810 |
| P - PCG reports girl spends time on the following duties - housework | 41% | 1801 |
| P - Portion of time girl spends on duties outside school | 21% | 1651 |
| P - Source of water is unprotected | 0% | 1259 |
| P - Difficult to say what currency | 34% | 1114 |
| P - Girl brings lunch to school | 8% | 1122 |
| S - Girl does not attend nearest school | 2% | 1152 |
| S - Girl had bad or dangerous experience travelling in area | 2% | 1719 |
| S - Girl's goes to all-girls school | 0% | 1156 |
| S - Girl's journey to school is an hour or more | 0% | 1947 |
| S - Girl's main teacher is male | 50% | 1154 |
| S - Journey to primary school an hour or more | 0% | 1947 |
| S - Journey to secondary school an hour or more | 0% | 1947 |
| S - PCG believes classrooms not satisfactory | 88% | 1120 |
| S - PCG believes teaching not satisfactory | 93% | 1084 |
| S - PCG believes textbooks not satisfactory | 93% | 1114 |
| S - PCG believes toilets not satisfactory | 80% | 1087 |
| S - PCG reports changes in school have help girl learn | 86% | 1095 |
| S - PCG reports changes to number of classrooms - More classrooms | 44% | 1129 |
| S - PCG reports changes to number of teachers - More teachers (any gender) | 31% | 1128 |
| S - PCG reports changes to number of teachers - More teachers (female) | 14% | 1128 |
| S - PCG reports changes to number of teachers - More teachers (male) | 7% | 1128 |
| S - PCG reports changes to quality of classroom equipment - Better classrooms | 46% | 1125 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | |
|--|-----|------|
| S - PCG reports changes to quality of classroom equipment - Better desks or chairs | 14% | 1124 |
| S - PCG reports changes to quality of classroom equipment - Less crowded classrooms | 0% | 1124 |
| S - PCG reports changes to quality of classroom equipment - New computers | 46% | 1125 |
| S - PCG reports changes to quality of school facilities - Better access to electricity | 2% | 1129 |
| S - PCG reports changes to quality of school facilities - Better facilities | 47% | 1129 |
| S - PCG reports changes to quality of school facilities - Better roofing | 2% | 1129 |
| S - PCG reports changes to quality of school facilities -Better toilets | 7% | 1129 |
| S - PCG reports changes to quality of teaching - Better teaching | 82% | 1129 |
| S - PCG reports changes to quality of teaching - Teachers more present | 9% | 1129 |
| S - PCG reports changes to quality of textbooks - Better textbooks | 59% | 1128 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More learning materials | 43% | 1129 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More stationary | 21% | 1128 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More textbooks | 10% | 1128 |
| S - PCG reports changes to the number of schools in the village - More schools | 39% | 1129 |
| S - PCG reports journey to school is fairly or very difficult | 19% | 1647 |
| S - PCG reports journey to school is fairly or very unsafe | 0% | 1663 |
| S - PCG reports learning conditions got better in last two years | 73% | 1153 |
| S - PCG reports teachers absent many time each month | 2% | 1024 |
| S - PCG reports teachers sometimes absent | 13% | 1031 |
| S - PCG reports violence at girl's school in last year | 3% | 1077 |

Table 30: Differences in endline indicator levels across treatment and control groups in Acted (Afghanistan)

| Acted (Afghanistan) | Midline | | | | | Endline | | | | | Midline to endline | |
|--|-----------|------|---------|------|---------|-----------|------|---------|------|---------|--------------------------|-----|
| | Treatment | | Control | | t-test | Treatment | | Control | | t-test | difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm pvl | Etm | NObs | Etm | NObs | Etm pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | |
| E - Activities: Access for specific group | | | | | | 21% | 388 | | | | | |
| E - Activities: Build schools or classrooms | | | | | | 48% | 388 | | | | | |
| E - Activities: Community | | | | | | 34% | 388 | | | | | |
| E - Activities: Girl/women empowerment | | | | | | 34% | 388 | | | | | |
| E - Activities: Other | | | | | | 0% | 388 | | | | | |
| E - Activities: Safe spaces | | | | | | 34% | 388 | | | | | |
| E - Activities: Scholarships or supplies | | | | | | 30% | 388 | | | | | |
| E - Activities: Teacher training | | | | | | 42% | 388 | | | | | |
| E - Girl attended special classes or study groups | | | | | | 30% | 341 | | | | | |
| E - Girl was given school books | | | | | | 44% | 342 | | | | | |
| E - Girl was talked to about enrolling | | | | | | 38% | 362 | | | | | |
| E - Organizations: Community groups | | | | | | 45% | 388 | | | | | |
| E - Organizations: Government officials | | | | | | 38% | 388 | | | | | |
| E - Organizations: local women's groups | | | | | | 36% | 388 | | | | | |
| E - Organizations: NGOs | | | | | | 22% | 388 | | | | | |
| E - Organizations: Other | | | | | | 0% | 388 | | | | | |
| E - Organizations: Religious groups | | | | | | 34% | 388 | | | | | |
| E - PCG reports community has become more encouraging toward girls' education | | | | | | 95% | 443 | | | | | |
| BARRIERS | | | | | | | | | | | | |
| A - PCG believes girls learn less than boys at school | | | | | | 4% | 367 | | | | | |
| A - PCG believes it has become more common to send girls to school since baseline | | | | | | 93% | 451 | | | | | |
| A - PCG believes it would be better for girl to be married or working than in school | | | | | | 31% | 401 | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | |
|-----|--|-----|-----|
| A - | PCG believes there isn't enough support for girls to go to school | 6% | 410 |
| A - | PCG doesn't listen to girl's views when making decisions about her education | 88% | 446 |
| A - | PCG says it is rare or uncommon for families to not send girls to school in this area | 6% | 437 |
| A - | PCG says s/he would spend more on education for boys than for girls | 20% | 403 |
| A - | PCG wanted girl to get primary education or less when she was young | 7% | 427 |
| A - | PCG wants girl to get primary education or less now | 1% | 425 |
| A - | Someone other than the PCG makes decisions about girl's education | 55% | 443 |
| P - | difficult to afford for girl to go to school | 38% | 404 |
| P - | Duties affected time spend on duties | 34% | 418 |
| P - | Duties prevented girl from enrolling or attending school | 42% | 446 |
| P - | Had to pay for girl's schooling in last year (books/supplies) | 51% | 451 |
| P - | Had to pay for girl's schooling in last year (buildings) | 2% | 451 |
| P - | Had to pay for girl's schooling in last year (lunch) | 15% | 451 |
| P - | Had to pay for girl's schooling in last year (other) | 1% | 451 |
| P - | Had to pay for girl's schooling in last year (transport) | 20% | 451 |
| P - | Had to pay for girl's schooling in last year (tuition) | 5% | 451 |
| P - | Had to pay for girl's schooling in last year (uniforms) | 75% | 451 |
| P - | PCG reports girl spends time on the following duties - caring for family members | 69% | 441 |
| P - | PCG reports girl spends time on the following duties - family business or work outside the house | 33% | 425 |
| P - | PCG reports girl spends time on the following duties - fetching water | 91% | 446 |
| P - | PCG reports girl spends time on the following duties - housework | 87% | 444 |
| P - | Portion of time girl spends on duties outside school | 43% | 447 |
| S - | Girl had bad or dangerous experience travelling in area | 14% | 386 |
| S - | Girl's journey to school is an hour or more | 11% | 451 |
| S - | Girl's main teacher is male | 91% | 446 |
| S - | Journey to primary school an hour or more | 44% | 451 |
| S - | Journey to secondary school an hour or more | 47% | 451 |
| S - | PCG believes classrooms not satisfactory | 2% | 323 |
| S - | PCG believes teaching not satisfactory | 2% | 410 |
| S - | PCG believes textbooks not satisfactory | 3% | 418 |
| S - | PCG believes toilets not satisfactory | 7% | 309 |
| S - | PCG reports changes in school have help girl learn | 94% | 427 |
| S - | PCG reports changes to number of teachers - More teachers (any gender) | 60% | 431 |
| S - | PCG reports changes to number of teachers - More teachers (female) | 64% | 431 |
| S - | PCG reports changes to number of teachers - More teachers (male) | 23% | 431 |
| S - | PCG reports changes to quality of classroom equipment - Better classrooms | 90% | 451 |
| S - | PCG reports changes to quality of classroom equipment - Better desks or chairs | 42% | 451 |
| S - | PCG reports changes to quality of classroom equipment - Less crowded classrooms | 8% | 451 |
| S - | PCG reports changes to quality of classroom equipment - New computers | 5% | 451 |
| S - | PCG reports changes to quality of school facilities - Better access to electricity | 4% | 451 |
| S - | PCG reports changes to quality of school facilities - Better facilities | 86% | 451 |
| S - | PCG reports changes to quality of school facilities - Better roofing | 1% | 451 |
| S - | PCG reports changes to quality of school facilities -Better toilets | 3% | 451 |
| S - | PCG reports changes to quality of teaching - Better teaching | 83% | 451 |
| S - | PCG reports changes to quality of teaching - Teachers more present | 48% | 451 |
| S - | PCG reports changes to quality of textbooks - Better textbooks | 94% | 451 |
| S - | PCG reports journey to school is fairly or very difficult | 8% | 445 |
| S - | PCG reports journey to school is fairly or very unsafe | 6% | 446 |
| S - | PCG reports learning conditions got better in last two years | 92% | 451 |
| S - | PCG reports teachers absent many time each month | 4% | 443 |
| S - | PCG reports violence at girl's school in last year | 10% | 410 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

Table 31: Differences in endline indicator levels across treatment and control groups in IRC (DRC)

| IRC (DRC) | Midline | | | | | | Endline | | | | | | Midline to endline | |
|--|-----------|------|---------|------|--------|-------|-----------|------|---------|------|--------|-------|--------------------------|-------|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | Difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - Girl attended special classes or study groups | | | | | | | 6% | 1176 | 2% | 1148 | 4% | 0.000 | | |
| E - Girl had a scholarship or bursary last year | | | | | | | 35% | 1178 | 4% | 1148 | 31% | 0.000 | | |
| E - Girl received special tutoring or help with her schoolwork | | | | | | | 33% | 1172 | 4% | 1148 | 28% | 0.000 | | |
| BARRIERS | | | | | | | | | | | | | | |
| A - PCG doesn't believe that education helps people make better lives for themselves | 1% | 736 | 1% | 718 | 0% | 0.768 | 1% | 1476 | 1% | 1442 | 0% | 0.651 | 0% | 0.989 |
| P - Had to pay for girl's schooling in last year (tuition) | | | | | | | 67% | 1180 | 93% | 1148 | -26% | 0.000 | | |
| P - Household does not get electricity from the grid | 90% | 741 | 92% | 717 | -2% | 0.235 | 89% | 1478 | 88% | 1444 | 1% | 0.646 | 2% | 0.244 |
| P - household does not have scooter or motorcycle | 91% | 741 | 92% | 716 | -1% | 0.591 | 91% | 1478 | 91% | 1446 | 0% | 0.953 | 1% | 0.640 |
| P - household does not have a bicycle | 69% | 740 | 64% | 717 | 5% | 0.042 | 67% | 1474 | 62% | 1446 | 4% | 0.013 | -1% | 0.827 |
| P - household does not have a functioning radio | 45% | 741 | 46% | 718 | -1% | 0.658 | 42% | 1478 | 39% | 1446 | 3% | 0.054 | 5% | 0.141 |
| P - household does not have a functioning TV | 83% | 740 | 83% | 716 | 1% | 0.723 | 85% | 1478 | 80% | 1446 | 4% | 0.002 | 4% | 0.133 |
| P - Household does not have a phone | 40% | 741 | 41% | 716 | -1% | 0.587 | 41% | 1470 | 43% | 1446 | -2% | 0.293 | -1% | 0.869 |
| P - Household does not have a private toilet | 98% | 741 | 100% | 718 | -1% | 0.013 | 98% | 1478 | 98% | 1444 | 0% | 0.828 | 1% | 0.103 |
| P - Household does not have books in the house (other) | | | | | | | 99% | 1470 | 100% | 1438 | -1% | 0.022 | | |
| P - Household does not have books in the house (religious) | | | | | | | 31% | 1476 | 36% | 1442 | -5% | 0.002 | | |
| P - Household does not have books in the house (school) | | | | | | | 64% | 1476 | 69% | 1442 | -5% | 0.007 | | |
| P - Household does not have books in the house (story) | | | | | | | 95% | 1476 | 96% | 1442 | -1% | 0.125 | | |
| P - PCG reports girl spends time on the following duties - agricultural work | 35% | 679 | 46% | 663 | -11% | 0.000 | 41% | 1370 | 47% | 1316 | -6% | 0.001 | 5% | 0.118 |
| P - PCG reports girl spends time on the following duties - caring for family members | 78% | 682 | 84% | 664 | -5% | 0.011 | 82% | 1370 | 79% | 1320 | 3% | 0.042 | 9% | 0.001 |
| P - PCG reports girl spends time on the following duties - housework | 91% | 682 | 95% | 665 | -5% | 0.001 | 93% | 1368 | 93% | 1318 | 0% | 0.676 | 5% | 0.004 |
| P - Portion of time girl spends on duties outside school | 25% | 632 | 27% | 641 | -2% | 0.153 | 23% | 1310 | 24% | 1260 | 0% | 0.595 | 1% | 0.321 |
| S - Girl's goes to all-girls school | | | | | | | 10% | 1178 | 4% | 1148 | 6% | 0.000 | | |
| S - Girl's journey to school is an hour or more | 24% | 741 | 24% | 718 | 0% | 0.975 | 22% | 1478 | 23% | 1446 | -1% | 0.447 | -1% | 0.644 |
| S - Journey to primary school an hour or more | | | | | | | 3% | 1478 | 4% | 1446 | -1% | 0.176 | -1% | 0.339 |
| S - PCG reports changes to number of teachers - More teachers (any gender) | 43% | 204 | 52% | 166 | -10% | 0.062 | 47% | 658 | 49% | 356 | -2% | 0.530 | 8% | 0.212 |
| S - PCG reports changes to quality of teaching - Better teaching | 92% | 205 | 90% | 164 | 2% | 0.514 | 92% | 658 | 84% | 356 | 8% | 0.000 | 6% | 0.114 |
| S - PCG reports changes to schools in the village - better school quality | | | | | | | 87% | 628 | 79% | 302 | 7% | 0.008 | | |
| S - PCG reports changes to the number of schools in the village - More schools | 27% | 229 | 51% | 145 | -24% | 0.000 | 40% | 628 | 54% | 302 | -14% | 0.000 | 10% | 0.098 |
| S - PCG reports journey to school is fairly or very difficult | | | | | | | 5% | 1180 | 6% | 1148 | 0% | 0.603 | | |
| S - PCG reports journey to school is fairly or very unsafe | | | | | | | 8% | 1180 | 7% | 1148 | 2% | 0.162 | 2% | 0.328 |
| S - PCG reports teachers absent many time each month | 24% | 173 | 23% | 171 | 0% | 0.947 | 43% | 272 | 32% | 284 | 11% | 0.008 | 11% | 0.092 |
| S - PCG reports violence at girl's school in last year | 27% | 563 | 26% | 546 | 1% | 0.757 | 26% | 1170 | 25% | 1136 | 1% | 0.594 | 0% | 0.962 |

Table 32: Differences in endline indicator levels across treatment and control groups in Child Hope (Ethiopia)

| Child Hope (Ethiopia) | Midline | | | | | | Endline | | | | | | Midline to endline | |
|---|-----------|------|---------|------|--------|-------|-----------|------|---------|------|--------|-------|--------------------------|-------|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - Activities: Access for specific group | 34% | 755 | 37% | 389 | -4% | 0.209 | 33% | 556 | 33% | 331 | 0% | 0.908 | 3% | 0.443 |
| E - Activities: Build schools or classrooms | 19% | 757 | 19% | 390 | 0% | 0.939 | 23% | 556 | 19% | 330 | 4% | 0.203 | 3% | 0.367 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | | | | | | | | |
|--|------|-----|------|-----|------|-------|------|-----|------|-----|------|-------|------|-------|
| E - Activities: Community | 44% | 757 | 49% | 390 | -4% | 0.164 | 33% | 556 | 34% | 331 | -1% | 0.709 | 3% | 0.494 |
| E - Activities: Girl/women empowerment | 23% | 757 | 12% | 390 | 11% | 0.000 | 35% | 556 | 22% | 332 | 13% | 0.000 | 2% | 0.645 |
| E - Activities: Improve school Management | 20% | 758 | 14% | 390 | 6% | 0.013 | 30% | 556 | 25% | 332 | 5% | 0.090 | 0% | 0.902 |
| E - Activities: Safe spaces | 26% | 757 | 12% | 390 | 14% | 0.000 | 32% | 557 | 20% | 332 | 13% | 0.000 | -1% | 0.806 |
| E - Activities: Scholarships or supplies | 59% | 757 | 31% | 390 | 28% | 0.000 | 47% | 556 | 31% | 331 | 15% | 0.000 | -12% | 0.007 |
| E - Activities: Support learning | 56% | 757 | 35% | 390 | 21% | 0.000 | 45% | 557 | 42% | 332 | 2% | 0.483 | -19% | 0.000 |
| E - Activities: Teacher training | 19% | 753 | 8% | 390 | 11% | 0.000 | 27% | 556 | 13% | 333 | 14% | 0.000 | 2% | 0.517 |
| E - Girl attended special classes or study groups | 41% | 951 | 17% | 951 | 23% | 0.000 | 47% | 921 | 22% | 931 | 26% | 0.000 | 2% | 0.453 |
| E - Girl received special tutoring or help with her schoolwork | 59% | 954 | 27% | 943 | 32% | 0.000 | 79% | 937 | 43% | 939 | 36% | 0.000 | 4% | 0.164 |
| E - Girl was given school books | 21% | 969 | 14% | 973 | 8% | 0.000 | 28% | 959 | 21% | 962 | 7% | 0.000 | 0% | 0.899 |
| E - Girl was talked to about enrolling | 29% | 967 | 16% | 971 | 12% | 0.000 | 18% | 952 | 8% | 959 | 10% | 0.000 | -3% | 0.293 |
| E - New Primary school built since baseline | 11% | 968 | 11% | 970 | 0% | 0.930 | 11% | 966 | 11% | 967 | 0% | 0.820 | 0% | 0.923 |
| E - New Secondary school built since midline | 10% | 850 | 10% | 889 | 1% | 0.582 | 8% | 928 | 3% | 927 | 5% | 0.000 | 4% | 0.030 |
| E - PCG reports organizations carried out activities in community to improve education | 79% | 956 | 41% | 949 | 38% | 0.000 | 80% | 922 | 41% | 890 | 39% | 0.000 | 0% | 0.893 |
| BARRIERS | | | | | | | | | | | | | | |
| P - Deprivation: went without cash income | 59% | 970 | 52% | 972 | 7% | 0.001 | 49% | 969 | 45% | 969 | 4% | 0.101 | -4% | 0.245 |
| P - Deprivation: went without clean water | 42% | 970 | 29% | 972 | 13% | 0.000 | 11% | 974 | 8% | 974 | 3% | 0.012 | -10% | 0.000 |
| P - Deprivation: went without medicine | 32% | 970 | 27% | 972 | 6% | 0.004 | 41% | 971 | 37% | 974 | 4% | 0.076 | -2% | 0.507 |
| P - difficult to afford for girl to go to school | 31% | 925 | 32% | 920 | -1% | 0.528 | 12% | 891 | 12% | 915 | 1% | 0.724 | 2% | 0.474 |
| P - Duties affected time spend on duties | 35% | 922 | 33% | 916 | 2% | 0.280 | 41% | 923 | 37% | 906 | 4% | 0.090 | 1% | 0.642 |
| P - Duties prevented girl from enrolling or attending school | 19% | 930 | 19% | 927 | 0% | 0.926 | 22% | 934 | 19% | 908 | 3% | 0.135 | 3% | 0.256 |
| P - Dwelling is informal structure | 27% | 971 | 25% | 974 | 3% | 0.183 | 32% | 974 | 32% | 974 | 1% | 0.808 | -2% | 0.462 |
| P - Electricity is not available at all times of the day | 38% | 368 | 40% | 495 | -2% | 0.546 | 35% | 408 | 34% | 531 | 2% | 0.613 | 4% | 0.431 |
| P - Floor of dwelling is made of impermanent materials | 92% | 970 | 93% | 973 | -1% | 0.379 | 94% | 974 | 93% | 974 | 1% | 0.644 | 2% | 0.328 |
| P - Had to pay for girl's schooling in last year (books/supplies) | 21% | 926 | 46% | 917 | -25% | 0.000 | 43% | 890 | 39% | 914 | 3% | 0.167 | 28% | 0.000 |
| P - Had to pay for girl's schooling in last year (buildings) | 30% | 923 | 38% | 911 | -8% | 0.000 | 46% | 888 | 44% | 914 | 2% | 0.487 | 10% | 0.003 |
| P - Had to pay for girl's schooling in last year (lunch) | 1% | 927 | 1% | 921 | -1% | 0.129 | 1% | 890 | 1% | 914 | 0% | 0.714 | 0% | 0.488 |
| P - Had to pay for girl's schooling in last year (transport) | 3% | 928 | 3% | 920 | 1% | 0.345 | 6% | 889 | 6% | 913 | 0% | 0.959 | -1% | 0.626 |
| P - Had to pay for girl's schooling in last year (tuition) | 15% | 928 | 13% | 920 | 2% | 0.318 | 34% | 891 | 20% | 913 | 14% | 0.000 | 12% | 0.000 |
| P - Had to pay for girl's schooling in last year (uniforms) | 32% | 927 | 52% | 920 | -19% | 0.000 | 49% | 890 | 59% | 914 | -10% | 0.000 | 9% | 0.004 |
| P - Household does not get electricity from the grid | 64% | 971 | 52% | 974 | 12% | 0.000 | 62% | 974 | 50% | 973 | 12% | 0.000 | 0% | 0.881 |
| P - household does not have car | 99% | 975 | 100% | 975 | 0% | 0.738 | 100% | 974 | 99% | 973 | 0% | 0.256 | 0% | 0.316 |
| P - household does not have scooter or motorcycle | 100% | 975 | 99% | 975 | 0% | 0.738 | 100% | 973 | 100% | 974 | 0% | 0.317 | 0% | 0.781 |
| P - household does not have a bicycle | 99% | 975 | 99% | 975 | 0% | 1.000 | 100% | 973 | 99% | 974 | 1% | 0.165 | 1% | 0.335 |
| P - Household does not have a phone | 34% | 975 | 26% | 975 | 8% | 0.000 | 40% | 974 | 35% | 974 | 4% | 0.044 | -4% | 0.208 |
| P - Household does not have a private toilet | 29% | 970 | 24% | 973 | 5% | 0.024 | 25% | 974 | 21% | 974 | 4% | 0.046 | -1% | 0.797 |
| P - Household does not have books in the house (other) | 86% | 108 | 84% | 141 | 2% | 0.706 | 87% | 974 | 84% | 971 | 2% | 0.167 | 0% | 0.918 |
| P - Household does not have books in the house (religious) | 63% | 108 | 63% | 140 | 0% | 0.986 | 61% | 974 | 56% | 974 | 5% | 0.027 | 5% | 0.470 |
| P - Household does not have books in the house (school) | 53% | 108 | 43% | 140 | 10% | 0.122 | 22% | 974 | 30% | 974 | -7% | 0.000 | -17% | 0.004 |
| P - Household does not have books in the house (story) | 89% | 108 | 89% | 140 | 0% | 0.921 | 89% | 973 | 89% | 973 | 1% | 0.611 | 1% | 0.793 |
| P - Household does not own any land | 20% | 920 | 21% | 928 | 0% | 0.938 | 24% | 896 | 30% | 895 | -6% | 0.004 | -6% | 0.035 |
| P - Household has money coming in from non-ag business | 24% | 917 | 25% | 927 | -2% | 0.370 | 23% | 895 | 30% | 895 | -7% | 0.000 | -6% | 0.054 |
| P - Household has money coming in from other source | 1% | 919 | 2% | 927 | -1% | 0.090 | 2% | 895 | 1% | 892 | 1% | 0.208 | 2% | 0.040 |
| P - Household has money coming in from paid work | 30% | 919 | 29% | 928 | 2% | 0.455 | 26% | 895 | 23% | 895 | 3% | 0.152 | 1% | 0.654 |
| P - Household has money coming in from pensions | 4% | 919 | 4% | 927 | 0% | 0.875 | 3% | 894 | 3% | 893 | 0% | 0.773 | 0% | 0.948 |
| P - Household has money coming in from remittances | 8% | 919 | 8% | 928 | 0% | 0.883 | 14% | 896 | 12% | 894 | 2% | 0.336 | 1% | 0.505 |
| P - Household has money coming in from rental of land | 3% | 919 | 2% | 927 | 1% | 0.038 | 5% | 894 | 4% | 891 | 1% | 0.380 | -1% | 0.651 |
| P - Household has money coming in from rental of property | 3% | 919 | 5% | 927 | -2% | 0.017 | 3% | 894 | 4% | 892 | -1% | 0.433 | 2% | 0.224 |
| P - Household has money coming in from savings or investment | 4% | 918 | 5% | 926 | -2% | 0.104 | 3% | 895 | 5% | 894 | -1% | 0.227 | 0% | 0.731 |
| P - Household has money coming in from selling crops | 47% | 918 | 53% | 927 | -5% | 0.027 | 60% | 896 | 58% | 895 | 2% | 0.327 | 7% | 0.024 |
| P - Household has no source of income | 47% | 920 | 47% | 927 | -1% | 0.791 | 32% | 895 | 31% | 895 | 0% | 0.839 | 1% | 0.740 |
| P - PCG reports girl spends time on the following duties - agricultural work | 51% | 974 | 38% | 975 | 13% | 0.000 | 54% | 974 | 46% | 975 | 7% | 0.001 | -6% | 0.076 |
| P - PCG reports girl spends time on the following duties - caring for family members | 40% | 974 | 38% | 975 | 2% | 0.475 | 37% | 974 | 41% | 975 | -5% | 0.038 | -6% | 0.049 |
| P - PCG reports girl spends time on the following duties - family business or work o | 7% | 974 | 7% | 975 | 0% | 0.854 | 9% | 974 | 11% | 975 | -2% | 0.259 | -2% | 0.328 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|------|-------|-----|-----|-----|-----|-----|-------|-----|-------|
| P - PCG reports girl spends time on the following duties - fetching water | 87% | 974 | 83% | 975 | 4% | 0.010 | 86% | 974 | 78% | 975 | 7% | 0.000 | 3% | 0.168 |
| P - PCG reports girl spends time on the following duties - housework | 94% | 974 | 93% | 975 | 1% | 0.468 | 89% | 974 | 86% | 975 | 3% | 0.076 | 2% | 0.324 |
| P - PCG says family is unable to meet basic needs | 31% | 111 | 30% | 141 | 1% | 0.886 | 11% | 974 | 8% | 974 | 3% | 0.038 | 2% | 0.652 |
| P - Portion of time girl spends on duties outside school | 30% | 825 | 30% | 822 | 0% | 0.781 | 35% | 792 | 36% | 750 | -1% | 0.257 | -2% | 0.327 |
| P - Source of water is unprotected | 36% | 950 | 17% | 973 | 18% | 0.000 | 30% | 971 | 13% | 974 | 17% | 0.000 | -2% | 0.503 |
| S - Girl had bad or dangerous experience travelling in area | 3% | 971 | 3% | 971 | 1% | 0.424 | 3% | 972 | 3% | 972 | -1% | 0.516 | -1% | 0.306 |
| S - Girl's journey to school is an hour or more | | | | | | | 19% | 975 | 14% | 975 | 5% | 0.002 | | |
| S - Girl's main teacher is male | 54% | 690 | 56% | 697 | -2% | 0.548 | 58% | 691 | 59% | 709 | -1% | 0.684 | 1% | 0.887 |
| S - Journey to primary school an hour or more | 4% | 975 | 3% | 975 | 2% | 0.048 | 5% | 975 | 3% | 975 | 2% | 0.089 | 0% | 0.933 |
| S - Journey to secondary school an hour or more | 63% | 975 | 54% | 975 | 9% | 0.000 | 66% | 975 | 50% | 975 | 16% | 0.000 | 7% | 0.036 |
| S - PCG believes classrooms not satisfactory | 25% | 859 | 23% | 852 | 1% | 0.484 | 15% | 865 | 18% | 890 | -3% | 0.141 | -4% | 0.136 |
| S - PCG believes teaching not satisfactory | 18% | 832 | 16% | 833 | 2% | 0.389 | 13% | 837 | 14% | 863 | -1% | 0.746 | -2% | 0.391 |
| S - PCG believes textbooks not satisfactory | 37% | 867 | 28% | 851 | 8% | 0.000 | 28% | 837 | 24% | 856 | 4% | 0.061 | -4% | 0.163 |
| S - PCG believes toilets not satisfactory | 27% | 832 | 28% | 836 | -1% | 0.625 | 29% | 830 | 26% | 860 | 3% | 0.169 | 4% | 0.188 |
| S - PCG reports changes in school have help girl learn | 84% | 371 | 67% | 383 | 16% | 0.000 | 61% | 860 | 52% | 886 | 9% | 0.000 | -7% | 0.085 |
| S - PCG reports changes to number of classrooms - More classrooms | 96% | 421 | 95% | 301 | 1% | 0.359 | 87% | 372 | 85% | 246 | 1% | 0.609 | 0% | 0.989 |
| S - PCG reports changes to number of teachers - More teachers (any gender) | 91% | 361 | 90% | 346 | 1% | 0.756 | 75% | 408 | 72% | 348 | 3% | 0.422 | 2% | 0.630 |
| S - PCG reports changes to number of teachers - More teachers (female) | 41% | 361 | 36% | 346 | 5% | 0.184 | 23% | 402 | 18% | 348 | 5% | 0.089 | 0% | 0.973 |
| S - PCG reports changes to number of teachers - More teachers (male) | 44% | 361 | 39% | 347 | 5% | 0.164 | 29% | 404 | 26% | 348 | 3% | 0.299 | -2% | 0.720 |
| S - PCG reports changes to quality of classroom equipment - Better classrooms | 69% | 397 | 80% | 303 | -11% | 0.001 | 79% | 353 | 70% | 264 | 9% | 0.015 | 20% | 0.000 |
| S - PCG reports changes to quality of classroom equipment - Better desks or chairs | 64% | 397 | 65% | 303 | 0% | 0.956 | 68% | 354 | 67% | 259 | 2% | 0.683 | 2% | 0.739 |
| S - PCG reports changes to quality of classroom equipment - Less crowded classrooms | 24% | 397 | 25% | 303 | -1% | 0.669 | 32% | 354 | 38% | 261 | -6% | 0.129 | -5% | 0.371 |
| S - PCG reports changes to quality of classroom equipment - New computers | 4% | 395 | 3% | 303 | 1% | 0.671 | 7% | 353 | 6% | 259 | 2% | 0.435 | 1% | 0.678 |
| S - PCG reports changes to quality of school facilities- Better access to electricity | 32% | 381 | 36% | 256 | -4% | 0.263 | 48% | 381 | 47% | 292 | 1% | 0.759 | 6% | 0.314 |
| S - PCG reports changes to quality of school facilities- Better facilities | 68% | 390 | 81% | 257 | -13% | 0.000 | 75% | 382 | 72% | 291 | 3% | 0.378 | 16% | 0.001 |
| S - PCG reports changes to quality of school facilities- Better roofing | 30% | 390 | 39% | 256 | -9% | 0.022 | 47% | 381 | 48% | 291 | -1% | 0.840 | 8% | 0.141 |
| S - PCG reports changes to quality of school facilities-Better toilets | 60% | 390 | 68% | 257 | -7% | 0.053 | 68% | 381 | 66% | 292 | 1% | 0.727 | 9% | 0.101 |
| S - PCG reports changes to quality of teaching - Better teaching | 95% | 475 | 94% | 392 | 1% | 0.406 | 93% | 492 | 92% | 413 | 1% | 0.471 | 0% | 0.972 |
| S - PCG reports changes to quality of teaching - Teachers more present | 43% | 474 | 51% | 392 | -8% | 0.027 | 52% | 491 | 47% | 414 | 5% | 0.141 | 12% | 0.009 |
| S - PCG reports changes to quality of textbooks - Better textbooks | 74% | 241 | 83% | 229 | -10% | 0.011 | 91% | 298 | 86% | 273 | 5% | 0.072 | 14% | 0.001 |
| PCG reports changes to quantity of classrooms or classroom equipment - More learning materials | 69% | 322 | 72% | 289 | -3% | 0.420 | 69% | 368 | 66% | 274 | 3% | 0.473 | 6% | 0.281 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More stationary | 49% | 322 | 38% | 289 | 11% | 0.006 | 51% | 367 | 31% | 273 | 20% | 0.000 | 9% | 0.113 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More textbooks | 54% | 322 | 66% | 289 | -11% | 0.004 | 67% | 367 | 72% | 273 | -5% | 0.171 | 6% | 0.240 |
| S - PCG reports changes to the number of schools in the village - More schools | 69% | 219 | 69% | 167 | 0% | 0.991 | 53% | 190 | 47% | 132 | 6% | 0.276 | 6% | 0.395 |
| S - PCG reports journey to school is fairly or very unsafe | 16% | 975 | 18% | 975 | -2% | 0.251 | 9% | 973 | 7% | 969 | 1% | 0.285 | 3% | 0.120 |
| S - PCG reports learning conditions got better in last two years | 77% | 887 | 66% | 858 | 10% | 0.000 | 78% | 863 | 63% | 875 | 15% | 0.000 | 5% | 0.136 |

Table 33: Differences in endline indicator levels across treatment and control groups in CfBT (Kenya)

| CfBT (Kenya) | Midline | | | | | | Endline | | | | | | Midline to endline | |
|---|-----------|------|---------|------|--------|-------|-----------|------|---------|------|--------|-------|--------------------------|-------|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - Activities: Access for specific group | 7% | 2432 | 9% | 881 | -2% | 0.063 | 25% | 1620 | 22% | 578 | 3% | 0.169 | 5% | 0.022 |
| E - Activities: Build schools or classrooms | 7% | 2432 | 10% | 881 | -3% | 0.006 | 26% | 1638 | 24% | 591 | 2% | 0.415 | 5% | 0.024 |
| E - Activities: Community | 14% | 2432 | 12% | 881 | 2% | 0.248 | 34% | 1836 | 28% | 621 | 6% | 0.004 | 5% | 0.060 |
| E - Activities: Girl/women empowerment | 6% | 2432 | 5% | 881 | 1% | 0.232 | 20% | 1518 | 16% | 535 | 4% | 0.035 | 3% | 0.123 |
| E - Activities: Improve school Management | 6% | 2432 | 9% | 881 | -3% | 0.013 | 18% | 1481 | 20% | 557 | -1% | 0.504 | 1% | 0.503 |
| E - Activities: Safe spaces | 6% | 2432 | 5% | 881 | 0% | 0.637 | 20% | 1508 | 15% | 524 | 5% | 0.006 | 5% | 0.015 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | | | | | | | | |
|---|-----|------|-----|-----|-----|-------|-----|------|------|-----|------|-------|-----|-------|
| E - Activities: Scholarships or supplies | 9% | 2432 | 8% | 881 | 1% | 0.202 | 28% | 1677 | 20% | 560 | 8% | 0.000 | 6% | 0.004 |
| E - Activities: Support learning | 13% | 2432 | 13% | 881 | 0% | 0.985 | 34% | 1842 | 31% | 648 | 3% | 0.116 | 3% | 0.166 |
| E - Activities: Teacher training | 7% | 2432 | 6% | 881 | 1% | 0.566 | 23% | 1563 | 16% | 532 | 7% | 0.000 | 6% | 0.003 |
| E - Girl attended special classes or study groups | 20% | 1450 | 18% | 503 | 2% | 0.310 | 22% | 2906 | 20% | 942 | 2% | 0.125 | 0% | 0.918 |
| E - Girl had a scholarship or bursary last year | 6% | 1468 | 4% | 508 | 2% | 0.115 | 7% | 2941 | 6% | 949 | 2% | 0.044 | 0% | 0.969 |
| E - Girl received special tutoring or help with her schoolwork | 16% | 1453 | 10% | 500 | 6% | 0.000 | 19% | 2911 | 13% | 936 | 6% | 0.000 | 0% | 0.911 |
| E - Girl was given school books | 11% | 1456 | 6% | 502 | 5% | 0.001 | 14% | 2926 | 6% | 942 | 7% | 0.000 | 3% | 0.183 |
| E - Girl was talked to about enrolling | 27% | 1453 | 25% | 491 | 2% | 0.319 | 30% | 2904 | 26% | 925 | 4% | 0.012 | 2% | 0.500 |
| E - New Primary school built since baseline | | | | | | | 44% | 2903 | 40% | 929 | 4% | 0.034 | | |
| E - New Secondary school built since midline | | | | | | | 47% | 2729 | 49% | 876 | -2% | 0.373 | | |
| E - Organizations: Community groups | 10% | 2432 | 8% | 881 | 2% | 0.144 | 27% | 1672 | 21% | 566 | 7% | 0.001 | 5% | 0.025 |
| E - Organizations: Government officials | 9% | 2432 | 9% | 881 | 0% | 0.818 | 23% | 1569 | 19% | 552 | 4% | 0.060 | 3% | 0.106 |
| E - Organizations: local parents groups | 7% | 2432 | 7% | 881 | 0% | 0.646 | 22% | 1546 | 17% | 541 | 4% | 0.021 | 5% | 0.015 |
| E - Organizations: local women's groups | 8% | 2432 | 8% | 881 | 0% | 0.874 | 22% | 1561 | 19% | 553 | 3% | 0.115 | 3% | 0.157 |
| E - Organizations: NGOs | 14% | 2432 | 15% | 881 | -1% | 0.339 | 37% | 1936 | 31% | 648 | 6% | 0.004 | 8% | 0.002 |
| E - Organizations: Religious groups | 10% | 2432 | 8% | 881 | 2% | 0.125 | 28% | 1687 | 21% | 567 | 7% | 0.001 | 5% | 0.020 |
| E - PCG reports community has become more encouraging toward girls' education | 76% | 1411 | 77% | 480 | -1% | 0.533 | 84% | 2876 | 84% | 920 | 0% | 0.842 | 2% | 0.509 |
| E - PCG reports organizations carried out activities in community to improve education | 56% | 1379 | 53% | 481 | 3% | 0.201 | 56% | 2745 | 49% | 872 | 7% | 0.000 | 4% | 0.246 |
| BARRIERS | | | | | | | | | | | | | | |
| A - No members of household are part of a school committee | 82% | 1454 | 82% | 496 | 0% | 0.871 | 81% | 2953 | 83% | 944 | -2% | 0.251 | -2% | 0.429 |
| A - PCG believes girls learn less than boys at school | 10% | 1374 | 9% | 463 | 1% | 0.395 | 8% | 2776 | 8% | 878 | 0% | 0.795 | -2% | 0.387 |
| A - PCG believes it has become more common to send girls to school since baseline | 81% | 1443 | 86% | 494 | -6% | 0.002 | 86% | 2907 | 88% | 933 | -2% | 0.058 | 4% | 0.120 |
| A - PCG believes it would be better for girl to be married or working than in school | 4% | 1462 | 4% | 495 | 0% | 0.994 | 5% | 2925 | 5% | 929 | 0% | 0.751 | 0% | 0.844 |
| A - PCG doesn't listen to girl's views when making decisions about her education | 29% | 1471 | 34% | 512 | -6% | 0.020 | 26% | 2962 | 35% | 950 | -9% | 0.000 | -3% | 0.298 |
| A - PCG says it is rare or uncommon for families to not send girls to school in this area | 27% | 1468 | 24% | 511 | 3% | 0.171 | 24% | 2949 | 22% | 953 | 2% | 0.217 | -1% | 0.680 |
| A - PCG wants girl to get primary education or less now | 4% | 1472 | 3% | 507 | 2% | 0.068 | 4% | 2947 | 4% | 945 | 0% | 0.757 | -2% | 0.137 |
| A - Someone other than the PCG makes decisions about girl's education | 26% | 1475 | 29% | 509 | -3% | 0.191 | 25% | 2963 | 26% | 954 | -1% | 0.620 | 2% | 0.421 |
| P - Deprivation: girl went hungry in last year | | | | | | | 63% | 2945 | 66% | 932 | -3% | 0.091 | | |
| P - Deprivation: went without cash income | | | | | | | 84% | 2844 | 83% | 878 | 1% | 0.696 | | |
| P - Deprivation: went without clean water | | | | | | | 48% | 2943 | 55% | 930 | -6% | 0.001 | | |
| P - Deprivation: went without medicine | | | | | | | 59% | 2908 | 63% | 911 | -4% | 0.031 | | |
| P - difficult to afford for girl to go to school | 61% | 1429 | 55% | 487 | 6% | 0.017 | 65% | 2892 | 58% | 915 | 6% | 0.001 | 0% | 0.990 |
| P - Duties affected time spend on duties | 11% | 952 | 8% | 347 | 3% | 0.084 | 10% | 2263 | 10% | 714 | 0% | 0.919 | -3% | 0.203 |
| P - Dwelling is informal structure | 54% | 1432 | 53% | 472 | 1% | 0.682 | 54% | 2134 | 52% | 654 | 2% | 0.485 | 0% | 0.891 |
| P - Electricity is not available at all times of the day | | | | | | | 57% | 976 | 45% | 274 | 12% | 0.000 | | |
| P - Floor of dwelling is made of impermanent materials | 41% | 808 | 46% | 278 | -5% | 0.174 | 47% | 1498 | 49% | 459 | -2% | 0.456 | 3% | 0.533 |
| P - Had to pay for girl's schooling in last year (books/supplies) | 50% | 1373 | 56% | 470 | -7% | 0.014 | 54% | 2649 | 63% | 846 | -9% | 0.000 | -2% | 0.506 |
| P - Had to pay for girl's schooling in last year (buildings) | 32% | 1357 | 28% | 477 | 4% | 0.069 | 38% | 2579 | 36% | 809 | 2% | 0.423 | -3% | 0.374 |
| P - Had to pay for girl's schooling in last year (lunch) | 39% | 1329 | 20% | 468 | 19% | 0.000 | 42% | 2506 | 28% | 787 | 14% | 0.000 | -5% | 0.151 |
| P - Had to pay for girl's schooling in last year (transport) | 8% | 1338 | 3% | 474 | 4% | 0.000 | 11% | 2518 | 6% | 784 | 5% | 0.000 | 1% | 0.662 |
| P - Had to pay for girl's schooling in last year (tuition) | 68% | 1421 | 63% | 480 | 5% | 0.071 | 72% | 2784 | 69% | 874 | 3% | 0.095 | -2% | 0.591 |
| P - Had to pay for girl's schooling in last year (uniforms) | 64% | 1365 | 70% | 470 | -6% | 0.014 | 69% | 2659 | 76% | 851 | -7% | 0.000 | -1% | 0.704 |
| P - Household does not get electricity from the grid | 54% | 811 | 59% | 279 | -5% | 0.165 | 55% | 1448 | 60% | 448 | -4% | 0.120 | 1% | 0.887 |
| P - household does not have car | 98% | 720 | 98% | 242 | -1% | 0.478 | 98% | 1323 | 99% | 398 | -1% | 0.175 | 0% | 0.864 |
| P - household does not have scooter or motorcycle | 96% | 724 | 97% | 244 | -1% | 0.464 | 95% | 1337 | 96% | 404 | -1% | 0.333 | 0% | 0.970 |
| P - household does not have a bicycle | 89% | 755 | 86% | 257 | 3% | 0.169 | 90% | 1367 | 85% | 430 | 4% | 0.022 | 1% | 0.748 |
| P - Household does not have a functioning radio or TV | | | | | | | 88% | 1391 | 100% | 437 | -12% | 0.030 | | |
| P - Household does not have a phone | 12% | 718 | 18% | 246 | -6% | 0.031 | 14% | 1329 | 20% | 407 | -7% | 0.003 | -1% | 0.832 |
| P - Household does not have a private toilet | 78% | 744 | 62% | 261 | 16% | 0.000 | 77% | 1333 | 64% | 419 | 12% | 0.000 | -4% | 0.356 |
| P - Household does not own any land | 47% | 1311 | 50% | 438 | -3% | 0.264 | 58% | 1907 | 58% | 617 | 1% | 0.770 | 4% | 0.293 |
| P - Household has money coming in from non-ag business | 16% | 593 | 13% | 194 | 3% | 0.354 | 20% | 1307 | 20% | 395 | 0% | 0.876 | -3% | 0.443 |
| P - Household has money coming in from paid work | 63% | 698 | 55% | 218 | 9% | 0.021 | 64% | 1630 | 57% | 454 | 6% | 0.018 | -3% | 0.555 |
| P - Household has money coming in from pensions | 6% | 562 | 4% | 186 | 2% | 0.155 | 4% | 1249 | 3% | 374 | 1% | 0.551 | -2% | 0.382 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | | | | | | | | |
|--|-----|------|-----|-----|------|-------|-----|------|-----|------|-----|-------|-----|-------|
| P - Household has money coming in from remittances | 6% | 570 | 10% | 186 | -4% | 0.113 | 7% | 1213 | 9% | 361 | -2% | 0.158 | 1% | 0.584 |
| P - Household has money coming in from rental of land | 2% | 576 | 0% | 189 | 2% | 0.000 | 2% | 1247 | 1% | 377 | 1% | 0.461 | -2% | 0.191 |
| P - Household has money coming in from rental of property | 2% | 578 | 4% | 189 | -1% | 0.400 | 2% | 1257 | 3% | 377 | -1% | 0.305 | 0% | 0.894 |
| P - Household has money coming in from savings or investment | 8% | 583 | 6% | 190 | 2% | 0.452 | 9% | 1265 | 6% | 375 | 4% | 0.010 | 2% | 0.441 |
| P - Household has money coming in from selling crops | 41% | 1185 | 38% | 383 | 3% | 1.334 | 29% | 1257 | 31% | 396 | -3% | 0.330 | | |
| P - Household has no source of income | 53% | 1299 | 53% | 423 | 0% | 0.982 | 49% | 2470 | 48% | 751 | 1% | 0.669 | 1% | 0.785 |
| P - PCG reports girl spends time on the following duties - agricultural work | 22% | 1471 | 28% | 505 | -6% | 0.013 | 27% | 2970 | 32% | 945 | -5% | 0.002 | 0% | 0.926 |
| P - PCG reports girl spends time on the following duties - caring for family members | 35% | 1488 | 37% | 516 | -2% | 0.405 | 49% | 2996 | 51% | 959 | -2% | 0.286 | 0% | 0.981 |
| P - PCG reports girl spends time on the following duties - family business or work outside the house | 8% | 1455 | 9% | 499 | -1% | 0.513 | 15% | 2955 | 18% | 941 | -3% | 0.057 | -2% | 0.426 |
| P - PCG reports girl spends time on the following duties - fetching water | 55% | 1482 | 59% | 515 | -4% | 0.157 | 67% | 2978 | 65% | 958 | 2% | 0.174 | 6% | 0.049 |
| P - PCG reports girl spends time on the following duties - housework | 49% | 1483 | 52% | 517 | -2% | 0.332 | 64% | 2991 | 63% | 960 | 0% | 0.900 | 3% | 0.380 |
| P - PCG says family is unable to meet basic needs | 46% | 856 | 41% | 295 | 4% | 0.209 | 49% | 2241 | 41% | 712 | 8% | 0.000 | 3% | 0.392 |
| P - Portion of time girl spends on duties outside school | 26% | 905 | 25% | 349 | 0% | 0.828 | 17% | 2820 | 18% | 900 | -1% | 0.310 | -1% | 0.470 |
| P - Roof of dwelling is made of impermanent materials | 27% | 825 | 34% | 282 | -7% | 0.039 | 30% | 1507 | 36% | 470 | -6% | 0.011 | 0% | 0.941 |
| P - Source of water is unprotected | 29% | 797 | 27% | 268 | 3% | 0.407 | 27% | 1499 | 25% | 458 | 2% | 0.366 | -1% | 0.897 |
| P - Girl brings lunch to school | 23% | 1427 | 20% | 488 | 2% | 0.257 | 31% | 2886 | 33% | 913 | -2% | 0.309 | -4% | 0.145 |
| P - Girl reports experiencing hunger | 69% | 1419 | 71% | 484 | -2% | 0.311 | 81% | 2884 | 84% | 913 | -3% | 0.813 | -1% | 0.976 |
| S - Girl had bad or dangerous experience travelling in area | 8% | 1363 | 7% | 486 | 1% | 0.677 | 7% | 2842 | 7% | 921 | 0% | 0.933 | 0% | 0.772 |
| S - Girl's goes to all-girls school | 5% | 926 | 37% | 286 | -32% | 0.351 | 4% | 2376 | 2% | 722 | 1% | 0.083 | 34% | 0.006 |
| S - Girl's journey to school is an hour or more | 70% | 2432 | 74% | 881 | -4% | 0.012 | 67% | 6201 | 71% | 2110 | -3% | 0.008 | 1% | 0.539 |
| S - Journey to primary school an hour or more | 42% | 2432 | 44% | 881 | -2% | 0.345 | 55% | 6201 | 58% | 2110 | -3% | 0.017 | -1% | 0.624 |
| S - Journey to secondary school an hour or more | 54% | 2432 | 58% | 881 | -3% | 0.079 | 64% | 6201 | 68% | 2110 | -4% | 0.001 | 0% | 0.847 |
| S - PCG believes classrooms not satisfactory | 41% | 1441 | 36% | 494 | 5% | 0.037 | 36% | 2903 | 35% | 919 | 2% | 0.326 | -3% | 0.263 |
| S - PCG believes teaching not satisfactory | 27% | 1413 | 24% | 493 | 3% | 0.212 | 24% | 2858 | 25% | 913 | -1% | 0.516 | -4% | 0.164 |
| S - PCG believes textbooks not satisfactory | 46% | 1396 | 50% | 484 | -4% | 0.099 | 40% | 2832 | 48% | 900 | -8% | 0.000 | -4% | 0.277 |
| S - PCG believes toilets not satisfactory | 43% | 1405 | 40% | 489 | 3% | 0.270 | 40% | 2836 | 37% | 908 | 3% | 0.116 | 0% | 0.987 |
| S - PCG reports changes in school have help girl learn | 53% | 1400 | 58% | 489 | -4% | 0.088 | 59% | 2766 | 58% | 880 | 1% | 0.472 | 6% | 0.071 |
| S - PCG reports changes to number of classrooms - More classrooms | 22% | 2432 | 25% | 881 | -3% | 0.039 | 46% | 2641 | 44% | 861 | 2% | 0.216 | 6% | 0.021 |
| S - PCG reports changes to number of teachers - More teachers (any gender) | 19% | 2432 | 18% | 881 | 2% | 0.307 | 52% | 2097 | 43% | 636 | 9% | 0.000 | 7% | 0.008 |
| S - PCG reports changes to number of teachers - More teachers (female) | 6% | 2432 | 7% | 881 | -1% | 0.250 | 21% | 1533 | 19% | 497 | 2% | 0.394 | 3% | 0.156 |
| S - PCG reports changes to number of teachers - More teachers (male) | 8% | 2432 | 11% | 881 | -3% | 0.028 | 27% | 1606 | 29% | 558 | -2% | 0.337 | 0% | 0.835 |
| S - PCG reports changes to quality of classroom equipment - Better classrooms | 19% | 2432 | 21% | 881 | -2% | 0.277 | 48% | 2363 | 41% | 771 | 7% | 0.001 | 8% | 0.001 |
| S - PCG reports changes to quality of classroom equipment - Better desks or chairs | 11% | 2432 | 9% | 881 | 2% | 0.184 | 32% | 1988 | 25% | 647 | 6% | 0.002 | 5% | 0.036 |
| S - PCG reports changes to quality of classroom equipment - Less crowded classrooms | 5% | 2432 | 5% | 881 | 0% | 0.566 | 18% | 1770 | 13% | 589 | 4% | 0.007 | 4% | 0.026 |
| S - PCG reports changes to quality of classroom equipment - New computers | 1% | 2432 | 1% | 881 | 0% | 0.602 | 4% | 1629 | 3% | 548 | 0% | 0.615 | 1% | 0.455 |
| S - PCG reports changes to quality of school facilities- Better access to electricity | 7% | 2432 | 6% | 881 | 1% | 0.251 | 26% | 1745 | 25% | 570 | 2% | 0.389 | 1% | 0.733 |
| S - PCG reports changes to quality of school facilities- Better facilities | 17% | 2432 | 19% | 881 | -3% | 0.081 | 46% | 2116 | 41% | 714 | 5% | 0.017 | 8% | 0.002 |
| S - PCG reports changes to quality of school facilities- Better roofing | 7% | 2432 | 6% | 881 | 1% | 0.548 | 28% | 1736 | 23% | 568 | 5% | 0.012 | 5% | 0.029 |
| S - PCG reports changes to quality of school facilities-Better toilets | 13% | 2432 | 12% | 881 | 1% | 0.482 | 38% | 1938 | 36% | 643 | 2% | 0.349 | 1% | 0.637 |
| S - PCG reports changes to quality of teaching - Better teaching | 35% | 2432 | 38% | 881 | -3% | 0.067 | 73% | 2498 | 70% | 806 | 3% | 0.129 | 6% | 0.016 |
| S - PCG reports changes to quality of teaching - Teachers more present | 10% | 2432 | 10% | 881 | 0% | 0.921 | 40% | 1554 | 34% | 491 | 6% | 0.021 | 6% | 0.024 |
| S - PCG reports changes to quality of teaching - Worse teaching | 4% | 2432 | 2% | 881 | 2% | 0.001 | 13% | 1316 | 11% | 404 | 2% | 0.262 | 0% | 0.971 |
| S - PCG reports changes to quality of textbooks - Better textbooks | 29% | 2432 | 28% | 881 | 1% | 0.496 | 63% | 2531 | 54% | 793 | 9% | 0.000 | 8% | 0.004 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More learning materials | 20% | 2432 | 20% | 881 | 0% | 0.853 | 53% | 2202 | 41% | 730 | 12% | 0.000 | 13% | 0.000 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More stationary | 9% | 2432 | 9% | 881 | 0% | 0.711 | 31% | 1744 | 24% | 611 | 7% | 0.000 | 7% | 0.002 |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More textbooks | 17% | 2432 | 14% | 881 | 3% | 0.049 | 49% | 2063 | 35% | 661 | 14% | 0.000 | 12% | 0.000 |
| S - PCG reports changes to the number of schools in the village - More schools | 13% | 2432 | 8% | 881 | 4% | 0.000 | 32% | 2356 | 24% | 727 | 8% | 0.000 | 4% | 0.079 |
| S - PCG reports journey to school is fairly or very unsafe | 18% | 1404 | 21% | 496 | -3% | 0.167 | 14% | 2888 | 16% | 923 | -3% | 0.069 | 0% | 0.872 |
| S - PCG reports learning conditions got better in last two years | 67% | 1439 | 70% | 501 | -3% | 0.244 | 73% | 2891 | 71% | 916 | 2% | 0.165 | 5% | 0.076 |
| S - PCG reports teachers absent many time each month | 2% | 1421 | 2% | 490 | 0% | 0.925 | 2% | 2866 | 2% | 921 | 0% | 0.962 | 0% | 0.963 |
| S - PCG reports teachers sometimes absent | 72% | 1431 | 71% | 493 | 2% | 0.463 | 75% | 2875 | 73% | 916 | 2% | 0.279 | 0% | 0.979 |

Table 34: Differences in endline indicator levels across treatment and control groups in RI (Somalia)

| RI (Somalia) | Midline | | | | | | Endline | | | | | | Midline to endline | |
|---|-----------|------|---------|------|--------|-----|-----------|------|---------|------|--------|-----|--------------------------|-----|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - Activities: Access for specific group | 49% | 347 | | | | | 53% | 202 | | | | | | |
| E - Activities: Build schools or classrooms | 56% | 347 | | | | | 24% | 202 | | | | | | |
| E - Activities: Community | 30% | 347 | | | | | 17% | 202 | | | | | | |
| E - Activities: Improve school Management | 20% | 347 | | | | | 12% | 202 | | | | | | |
| E - Activities: Safe spaces | 11% | 347 | | | | | 9% | 202 | | | | | | |
| E - Activities: Scholarships or supplies | 6% | 347 | | | | | 3% | 202 | | | | | | |
| E - Activities: Support learning | 19% | 347 | | | | | 23% | 202 | | | | | | |
| E - Activities: Teacher training | 4% | 347 | | | | | 6% | 202 | | | | | | |
| E - Girl attended special classes or study groups | 23% | 1147 | | | | | 13% | 1059 | | | | | | |
| E - Girl received special tutoring or help with her schoolwork | 15% | 1144 | | | | | 14% | 1065 | | | | | | |
| E - Girl was given school books | 15% | 1149 | | | | | 16% | 1062 | | | | | | |
| E - Girl was talked to about enrolling | 13% | 1144 | | | | | 17% | 1064 | | | | | | |
| E - New Primary school built since baseline | 26% | 1020 | | | | | 23% | 980 | | | | | | |
| E - New Secondary school built since midline | 25% | 609 | | | | | 18% | 901 | | | | | | |
| E - Organizations: Community groups | 33% | 347 | | | | | 22% | 202 | | | | | | |
| E - Organizations: Government officials | 5% | 347 | | | | | 4% | 202 | | | | | | |
| E - Organizations: local parents groups | 37% | 347 | | | | | 28% | 202 | | | | | | |
| E - Organizations: local women's groups | 45% | 347 | | | | | 50% | 202 | | | | | | |
| E - Organizations: NGOs | 41% | 347 | | | | | 24% | 202 | | | | | | |
| E - Organizations: Religious groups | 19% | 347 | | | | | 15% | 202 | | | | | | |
| E - PCG reports community has become more encouraging toward girls' education | 85% | 1112 | | | | | 81% | 1028 | | | | | | |
| E - PCG reports organizations carried out activities in community to improve education | 39% | 1021 | | | | | 37% | 892 | | | | | | |
| BARRIERS | | | | | | | | | | | | | | |
| A - Consider the following in education decision - The child's ability? | | | | | | | 55% | 1078 | | | | | | |
| A - Consider the following in education decision - The child's age | | | | | | | 86% | 1078 | | | | | | |
| A - Consider the following in education decision - The jobs in the area for children | | | | | | | 1% | 1078 | | | | | | |
| A - Consider the following in education decision - Whether they are a boy or a girl? | | | | | | | 5% | 1078 | | | | | | |
| A - No members of household are part of a school committee | | | | | | | 95% | 1065 | | | | | | |
| A - PCG believes girls learn less than boys at school | 3% | 1054 | | | | | 4% | 949 | | | | | | |
| A - PCG believes it has become more common to send girls to school since baseline | 86% | 1105 | | | | | 89% | 1036 | | | | | | |
| A - PCG doesn't listen to girl's views when making decisions about her education | 79% | 1154 | | | | | 90% | 1071 | | | | | | |
| A - PCG says it is rare or uncommon for families to not send girls to school in this area | 12% | 1146 | | | | | 3% | 1052 | | | | | | |
| A - PCG wanted girl to get primary education or less when she was young | 13% | 1139 | | | | | 3% | 1063 | | | | | | |
| A - Someone other than the PCG makes decisions about girl's education | 64% | 1156 | | | | | 68% | 1073 | | | | | | |
| P - Deprivation: girl went hungry in last year | | | | | | | 55% | 972 | | | | | | |
| P - Deprivation: went without cash income | | | | | | | 73% | 986 | | | | | | |
| P - Deprivation: went without clean water | | | | | | | 59% | 1012 | | | | | | |
| P - Deprivation: went without medicine | | | | | | | 62% | 1008 | | | | | | |
| P - difficult to afford for girl to go to school | | | | | | | 65% | 1013 | | | | | | |
| P - Dwelling is informal structure | 51% | 1117 | | | | | 79% | 1075 | | | | | | |
| P - Electricity is not available at all times of the day | | | | | | | 36% | 643 | | | | | | |
| P - Floor of dwelling is made of impermanent materials | 28% | 1157 | | | | | 34% | 1073 | | | | | | |
| P - Had to pay for girl's schooling in last year (books/supplies) | | | | | | | 78% | 1015 | | | | | | |
| P - Had to pay for girl's schooling in last year (buildings) | | | | | | | 36% | 1007 | | | | | | |
| P - Had to pay for girl's schooling in last year (lunch) | | | | | | | 33% | 1006 | | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | |
|---|------|------|-----|------|
| P - Had to pay for girl's schooling in last year (transport) | | | 12% | 1006 |
| P - Had to pay for girl's schooling in last year (tuition) | 59% | 927 | 63% | 1013 |
| P - Had to pay for girl's schooling in last year (uniforms) | | | 78% | 1015 |
| P - Household does not get electricity from the grid | 54% | 1155 | 41% | 1069 |
| P - household does not have car | | | 94% | 1078 |
| P - household does not have scooter or motorcycle | | | 99% | 1078 |
| P - household does not have a bicycle | | | 99% | 1078 |
| P - Household does not have a functioning radio or TV | 142% | 1147 | 71% | 1070 |
| P - Household does not have a phone | 4% | 1157 | 9% | 1073 |
| P - Household does not have a private toilet | 23% | 1146 | 28% | 1069 |
| P - Household does not have books in the house (other) | 86% | 1158 | 85% | 1078 |
| P - Household does not have books in the house (religious) | 13% | 1158 | 9% | 1078 |
| P - Household does not have books in the house (school) | 21% | 1158 | 12% | 1078 |
| P - Household does not have books in the house (story) | 75% | 1158 | 73% | 1078 |
| P - Household does not own any land | 44% | 1071 | 47% | 931 |
| P - Household has money coming in from non-ag business | 8% | 1082 | 7% | 963 |
| P - Household has money coming in from other source | 12% | 1082 | 10% | 963 |
| P - Household has money coming in from paid work | 37% | 1082 | 36% | 963 |
| P - Household has money coming in from pensions | 0% | 1082 | 1% | 963 |
| P - Household has money coming in from remittances | 0% | 1082 | 0% | 963 |
| P - Household has money coming in from rental of land | 1% | 1082 | 1% | 963 |
| P - Household has money coming in from rental of property | 1% | 1082 | 1% | 963 |
| P - Household has money coming in from savings or investment | 13% | 1082 | 9% | 963 |
| P - Household has money coming in from selling crops | 7% | 1082 | 5% | 963 |
| P - PCG says family is unable to meet basic needs | 32% | 1132 | 33% | 1050 |
| P - Roof of dwelling is made of impermanent materials | 19% | 1159 | 19% | 1075 |
| P - Source of water is unprotected | 25% | 1124 | 25% | 1005 |
| S - Girl had bad or dangerous experience travelling in area | | | 5% | 1075 |
| S - Girl's goes to all-girls school | | | 2% | 1013 |
| S - Girl's journey to school is an hour or more | | | 10% | 1091 |
| S - Girl's main teacher is male | | | 75% | 1006 |
| S - Journey to primary school an hour or more | | | 4% | 1091 |
| S - PCG believes classrooms not satisfactory | | | 7% | 983 |
| S - PCG believes teaching not satisfactory | | | 8% | 980 |
| S - PCG believes textbooks not satisfactory | | | 15% | 893 |
| S - PCG believes toilets not satisfactory | | | 20% | 898 |
| S - PCG reports changes in school have help girl learn | | | 63% | 999 |
| S - PCG reports changes to number of classrooms - More classrooms | 147% | 264 | 95% | 335 |
| S - PCG reports changes to number of teachers - More teachers (any gender) | | | 68% | 305 |
| S - PCG reports changes to number of teachers - More teachers (female) | | | 12% | 305 |
| S - PCG reports changes to number of teachers - More teachers (male) | | | 31% | 305 |
| S - PCG reports changes to quality of classroom equipment - Better classrooms | 90% | 252 | 90% | 353 |
| S - PCG reports changes to quality of classroom equipment - Better desks or chairs | 35% | 252 | 47% | 353 |
| S - PCG reports changes to quality of classroom equipment - Less crowded classrooms | 14% | 252 | 4% | 353 |
| S - PCG reports changes to quality of classroom equipment - New computers | 7% | 252 | 1% | 353 |
| S - PCG reports changes to quality of school facilities- Better access to electricity | | | 10% | 320 |
| S - PCG reports changes to quality of school facilities- Better facilities | | | 56% | 320 |
| S - PCG reports changes to quality of school facilities- Better roofing | | | 43% | 320 |
| S - PCG reports changes to quality of school facilities-Better toilets | | | 44% | 320 |
| S - PCG reports changes to quality of teaching - Better teaching | 95% | 314 | 94% | 486 |
| S - PCG reports changes to quality of teaching - Teachers more present | 42% | 314 | 46% | 486 |
| S - PCG reports changes to quality of teaching - Worse teaching | 2% | 314 | 4% | 486 |
| S - PCG reports changes to quality of textbooks - Better textbooks | 98% | 255 | 97% | 364 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | |
|-----|--|-----|-----|-----|------|--|--|
| S - | PCG reports changes to quantity of classrooms or classroom equipment - More learning materials | | | 48% | 295 | | |
| S - | PCG reports changes to quantity of classrooms or classroom equipment - More stationary | | | 25% | 295 | | |
| S - | PCG reports changes to quantity of classrooms or classroom equipment - More textbooks | | | 69% | 295 | | |
| S - | PCG reports changes to schools in the village - better school quality | | | 50% | 230 | | |
| S - | PCG reports changes to the number of schools in the village - More schools | 74% | 193 | 65% | 230 | | |
| S - | PCG reports learning conditions got better in last two years | | | 86% | 996 | | |
| S - | PCG reports teachers absent many time each month | | | 19% | 157 | | |
| S - | PCG reports teachers sometimes absent | | | 84% | 1004 | | |
| S - | PCG reports violence at girl's school in last year | | | 9% | 991 | | |

Table 35: Differences in endline indicator levels across treatment and control groups in Care (Somalia)

| Care (Somalia) | Midline | | | | | Endline | | | | | Midline to endline | | | |
|-------------------------|---|------|---------|------|--------|---------|-----------|------|---------|------|--------------------|-----|--------------------------|-----|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - | Activities: Access for specific group | 27% | 524 | | | | | 17% | 579 | | | | | |
| E - | Activities: Build schools or classrooms | 70% | 524 | | | | | 14% | 579 | | | | | |
| E - | Activities: Community | 61% | 524 | | | | | 12% | 579 | | | | | |
| E - | Activities: Girl/women empowerment | 2% | 523 | | | | | 4% | 579 | | | | | |
| E - | Activities: Improve school Management | 73% | 524 | | | | | 10% | 579 | | | | | |
| E - | Activities: Safe spaces | 69% | 524 | | | | | 3% | 579 | | | | | |
| E - | Activities: Scholarships or supplies | 36% | 524 | | | | | 10% | 579 | | | | | |
| E - | Activities: Teacher training | 40% | 524 | | | | | 6% | 579 | | | | | |
| E - | Girl attended special classes or study groups | 35% | 1062 | | | | | 7% | 607 | | | | | |
| E - | Girl had a scholarship or bursary last year | 16% | 1071 | | | | | 21% | 613 | | | | | |
| E - | Girl received special tutoring or help with her schoolwork | 8% | 1062 | | | | | 8% | 614 | | | | | |
| E - | Girl was given school books | 8% | 1064 | | | | | 9% | 611 | | | | | |
| E - | Girl was talked to about enrolling | 9% | 1055 | | | | | 10% | 611 | | | | | |
| E - | New Primary school built since baseline | 34% | 1004 | | | | | 40% | 594 | | | | | |
| E - | New Secondary school built since midline | 32% | 447 | | | | | 42% | 340 | | | | | |
| E - | Organizations: Community groups | 40% | 524 | | | | | 11% | 579 | | | | | |
| E - | Organizations: Government officials | 12% | 524 | | | | | 1% | 579 | | | | | |
| E - | Organizations: local parents groups | 49% | 524 | | | | | 16% | 579 | | | | | |
| E - | Organizations: local women's groups | 36% | 524 | | | | | 20% | 579 | | | | | |
| E - | Organizations: NGOs | 83% | 524 | | | | | 20% | 579 | | | | | |
| E - | Organizations: Other | 5% | 523 | | | | | 1% | 579 | | | | | |
| E - | Organizations: Religious groups | 19% | 524 | | | | | 2% | 579 | | | | | |
| E - | PCG reports community has become more encouraging toward girls' education | 87% | 1056 | | | | | 83% | 603 | | | | | |
| E - | PCG reports organizations carried out activities in community to improve education | 54% | 925 | | | | | 37% | 579 | | | | | |
| BARRIERS | | | | | | | | | | | | | | |
| A - | No members of household are part of a school committee | 77% | 1062 | | | | | 79% | 613 | | | | | |
| A - | PCG believes girls learn less than boys at school | 4% | 906 | | | | | 7% | 547 | | | | | |
| A - | PCG believes it has become more common to send girls to school since baseline | 86% | 1071 | | | | | 86% | 615 | | | | | |
| A - | PCG believes it would be better for girl to be married or working than in school | 3% | 1060 | | | | | 4% | 603 | | | | | |
| A - | PCG believes there isn't enough support for girls to go to school | 15% | 1057 | | | | | 20% | 597 | | | | | |
| A - | PCG doesn't believe that education helps people make better lives for themselves | 1% | 1070 | | | | | 0% | 612 | | | | | |
| A - | PCG doesn't listen to girl's views when making decisions about her education | 74% | 1068 | | | | | 69% | 612 | | | | | |
| A - | PCG says it is rare or uncommon for families to not send girls to school in this area | 15% | 1056 | | | | | 7% | 614 | | | | | |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | |
|--|-----|------|------|-----|
| A - PCG says s/he would spend more on education for boys than for girls | 3% | 816 | 4% | 450 |
| A - PCG wanted girl to get primary education or less when she was young | 12% | 1041 | 11% | 608 |
| A - PCG wants girl to get primary education or less now | 2% | 1044 | 5% | 605 |
| A - Someone other than the PCG makes decisions about girl's education | 17% | 1067 | 23% | 615 |
| P - Deprivation: girl went hungry in last year | | | 25% | 613 |
| P - Deprivation: went without cash income | | | 65% | 609 |
| P - Deprivation: went without clean water | | | 63% | 614 |
| P - Deprivation: went without medicine | | | 62% | 607 |
| P - difficult to afford for girl to go to school | 45% | 855 | 51% | 457 |
| P - Duties affected time spend on duties | 19% | 842 | 30% | 562 |
| P - Duties prevented girl from enrolling or attending school | 21% | 854 | 35% | 561 |
| P - Dwelling is informal structure | 35% | 967 | 65% | 615 |
| P - Electricity is not available at all times of the day | | | 55% | 205 |
| P - Floor of dwelling is made of impermanent materials | 38% | 911 | 57% | 615 |
| P - Girl received money for work | | | 1% | 73 |
| P - Had to pay for girl's schooling in last year (books/supplies) | 77% | 853 | 82% | 457 |
| P - Had to pay for girl's schooling in last year (buildings) | 13% | 850 | 20% | 452 |
| P - Had to pay for girl's schooling in last year (lunch) | 1% | 852 | 4% | 457 |
| P - Had to pay for girl's schooling in last year (other) | 1% | 844 | 2% | 454 |
| P - Had to pay for girl's schooling in last year (transport) | 1% | 849 | 0% | 458 |
| P - Had to pay for girl's schooling in last year (tuition) | 52% | 855 | 58% | 457 |
| P - Had to pay for girl's schooling in last year (uniforms) | 83% | 853 | 90% | 455 |
| P - Household does not get electricity from the grid | 88% | 1072 | 76% | 613 |
| P - household does not have car | | | 96% | 615 |
| P - household does not have scooter or motorcycle | | | 100% | 615 |
| P - household does not have a bicycle | | | 100% | 615 |
| P - Household does not have a phone | 14% | 1072 | 7% | 614 |
| P - Household does not have a private toilet | 30% | 1004 | 33% | 614 |
| P - Household does not have books in the house (other) | | | 97% | 615 |
| P - Household does not have books in the house (religious) | | | 11% | 615 |
| P - Household does not have books in the house (school) | | | 17% | 615 |
| P - Household does not have books in the house (story) | | | 86% | 615 |
| P - Household does not own any land | | | 18% | 606 |
| P - Household has money coming in from non-ag business | | | 26% | 608 |
| P - Household has money coming in from paid work | | | 15% | 608 |
| P - Household has money coming in from pensions | | | 1% | 607 |
| P - Household has money coming in from remittances | | | 14% | 608 |
| P - Household has money coming in from rental of land | | | 0% | 608 |
| P - Household has money coming in from rental of property | | | 1% | 609 |
| P - Household has money coming in from savings or investment | | | 0% | 607 |
| P - Household has money coming in from selling crops | | | 4% | 608 |
| P - Household has no source of income | 79% | 989 | 76% | 608 |
| P - PCG reports girl spends time on the following duties - agricultural work | 21% | 1070 | 24% | 615 |
| P - PCG reports girl spends time on the following duties - family business or work outside the house | 7% | 1073 | 12% | 615 |
| P - PCG reports girl spends time on the following duties - fetching water | 44% | 1070 | 60% | 614 |
| P - PCG reports girl spends time on the following duties - housework | 70% | 1074 | 87% | 615 |
| P - PCG says family is unable to meet basic needs | 24% | 1058 | 26% | 614 |
| P - Portion of time girl spends on duties outside school | 43% | 872 | 41% | 598 |
| P - Roof of dwelling is made of impermanent materials | 31% | 1019 | 29% | 615 |
| P - Source of water is unprotected | 53% | 843 | 52% | 570 |
| P - Difficult to say what currency | 37% | 997 | 29% | 607 |
| P - Girl brings lunch to school | 10% | 534 | 5% | 408 |
| P - Girl reports experiencing hunger | 56% | 533 | 37% | 402 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | |
|--|-----|------|--|-----|-----|--|--|
| S - Girl does not attend nearest school | | | | 14% | 457 | | |
| S - Girl had bad or dangerous experience travelling in area | 4% | 1067 | | 3% | 591 | | |
| S - Girl's goes to all-girls school | | | | 1% | 458 | | |
| S - Girl's journey to school is an hour or more | | | | 45% | 615 | | |
| S - Girl's main teacher is male | 94% | 853 | | 84% | 449 | | |
| S - Journey to primary school an hour or more | 66% | 3078 | | 1% | 615 | | |
| S - Journey to secondary school an hour or more | 86% | 3078 | | 50% | 615 | | |
| S - PCG believes classrooms not satisfactory | 10% | 848 | | 4% | 453 | | |
| S - PCG believes teaching not satisfactory | 10% | 844 | | 8% | 451 | | |
| S - PCG believes textbooks not satisfactory | 16% | 838 | | 12% | 443 | | |
| S - PCG believes toilets not satisfactory | 26% | 835 | | 12% | 441 | | |
| S - PCG reports changes in school have help girl learn | 94% | 844 | | 59% | 451 | | |
| S - PCG reports changes to number of classrooms - More classrooms | | | | 48% | 433 | | |
| S - PCG reports changes to number of teachers - More teachers (any gender) | 62% | 173 | | 21% | 403 | | |
| S - PCG reports changes to number of teachers - More teachers (female) | 13% | 173 | | 8% | 403 | | |
| S - PCG reports changes to number of teachers - More teachers (male) | 52% | 173 | | 12% | 403 | | |
| S - PCG reports changes to quality of classroom equipment - Better classrooms | 77% | 312 | | 28% | 415 | | |
| S - PCG reports changes to quality of classroom equipment - Better desks or chairs | 60% | 312 | | 48% | 415 | | |
| S - PCG reports changes to quality of classroom equipment - Less crowded classrooms | 25% | 312 | | 18% | 415 | | |
| S - PCG reports changes to quality of classroom equipment - New computers | 2% | 312 | | 3% | 415 | | |
| S - PCG reports changes to quality of classroom equipment - Other changes | 3% | 311 | | 0% | 415 | | |
| S - PCG reports changes to quality of school facilities- Better access to electricity | 7% | 214 | | 7% | 414 | | |
| S - PCG reports changes to quality of school facilities- Better facilities | 63% | 214 | | 25% | 414 | | |
| S - PCG reports changes to quality of school facilities- Better roofing | 53% | 214 | | 21% | 414 | | |
| S - PCG reports changes to quality of school facilities-Better toilets | 56% | 214 | | 38% | 414 | | |
| S - PCG reports changes to quality of teaching - Better teaching | 86% | 250 | | 53% | 425 | | |
| S - PCG reports changes to quality of teaching - Teachers more present | 75% | 250 | | 16% | 425 | | |
| S - PCG reports changes to quality of textbooks - Better textbooks | 80% | 186 | | 49% | 398 | | |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More learning materials | 35% | 312 | | 30% | 398 | | |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More stationary | 34% | 312 | | 19% | 398 | | |
| S - PCG reports changes to quantity of classrooms or classroom equipment - More textbooks | 39% | 312 | | 26% | 398 | | |
| S - PCG reports changes to the number of schools in the village - More schools | 39% | 94 | | 7% | 433 | | |
| S - PCG reports journey to school is fairly or very difficult | 8% | 1064 | | 7% | 600 | | |
| S - PCG reports journey to school is fairly or very unsafe | 2% | 1066 | | 2% | 597 | | |
| S - PCG reports learning conditions got better in last two years | 90% | 855 | | 80% | 451 | | |
| S - PCG reports teachers absent many time each month | 28% | 201 | | 6% | 452 | | |
| S - PCG reports teachers sometimes absent | 81% | 854 | | 79% | 453 | | |

Table 36: Differences in endline indicator levels across treatment and control groups in World Vision (Zimbabwe)

| World Vision (Zimbabwe) | Midline | | | | | | Endline | | | | | | Midline to endline | |
|---|-----------|------|---------|------|--------|-------|-----------|------|---------|------|--------|-------|--------------------------|-------|
| | Treatment | | Control | | t-test | | Treatment | | Control | | t-test | | difference-in-difference | |
| | Etm | NObs | Etm | NObs | Etm | pvl | Etm | NObs | Etm | NObs | Etm | pvl | Etm | pvl |
| Household survey | | | | | | | | | | | | | | |
| EXPOSURE | | | | | | | | | | | | | | |
| E - Activities: Access for specific group | 8% | 1774 | 3% | 1071 | 5% | 0.000 | 6% | 1835 | 4% | 1024 | 2% | 0.008 | -3% | 0.019 |
| E - Activities: Build schools or classrooms | 3% | 1774 | 2% | 1071 | 1% | 0.115 | 3% | 1835 | 1% | 1024 | 2% | 0.001 | 1% | 0.372 |
| E - Activities: Community | 24% | 1774 | 12% | 1071 | 12% | 0.000 | 32% | 1835 | 12% | 1024 | 20% | 0.000 | 7% | 0.001 |
| E - Activities: Girl/women empowerment | 11% | 1774 | 6% | 1071 | 5% | 0.000 | 9% | 1835 | 5% | 1024 | 5% | 0.000 | 0% | 0.852 |
| E - Activities: Improve school Management | 2% | 1774 | 1% | 1071 | 1% | 0.127 | 3% | 1835 | 1% | 1024 | 2% | 0.001 | 1% | 0.175 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | | | | | | | | |
|--|-----|------|-----|------|------|-------|-----|------|-----|------|------|-------|------|-------|
| E - Activities: Other | 10% | 1774 | 4% | 1071 | 6% | 0.000 | 9% | 1835 | 3% | 1024 | 6% | 0.000 | 0% | 0.924 |
| E - Activities: Safe spaces | 7% | 1774 | 3% | 1071 | 4% | 0.000 | 9% | 1835 | 5% | 1024 | 4% | 0.000 | 0% | 0.753 |
| E - Activities: Scholarships or supplies | 13% | 1774 | 14% | 1071 | -1% | 0.540 | 22% | 1835 | 17% | 1024 | 5% | 0.001 | 6% | 0.005 |
| E - Activities: Support learning | 21% | 1774 | 14% | 1071 | 7% | 0.000 | 36% | 1835 | 13% | 1024 | 23% | 0.000 | 16% | 0.000 |
| E - Activities: Teacher training | 1% | 1774 | 0% | 1071 | 1% | 0.016 | 1% | 1835 | 0% | 1024 | 1% | 0.001 | 0% | 0.775 |
| E - Girl attended special classes or study groups | 7% | 1659 | 4% | 1020 | 3% | 0.001 | 20% | 1776 | 11% | 986 | 9% | 0.000 | 6% | 0.000 |
| E - Girl had a scholarship or bursary last year | 17% | 1764 | 16% | 1065 | 1% | 0.354 | 15% | 1861 | 14% | 1025 | 0% | 0.960 | -1% | 0.527 |
| E - Girl received special tutoring or help with her schoolwork | 11% | 1687 | 10% | 1022 | 1% | 0.364 | 18% | 1822 | 12% | 1009 | 6% | 0.000 | 5% | 0.013 |
| E - Girl was given school books | 8% | 1768 | 8% | 1068 | 0% | 0.873 | 7% | 1858 | 7% | 1029 | 0% | 0.740 | 0% | 0.728 |
| E - Organizations: Community groups | 5% | 1774 | 5% | 1071 | 0% | 0.987 | 5% | 1835 | 3% | 1024 | 1% | 0.047 | 1% | 0.213 |
| E - Organizations: Government officials | 5% | 1774 | 5% | 1071 | 0% | 0.953 | 3% | 1835 | 5% | 1024 | -1% | 0.075 | -1% | 0.196 |
| E - Organizations: local parents groups | 3% | 1774 | 1% | 1071 | 2% | 0.001 | 3% | 1835 | 2% | 1024 | 1% | 0.023 | 0% | 0.663 |
| E - Organizations: local women's groups | 8% | 1774 | 2% | 1071 | 6% | 0.000 | 14% | 1835 | 4% | 1024 | 9% | 0.000 | 3% | 0.060 |
| E - Organizations: NGOs | 38% | 1774 | 24% | 1071 | 14% | 0.000 | 57% | 1835 | 30% | 1024 | 27% | 0.000 | 13% | 0.000 |
| E - Organizations: Other | 14% | 1774 | 6% | 1071 | 7% | 0.000 | 21% | 1835 | 7% | 1024 | 14% | 0.000 | 6% | 0.001 |
| E - Organizations: Religious groups | 5% | 1774 | 3% | 1071 | 3% | 0.000 | 3% | 1835 | 2% | 1024 | 0% | 0.775 | -2% | 0.013 |
| E - PCG reports community has become more encouraging toward girls' education | 76% | 1709 | 72% | 1024 | 5% | 0.008 | 86% | 1805 | 71% | 1002 | 15% | 0.000 | 10% | 0.000 |
| E - PCG reports organizations carried out activities in community to improve education | 62% | 1538 | 40% | 962 | 22% | 0.000 | 78% | 1674 | 45% | 903 | 33% | 0.000 | 11% | 0.000 |
| BARRIERS | | | | | | | | | | | | | | |
| A - No members of household are part of a school committee | 92% | 1773 | 92% | 1071 | 0% | 0.724 | 86% | 1831 | 91% | 1024 | -4% | 0.000 | -4% | 0.014 |
| A - PCG believes girls learn less than boys at school | 4% | 1640 | 3% | 983 | 1% | 0.160 | 3% | 1597 | 4% | 912 | -1% | 0.454 | -2% | 0.133 |
| A - PCG believes it has become more common to send girls to school since baseline | 75% | 1774 | 71% | 1071 | 4% | 0.021 | 84% | 1835 | 75% | 1024 | 9% | 0.000 | 5% | 0.038 |
| A - PCG believes it would be better for girl to be married or working than in school | 11% | 1761 | 12% | 1067 | -1% | 0.246 | 12% | 1861 | 9% | 1025 | 2% | 0.046 | 4% | 0.028 |
| A - PCG believes there isn't enough support for girls to go to school | 34% | 1658 | 39% | 1007 | -5% | 0.009 | 27% | 1754 | 40% | 983 | -13% | 0.000 | -8% | 0.002 |
| A - PCG doesn't believe that education helps people make better lives for themselves | 1% | 1771 | 1% | 1071 | 0% | 0.633 | 1% | 1830 | 1% | 1018 | 0% | 0.494 | 0% | 0.411 |
| A - PCG doesn't listen to girl's views when making decisions about her education | 35% | 1771 | 40% | 1069 | -5% | 0.005 | 36% | 1824 | 34% | 1021 | 2% | 0.247 | 7% | 0.005 |
| A - PCG says it is rare or uncommon for families to not send girls to school in this area | 22% | 1760 | 21% | 1060 | 2% | 0.306 | 23% | 1826 | 28% | 1018 | -5% | 0.006 | -6% | 0.006 |
| A - PCG says s/he would spend more on education for boys than for girls | 3% | 1683 | 3% | 1014 | -1% | 0.282 | 5% | 1690 | 5% | 939 | 1% | 0.552 | 1% | 0.255 |
| A - Someone other than the PCG makes decisions about girl's education | 22% | 1770 | 21% | 1068 | 0% | 0.902 | 24% | 1821 | 23% | 1019 | 0% | 0.774 | 0% | 0.903 |
| P - Deprivation: girl went hungry in last year | 39% | 1774 | 39% | 1070 | 0% | 0.968 | 39% | 1857 | 43% | 1030 | -4% | 0.058 | -4% | 0.185 |
| P - Deprivation: went without cash income | 92% | 1775 | 93% | 1070 | -1% | 0.256 | 93% | 1854 | 94% | 1031 | -1% | 0.246 | 0% | 0.986 |
| P - Deprivation: went without clean water | 20% | 1775 | 20% | 1071 | 0% | 0.885 | 22% | 1855 | 21% | 1031 | 1% | 0.422 | 1% | 0.638 |
| P - Deprivation: went without medicine | 48% | 1763 | 45% | 1065 | 3% | 0.134 | 44% | 1853 | 42% | 1026 | 2% | 0.264 | -1% | 0.784 |
| P - difficult to afford for girl to go to school | 68% | 1711 | 66% | 1032 | 2% | 0.277 | 72% | 1744 | 74% | 953 | -2% | 0.281 | -4% | 0.126 |
| P - Duties affected time spend on duties | 7% | 1722 | 8% | 1059 | -2% | 0.104 | 7% | 844 | 5% | 474 | 2% | 0.175 | 3% | 0.047 |
| P - Duties prevented girl from enrolling or attending school | 4% | 1724 | 5% | 1052 | -1% | 0.354 | 3% | 844 | 3% | 476 | 0% | 0.919 | 1% | 0.627 |
| P - Dwelling is informal structure | 61% | 1563 | 54% | 1021 | 7% | 0.001 | 52% | 1801 | 55% | 983 | -3% | 0.077 | -10% | 0.000 |
| P - Girl received money for work | 29% | 182 | 40% | 99 | -12% | 0.050 | 30% | 219 | 30% | 110 | 0% | 0.980 | 12% | 0.132 |
| P - Had to pay for girl's schooling in last year | 85% | 1711 | 84% | 1032 | 1% | 0.513 | 91% | 1744 | 91% | 953 | 0% | 0.996 | -1% | 0.605 |
| P - Had to pay for girl's schooling in last year (books/supplies) | 85% | 302 | 80% | 126 | 5% | 0.265 | 91% | 1579 | 95% | 861 | -4% | 0.000 | -9% | 0.006 |
| P - Had to pay for girl's schooling in last year (buildings) | 3% | 1445 | 2% | 861 | 1% | 0.035 | 24% | 1545 | 19% | 842 | 4% | 0.014 | 3% | 0.140 |
| P - Had to pay for girl's schooling in last year (lunch) | 21% | 1445 | 24% | 861 | -2% | 0.216 | 25% | 1579 | 19% | 862 | 6% | 0.000 | 9% | 0.001 |
| P - Had to pay for girl's schooling in last year (transport) | 18% | 1444 | 18% | 861 | -1% | 0.760 | 3% | 1581 | 3% | 863 | 0% | 0.855 | 1% | 0.720 |
| P - Had to pay for girl's schooling in last year (tuition) | 86% | 1467 | 86% | 872 | -1% | 0.685 | 73% | 1599 | 71% | 874 | 2% | 0.394 | 2% | 0.358 |
| P - Had to pay for girl's schooling in last year (uniforms) | 37% | 1392 | 34% | 825 | 3% | 0.196 | 74% | 1589 | 71% | 866 | 3% | 0.115 | 0% | 0.928 |
| P - Household does not have books in the house (religious) | 51% | 1775 | 46% | 1071 | 5% | 0.015 | 37% | 1813 | 36% | 990 | 2% | 0.375 | -3% | 0.268 |
| P - Household does not have books in the house (school) | 62% | 1775 | 63% | 1071 | -1% | 0.560 | 65% | 1810 | 71% | 989 | -6% | 0.001 | -5% | 0.056 |
| P - Household does not have books in the house (story) | 85% | 1775 | 86% | 1071 | -1% | 0.278 | 77% | 1810 | 78% | 989 | -2% | 0.341 | 0% | 0.963 |
| P - Household does not own any land | 7% | 1703 | 5% | 1031 | 2% | 0.053 | 7% | 1843 | 7% | 1011 | 1% | 0.580 | -1% | 0.375 |
| P - Household has no source of income | 21% | 1705 | 21% | 1025 | 0% | 0.847 | 17% | 1843 | 20% | 1010 | -3% | 0.039 | -3% | 0.194 |
| P - PCG reports girl spends time on the following duties - agricultural work | 66% | 1779 | 74% | 1074 | -8% | 0.000 | 71% | 1892 | 74% | 1039 | -3% | 0.057 | 5% | 0.057 |
| P - PCG reports girl spends time on the following duties - caring for family members | 64% | 1781 | 68% | 1074 | -4% | 0.017 | 62% | 1892 | 61% | 1039 | 1% | 0.535 | 6% | 0.036 |
| P - PCG reports girl spends time on the following duties - family business or work outside the house | 10% | 1781 | 9% | 1074 | 1% | 0.329 | 13% | 1885 | 11% | 1035 | 3% | 0.022 | 2% | 0.305 |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX K

| | | | | | | | | | | | | | | | |
|-----|--|-----|------|-----|------|------|-------|------|------|------|------|-----|-------|-----|-------|
| P - | PCG reports girl spends time on the following duties - fetching water | 89% | 1781 | 91% | 1074 | -2% | 0.110 | 92% | 1891 | 94% | 1038 | -2% | 0.086 | 0% | 0.901 |
| P - | PCG reports girl spends time on the following duties - housework | 85% | 1780 | 88% | 1074 | -3% | 0.026 | 91% | 1891 | 92% | 1039 | -1% | 0.341 | 2% | 0.286 |
| P - | PCG says family is unable to meet basic needs | 48% | 1771 | 46% | 1069 | 2% | 0.326 | 50% | 1855 | 55% | 1029 | -5% | 0.013 | -7% | 0.014 |
| P - | Portion of time girl spends on duties outside school | 17% | 363 | 21% | 144 | -4% | 0.031 | 12% | 913 | 13% | 504 | -1% | 0.368 | 3% | 0.077 |
| P - | Money from girl's work used for basic items | | | | | | | 2% | 1895 | 2% | 1039 | 0% | 0.402 | | |
| P - | Money from girl's work used for non-basic items | | | | | | | 0% | 1895 | 0% | 1039 | 0% | 0.287 | | |
| P - | Money from girl's work used for school fees or materials | | | | | | | 2% | 1895 | 2% | 1039 | 0% | 0.725 | | |
| S - | Girl had bad or dangerous experience travelling in area | 16% | 1772 | 42% | 1069 | -26% | 0.197 | 4% | 1877 | 3% | 1027 | 1% | 0.058 | 27% | 0.120 |
| S - | Girl's journey to school is an hour or more | 44% | 1785 | 38% | 1075 | 7% | 0.001 | 100% | 1904 | 100% | 1043 | | | -7% | 0.001 |
| S - | PCG reports changes in school have help girl learn | 60% | 1653 | 59% | 994 | 1% | 0.695 | 68% | 1678 | 57% | 931 | 10% | 0.000 | 10% | 0.001 |
| S - | PCG reports changes to number of classrooms - More classrooms | 26% | 1714 | 30% | 1032 | -4% | 0.030 | 31% | 1734 | 35% | 955 | -4% | 0.042 | 0% | 0.999 |
| S - | PCG reports changes to number of teachers - More teachers (any gender) | 35% | 1714 | 40% | 1032 | -4% | 0.020 | 33% | 1734 | 32% | 955 | 2% | 0.423 | 6% | 0.026 |
| S - | PCG reports changes to number of teachers - More teachers (female) | 5% | 1714 | 5% | 1032 | 0% | 0.895 | 4% | 1734 | 2% | 955 | 1% | 0.054 | 1% | 0.304 |
| S - | PCG reports changes to number of teachers - More teachers (male) | 2% | 317 | 4% | 122 | -2% | 0.262 | 1% | 1734 | 3% | 955 | -1% | 0.028 | 1% | 0.555 |
| S - | PCG reports changes to quality of classroom equipment - Better classrooms | 12% | 1714 | 10% | 1032 | 1% | 0.249 | 11% | 1734 | 10% | 955 | 1% | 0.292 | 0% | 0.946 |
| S - | PCG reports changes to quality of classroom equipment - Better desks or chairs | 27% | 1714 | 22% | 1032 | 5% | 0.003 | 35% | 1734 | 31% | 955 | 4% | 0.028 | -1% | 0.743 |
| S - | PCG reports changes to quality of classroom equipment - Less crowded classrooms | 1% | 1714 | 1% | 1032 | 0% | 0.455 | 1% | 1734 | 1% | 955 | 1% | 0.193 | 0% | 0.635 |
| S - | PCG reports changes to quality of classroom equipment - New computers | 0% | 1714 | 0% | 1032 | 0% | 0.933 | 1% | 1734 | 1% | 955 | 0% | 0.799 | 0% | 0.861 |
| S - | PCG reports changes to quality of school facilities- Better access to electricity | 6% | 1714 | 11% | 1032 | -5% | 0.000 | 8% | 1734 | 11% | 955 | -3% | 0.029 | 3% | 0.067 |
| S - | PCG reports changes to quality of school facilities- Better facilities | 14% | 1714 | 14% | 1032 | 0% | 0.971 | 13% | 1734 | 13% | 955 | 0% | 0.948 | 0% | 0.943 |
| S - | PCG reports changes to quality of school facilities- Better roofing | 5% | 1714 | 5% | 1032 | 0% | 0.623 | 8% | 1734 | 8% | 955 | -1% | 0.574 | 0% | 0.894 |
| S - | PCG reports changes to quality of school facilities-Better toilets | 45% | 1714 | 48% | 1032 | -3% | 0.174 | 56% | 1734 | 53% | 955 | 4% | 0.053 | 7% | 0.019 |
| S - | PCG reports changes to quality of teaching - Better teaching | 49% | 1714 | 48% | 1032 | 1% | 0.589 | 50% | 1734 | 45% | 955 | 6% | 0.004 | 5% | 0.089 |
| S - | PCG reports changes to quality of teaching - Teachers more present | 4% | 1714 | 6% | 1032 | -2% | 0.037 | 3% | 1734 | 3% | 955 | 0% | 0.881 | 2% | 0.083 |
| S - | PCG reports changes to quality of textbooks - Better textbooks | 20% | 1714 | 16% | 1032 | 4% | 0.009 | 31% | 1734 | 19% | 955 | 13% | 0.000 | 9% | 0.000 |
| S - | PCG reports changes to quantity of classrooms or classroom equipment - More learning materials | 12% | 1714 | 9% | 1032 | 3% | 0.003 | 23% | 1734 | 15% | 955 | 8% | 0.000 | 5% | 0.018 |
| S - | PCG reports changes to quantity of classrooms or classroom equipment - More stationary | 2% | 317 | 0% | 122 | 2% | 0.025 | 2% | 1734 | 0% | 955 | 1% | 0.001 | 0% | 0.757 |
| S - | PCG reports changes to quantity of classrooms or classroom equipment - More textbooks | 18% | 1714 | 14% | 1032 | 4% | 0.003 | 24% | 1734 | 14% | 955 | 11% | 0.000 | 6% | 0.003 |
| S - | PCG reports changes to the number of schools in the village - More schools | 12% | 1714 | 7% | 1032 | 5% | 0.000 | 11% | 1734 | 10% | 955 | 1% | 0.236 | -4% | 0.033 |
| S - | PCG reports learning conditions got better in last two years | 60% | 1714 | 61% | 1032 | 0% | 0.800 | 66% | 1734 | 59% | 955 | 7% | 0.000 | 8% | 0.004 |
| S - | PCG reports violence at girl's school in last year | 2% | 1670 | 4% | 1007 | -2% | 0.006 | 3% | 1696 | 3% | 926 | 0% | 0.832 | 2% | 0.057 |
| S - | PCG reports changes to quality of school facilities- Other changes | 3% | 1714 | 3% | 1032 | 1% | 0.161 | 5% | 1734 | 6% | 955 | -1% | 0.457 | -2% | 0.154 |



Annex L – Sustainability

Endline Report – Step Change Window

Final Version (December 2017)

Annex L – Sustainability

- **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.

| Rating Symbol | Rating description |
|---|--|
|  | Green: strong performance, evidence of a fully sustainable project with support and funding in place to continue all desired activities |
|  | Green- Amber: performed well, evidence of support and/or funding in place to support major or a majority of activities. Or evidence of beneficiaries independently running activities |
|  | Amber – Red: underperformance. evidence of work towards sustainable activities but major or a majority of activities are not sustainable |
|  | Red: poor performance. No viable evidence of sustainability for any project 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

Table 37: STC (Ethiopia) Reported effectiveness in sustaining activities

| Stated Strategy | Sustain what critical activities? | Resources levered to sustain? | Who? | Evident Drivers? | Evident Barriers? | Likelihood to continue? |
|---|---|-------------------------------|-----------------------------------|---|-------------------|---|
| <i>Global Level – DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National and district level – officials take over monitoring | Cluster Supervisors and woreda staff trained to | | Woreda Education Office (WEO) and | Training has been provided on multiple occasions and to multiple groups | | Likely: at least initially there is evident |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

| | | | | | |
|---|---|--|--|--|---|
| <i>of use of project activities</i> | supervise and monitor (REB monitoring of schools and school management) | Regional Education Bureau (REB) | WEO officers expressed support for the programme In Semera, officials have begun other projects to improve girls' access to education including the construction of boarding facilities | commitment to maintain activities | |
| School level – Improved school buildings | Infrastructure Improvements and school construction | Community, Regional Education Bureau (REB) | | Not at all school or WASH infrastructure planned has been completed Lack of local secondary school buildings Not all infrastructure projects are complete No funds in place to maintain | Unlikely: further support would be needed |
| School Level – New teaching methods are used and supported | Teacher Training | School | Teachers, school directors and school management all say that new gender sensitive teaching methods are being used | | |
| School level – Sanitary products are provided for girls | Sanitary Pads and other material support | REB/WEO | | No funds in place to maintain | |
| School level – New teaching methods are used and supported | PTAs | School | | Some PTAs reported that they did not have time to follow girls education activities | |
| School level – New teaching methods are used and supported | Afar language teaching and school materials | School | Afar speaking teachers are present in schools one WEO rep said they had 99 or 346 teachers who can teach in Afar | No evidence of teachers staying in post No funds to maintain or replace materials | |
| School Level – Girls are supported | Girls clubs | | | | No evidence |
| School Level – Barriers to attendance are reduced | School Feeding | | | | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- **Positive community attitude:** There have been strong changes in attitude within the community toward the support of girls' education expressed in FGD and KIIs, this change in attitude and expressions of support for girls education leads the evaluators to believe that schools will be maintained and textbooks replaced – although no additional funds or support are available to support this.
- **Green rated project activity:** Supervision of school by woreda staff, training has been provided multiple times, at multiple staff levels and is incorporated into job roles. Officials have increased their support for other girls education programmes

Barriers to Sustainability

- The endline evaluator suggest that conditions are in place to sustain around a third of the projects activities, at the time of the endline evaluation some project activities, such as the construction of school where not complete, respondents spoke about the continued lack of second cycle primary school and secondary schools close to communities. It is unlikely that the WEO and REB will have the funds to construct these school which limits girls' opportunity to complete a full cycle of education. Some of the projects activities are viewed as completed, such as the new school buildings – little concern with upkeep.
- **Cultural attitudes and practices:** The practice of *absuma* continued to act as a cut off point for girls' education, respondents said that efforts to tackle this had not been as intensive in community awareness programming and without follow up and government intervention was likely to continue as a problem
- **Lack of resources:** WEO's support the initiative but are under resourced and are not able to support the maintenance of infrastructure when the needs of other district school are greater. *“There are a total of 43 schools in our woreda including the mobile schools. Due to budget limitation we could not undertake all the planned activities and achieve the expected outcomes in our schools. For instance, we could not recruit enough teachers with good academic record. There are schools in our woreda that do not have enough desks and chairs.* (EL KII Participant from Ada'ar woreda).
- **Not all activities delivered:** Little evidence was found of Network Cards being given or used within schools, these were designed to make it easier for girls' to transfer between schools when they migrated. when girls were requested to select from a list all the activities that their parents, community members or school have done in the past three years, only 17 out of 2905 (0.6%) ticked that they were “given a network card”. There were also schools without water points at endline.

Table 38: STC (Mozambique) 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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Government support for activities to continue</i> | Project Activities Generally | | Ministry of Education and Human Development (MINED) | Linkages created between policy champions and government. Influence on national gender strategy Good relationships around literacy and numeracy agenda | | Likely: Strong relationship with government seem to have been established |
| National level – <i>Government support for activities to continue</i> | Bursaries | | MINED | Discussions to transfer knowledge and learn from the programme but no agreement in place | | Unlikely: No decision to support has been made |
| Community Level – <i>Schools are more supportive of girls</i> | School Safe Committees | Contributions from Community members | Community members | Commitment from community to maintain these activities Brochure produced to highlight role of Gender focal point. This has been distributed to schools Community member have contributed to school safety funds Training delivered through a cascade model | No plan for materials or to provide support | Likely: At least initially |
| Community level – <i>Community is more supportive of girls</i> | Women's groups | | Community members | Commitment from community to maintain these activities Trained to deliver advocacy messages as radio broadcasts stop | No plan for materials or to provide support | Unlikely: Further support would be needed |
| School level – <i>Girls are supported in their education</i> | Girls clubs | | Community members | Manual developed for girls and teachers on how to run girls' clubs | | Unlikely: Further support would be needed |
| School level – <i>Teachers are better trained</i> | Teacher Training | | Ministry of Education | Strong commitment from MoE to scale up literacy boost Work with teaching colleges to integrate training | | Likely: Support established to continue activities |

| | |
|-------------------------------------|-------------|
| Door to door awareness raising | No evidence |
| School kids | No evidence |
| Radio Programme | No evidence |
| Mini libraries and school libraries | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- **Community Commitment:** The project aimed to establish a strategy with government for the take over and expansion of school kits and secondary bursaries. Qualitative evidence suggests that literacy promoters, gender focal points, and women’s groups are eager to continue community sensitization activities after the project ends. There are some communities where financial contributions have been made to school support funds.
- **Teachers are positive about new teaching methodologies:** Teachers are reported to have witnessed results with the literacy and numeracy boost methodologies, many say they will still apply it after the project’s conclusion. As one head teacher puts it: “*Save has contributed to a change of attitude and approach towards teaching,*” although there do not seem to be any formal structures in place to support this.
- **Use of cascade training models:** School Safety Committee training was designed to be delivered through a cascade model and training materials are available. Community members have made financial contributions to committee funds.

Barriers to Sustainability

- **Reliance on community:** there are significant concerns regarding incentives provided by PAGE-M and whether communities will still be willing to participate in sensitization activities without these incentives
- **Restricted access to communities for officials:** It is likely the political tension in Manica and Tete will hamper the monitoring activities of district and provincial officials, who do not have private transport to access rural areas and access to public transport is limited: “*the movement and circulation is practically closed and our interventions are needed more in the district than here in the city, the people who need more of our support are in the village rather than in town, so at this moment it is difficult to reach those people who need our support because of this crisis that we have in the country*”

Table 39: BRAC (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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design |
| National level – <i>Children transfer to government schools</i> | Classes in Hub schools | | MoE | MoE committed to taking over BRAC classes in hub schools | Limited awareness of handover activities from government officials and shuras Lack of resources for children to attend hub schools and lack of transport to schools | Likely: transition planning is ongoing although resource may be limited |
| National level – <i>Government takes over community schools</i> | Community Based Girls Schools (CBGS) | | MoE | Officials have monitored activities and positive relationships developed MoE committed to taking over classes in communities that are close to hub schools Handover meetings with community members have informed them of the process and handover plans for individual students shared with mothers | No funds from government to establish as outreach classes Many schools will not be supported by MoE A plan for how the takeover would happen was not in place at endline Limited awareness of handover activities from government officials and shuras | Unlikely: resources are not committed to take over |
| Community Level – <i>Cost of school is reduced</i> | Mothers Forum | | Community members | | Mothers do not see why forums would continue after the project finishes and state the opinion that attitudes have already been changed | Unlikely: Community is not committed to continuing this activity |
| School level – <i>Teachers are better trained</i> | Training of Government School teachers and teacher recruitment | | | | | No evidence |
| School level – <i>Girls are better supported</i> | Peer Mentoring | | | | No plans in place to recruit new mentors No funds to continue activities | |

| | | | | |
|--|-------------------------------------|-------------------|--|--|
| Community level – Cost of school is reduced | Stipends | | | No funds to continue activities |
| Community level – Cost of school is reduced | Community and Stakeholder Workshops | Community members | There are evident changes in attitudes | No funds or plans in place to continue workshops |

Overall Sustainability Rating



Drivers of Sustainability

- BRAC’s (Afghanistan) sustainability strategy primarily focuses on the handover of CBGS graduates to government hub schools, with a number of key activities to support this process. At the point of the endline report it was unclear how effective this handover is likely to be.
- Changes in attitude might outlast the project: While there are more positive attitudes towards education in the community, it seems unlikely that girls would be permitted to travel any distance to attend the hub schools, one person commented “*Yes few numbers of girls will go to government school after finishing the community school because we have insecurity problem in our country for example: in the previous month some of the government school girls have been kidnapped and after three months we just found their corpse. (Focus group with community stakeholders, Kabul, District 4).*”

Barriers to Sustainability

- Reliance on Funding: the majority of project activities are reliant on additional funding being found in order for them to continue.
- Late in building relationships with government: PED and DED officials are positive about the project but late relationship building means that they have not been involved throughout the life of the project – limiting opportunities for activities to be taken on by the government. Some communication problems seem to remain. One district official said *BRAC foundation informs us just through notes. And we solve their needs by launching some workshops, but BRAC foundation has not told anything about their works and plans for us yet. (DED official, Jabul Saraj District, Parwan)*
- Transfer to government schools: Girls are planned to transition to government hub schools in order to complete a full cycle of education, however for most families this is unrealistic, the hub schools are very far from CBGS communities and where insecurity is a strong barrier, and for families that are poor and cannot afford to support girls’ school costs and safe transportation. Parents have also expressed concerns about teaching quality in government schools. At endline, government officials did not seem to have a plan for how the transitions would take place or understanding of the barriers that girls might face in the transfer.

Table 40: Plan (Sierra Leone 1) 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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design |
| National level – <i>Government support for project activities</i> | Project activities generally | | Ministry of Education Science and Technology (MEST) | MEST monitoring visits to schools but no formal advocacy | Formal advocacy planned by the project was curtailed by the Ebola emergency | Unlikely: further actions required |
| National level – <i>Government support for project activities</i> | Bursaries | | MEST | | No further resources obtained | Unlikely: further actions required |
| National Level – <i>Broadcast continue</i> | Radio Broadcasts | | | Teachers and girls report a more supportive atmosphere Students in school are beginning to use contraception | No plans for future broadcast | |
| National level – <i>Teachers are better trained</i> | Teacher Training | | MEST | Teachers and girls report a more supportive atmosphere Qualitative evidence shows that corporal punishment is being used less in schools | Teachers are poorly trained – no plan to ensure that schools are able to afford to employ better trained staff No plans for follow training | Unlikely: further actions required |
| School level – <i>Girls are better supported to learn</i> | Study clubs | | Schools | Additional cohort of programme volunteers (PV trained to run a new study group at 180 schools) | No plans to source the financial support they need | Unlikely: further actions required |
| Community level – <i>Community more supportive of girls' education</i> | Child led and parents advocacy groups | | Schools | | | No evidence |
| School level – <i>Support children with disabilities</i> | Individual support to children with disabilities | | Schools | | | No evidence |

| | | | | | |
|---|------------------------|----------------|-------------------------|---|---|
| School level – Teachers are better trained | Learning Assistants | FAWE and OU | Schools and partners | Some evidence of learning assistants attending teacher training courses Trainings provided by FAWE and Open University to support the Las in their understanding of key subjects – in particular maths, English, and methods of teaching | Likely: partners delivering activities |
|---|------------------------|----------------|-------------------------|---|---|

Overall Sustainability Rating



Drivers of sustainability

- The project recognises that sustainability of the project's impact would involve scaling up and scaling down different aspects of the programme. There are particular plans to scale up activities around skills development and capacity building, in line with government priorities. Linkages with other projects on areas such as girls' clubs and teacher training are also planned. Plans for the continuation of activities take account of what was successful about programme activities and where improvements could be made – for example new study groups will be facilitated by two teachers, one specialist in science subjects and one specialist in arts subjects with the goal of improving the quality of teaching.
- **Independent formation of groups:** There are reports of study groups forming outside of the intervention which bodes positively for sustainability after the GEC. Head teachers and school management are supportive of the groups.
- **Positive impacts for individuals:** Learning assistants have enrolled in teacher training college and are likely to go onto teaching careers.

Barriers to sustainability

- Possibilities for advocacy with the government of Sierra Leone were limited by the Ebola crisis, and the crisis meant that information sharing and the dissemination of information gathered through children's clubs was limited. This included a scaledown of the scorecard activities which were not practical during the Ebola epidemic.
- The quality of teaching both in schools and in girls clubs remains low and additional training is needed to provide girls with a good education. PTA members, teachers and principals indicated that there are a few well-trained teachers within the schools and they cannot afford to hire teachers with more advanced qualifications.

Table 41: Plan (Sierra Leone 2) 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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Government support for project activities</i> | Project activities generally | | MEST | Capacity building has focused on teams from local governments with the goal of MoEST taking leadership of programme activities | | Unlikely: no concrete commitments are evident |
| National level – <i>Broadcast continue</i> | Radio Broadcasts | | MEST | 62.7% of endline respondents feel that their communities have become more supportive of girls' education in the past three years. | Girls still felt that they did not have control over their education and where unlikely to be able to stay in school – 61.5% said they believe that they cannot stay in school and 38.5% that they do not have the power to make decisions about their future | Unlikely: no concrete commitments are evident |
| National Level – <i>Government support for project activities</i> | Bursaries | | | | | No evidence |
| School level – <i>Girls are better supported to learn</i> | Study Groups | | | | | No evidence |
| School level – <i>Girls are better supported to learn</i> | School plans to address child protection and psychosocial support available for children | | | 200 schools are reported to have developed action plans Amongst 44 schools visited at endline 84.1% monitor and refer child protection issues | Only 18% of schools visited at endline provide support to students regarding sexual health and early marriage | Unlikely: Further support to implement plans is needed |

Overall Sustainability Rating

Drivers of sustainability

- The project has undertaken some capacity building work with the Ministry of Education, Science and Technology with a view for them to take over the running of activities – but there is no evidence of handover plan or definite commitments from the government.

Barriers to sustainability

- There **are remaining attitudinal and cultural barriers to girl's education**: early marriage and pregnancy emerged in the qualitative research as key barriers to girls completing a cycle of education. Current government policy prohibits pregnant girls from attending school or sitting for vital examinations; the latter prohibition prevents their advancement to higher levels of education. In FGDs girls suggested that this was a widespread problem *"is not a good place for growing girls, because most of the young girls in the community within PS and JSS mostly get pregnant while they are still in school and this led most of them to drop out."*
- Lack of financing**: Project activities like bursaries require sustained funding to continue – currently when school materials or uniforms become unusable it is unlikely that families would be able to afford to replace them.

Table 42: IRC (DRC) 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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| School level – <i>Schools manage distribution of bursaries</i> | Scholarships | | Schools and community members | Management by parents committees and schools has strengthened their capacity to be better involved in school management Committee members have said that they will continue to be engaged in school management activities | Parents earnings continue to be low – making it difficult to afford school fees Schools do not have the resources to offer scholarships themselves Schools fees still charged by government | Unlikely: No financial resources to maintain activities |
| School level – <i>alternative education practices available</i> | Accelerated Learning Programmes (ALP) | | Local NGOs and MoE | Materials passed to government with documentation on lessons learnt and good practice Curriculum on how to deliver the programme developed for local NGOs | | Unlikely: further support would be needed |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

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|--|---|-------------------------|---|--|--|
| Community Level - Literacy of community members improved. | Community Literacy Boost Activities | Community members | Community volunteers being trained to continue the activity | | Unlikely: further support would be needed |
| National level – Teachers are better trained | Teacher Training and Support | MoE | Strategic partnership developed with relevant Ministry for the development of in-service teacher training policy Project supporting development of national tutoring strategy using lessons learnt | Level of education of some teachers is very low, making it difficult for teacher training to impact subject or literacy teaching | Likely: agreement to incorporate into education system |
| School level – Schools are more girl friendly | Gender focused school improvement plans | Community conversations | Parents' Associations | 99% of schools had gender focused school improvement plans in place at endline COPAS have raised funds from community members for construction of latrines | Girls report of violence in schools actually increased over the course of the project Unlikely: Further support would be needed |
| Community Level – Improved household incomes | EA\$E VSLA Groups | | Girls Rising, Community members | Volunteers have been trained to expand the programme and supervise groups Coaching on themes relevant for each group has been provided Seeking partnership with Girls Rising to continue community conversations | Unlikely: no solid commitments at endline |
| | School improvement Grants | | | | No evidence |
| | Provision of textbooks and other learning materials | | | | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- **Incorporation into national education system:** Project supporting development of national tutoring strategy using lessons learnt and partnership with ministry on teacher training.
- In interviews, the VSLA groups are seen as the main project activity that has the potential to be sustainable. Interviewees suggest that the VSLA has helped parents save in order to pay school fees but there is some doubt whether groups would be able to sustain this in the longer term as structures or training to support groups or ensure sufficient diversity does not seem to be in place *“This association [VSLA] has taught parents to save money so as to help ensure the education of their children. The activity works well because the project is supervising. But I very much doubt that when the project leaves, the VSLA will continue working well. There will be lots of disorder. Community leader, Katanga.”*
- **Training at multiple levels:** The tutoring programme and child protection system established by the project both trained at multiple levels – volunteers, teachers and school directors- to build sustainability of project activities. In the case of child protection, this meant that there were more spaces available to children to report abuse and leveraging existing structures increases the possibility of lasting impact.

Barriers to Sustainability

- The endline research highlights a number of areas where barriers to girls’ education persist, particularly around household work and marginalisation and discrimination. Discriminatory attitudes towards Batswa children persist both amongst communities and education officials, one official from the school authority said *“A pygmy girl can start a school year, but will not finish it. There is a lot of drop-out. They leave the class to work in the fields. It’s especially during the harvesting of caterpillars [chenilles] that they flee from class – and it’s for always [i.e. they never return]. School authorities, Equateur.”*
- There are also concerns that earnings from VSLA will not be enough for parents to be able to afford fees *“Our parents do not have the means for paying our school fees; that’s why we’re chased from school [in the past]. Beneficiary children Kasai (in Kasai more children than in Equateur said they wouldn’t be able to finance the studies).”*

Table 43: Camfed (Zimbabwe and 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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Life skills training</i> | Life skills training (My Better World) | | Camfed and partners | Rolled out into 4 non-project districts | No evidence of any resource to sustain these groups in projects areas | Unlikely: further resources required |
| School level – <i>Improved teaching methods</i> | Subject Study Guides | | Camfed and partners | Teachers used these resources in the classroom with positive learning impacts in math’s Already rolled out into 4 non-project districts | No evidence of any resource to sustain these groups in project areas | Likely: Initially at least |
| Community Level – <i>Financial</i> | Step Up Fund | | | | | No evidence |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

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|--|--|-------------------------------|--|---|--------------------------------------|
| <i>support for girls education</i> | | | | | |
| Community level – Financial support for girls education | Bursary | | | | No evidence |
| School level – Improved teaching methods | Teacher mentors and teacher training | | | | No evidence |
| School level – more girl friendly environment | School child protection policy | | | | No evidence |
| National Level – Teaching standards are improved | Recruitment of learner guides | Teacher training Institutions | 3,653 young women were trained to become learner guides across the 2 countries Learner guides have achieved places at teacher training colleges and been able to improve their academic qualifications Improved status within communities Qualitative research showed that guides were committed to continue to support girls | Ongoing training and support requires financial resources | Unlikely: further resources required |
| Regional level - increased technology use in schools | Mobile platform, to support education planning | | | Learner guides have been using alternative technologies to connect with each other outside project activities Requires ongoing maintenance and support | Unlikely: further resources required |
| Community level – Increased support for girls education | Engagement of CAMA and parents support groups | Community Contributions | Community members have raised fund to pay for school feeding | Ongoing training and support would be necessary to build on and expand these activities | Unlikely: further resources required |

Overall Sustainability Rating



Drivers of Sustainability

- The evaluators are confident that project activities have had a potentially sustainable impact on the individual girls who have participated, their higher educational attainment, increased confidence and positive attitudes and access to business loans is likely to stand them in good stead as they leave school. There seems to have been a particularly positive impact on Learner Guides who in some cases have become quite engaged with community decision making structures “*They [local authorities] used to ask ‘Who are you?’ when I came to meetings. Now if I don’t come they ask ‘Where is she’ because they want my input.*”
- **Use of existing Camfed structures:** The use of structures such as CDC, Parent Support Groups (PSGs), Mother Support Groups (MSGs) and CAMA members has enabled the project to actively engage with community members and there was evidence in the qualitative research of these groups working together to support the goals of the project. Using these structures to manage other projects is also seen as having been cost effective and a sound base for other interventions – for example initiatives building women’s skills in entrepreneurship
- **Interest from other organisations:** In Tanzania Learner guide programme has already been rolled out into different districts, there has also been interest expressed from the Education Commission (International Commission on Financing Global Education Opportunity) to explore the wider potential of the Learner Guide mechanism with the Tanzania Government. In Zimbabwe District Schools Inspectors have been integrated into the delivery and support of the Learner Guide Programme through being trained as BTEC assessors, and will continue this as part of their regular work

Barriers to sustainability

- **No alignment with government:** The project activities are not aligned with government activities and are unlikely to receive government support – in many cases continuation is reliant on group members being willing to continue activities without any support
- **Reliance on community members:** In the longer term the project relies on voluntary groups and structures remaining committed to the project and is unlikely to be sustainable without government support

Table 44: WUSC (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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| School level – <i>Construction of new infrastructures</i> | Construction of Girl Friendly Learning Environments | Community contributions | Community | Sanitary blocks constructed at 30 schools. 48 teachers hired and 36 classrooms built and books distributed KEEP has encouraged a sense of ownership of new facilities in the hope | Consequences of insecurity mean that pupil/teacher ratio has not reduced No evidence of ongoing funding to support teacher salaries | Unlikely: further resources would be required |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

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|--|---|-------|--|--|
| | | | that they will be looked after | |
| School level – Better trained teachers | Teacher Training | | 700 teachers have received training | Not all teachers in a school training – not clear if there was any impact on school environment Unlikely: further resources would be required |
| School Level – Management structures are improved | Training PTAs and Boards of Management | | 860 members have received training | No plans for training for future members Unlikely: further resources would be required |
| School level – Support for girls’ education | In-kind support (uniforms, sanitary wear, school supplies, textbooks) | | | Quality of sanitary products and distribution is seen as poor Unlikely: further resources would be required |
| School level – Support for girls’ education | Remedial classes | | | No evidence |
| Community level – support for girls’ education | Solar lamps | | 21,029 lamps delivered KEEP has encouraged a sense of ownership of new facilities in the hope that they will be looked after | Some evidence that lamps were not being used as intended and some had been sold for cash by households No support available when lamps stopped working Unlikely: no plans for replacement or maintenance |
| School Level – support for girls’ education | Secondary School Scholarships | UNHCR | Expanded by 50% from original plan assisting 359 girls Partnerships with other agencies meant another 102 girls benefited | Demand for scholarships far exceeded supply and resources not available to facilitate transition to secondary schools Likely: additional support has been secured |
| School level - support for girls’ education | Counselling to improve learning outcomes | | 6500 girls received counselling Expanded from initial plan to adopt a cascade model which includes counsellors, peer-to-peer counsellors along with community mobilisers with a cascade model Linked into child protection system with | Unlikely: further resources would be required |

| | | | |
|---|------------------------|---|-------------|
| | | counsellors charged with reporting cases as necessary | |
| Community level – support for girls’ education | Community Mobilisation | | No evidence |
| School level - support for girls’ education | Girls Clubs | | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- **Partnerships with other agencies:** Support from UNHCR and other agencies was secured to deliver more scholarships than the project had envisaged but there are no clear plans for the continuity of these activities
- **Cascade model for counselling:** This activity was also delivered on a larger scale than had been envisaged by the project. The amended counselling, meant to help girls overcome family or personal issues, was designed using a cascade model and included training for multiple professional groups, which included counsellors, peer-to-peer counsellors along with community mobilisers. There were no clear plans for ongoing training or support.

Barriers to Sustainability

- **Teacher Training was not comprehensive:** The training provide to teachers as short and the project recognises that it was unlikely to fully counter years of habit in teaching methods. The endline research found variable levels of commitment to using new techniques in the classroom. One respondent commented *“It is clear that a one-week training session can do no more that introduce new ideas. However, according to feedback from participants, they now have a different outlook on their role and the importance of doing their best to ensure that all learners, girls and boys, meet success.”*
- **Evaluators found that WUSC made little effort to package or communicate project results and activities for local or national officials or donors in order to try and build support for the projects activities once the GEC ended – initially there is no advocacy strategy as part of the project. KEEP did some advocacy around girls’ scholarships although there is no evidence that their activities have had any impact on government policy. WUSC also report a general worsening economic situation amongst households in the project areas.**
- **Reliance on community:** The level of engagement of school governance structures remains very variable across the project areas. The project is reliant on the election of committed and qualified people. There was more emphasis on building the capacity of BoM and PTAs later in the project towards the development of school improvement plans but it is unlikely that there will be sustainable improvements in school governance
- **Changes in attitude are linked to material support.** There are both positive and negative views of the sustainability of attitude change in the project areas. At endline there were more positive attitudes to girls’ education from the community but the sustainability of these attitudes seems low as they often seem to be driven by the material support girls’ received. *If KEEP was to end, enrolment, performance would all go down because there will be no uniforms, textbooks, solar lamps for night studies. There will be dropouts because KEEP is the one providing scholarships, sanitary wear, pays teachers. If KEEP pulls out, many*

girls will stay home. Absolutely no resources for maintenance of these inputs in this community unless provided by a project like KEEP. Opinion leader, Sarif Primary; Sarif, Wajir County

Table 45: ChildHope (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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Support to girls with disabilities</i> | Support of girls with disabilities | Contribution from FANA | | 385 girls with a disability have been supported Partnership with FANA has enable the project to train 800 teachers on disability with a core group trained to carry out assessments | Awareness raising and training activities have not been comprehensive | Unlikely: further resources are required to support |
| School level – <i>Children are safer at school</i> | Systems to report abuse | | Schools | Case Management procedures developed Student feel more confident reporting abuse direct to teachers | Requires funds to continue or transfer to women's and children' affair bureau | Unlikely: further resources are required to support |
| School Level – <i>Support for learning</i> | Extra tutorials | | MoE | | Will continue as government supports extra tutorials for low performing students | Likely: This type of activity is already supported by government |
| Community level – <i>Improved Livelihoods</i> | Community self-help groups | Community contributions | Established Cooperatives | Most groups have been handed over to government supported cooperatives | | Likely: transfer of most of these organisations has been achieved |
| | Sanitation facilities | | | | | No evidence |
| | Grants to families | | | | | No evidence |
| | Training for stakeholders committees | | | | | No evidence |
| | Mentoring volunteers and tutors | | | | | No evidence |

| | |
|--|-------------|
| Material Support (books and uniforms) | No evidence |
| Teacher training | No evidence |
| Clun and Reading corners | No evidence |
| Community conversations | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- **Changes to government policy:** There is an increased government commitment to supporting schools to track attendance and truancy. There is also an increased focus on active learner methods and safer school environments. The project is planning to transfer the monitoring of the learning framework to *woreda* officials for GEC-T but there is no evidence of firm commitment to take over activities
- **Incorporation into national structures:** Community self-help groups transferred to become government supported cooperatives and are very likely to continue their work. The project states that extra tutorial classes will be supported by the government as they support this kind of activity but there is no discussion of how this would be handed over or indication of financial support from the government

Barriers to Sustainability

- There is very little evidence on the sustainability of this project in the endline report, most activities would require ongoing support and financial resources to continue

Table 46: AKF (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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National and regional level – <i>MoE takes over project activities</i> | Community based education classes | MoE | MoE | 350 CBE/ALP classes have been handed over to the nearest government hub school at time of endline evaluation Some resources provided by project to girls making the transition to government | No classes taken over as community outreach classes – main barrier seems to be the resources to pay teachers Community members are unable to contribute to | Likely: Transfer is ongoing but unclear how successful it will be |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

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| | | hub schools – including textbooks and uniforms | continuing as community classes No community mechanism in place to raise funds Limited support available to support transferring students in hub-schools No affordable transport options are available to girls in order to travel to schools | |
| Regional and National level – <i>Teacher training is improved</i> | Teacher Training and support | Guidance materials, textbooks and training material have been distributed PED/DED staff mentioned attending training around gender awareness and the CBE handover process Apprenticeship programme was successful in some areas and graduates are teaching classes | Capacity building at province and district level not national lever Some perceive a lack of support from the government and some graduates have been unable to find jobs | Unlikely: further resources and commitment would be required |
| Community Level – <i>More positive attitudes to girls' education</i> | Community Events and media on girls' education | Evidence of behavioural changes that may be sustainable for communities | Some evidence of a sense of disillusionment with education resulting from closure of schools and lack of employment opportunities | Unlikely: further resources are needed |
| | Training of school management counsels (shuras) | | | No evidence |
| | Accelerated learning classes | | | No evidence |
| | ECD classes | | | No evidence |
| | New and renovated school infrastructure | | | No evidence |
| | Provision of school equipment | | | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- **Partnership working:** implemented by a consortium of partners including the Aga Khan Foundation (AKF), Aga Khan Educational Services (AKES), CARE Afghanistan, Catholic Relief Services (CRS), Save the Children (SCI), Afghan Education Production Organization (AEPO) and Roshan Telecom.
- **High level of community contributions:** Communities have made large financial and in-kind contributions worth a total of £1,664,821 (likely to increase by the end of the project in March 2017)

Barriers to Sustainability

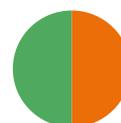
- **Government takeover:** AKF plans for CBE classes to be taken over by the MoE at the end of the project, however there is a mixed picture on how realistic this transfer is. In some districts CBE girls are already successfully transitioning to hub schools however in others there appears to be a lack of funding required to make this possible. Girls who have transferred have tended to be from higher income households and there is a risk that the most marginalised girls will not continue to benefit from education. In no cases has the MoE been able to continue the classes as community based, when asked community members said that were not able to make the level of contributions that would be required to pay teachers' salaries to continue CBE classes, there was an isolated example of a respondent who thought that this might be possible. *Yes, there are individuals and people in the community who told us that in case of extending the cooperation of education department; they are ready to pay a limited amount of teachers' salaries in order to continue these classes. (STAGES partner interview, Kandahar)*
- **Distance to school/ Security Concerns:** Interviews with PED officials revealed that they would be willing to open schools in more remote areas however they would require signed agreements from anti-government organisations present in the area before making any financial commitment
- **Ongoing issues with women's participation:** Female shura members have had more limited roles than their male counterparts in decision making, advocacy and communication with project partners. It was found that female members are not benefiting equally from capacity building training, workshops or mentoring. At endline it was also evident that the majority of the community contributions towards the project have come from men – perhaps due to continued restrictions on women's mobility

Table 47: ACTED (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 through GEC Transitions | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – Ministry takes over responsibility for school buildings | Construction of schools and buildings | | Department of Education | Department of education is committed to continue monitoring schools and paying teachers' salaries | Interviews show some confusion over what responsibility the ministry will take on Projects reports that they have not had | Unlikely: there is no solid commitment in place |

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| | | | | sufficient time to undertake the advocacy with MoE that they had planned | |
| | | | | No evidence that buildings are accessible for girls | |
| National level – Ministry takes over delivery of vocational education | Vocational training | Department of Literacy | In discussions with department of literacy to take over the courses but unclear what has been agreed Responsibility for the buildings has been transferred to DOE | Lack of market assessment of what products would sell Lack of business skills and training for trainees | Unlikely: There is no solid commitment in place |
| School Level – Teachers are better trained | Teacher training | Department of Education and individual teachers | 38 literacy teachers applied to the Department and are awaiting their results to become fully qualified teachers | Unclear if teachers will continue to offer classes in their spaces without financial incentive No evident plans to train any more teachers | Unlikely: further resources to train more teachers would be required |
| School level – schools are better equipped | Provision of school materials | Department of Education | 28,707 textbooks distributed | No evidence of any further support | Unlikely: There is no solid commitment in place |
| Community level – improved attitudes to education | Community mobilisation and stipends | | | | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- Community Commitment:** There remains a strong desire amongst community members for education and parents to make strong links between education and being able to support the family in the future. There is the possibility that some literacy courses, particularly those that run in the houses older women, will be able to continue- 38 literacy teachers have applied to the Department of Education and are expecting the results of their examinations by the end of June 2016 which will enable them to carry on teaching.
- Government takeover:** There is a commitment from the government to continue to pay teachers' salaries.

Barriers to Sustainability

- Managing increases in demand:** Both the project and government have faced challenges in dealing with increased demand for education. ACTED reported 4,100 girls in primary school compared to the 2,500 originally planned. There was evidence of overcrowding in ACTED classrooms and an increasing threat of violence in the classroom. The project's sustainability plan involved the government taking responsibility for project's activities but it does not seem like the ministry has the resources or capacity to do this or to build more schools in order to reduce the distance that girls have to travel to school. The Department of Education is committed to continue to pay the salary of teachers in ACTED primary schools. Worryingly endline interviews with education officials showed there was some confusion over what the department was actually going to pay for *"We are sure that the buildings constructed by ACTED for girls will be used for girls' education in the future ... the Directorate of Education will recruit the teachers but not of the same quality these schools currently have because at the moment there are many facilities and the teachers receive good salaries."* District Director of Education, Dawlat Abad, KII
- Contextual Challenges:** The security situation in the project areas presented extreme challenges during the life of the project and it is hard to envision fully sustainable education programmes for girls in the context. At endline, parents, students and community members expressed concern in students travelling to school as roads proved extremely dangerous given on-going clashes between insurgent groups and the government. Furthermore, there were some reports of direct threats towards girls participating in GEC programme components by the Taliban.
- Market saturation:** There is evidence that the local markets are not able to absorb any more of the type of products made by the young women who have receive vocational training from ACTED. More diversified training with more of the products produced based on market demand would increase the value of future vocational training.

Table 48: World Vision (Zimbabwe) 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 | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – Ministry support for project activities | Project activities generally | | Ministry of Primary and Secondary Education (MoPSE) | <p>Strong relationships with MoPSE across the project activities. Worked to build capacity of officials</p> <p>Staff anticipate engagement will last beyond the project</p> <p>Government officials, District School Inspectors, Head of Schools, teachers trained over the course of the project</p> | | Likely: Strong relationship have been established |
| Community level – Increased support for girls' education | Channels of Hope | | Community | Community members trained to run the activity | | Unlikely: further resources and support most likely would be required |
| Community Level – Better | Happy Readers | | Community | Community members trained to run the activity | Teachers need more training in | Unlikely: further resources and |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

| | | | | | |
|---|--|---|-----------|---|--|
| <i>teaching and access to books</i> | | | | phonics which requires ministry support | support most likely would be required |
| Community level – access to schools | Bicycle Education Empowerment Programme (BEEP) | Match funding from World Bicycle Relief | Community | Community members trained to run the activity | Unlikely: further resources and support most likely would be required |
| Community level – improved livelihoods | Village savings and loans groups | | Community | Community members trained to run the activity 91% of the groups are meeting regularly, and 61% are engaged in income-generating activities | Lack of funds led to some perceptions that this activity was being phased out Unlikely: further resources and support most likely would be required |
| Community level – Increased support for girls' education | Mother groups | | Community | Community members trained to run the activity | Unlikely: further resources and support most likely would be required |
| Community level – Increased support for girls' education | Community in support of Girls' education | | Community | Community members trained to run the activity | Unlikely: further resources and support most likely would be required |
| School level – Increased support for girls' education | School Development Committee | | Community | Community members trained to run the activity | Unlikely: further resources and support most likely would be required |
| Community level – Increased support for girls' education | Power Within Clubs | | Community | Community members trained to run the activity | Unlikely: further resources and support most likely would be required |
| Community level – Increased support for girls' education | Male champions | | Community | Community members trained to run the activity Worked jointly with Ministry of Women's Affairs, Gender, and Community Development (MoWAGD) | Unlikely: further resources and support most likely would be required |
| School level – Schools are better equipped | Building toilets and WASH facilities | | | | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- Project sustainability plan is focused on bringing together different committees and communities with the central purpose of supporting girls' education, continued effective partnerships would be needed to achieve sustainability of any activities: *"I think the cooperation and coordination enhanced success...you see with IGATE interventions, if one catches a cold, all will sneeze. Since I am saying they were working effectively, I am talking of all of them [partners] because if one of them relaxes it affects all of them. I think the success was enhanced by the effective coordination between and amongst all the models."* (Gokwe South HoS).
- IGATE sensitised, trained, and engaged government officials, DSIs, HoS, teachers, and other key stakeholders throughout the life of the project; this training has potential to last beyond the life of IGATE. 467 schools established at least 3 functional mechanisms/partnerships to support girls' education – this exceeded the project target by 29% but there is no plan to support these activities.

Barriers to Sustainability

- **Reliance on community members:** The project is reliant on community members taking ownership of and continuing the project interventions. Communities were supported to increase their engagement with other development actors who are able to support activities that make it easier for girls to go to school. At endline, 66.8% of communities had developed these contacts exceeding the project target by 41.8 percentage points.
- **Lack of funding:** None of the members of various committees has received any remuneration for their activities and the VSLA groups did not receive any start-up funding. While the majority of groups remained active at endline, some respondents questioned how long community members would be able to carry on with their activities. *"There are many MGs in the community and many members as well, although few are still committed. Actually, the commitment and the numbers are going down because fellow villagers are laughing at us as we do our business. They actually spite us. We use our own resources from the VSL to come and help the needy children here at school. However, we do not get anything that we can take home to show our husbands that we are in the MG. That's why MG activities are going down."* MG members in Gokwe South.

Table 49: CfBT (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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Commitment to support activities</i> | Project activities generally | | Ministry of education | <p>Officials involved in supervision of project activities</p> <p>Project was embedded in existing structure</p> <p>Capacity of officials around data management was built</p> <p>Other organisations committed to maintain discussion forums with government</p> | Urban slum schools not registered with the Ministry had difficulty accessing government funds | Likely: Commitments in place |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

| | | | | | |
|---|---|-------------------|---|---|---|
| Community level – Increased support for girls | Community Awareness Raising Activities | Community members | Developed Community Action Plans Involved in signposting vulnerable girls to other project activities 'General feeling' that the community has been empowered to carry forward these activities | Evaluators view that critical mass for change in community attitudes has not been reached | Unlikely: further support and resources would be required |
| Community level – Increased support for girls | Community Health Workers | Health Department | Used existing structures | Formal agreement on continuation of this work is required | Unlikely: further support and resources would be required |
| Community Level – improved livelihoods | Financial Support to Cover the Costs of Schooling | | Some evidence that the cash is being used for income generation which may increase sustainability | Introduced late in the project Not linked to any national cash transfer programme | Unlikely: further support and resources would be required |
| Community level – reduced cost of education | Back to school kits | | | No mechanism in place to support | Not likely to continue |
| School level – improved teaching | Teacher Training | Schools | Used national Teachers Service Commission structures Early grades learning has been taken up by government through TUSOME and PRIEDE national programmes Teachers have also been acting as peer mentors | No plan to continue capacity building or replace learning materials | Unlikely: further support and resources would be required |
| School level – more gender responsive environments | Training School Management Committees | Schools | Gender responsive school development plans in place | No plan to train new members Grants available to sustain infrastructure improvements to schools are not adequate | Unlikely: further support and resources would be required |
| School level – more gender responsive environments | Clubs for Boys and Girls | Club members | Project strengthened existing clubs rather than built new ones Patrons and champions are committed to maintaining the clubs | No plan for transition of the clubs as students move on | Unlikely: further support and resources would be required |

Overall Sustainability Rating



Drivers of Sustainability

- **Good relationships with government:** The project has maintained a good relationship with officials, teacher training and curriculum development activities have been integrated into national policy – in part through being embedded within these structures in the first place. The project has provided training for multiple levels of officials and officials have been engaged in monitoring the implementation of the project increasing their own sense of ownership. Early grades learning has been taken up by government through TUSOME and PRIEDE national programmes.
- **Embedded into existing structures:** Many of the project activities were designed to be embedded into existing structures, which increases the likelihood of sustainability – for example the school clubs the project worked with were already in existence before the project, the groups have expressed a commitment to continue.

Barriers to sustainability

- **Lack of planning for succession:** Training for members of school committees and clubs has no plan for succession or training of new members as turnover naturally occur.
- **Short time frame and spread of activities:** some interventions such as SL, CTs, BTKs and support for school levies are highly unlikely to continue given that their uptake was unclear. *Our project is too widely spread. We are spread two ways; one is geographically and two is within the Counties themselves we are geographically too spread. If I was to do it again I would do it differently, I would probably take schools in one zone rather than different schools in different zones because that also affects in terms of costs because you find that you have one school here and another one in the other corner. So probably I would have taken a different approach. The Counties might be ok but I would probably try and concentrate them in one area so that there is more learning and concentrate within the Counties rather than spreading it too thin. If you look at for example in Turkana we are in the safe schools but in half the County. Logistically it's a nightmare.* (Implementing partner, Nairobi)

Table 50: CARE (Somalia) 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 – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Support for project activities</i> | Project activities generally | | Ministry of Education | Some support from government for activities is evident Regional and district education officers were involved in monitoring Activities are aligned with national policy | No commitment to consistent investment | Likely: although no solid commitments in place |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

| | | | | |
|--|---|--|---|---|
| School level – <i>Teachers are better trained</i> | Teacher Training | 140 pre-service teachers, 131 in-service teachers trained Numeracy boost trained 56 further teachers in a cascade model | Reinforcement and regency of training may be an important issue, as only 54.4 percent of teachers surveyed at the endline reported having received training in the past two years Very limited reports of teachers using new methodologies in the classroom Negative discipline practices are still used High turnover | Unlikely: no mechanism in place to sustain training |
| School level – <i>New school buildings</i> | School infrastructure | | | No evidence |
| Community Level – <i>Cost of schooling is decreased</i> | Sanitary Packs | | | No evidence |
| Community Level – <i>Cost of schooling is decreased</i> | Scholarships and fee waivers | | Parents report that tuition expenses have doubled over the project period, despite 21 percent of girls at endline receiving a scholarship or waiver | |
| Community level – <i>Improved attitudes towards girls' education</i> | Community education and awareness campaigns | Evidence of positive changes in attitudes towards education and knowledge of the education system | | Unlikely: Further support and resources required |

Overall Sustainability Rating



Drivers of Sustainability

- Support from government officials: Regional and district education officers were involved in monitoring and MoE officials have visited schools and expressed their support for the activities *“For example, the chairman of the regional education visited us yesterday and he spoke on the importance of education girls and also he give us training here. Therefore, yes, there is some support from the government.”* – CEC Focus Group

- **Positive Changes in Community Attitudes.** There is evidence that there have been strong positive changes in community attitudes towards girls' education. *"It [the training] played great role, the mothers came to know the importance of the education for the girls and they started sending their children to the schools after they came to know the importance of the education."* (Partner Interview). The project links these positive results with their multi-level approach which combined informal education, trainings, and awareness campaigns that introduce and continually reinforce the importance of girls' education. There was also evidence that community members had a better understanding of the education system and their local schools.

Barriers to Sustainability

- **Quality and number of teachers:** The evaluators find very limited impact of teacher training on classroom practices and further training is needed. High levels of staff turnover mean that it is likely that the limited gains made will quickly be lost. There are also concerns about the ongoing capacity of schools to pay teachers' salaries and a lack of female teachers, who are seen as more likely to be responsive to girls' needs. *"...if the teacher is female she [a female student] can tell everything to her without feeling shy. Here in the school we have only one female teacher they laugh with her and they play with her. Other challenge including our school consists of 9 classes and we don't have enough teachers..."* (CEC Focus Group)
- **Financial Support:** There are no mechanisms identified to replace the financial support that families have been receiving from the project. *"The three years that CARE was with us, [they] used to pay the money for ten girls then it increased the number of the girls. Every mother is coming with her daughter to be part of it that are being paid the school for. Every mother is asking why her daughter is not registered, I think it pressures the NGO".* -Teacher Focus Group

Table 51: Relief International (Somalia) Reported effectiveness in sustaining activities

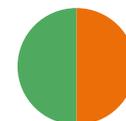
| Stated Strategy | Sustain what critical activities? | Resources levered to sustain? | Who? | Evident Drivers? | Evident Barriers? | Likelihood to continue? |
|--|-----------------------------------|-------------------------------|-----------------------------|---|--|--|
| Global Level – <i>DFID funding through GEC Transitions</i> | New project | DFID | DFID | <u>Additional funding could sustain all activities below</u> | | Depends on project design? |
| National level – <i>Support for project activities</i> | Project activities generally | | Ministry of Education (MoE) | <p>Some evidence that MoE officials have retained information from gender training</p> <p>MoE officials involved in monitoring visits to schools. Report suggests that officials may be visiting underperforming schools, demonstrating positive engagement</p> <p>58% of schools have engaged with a MoE official in last year</p> <p>Supported MoE officials to attend trainings offered by other organisations</p> | Reliant on the political environment continuing to be supportive | Likely: integrated into roles of officials |

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX L

| | | | | | |
|---|--|-------------------------|--|--|--|
| School Level: <i>Improved school environment</i> | Girl Friendly School Development Plans | School and Communities | At endline 47% of schools had SDPs in place that were supported through in-kind or financial contribution | Interaction between girls clubs and school management committees fell between baseline and midline | Unlikely: Although there is strong commitment from some groups |
| School Level: <i>Improved school environment</i> | School Infrastructure Improvements | Schools and communities | Work with CECs to raise finance for maintenance | No plans are in place for maintenance of facilities | Unlikely: reliant on school fundraising |
| School Level: <i>Teachers are better trained</i> | Use of gender sensitive teaching methods | Schools | Nearly equal proportion of teachers using new techniques at endline were EGEP trained as not EGEP trained | No evidence of ongoing support or training materials | Likely: evidence of independent spread of skills |
| Community: <i>more positive attitudes to girls' education</i> | Community Awareness Raising Activities | Community Members | Evidence of changed attitudes Participants state that community groups will continue to work with girls' groups towards attitude change | No plans in place to support groups or suggestion of what activities might be | Unlikely: community members are not likely to continue these activities for long without support |
| School Level: cost of schooling is addressed | Bursary Support | School CECs | Work with school management to raise finance to continue to offer scholarships | CECs have had some success in fundraising but ¾ say that they will not be able to sustain the activity at endline | Unlikely: little evidence that there is enough capacity in CECs to raise the funds required |
| School Level: cost of schooling is addressed | Sanitary kits and uniforms | Schools and Communities | | Continued behavior change activities are need to assist girls with managing menstruation Reliant on CECs to raise money to continue | Unlikely |
| Household Level: <i>girls are more able to study</i> | Solar Lamps | | 40% of girls who were given a solar lamp were still using them at endline, and girls who had not been given a lamp had accessed them | 8% of girls reported that the lamp was not working at endline. No plans for maintenance or replacement of lamps | Unlikely: problems with maintenance will increase over time |
| | Female Mentors | | | | No evidence |
| | School feeding | | | | No evidence |

| | |
|--------------------------------|-------------|
| Mobile libraries | No evidence |
| Accelerated Learning Programme | No evidence |

Overall Sustainability Rating



Drivers of Sustainability

- The project strategy for maintaining many of the project activities are reliant on school CEC committees raising funds from external sources. There is some evidence that a small number of schools are receiving some funds, but it is not clear what these sources of funding are or how long the funding is likely to last. The evaluator states that the qualitative evidence suggests that the CECs have taken ownership of the programme and have increasingly been raising funds from local businesses and local community members.
- Positive changes in community attitude: There are strong statements around the likelihood that community members will continue and push forward these activities, with some examples of different groups working and students working together to help the most marginalised students. Radio based awareness raising activities seem to have been more effective, and led to more independent activity in urban areas

Barriers to Sustainability

- Financial Support: The endline report focuses on the cost of maintaining activities, noting that activities that have reduced the financial barriers to school attendance were successful and appreciated elements of the project. The only evidence of funds being raised to continue these activities relates to schools fundraising for scholarships, no evidence is presented for other activities



Annex M – Value for Money

Endline Report – Step Change Window

Final Version (December 2017)

Annex M – Value for Money

Project expenditure

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 11 of the 14 SCW projects. Two of the projects for which Year 4 data was not available finished their activities early, and as a result we have used expenditure figures from the second Value for Money report (October 2016) to fill in the gaps for these two projects (Acted (Afghanistan) and IRC (DRC)).

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.**

Table 52: Project budget allocation and spending by intervention type¹¹

| Intervention type | Intervention | Av. spent | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|-------------------|---|------------|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| Economic | Bursaries | 9% | 7% | 2% | | 24% | | 0% | 12% | | 5% | | 16% | 4% | | 58% |
| | Cash Transfers | 1% | | | | | | | | 8% | 4% | | | | | |
| | Income-generating activities | 0% | | | | | 0% | 4% | | | | | | | | |
| | In-kind support (school kits, menstrual supplies) | 6% | | 12% | | | 5% | 8% | 19% | 9% | 5% | | 13% | 4% | 1% | 2% |
| | Loans and savings | 2% | | | | 6% | 5% | | | | | | | | 4% | 6% |
| | Total investment | 17% | 7% | 14% | 0% | 30% | 10% | 12% | 31% | 17% | 14% | | 29% | 8% | 6% | 66% |
| Infrastructure | School and classroom building/ improvement | 9% | 9% | 6% | 28% | | 38% | 1% | 7% | 2% | 4% | | 13% | 21% | | |
| | Textbooks & Learning materials | 7% | 9% | 4% | 2% | 2% | 21% | 2% | 19% | 1% | 1% | | 7% | 4% | 4% | 18% |
| | Toilets & WASH facilities | 2% | | | | | 2% | 2% | 1% | 2% | | | 8% | 5% | 2% | |
| | Technology in classroom | 0% | | | | | | | | | | | | | | |
| | Total investment | 17% | 18% | 10% | 30% | 2% | 61% | 5% | 26% | 5% | 5% | | 28% | 29% | 6% | 18% |
| Teacher Training | Formal pre-service teacher training | 1% | 3% | 4% | | | | | | | | | | 8% | | |

¹¹ All projects with the exception of Acted (Afghanistan) and ICR (DRC) provided costing data to the Fund Manager for Year 4. Cost data for Acted (Afghanistan) and IRC (DRC) is for Years 1-3. Amounts of budget spent have been aggregated from different activities and categorised across outputs by the EM.

STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX M

| Intervention type | Intervention | Av. spent | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|---|---|------------|------|-----|-------|-----|-----|-------|------|------|-----|------|-----|------|-----|---------|
| | | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| | Gender responsive pedagogy | 3% | | 1% | | | 0% | 0% | 3% | 6% | 10% | | 12% | 6% | | |
| | Inclusive classroom strategies | 0% | | | | | | 0% | | | | | 0% | | | |
| | Peer support and mentoring | 1% | | 7% | | 0% | | | | | | | | | | |
| | Skills training (including in teaching literacy and numeracy) | 5% | 2% | 10% | 0% | 13% | 1% | | 1% | 18% | 6% | | | 2% | 0% | 15% |
| | Teachers recruited (e.g. female teachers) | 4% | 22% | 18% | 5% | | | | 10% | | | | | 3% | | |
| | Total investment | 13% | 27% | 39% | 5% | 14% | 1% | 0% | 15% | 24% | 16% | | | 12% | 19% | 0% |
| Community | Adult literacy | 0% | | | | 1% | | | | | | | | 3% | | |
| | Community meetings/ gatherings | 3% | 1% | 2% | 2% | 3% | 10% | 0% | | 14% | 4% | | 0% | 4% | 1% | |
| | Household-level visits and support | 1% | | 3% | | 0% | | | 4% | 5% | 3% | | | 2% | | |
| | Media (radio, TV, advertising) | 1% | 0% | 6% | | 0% | | | 5% | | 1% | | 3% | | | |
| | Parents' and women's groups | 1% | | | | | | | | | 2% | | 1% | | 3% | 3% |
| | Working with faith groups and traditional leaders | 0% | | | | | | | | | | | 0% | 2% | 2% | |
| | Working with men and boys | 0% | | | | | | | 4% | | | | | | | |
| Total investment | 7% | 1% | 10% | 2% | 5% | 10% | 0% | 13% | 19% | 9% | | | 4% | 11% | 6% | 3% |
| Non-formal education / extracurricular activities | Life skills (including sexual and reproductive health) | 0% | | | | | 0% | | | 3% | | | | | 1% | |
| | Mentoring (peer support, learner guides) | 1% | 2% | | | | | 1% | 3% | | 0% | | 1% | | 0% | 2% |
| | Mixed sex/ additional boys' clubs | 1% | | 2% | | | 3% | 0% | 2% | 3% | | | | | | |
| | Tutoring (homework clubs, reading/ literacy clubs) | 2% | | 5% | | 3% | | 8% | 3% | | 12% | | 2% | | | |
| | Accelerated learning and alternative schools | 1% | | 3% | | 10% | 1% | | | | | | | | | |
| | Vocational training & economic empowerment | 1% | | | 7% | | | | | | | | | | | |
| Total investment | 5% | 2% | 10% | 7% | 12% | 4% | 8% | 8% | 7% | 12% | | | 3% | 0% | 1% | 2% |
| School governance | Community and private schooling provision | 0% | 0% | | | | | | | | | | | | | |
| | Technology for school management | 0% | | | | | | | | | | | | | | 6% |
| | Working with local or national education authorities | 4% | 0% | 4% | | | 2% | 1% | | 2% | 25% | | 7% | 14% | | 2% |
| | Working with SMCs, PTAs and other stakeholders | 4% | | 9% | | 5% | 5% | 1% | 3% | 2% | 5% | | 2% | 8% | 2% | 9% |
| Total investment | 8% | 1% | 14% | 0% | 5% | 7% | 2% | 3% | 4% | 30% | | | 9% | 23% | 2% | 17% |
| | Safe spaces | 0% | | | | | | | | | | | 2% | 1% | | |

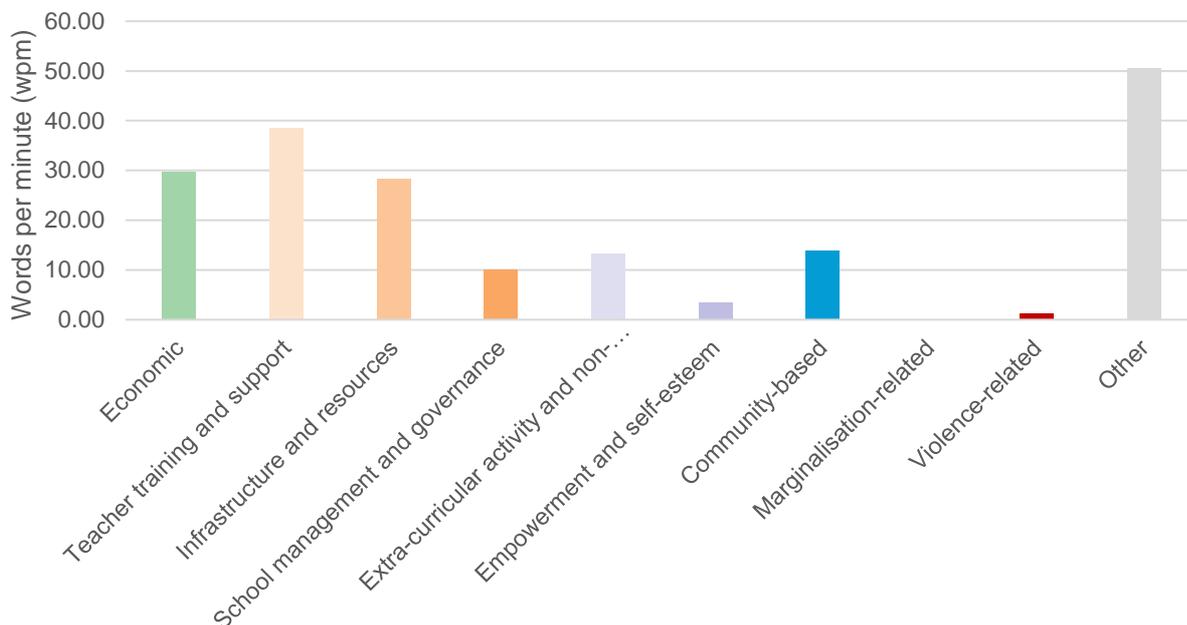
STEP CHANGE WINDOW – ENDLINE EVALUATION REPORT - ANNEX M

| Intervention type | Intervention | Av. spent | BRAC | AKF | Acted | IRC | STC | ChHpe | WUSC | CfBT | STC | Plan | RI | CARE | WV | Camfd |
|-----------------------------|--|--------------------|------------|------------|-----------|------------|------------|-----------|------------|------------|-----------|------------|------------|------------|------------|------------|
| | | | Afg | Afg | Afg | DRC | Eth | Eth | Ken | Ken | Moz | S-L | Som | Som | Zim | Zim-Tan |
| Empowerment and self-esteem | Role models (older girls, female teachers, parents) | 0% | | | | | | | 1% | | | | 2% | 3% | | |
| | Mentoring | 0% | 2% | | | | | | | | | | | 1% | | |
| | Activities that promote girls' voice and participation | 0% | | 2% | | | 0% | | 1% | | | | | | 1% | |
| | Total investment | 1% | 2% | 2% | 0% | 0% | 0% | 0% | 3% | 0% | 0% | | 4% | 5% | 1% | 0% |
| Marginalisation-related | Interventions in remote or nomadic locations | 0% | | | | | | | | | | | | | | |
| | Interventions addressing cultural/linguistic exclusion | 0% | | | | | | | | | | | | | | |
| | Interventions addressing disability | 0% | | | | | | | | | | | | | | |
| | Interventions with other marginalised groups | 0% | | | | | | | | | | | | | | |
| | Total investment | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | 0% | 0% | 0% | 0% |
| Violence-related | Community awareness around violence | 0% | | | | | | | | | | | | | | |
| | Child protection policies development in schools | 0% | | | | | | | 1% | | | | | | 0% | |
| | Improvement of referral systems | 1% | | | | | | 1% | | | 5% | | | | 1% | |
| | Interventions against corporal punishment | 0% | | | | | | | | | | | | | | |
| | Interventions against peer violence | 0% | | | | | | | | | | | | | 0% | |
| | Interventions against child marriage and FGM | 0% | | | | | | | | | | | | | | |
| | Interventions against abuse from adults in charge | 0% | | | | | | | | | | | | | | |
| | Total investment | 1% | 0% | 0% | 0% | 0% | 0% | 1% | 1% | 0% | 5% | | 0% | 0% | 1% | 0% |
| All | Total investment over period (GBP) | 220,428,135 | 16,199,318 | 32,834,095 | 4,461,204 | 28,477,380 | 10,691,379 | 3,872,810 | 15,099,913 | 17,140,812 | 6,889,722 | 11,862,904 | 14,419,445 | 13,424,620 | 15,152,892 | 29,901,641 |
| All | Budget (GBP) | 219,338,983 | 16,482,943 | 32,790,616 | 4,428,073 | 28,473,341 | 10,087,065 | 3,928,190 | 15,099,912 | 17,122,629 | 6,861,452 | 12,094,169 | 14,218,235 | 13,470,699 | 14,967,392 | 29,314,267 |

Source: PwC Project Costing Figures

Figure 1: EGRA BL-EL wpm improvement by intervention expenditure

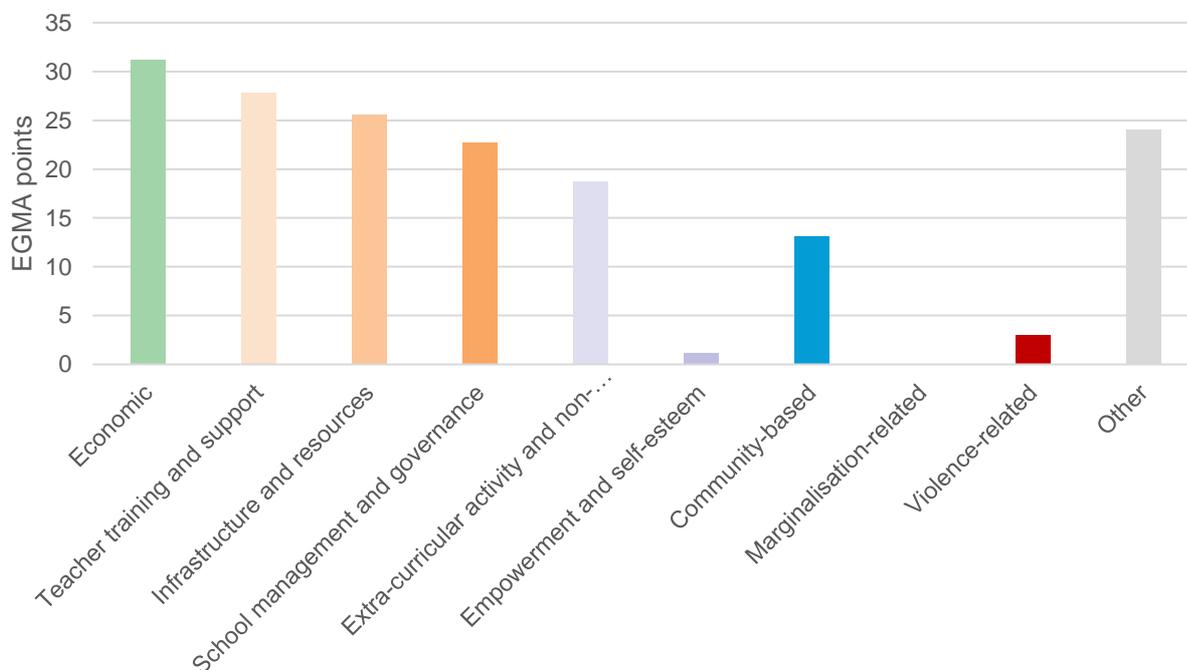
This figure was calculated by multiplying the respective EGRA wpm score by % expenditure for each intervention type to show the relative contribution to improvements in wpm made by each type of intervention.



Other = operation and overhead expenses, HR salaries & admin costs, M&E activities, 'other'
 *Data from BRAC, AKF, Child Hope, WUSC and WV

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 BRAC, AKF, Child Hope, WUSC, WV, IRC, STC Eth and STC Moz

**IRC intervention expenditure baseline to midline (no endline cost data)

Figure 4: Literacy Cost Effectiveness: wpm and literacy standard deviations (% exp.)

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

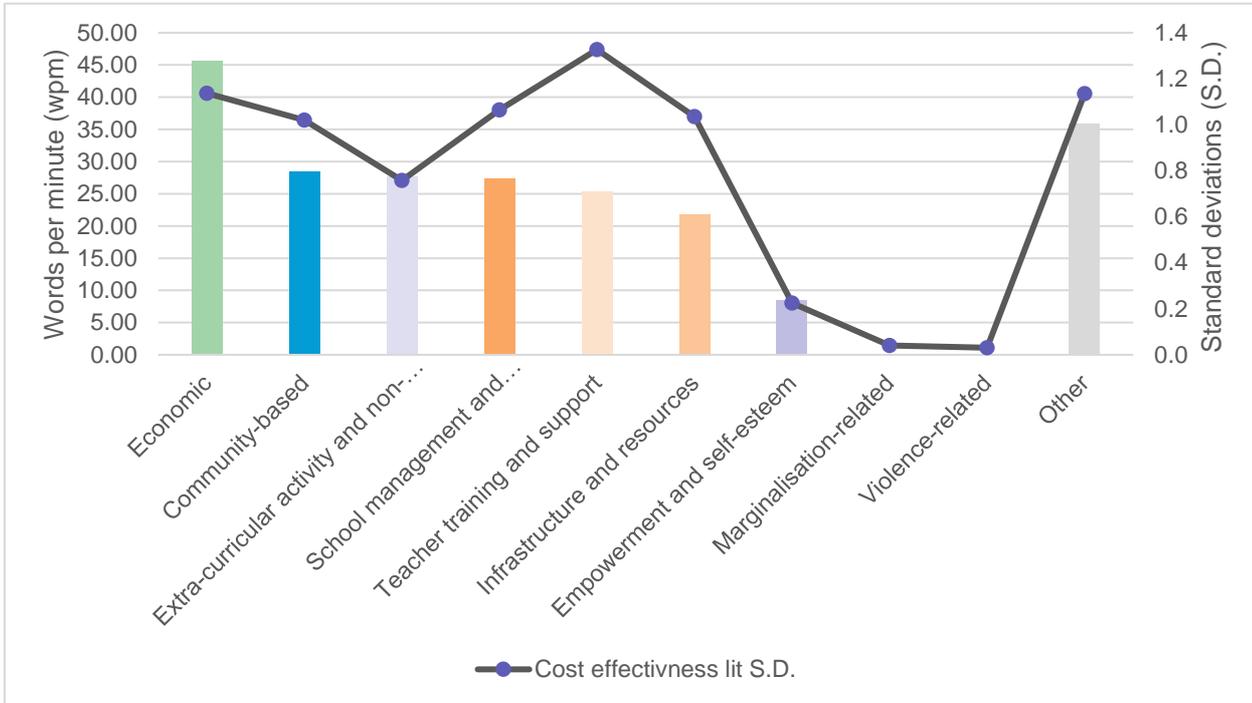


Figure 5: Literacy Cost Effectiveness: wpm and literacy standard deviations (£)

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

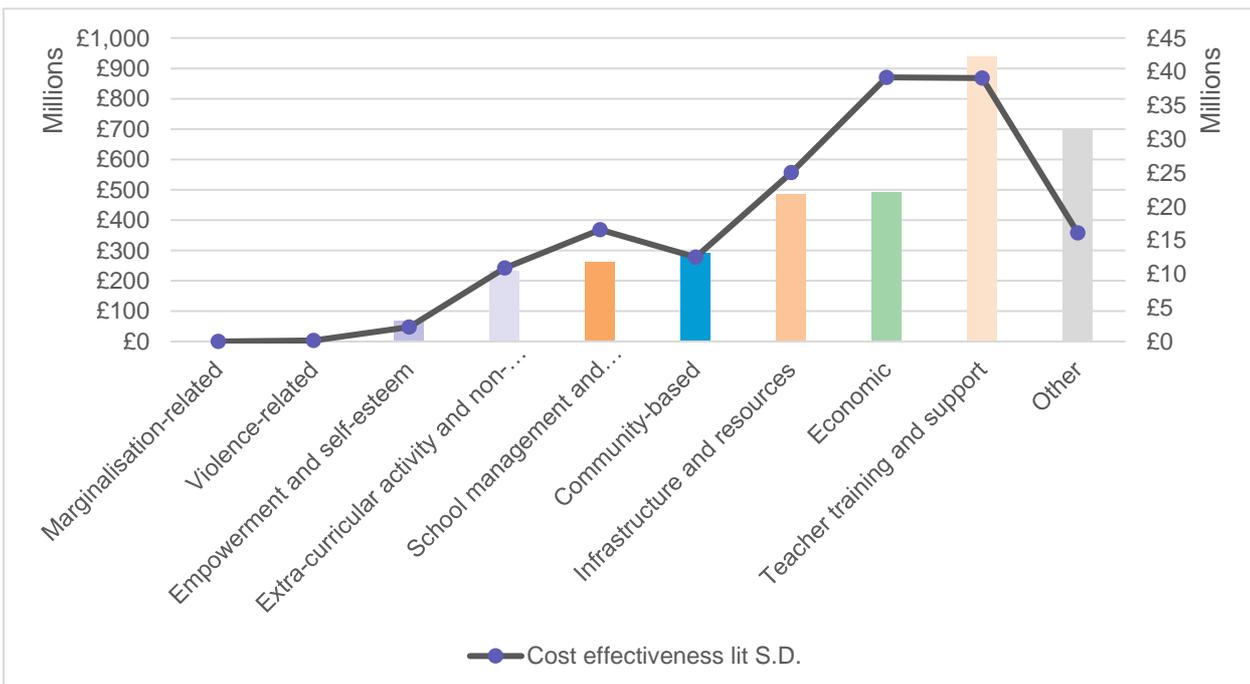
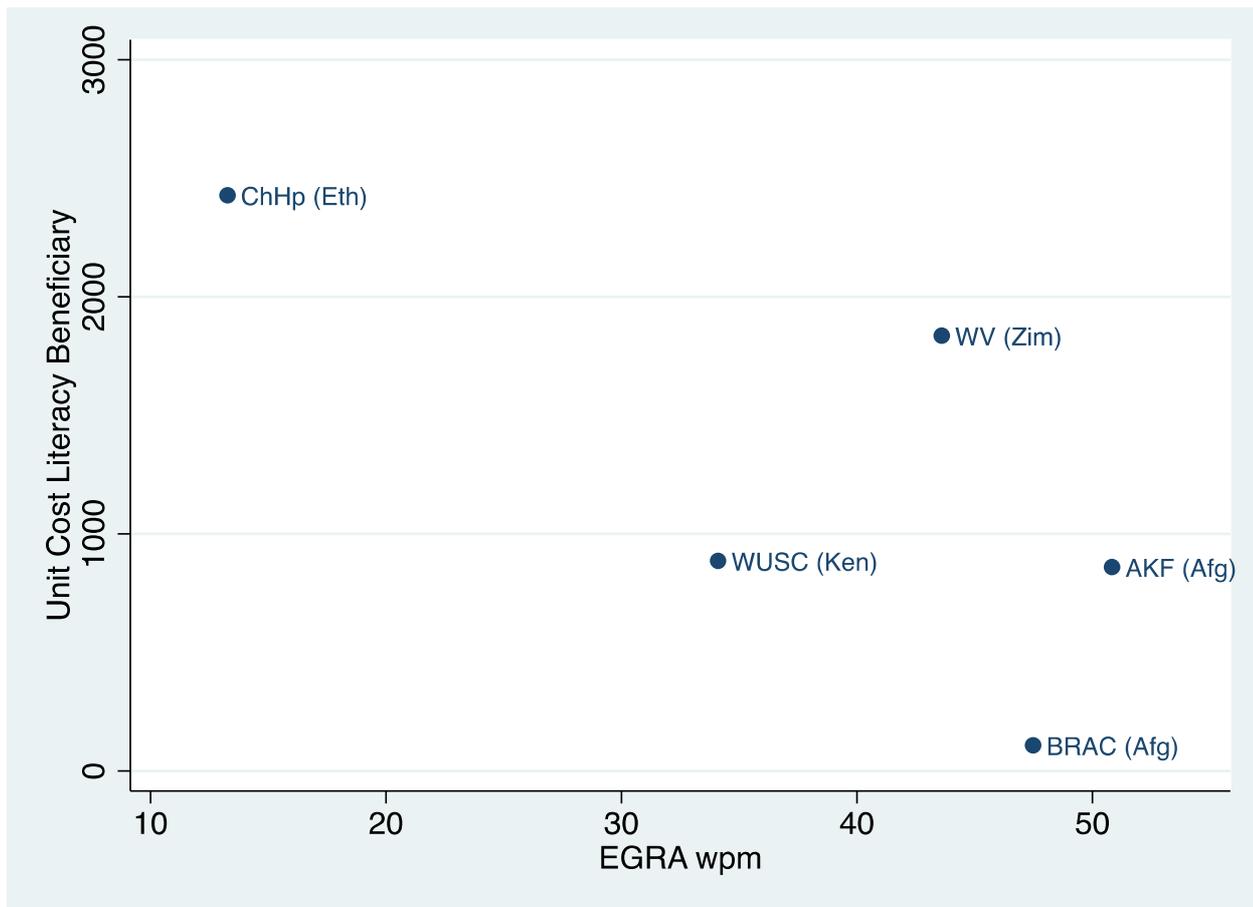
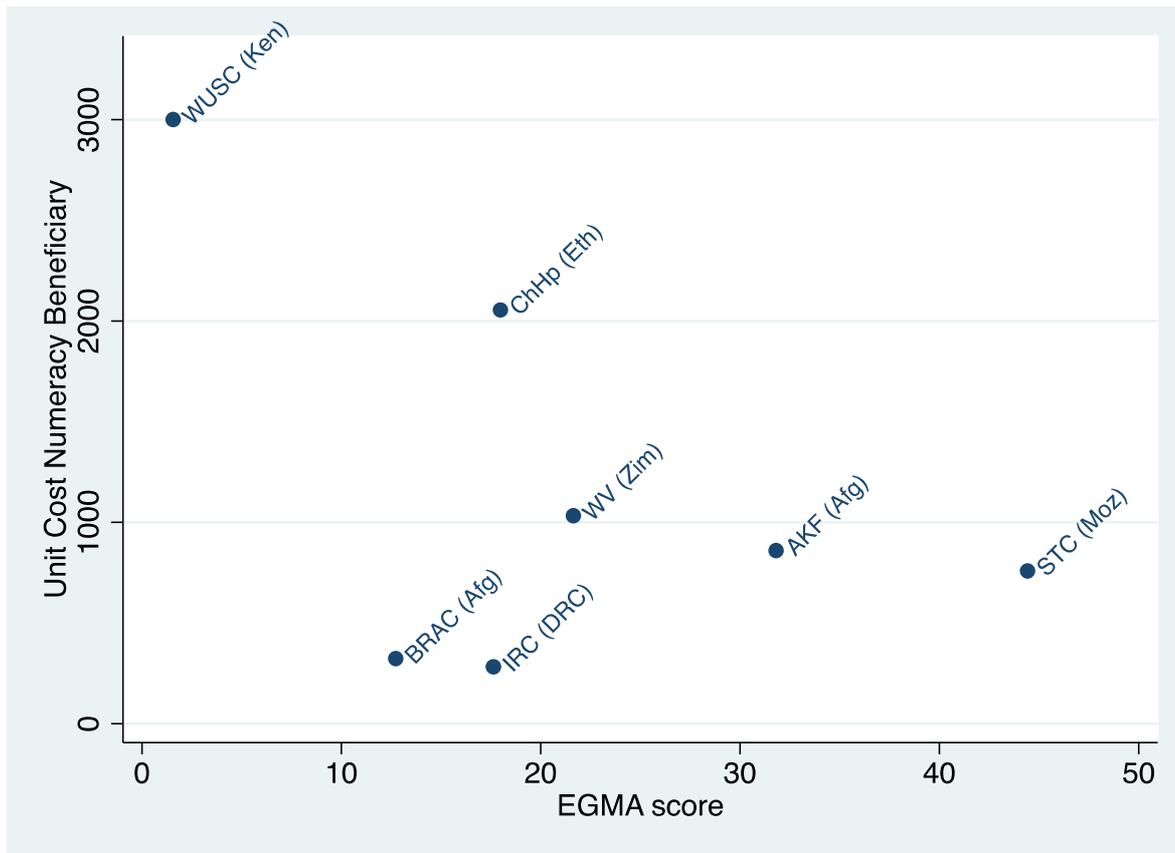


Figure 6: Unit cost per literacy beneficiary by wpm



NOTE: Only the above projects issued EGRA (English) exams; STC Ethiopia impact data inconclusive so was hence omitted

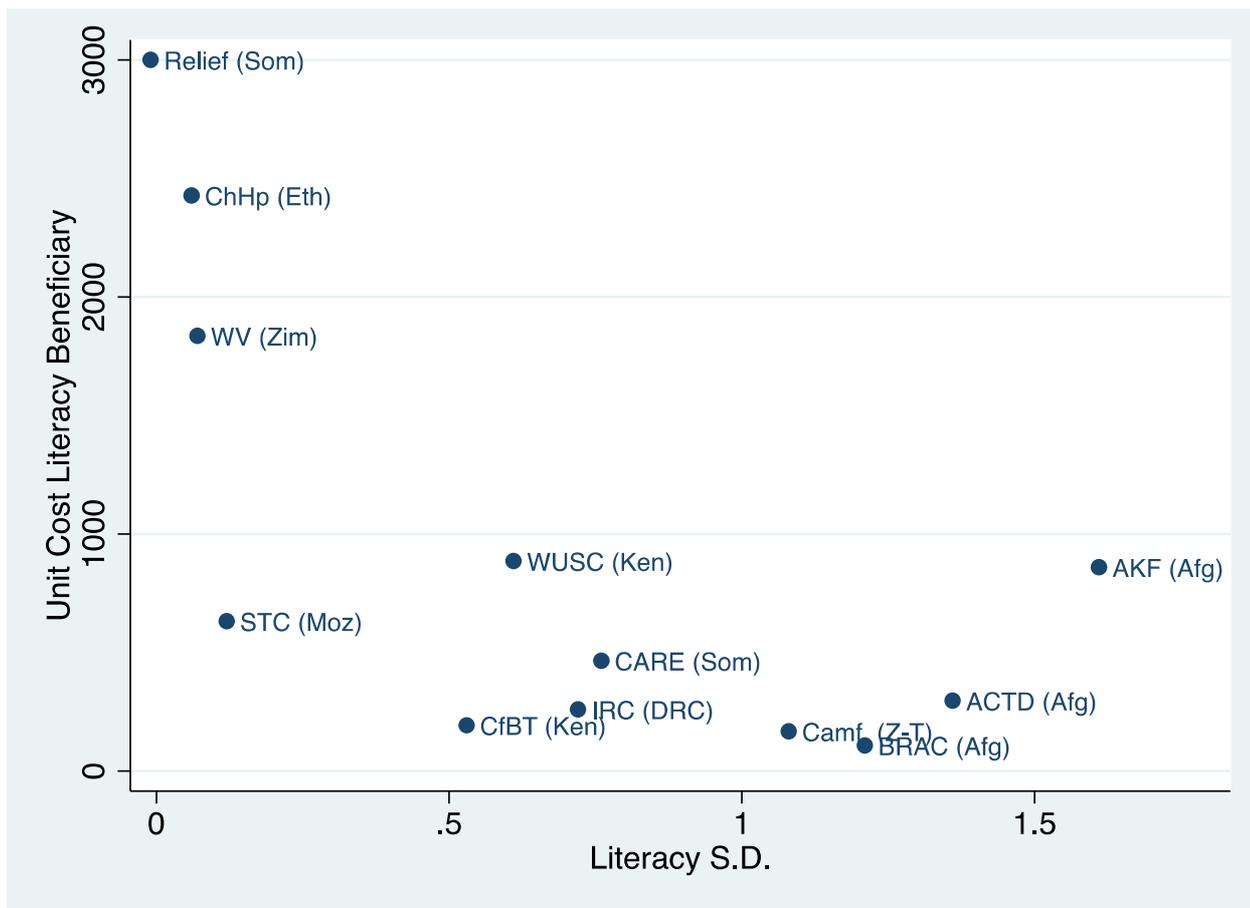
Figure 7: Unit cost per numeracy beneficiary by EGMA score



NOTE: WUSC did not meet its numeracy target and thus has 'infinite' unit costs per beneficiary

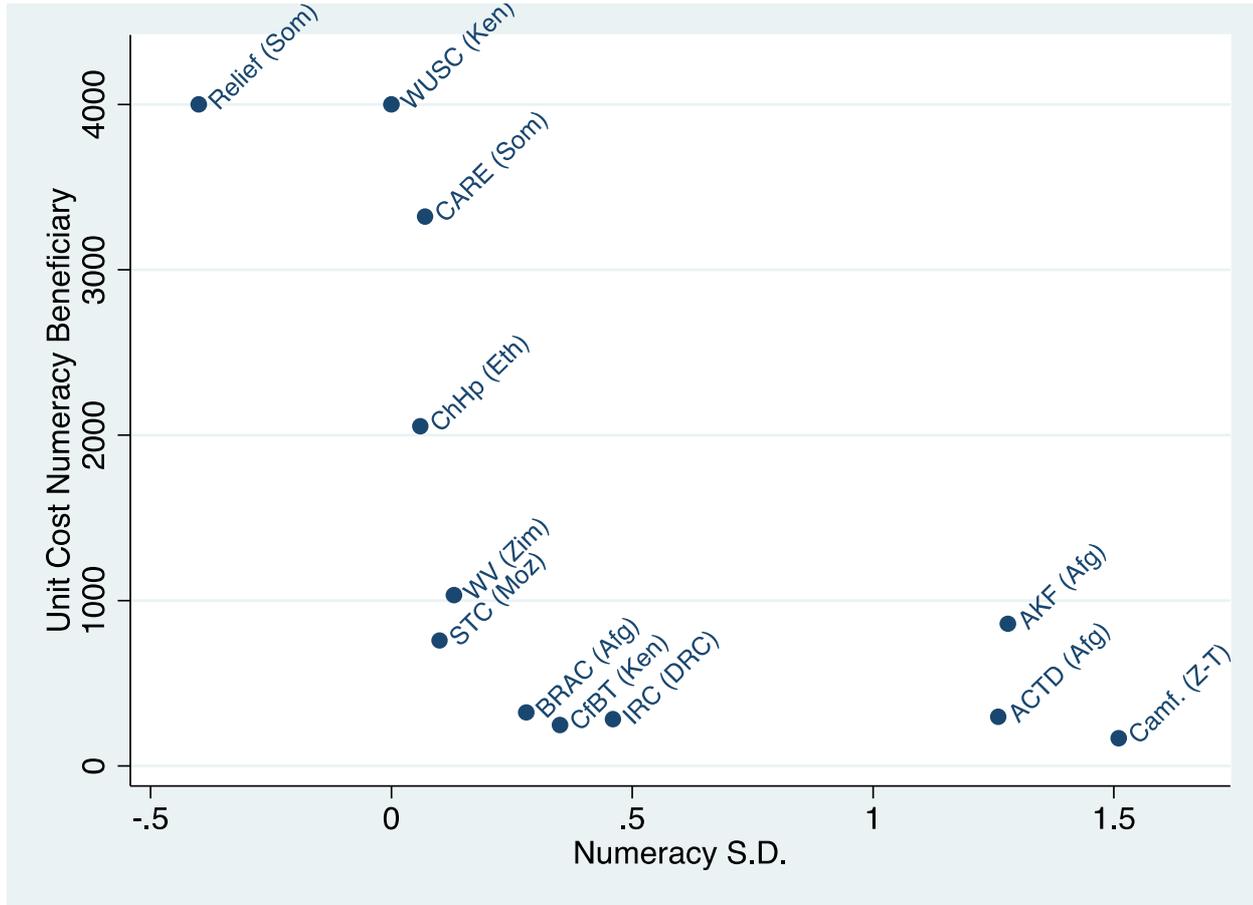
NOTE: Only the above projects issued EGMA exams; STC Ethiopia also issued the EGMA exam but its impact data was inconclusive so was omitted

Figure 8: Unit cost per literacy beneficiary by literacy S.D.



NOTE: Relief did not meet its literacy targets and thus has 'infinite' unit costs per beneficiary; STC Ethiopia impact data was inconclusive and is hence omitted

Figure 9: Unit cost per numeracy beneficiary by numeracy S.D.



NOTE: Relief and WUSC did not meet their numeracy targets and thus have 'infinite' unit costs per beneficiary; STC Ethiopia impact data was inconclusive and is hence omitted

Figure 10: Unit Cost per Learning Beneficiary by Project

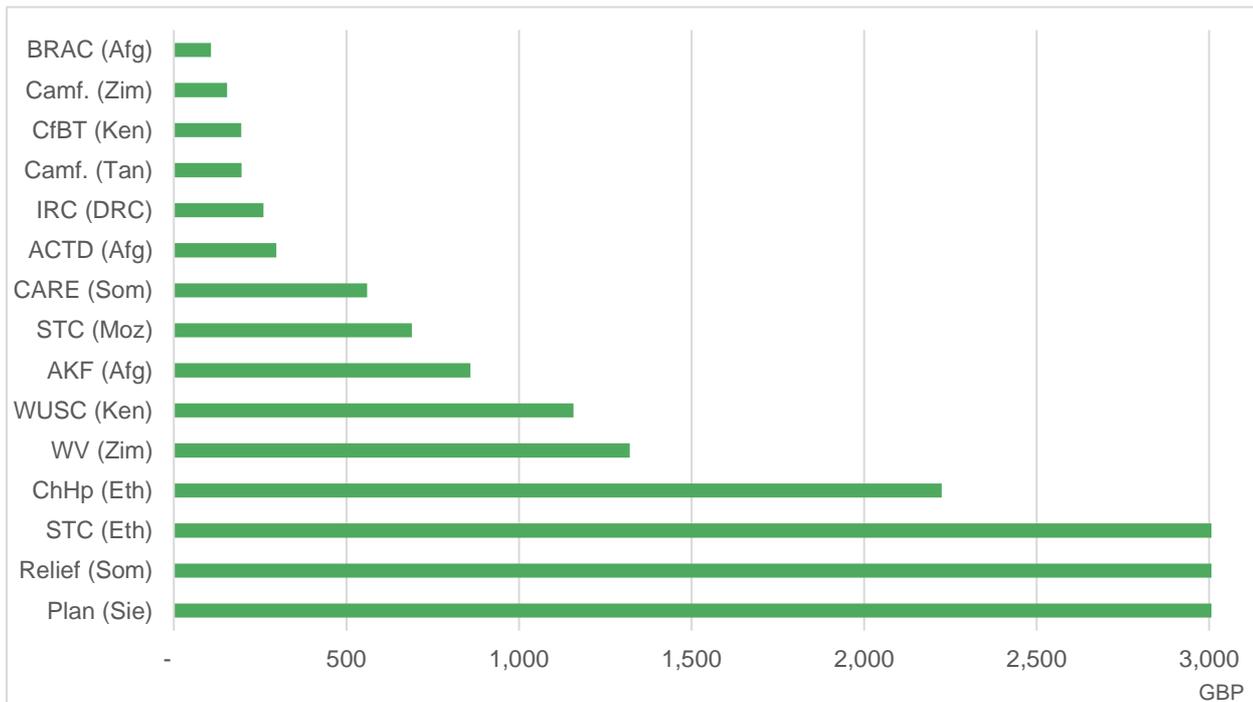


Figure 11: Number of Literacy Beneficiaries by Project

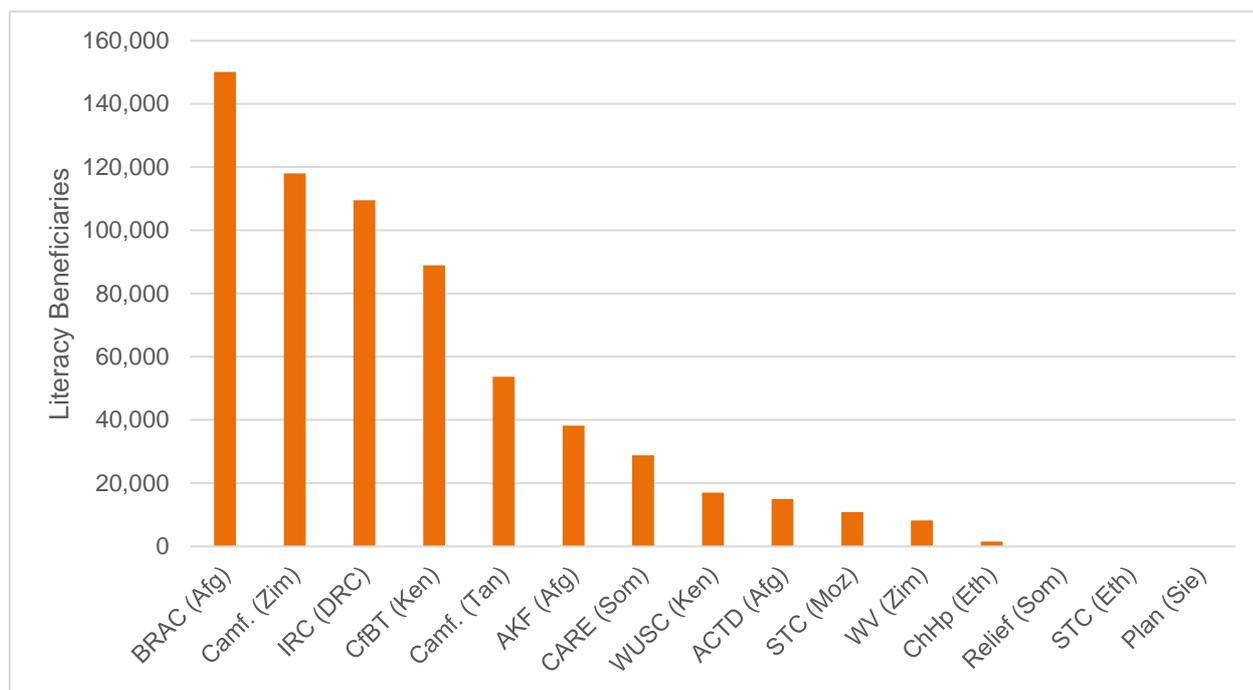


Figure 12: Number of Numeracy Beneficiaries by Project

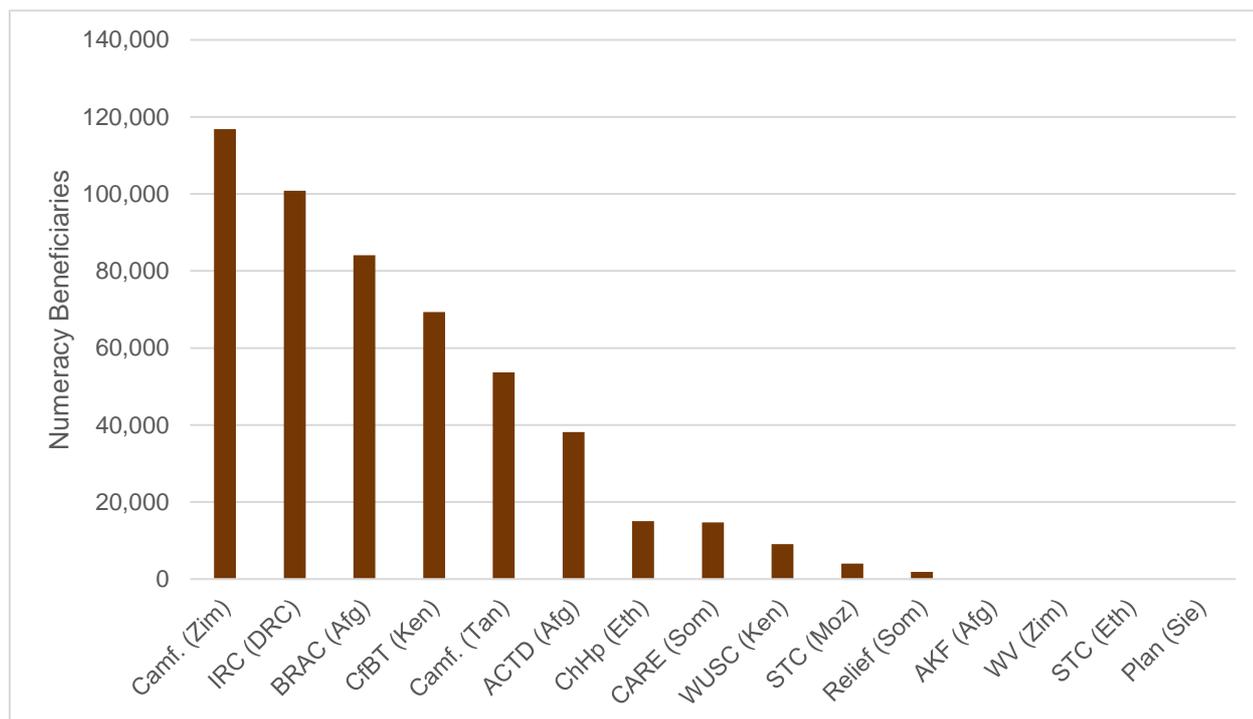


Figure 13: Number of Learning Beneficiaries by Project

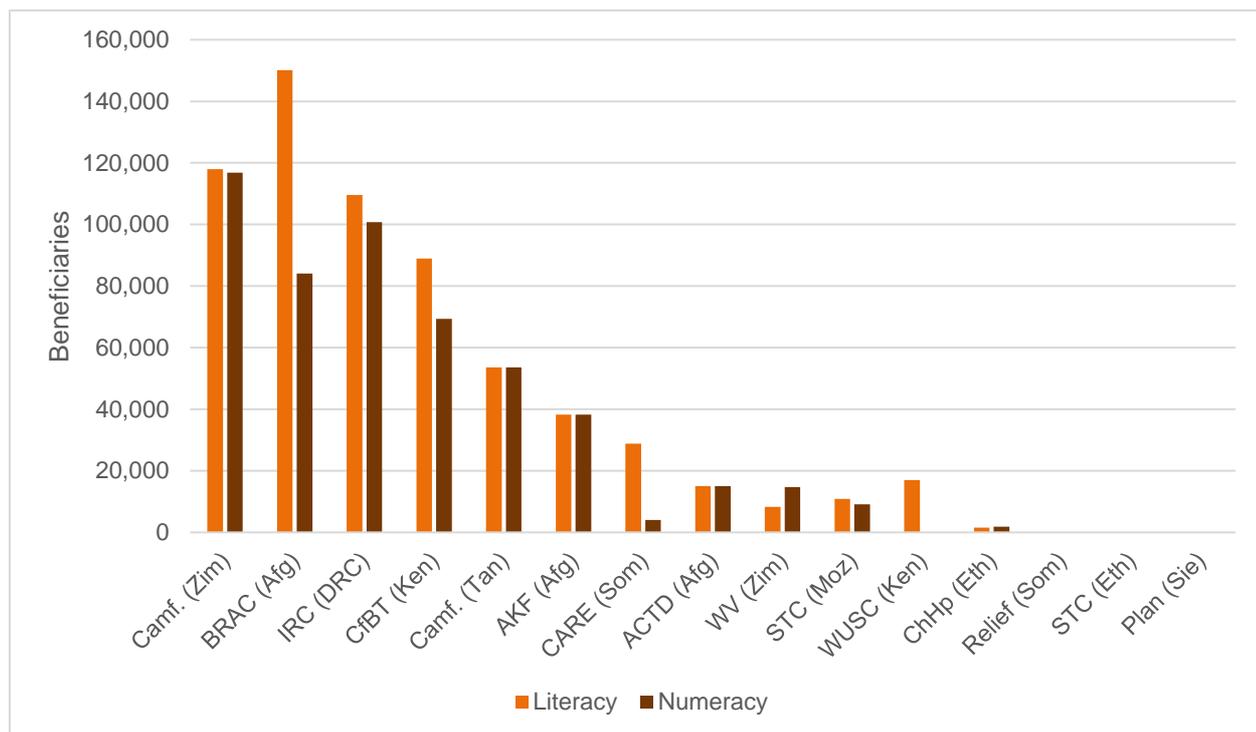


Table 53: Summary of Project Impact and Beneficiary Data

| Country | Project | Reach Beneficiaries | Impact | | | | Beneficiaries | | | | Total Budget (GBP) |
|---------|-----------------|---------------------|----------|----------|----------|------------|---------------|----------|------------|----------|--------------------|
| | | | Literacy | Numeracy | Learning | Attendance | Literacy | Numeracy | Attendance | Learning | |
| Afg | BRAC | 150,100 | 242% | 56% | 149% | 74% | 150,100 | 84,056 | 111,074 | 150,100 | 16,482,943 |
| Zim | Camfed Z | 118,000 | 116% | 99% | 108% | 40% | 118,000 | 116,820 | 47,200 | 118,000 | 18,206,520 |
| DRC | IRC | 109,577 | 143% | 92% | 118% | 72% | 109,577 | 100,811 | 78,895 | 109,577 | 28,473,341 |
| Ken | CfBT | 88,921 | 119% | 78% | 99% | 44% | 88,921 | 69,358 | 39,125 | 87,587 | 17,122,629 |
| Tan | Camfed T | 53,640 | 315% | 507% | 411% | -73% | 53,640 | 53,640 | 0 | 53,640 | 11,107,747 |
| Som | Relief | 47,236 | -3% | -81% | -42% | 110% | 0 | 0 | 47,236 | 0 | 14,218,235 |
| Zim | WV | 45,859 | 18% | 32% | 25% | -90% | 8,255 | 14,675 | 0 | 11,465 | 14,967,392 |
| Moz | STC Moz | 45,423 | 24% | 20% | 22% | 39% | 10,902 | 9,085 | 17,715 | 9,993 | 6,861,452 |
| Afg | AKF | 38,199 | 268% | 214% | 241% | 105% | 38,199 | 38,199 | 38,199 | 38,199 | 32,790,616 |
| Som | CARE | 28,865 | 152% | 14% | 83% | 88% | 28,865 | 4,041 | 25,401 | 23,958 | 13,470,699 |
| Ken | WUSC | 17,046 | 154% | -1% | 77% | -86% | 17,046 | 0 | 0 | 13,040 | 15,099,912 |
| Afg | ACTD | 15,024 | 453% | 420% | 437% | 115% | 15,024 | 15,024 | 15,024 | 15,024 | 4,428,073 |
| Eth | ChHp | 14,502 | 11% | 13% | 12% | 3% | 1,595 | 1,885 | 435 | 1,740 | 3,928,190 |
| Eth | *STC Eth | 12,479 | 93% | 207% | 150% | 56% | 0 | 0 | 6,988 | 0 | 10,087,065 |
| Sie | Plan 1 | 10,111 | -62% | -38% | -50% | 160% | 0 | 0 | 10,111 | 0 | 8,433,818 |
| Sie | Plan 2 | 8,028 | N/A | N/A | N/A | N/A | 0 | 0 | 0 | 0 | 3,660,351 |

**STC Eth impact data inconclusive*

Table 54: Project Definitions of ‘Other’

| | |
|-----------------------------|---|
| ACTED | Other (personnel, operation cost & overhead) |
| AKF | None |
| BRAC | Develop project implementation strategy and action plan with BRAC AFG (includes traveling), Staff capacity development training, Partner NGO management and development, Research and Evaluation Activities, Operation Expenses |
| Camfed | Other |
| WUSC | Other (Fees, staff time, Overhead & monitoring) |
| CfBT | Other |
| ChildHope | None |
| CARE | None |
| Relief International | None |
| World Vision | Baseline survey, Midline evaluation, Endline evaluation, other (overhead costs – salaries and admin), other |
| IRC (ML) | None |
| STC Mozambique | Baseline and spot checks |
| STC Ethiopia | Midline and Endline Evaluation, includes spotchecks |

Table 55: Actual expenditure vs. VfM data

| Country | Project | Budget (GBP) | Actual Expenditure (GBP) | | |
|---------|-----------------|--------------|--------------------------|------------|------------|
| | | | FM data | VfM data | Difference |
| Afg | ACTD | 4,428,073 | 4,461,204 | 4,428,073 | 33,131 |
| | AKF | 32,790,616 | 32,834,095 | 32,790,616 | 43,479 |
| | BRAC | 16,482,943 | 16,199,318 | 16,482,943 | -283,625 |
| DRC | IRC | 28,473,341 | 28,477,380 | 28,473,341 | 4,039 |
| Eth | STC Eth | 10,087,065 | 10,691,379 | 10,087,065 | 604,314 |
| | ChHp | 3,928,190 | 3,872,810 | 3,928,190 | -55,380 |
| Ken | WUSC | 15,099,912 | 15,099,913 | 15,099,912 | 1 |
| | CfBT | 17,122,629 | 17,140,812 | 17,122,629 | 18,183 |
| Moz | STC Moz | 6,861,452 | 6,889,722 | 6,861,452 | 28,270 |
| Sie | Plan | 8,433,818 | 8,343,270 | 8,433,818 | -90,548 |
| Som | Relief | 14,218,235 | 14,419,445 | 14,218,235 | 201,210 |
| | CARE | 13,470,699 | 13,424,620 | 13,470,699 | -46,079 |
| Zim | WV | 14,967,392 | 15,152,892 | 14,967,392 | 185,500 |
| | Camfed Z | 18,206,520 | 18,206,564 | 18,206,520 | 44 |
| Tan | Camfed T | 11,107,747 | 11,695,077 | 11,107,747 | 587,330 |