

VAS-Y Fille Monitoring & Evaluation Framework

Project Number: 5097

VAS-Y Fille project has been designed with four key project outputs that contribute in a complementary fashion to ensuring marginalised girls are retained in primary schools and demonstrate improved learning outcomes. The following M&E Framework has been laid out in order to capture through a comprehensive system of monitoring and evaluation the myriad of intermediary effects and impact achieved by the project. In this way, monitoring data will capture the intermediary effects of project activities while the project evaluation will test assumptions around the causal links between project outputs and outcomes.

The following hypotheses underpin VAS-Y Fille's theory of change of how each output of the project will contribute to the project outcomes. VAS-Y Fille holistically addresses several barriers to education in the DRC through discrete interventions; however, each student or family may not benefit from all of the interventions. Instead, VAS-Y Fille matches the intervention to the specific student or family using targeting criteria. Table 1 describes which populations will receive various components of the VAS-Y Fille project. The boxes shaded in gray are those populations who will be the focus of the randomized impact evaluation.

Output 1: The project hypothesizes that when families have increased financial capacity (the combined effect of increased household revenue from EA\$E and a reduction in the financial burden of education through need-based scholarships) and when families value education for girls (through an incentive for attendance or through redefined family values), families will chose to allocate limited family resources towards girls' education, thus contributing to an increase in enrolment, re-enrolment and regular attendance. Increased regular attendance will have an additional effect on improved learning outcomes for girls.

Output 2: The project hypothesizes that when girls receive better quality instruction (through teachers applying improved learning methods) or increased hours of instruction (through tutoring and community reading activities), their learning outcomes will improve. VAS-Y Fille also assumes that the availability of quality education and increased instructional hours will make schooling girls more attractive to parents. A combination of improved learning outcomes and a shift in perception of parents regarding the quality of the school will contribute to increased enrolment, attendance, and retention.

Output 3: The project hypothesizes that when parents are more involved in school management (as a result of COPA training and community outreach activities), the school becomes a better value through intermediary effects that may happen at the school such as parents being more aware of the importance of education; school fees being set an affordable rate; the school budget being used to provide investments in essential school inputs such as teacher salaries, teaching materials and school improvements to make the school environment girl-friendly; or teachers being more motivated to provide quality instruction. As a result when parents perceive primary school is a better value, they will be more willing to enrol their girls in school, to support regular attendance and to ensure school completion for girls. Furthermore, improvements in instructional quality combined with regular attendance will contribute to improved learning outcomes for girls.

Output 4: The project hypothesizes that when there are more accelerated learning programme (ALP) classes available at no cost to young girls(as a result of grants provided to local NGOs), more young girls will enrol in ALP, regularly attend and complete a full cycle of primary school. Since ALPs create an opportunity for out of school girls to catch-up on lost

learning and pass the primary school exit exam, the project also hypothesizes that girls who enrol in ALP will demonstrate improved learning outcomes.

Table 1. Populations exposed to specific components of VAS-Y Fille

	\$	S	T	T/S	TT	LB	CFP	ALP	Exposure to Interventions
Community						X	X		Literacy Boost (LB) has no targeting criteria for service provision but a limited number of spots. Community focused programs (CFP) have no targeting criteria except for those that focus on school improvements.
Parents of scholarship recipients	X					X	X		Parents of scholarship recipients (grade 5&6) will be encouraged to join EA\$E groups. They could also benefit from LB or CFP. This direct benefit may lead to indirect benefits for girls from these families, specifically girls in Grade 5 and 6.
Out-of-school girls (ages 6-18)						X	X	X	ALPs have only age as a targeting criteria (9 to 15 years old). Out-of-school girls could benefit directly from any of the three interventions.
Grade 1 – Girls					X	X	X		Teacher training (TT) is a blanket intervention at the school level, so all students will benefit from TT. No targeted interventions are provided for grades 1&2. However, these students may benefit from certain pieces of the LB and CFP.
Grade 1 – Boys					X	X	X		
Grade 2 – Girls					X	X	X		
Grade 2 – Boys					X	X	X		
Grade 3 – Girls			X		X		X		In grade 3, 15 academically vulnerable girls and 10 academically vulnerable boys per class per year will benefit from tutoring (T). All children, even who do not benefit from T, will benefit directly from TT. Children who do not directly benefit from T may benefit indirectly through increased motivation or a smaller standard deviation in class skill level. All grade 3 students may benefit from CFP.
Grade 3 – Boys			X		X		X		
Grade 4- Girls			X		X		X		In grade 4, 15 academically vulnerable girls and 10 academically vulnerable boys per class per year will benefit from tutoring (T). All children, even who do not benefit from T, will benefit directly from TT. Children who do not directly benefit from T may benefit indirectly through increased motivation or a smaller standard deviation in class skill level. All grade 4 students may benefit from CFP.
Grade 4- Boys			X		X		X		
Grade 5 - Girls		X	X	X	X		X		In grade 5, 15 academically vulnerable girls per class per year will benefit from T. Approximately 20 economically vulnerable girls will receive a scholarship (S). These two groups of girls may overlap up to 100%. All girls, even those who do not benefit from T, S or T/S, will benefit directly from TT. Non-recipient girls may benefit indirectly from T, S or T/S through increased motivation or a smaller standard deviation in class skill level. All grade 5 students may benefit from CFP.
Grade 5 – Boys					X		X		In grade 5, 10 academically vulnerable boys per class per year will benefit from T. However Grade 5 boys are not eligible for S, thus nor T/S. They will continue to benefit directly from TT and may benefit indirectly from interventions aimed specifically at girls. All grade 5 boys may benefit from CFP.
Grade 6 – Girls		X			X		X		In grade 6, approximately 20 economically vulnerable girls will receive a scholarship (S). All girls, even those who do not benefit from S, will benefit directly from TT. Non-recipient girls may benefit indirectly from S through increased motivation or a smaller standard deviation in class skill level. All grade 6 students may benefit from CFP.
Grade 6 - Boys					X		X		Grade 6 boys are not eligible for S. They will benefit directly from TT and may benefit indirectly from interventions aimed at girls. All grade 6 students may benefit CFP.

\$=EA\$E; S=Scholarships; T=Tutoring; T/S=Scholarships + Tutoring; TT=Teacher Training; LB=Literacy Boost; CFP = Community focused programs (COPA, SIP, awareness raising campaigns, etc.); ALP = Accelerated Learning Program

1. Baseline plan

VAS-Y Fille will conduct a baseline study with the purpose of describing the initial conditions in a sample of intervention and non-intervention communities related to marginalisation of girls; potential root causes of, nature of and scale of marginalisation; and the initial level of learning abilities of pupils. The baseline will occur in September and October 2013.

A. Evaluation approach

The baseline will include both quantitative and qualitative data. The quantitative baseline data collection will be run at the community level (randomly selected households in the catchment area of schools) and at the school level (randomly selected girls in grades 3-6) in a sample of randomly assigned control and intervention communities. Each of these surveys will capture populations with different levels of exposure to VAS-Y Fille.

Baseline quantitative data collection will gather information related to:

- 1) Household and student characteristics (gender, age, education status/level, and household composition),
- 2) Education system data for girls (school enrolment, grade completion, education access, historical records on school attendance, retention and completion),
- 3) Baseline project logframe indicators (verifying project assumptions related to community needs and the barriers to education for girls),
- 4) The level and nature of hypothesized risk and protective factors for marginalised girls, and
- 5) Reading and math abilities for in-school girls (3rd-6th grade) and out-of-school girls (age 6-18 who have been to at least 1 year of school) prior to the intervention.

B. Data collection strategy

Quantitative data will be gathered through the use of a household survey aimed at caregivers and out-of-school girls, a school-based survey for girls enrolled in school, and secondary data from school administrative records. The qualitative data will be collected through group or individual interviews at the individual, household, school, or community levels.

✓ Quantitative data collection

Table 2. Description of Household and School Surveys

	Household Survey (HH)	School-Survey
When	September - October 2013 (concurrently with school survey)	September - October 2013 (concurrently with HH survey)
Sample Size (for more details, see section 2E)	approximately 1440 households across 86 intervention and non-intervention communities	86 schools in intervention and non-intervention communities (40 girls per school from grades 3-6)
Sampling Strategy & Eligibility Criteria	Random selection; HH must be in catchment area of school sampled for school survey.	Random, stratified selection of 40 girls from grades 3-6 per school. Girl may or may not directly benefit from an intervention in Year 1.
Data sources	caregiver of child per HH or Head of household, out of school girl if applicable	Girl students, school director, administrative school data

Household (HH) survey: The table above describes the timing, sample size, sampling strategy and eligibility criteria, and data sources for the HH survey. The household survey questionnaire has been developed using the template shared by the Evaluation Manager to gather data related to

household characteristics, level and nature of hypothesized risk and protective factors for marginalised girls, and baseline measurements of relevant logframe indicators such as parents' perception of girls' school environment. Additional information may be gathered to help the project identifying and track survey participants at midline and endline surveys. Out-of-school girls ages 6 to 15 identified during the household survey will be tested to measure their reading and math abilities using Early Grade Reading Assessments (EGRA) and Early Grade Math Assessments (EGMA) previously used in the DRC.¹

School-level survey: The table above describes the timing, sample size, sampling strategy and eligibility criteria, and data sources for the school-based survey. Student enrolment, attendance, completion, retention and dropout rates will be collected from school administrative records. Where reliable, verifiable administrative records exist, this data will be collected for the current school year and previous year. Also at the school level, a student survey will be administered to a randomly selected, representative sample of girls enrolled in grades 3 through 6 in intervention and non-intervention schools at the time of the baseline data collection. The sample will be approximately 3,440 (40x86) children (1720 girls in grade 6 with the opportunity to receive scholarships only or in grade 5 with the opportunity to receive scholarships only, tutoring only, or scholarships plus tutoring, and 1720 girls in grades 3 and 4 receiving tutoring only). The school-based survey will use the same EGRA and EGMA test used in the household survey to measure girls' abilities in reading and math prior to the intervention. A brief student questionnaire will also be administered to collect information on the demographic characteristics of girls and their families, and on the level and nature of marginalisation for girls in school.

VAS-Y Fille believes that selecting girls at the school level will provide the most reliable and cost-efficient opportunity to track cohorts from the school-based interventions across the different waves of data collection and to more accurately attribute project impact as a function of the level of exposure girls had to the school-based elements of the VAS-Y Fille project.

The sampling strategy proposed for the baseline is described below in Section 2E. In order to most accurately measure the impact of the project and to efficiently track a representative, stratified cohort of girls in intervention and non-intervention schools, the project will use the same evaluation strategy and data collection tools at baseline as in future waves of data collection. This strategy and these tools are described in more detail below.

✓ **Qualitative survey**

The baseline qualitative survey will collect data from a sample of stakeholders across 3 of the VAS-Y Fille provinces using semi-structured interviews. The qualitative study at baseline will aim to validate the assumptions laid out in the project proposal around marginalisation of girls, opportunities for education and the barriers to education. Over time, qualitative work will inform VAS-Y Fille's understanding about household decision-making on education and support the understanding and interpretation of quantitative survey data.

The qualitative survey will be administered to enough individuals to reach saturation (currently planned at n=162) with a sample of informants taken from the quantitative cohort previously identified. The interviews will take place shortly after completing the quantitative survey in the community.

C. Data collection timing and field staff

Given delays in contracting and in coming to agreement on the M&E Framework, to run a baseline 3 months after signing of the contract would indicate a June 2013 data collection. However in the

¹EGRA and EGMA test instructions will be translated into major local languages per province (Kikongo, Swahili, Tshiluba, Lingala) in order to make sure that all children understand the instructions of each subtest. The content of the subtests and the responses of the subtests will only be in French as this is the language of instruction in the DRC beginning in Grade 3. There are numerous local languages in DRC, and it will not be possible to translate instructions into all existing local languages due to time and capacity available.

DRC, June is committed to final exams and we would not be allowed to enter schools to collect student and system data, and schools are closed from July through August.

Baseline data collection will be carried out by enumerators who will be deployed after mastering the data collection tools and the survey strategy. Enumerator training will last approximately 10 days, in order to provide theoretical and practical instruction for the household survey, school-based surveys (including EGRA/EGMA), and sampling strategies. The training of the enumerators will take place in September 2013, immediately before launching data collection at the end of the month. In the DRC school enrolment is a progressive process throughout the month of September. Data collection will start at the end of September to assure that the evaluation can capture a representative cohort of students.

To ensure the success of the operation and the relevance of the results, enumerators will be deployed in teams. Each team will include 1 supervisor for approximately 5 enumerators; the supervisor provides direct, daily supervision as well as coaching and mentoring for enumerators. This supervisor is the first line of quality control and data validation. VAS-Y Fille monitoring and evaluation (M&E) staff will carry out daily supervision visits to the data collection team during data collection in order to guarantee adherence to protocols for sampling and questionnaire administration (for more information about quality checks refer to Evaluation Section).

VAS-Y Fille programmatic activities are focused primarily in and around the school environment, thus the majority of activities will have little to no delay due to the late baseline data collection. However VAS-Y Fille recognizes the mass communication back-to-school campaign will not be feasible for the launch of the 2013-2014 school year in order to assure that treatment communities will not have had any exposure to a VAS-Y Fille intervention prior to the baseline. This will be compensated with other media campaigns throughout the year and strong focus on on-time enrollment in subsequent years. All changes due to delays in the baseline data collection have been included in the updated work plan submitted on April 26, 2013, to the Fund Manager.

2. Evaluation Plan

A. Key evaluation questions

The project evaluation will, at a high level, test the theory of change assertion that increased financial capacity of parents, sufficient quality and quantity instruction in school, community involvement in education and the provision of alternative learning programs as provided by VAS-Y Fille will lead to increased numbers of marginalised girls staying in formal primary schools and demonstrating improved learning outcomes. From this theory of change, several key evaluation questions have been identified to evaluate the overall impact of the VAS-Y Fille and the extent to which various project components are effective.

*Impact:*²

- 1) What is the impact of the VAS Y Fille package of support (scholarships, EA\$E groups, teacher training, tutoring, community reading activities, parent participation and ALPs) on enrolment, learning, attendance and retention of girls?
- 2) What effect did VAS Y Fille have on community attitudes and behaviours towards girls' education?

*Effectiveness:*³

² It is important to note again here that not all of the children and households sampled for the impact evaluation will have had equal exposure to all parts of the VAS-Y Fille intervention portfolio. Due to budget constraints, the impact evaluation is able to test whether exposure to VAS-Y Fille resulted in improvements in learning, attendance, retention for girls, when exposure is defined as exposure to at least one component of the VAS-Y Fille portfolio.

³ There may not be adequate power to detect statistically significant changes smaller than 0.20 standard deviations.

- 3) Which components of VAS-Y Fille appeared to impact learning the most? Which components of VAS-Y Fille appeared to impact attendance and retention the most?
- 4) Which components of VAS-Y Fille appeared to impact learning the least? Which components of VAS-Y Fille appears to impact attendance and retention the least?

*Efficiency:*⁴

- 4) What is the cost-effectiveness of VAS-Y Fille?
- 5) What is the most cost-effective combination of VAS-Y Fille components?

The evaluation strategy in the following section is designed to answer these questions and address all issues and topics to better understand the impact, effectiveness and efficiency of VAS Y Fille.

B. Logframe Indicators

VAS-Y Fille aims to measure the achievement of project outcomes and outputs through the following indicators.

Outcome: Marginalized girls complete a full cycle of education and demonstrate improved learning outcomes

- Number of marginalised girls who have stayed in school through the life cycle of the project (Retention)
- Number of marginalised girls supported by GEC with improved learning outcomes (Learning)
- Additional funds secured during the life of the project alongside DFID GEC funds to support the marginalised girls
- Project has established mechanisms to enable marginalised girls to complete a full cycle of education

Output 1: Increase parental financial capacity to support girls' to succeed in primary education

- Percent of girls receiving scholarships who are regularly attending school
- Percent of parents participating in EAS\$ groups with increased financial assets (to be measured through EAS\$ specific monitoring forms)
- Average percent increase in spending by EAS\$ participants on education-related expenses for girls (to be measured through EAS\$ specific monitoring forms to capture global spending on education)

Output 2: Increase quality and quantity of reading and math instruction

- Percent of teachers applying improved teaching practices in the classroom
- Average number of additional instructional hours per child enrolled in reading and math tutoring

Number of school community members participating in literacy boost activities (disaggregated by sex and age group)

Output 3: Increased community involvement ensures girls' access to quality education in a safe environment

- Percent of community members involved in awareness raising activities (disaggregated by sex and age group)
- Percent of community members who report their comprehension on the importance of girls education has improved
- Percent of gender-enhanced SIPs completed by COPAs to create safe learning environments
- Percent of girls and parents who are report the school environment as being more girl-friendly⁵

⁴ The ability to measure cost-effectiveness is linked to the ability to detect statistically significant change.

⁵ "Girl friendly" will be defined as the following: the The distance a girl takes to get to school is less than a 20 minutes away (C58), The journey to school is "easy for girls (C60), Classrooms are satisfactory (C61), Toilets are satisfactory (C62), Textbooks are available (C63), Teaching is satisfactory (C64), Teachers are regularly present at school (C67), The language of instruction is one that the girls' can speak and understand (C68), There is a non-violent school environment (C69, C70, C71), Girls are not afraid of going to school (C72), Boys help girls at the school (C73), in addition to elements from the girl questionnaire.

Output 4: Increased civil society engagement in providing learning opportunities for out of school girls to catch up and complete primary

- Number of students enrolled in accelerated learning program (disaggregated by sex)
- Number of ALP students who remain in the ALP program during the project cycle

C. Evaluation approach

In order to answer the project evaluation questions laid out in section 2.A, **the VAS-Y Fille project evaluation approach will focus on accurately and reliably measuring changes in the key project outcome indicators of retention and learning attributable to the project using a randomized evaluation design.** As a second priority, the VAS-Y Fille evaluation will accurately and reliably measure the incremental, additional effects that individual components of the project have on the key project outcomes if retention and learning as compared to a base package of support. Table 3 below describes the different components and base package of support that will be evaluated using a randomized evaluation design.

Table 3. VAS-Y Fille Randomized Evaluation Cohorts

	Cohort A	Cohort B	Cohort C	Cohort D
Survey	Household	Student	Student	Student
Grade level or age at baseline	Out-of-school girls 6-15 years of age	Girls in grade 5 and 6	Girls in grades 3 and 4	Girls in new ALP centres
Potential Treatment exposure at baseline ⁶	Community educational outreach activities	Scholarships, tutoring, both scholarships and tutoring, or blanket interventions	Tutoring, or blanket interventions	Accelerated learning programme
Measured at	Baseline, Midline, Endline	Baseline, Midline, Endline (original 5 th graders only)	Baseline, Midline, Endline	Baseline, Midline, Endline

For Cohorts A-C, we will measure the project impact by calculating the difference in differences between the treatment and control groups. The project will track almost all survey participants who were randomly-selected at baseline longitudinally across the midline and endline survey. However within Cohort B, it is expected that less than half of the cohort may complete primary school after midline and thus will not be tracked at endline. Thus the sample at endline will be less than the sample size at baseline and endline For each evaluation wave, the data collection strategy and evaluation methodology will remain the same in order to keep consistency in our analysis.

The evaluation strategy will also measure certain expected outputs in the intervention group. This will be verified through tracking the project output indicators using the monitoring system as described in Section 3. However, for output indicators focusing on changes in attitudes and

⁶ For simplicity, in Cohorts B-E, this table uses the term "blanket interventions" to refer to the community and school-based activities like awareness raising campaigns, literacy boost, school improvements plans, that do not target specific students

behaviours, data will be collected through the project evaluation household survey. See Table 4 for more details.

Data collection strategy

At midline and endline, the VAS-Y Fille evaluation will collect data from baseline survey participants using the same household and school-based data collection tools used at baseline. Table 4 below details the indicator data that will be collected through the evaluation data collection tools. Analysis of this data will be used to demonstrate that the program as contributed to the programme outcome of 1 million marginalised girls across 22 countries able to complete a full cycle of education and demonstrate learning

Table 4. Outcome indicator data collection strategy

Outcome indicators	Calculation	Sources of information	Data collection	Expected Change/impact
Student enrolment	Total number of students enrolled in a school disaggregated by grade and sex.	For the school-based sample: School records on enrolment, which identify girls by name and class For the HH sample: self-report by head of household on enrolment of all children in HH (boys and girls)	Project enumerators will collect administrative data on school enrolment from school directors annually at the beginning of the school year. Data will be reported for the current school year. Where available at baseline data will be collected for the previous year.	Increased enrolment for girls. Improved gender parity.
Primary school completion	Total number of students successfully completing or graduating from the final grade of primary school in a year, disaggregated by sex.	Certification and pass exam records.	Project enumerators will collect administrative data on the previous school year's completion from school directors annually at the beginning of the year.	Triangulation for self-reported data. Comparison with the control group to attribute the change to the program.
Retention⁷	Divide the total number of pupils belonging to a school-cohort who reached each successive grade of the specified level of education by the number of pupils in the school-cohort i.e. those originally	School records which identify each child by name and class	Project enumerators will collect data from school directors using a school administrative data collection tool at the beginning of the school year. The retention rate will be calculated on the basis of the reconstructed cohort method, which uses data on enrolment and	Triangulation from interviews from a cohort of students in the student survey reporting current grade.

⁷ Retention indicator definition will use the GEC Logframe guidance and apply the definition of survival rate by grade.

	enrolled in the first grade of primary education, and multiply the result by 100. All children in grade one will be new arrivals. Data disaggregated by sex.		repeaters for two consecutive years.	
Drop-out	The number of pupils who fail to complete a given level of schooling, disaggregated by grade and sex. For a ratio, this number is over the number of children enrolled in the same grade at the beginning of the school year.	School records which identify each child by name and class	Project enumerators will collect data from school directors using a school administrative data collection tool at the beginning of the school year and report the previous school year's drop-out. Data will be disaggregated by grade and sex.	Triangulation from interviews from a cohort of students in the student survey who are no longer enrolled in that school.
School attendance	Average number of school days attended by students as a function of the total number of possible days the school was open.	School records which identify each child by name and class	Using school administrative records which identify each child by name and class field officers will collect attendance data on the cohort of girls randomly-selected for the evaluation.	Triangulation using self-reporting from interviews with parents and a cohort of girls in the school-based survey
Learning outcomes	Mean score on each subtest of EGRA and EGMA, disaggregated by sex	EGRA and EGMA	Project enumerators will administer the EGRA and EGMA to out-of-school girls during the household survey and to in-school girls during the school-based survey	In order to measure the impact of the project in intervention schools the difference in mean scores between baseline and endline will be less the difference found in control group.

Cohort tracking and identification

In alignment with the GEC strategy, VAS-Y Fille will track a randomly-selected, stratified cohort of marginalised girls in intervention and non-intervention communities across each wave of data

collection – baseline, midline and endline. Cohort tracking will enable the project to attribute variation in project outcomes to different levels of exposure to the project. Two types of cohorts will be tracked: households and girls enrolled in primary schools.

1. Households

A representative sample of households from intervention and non-intervention communities will be tracked across all waves of data collection. Approximately 1440 households will be randomly selected in 86 intervention and non-intervention communities in the catchment area of a primary school eligible for VAS-Y Fille. Currently, we plan to use available data to select a random, representative evaluation sample. Through longitudinal tracking of a household cohort, the project will be able to track changes in household characteristics, risk and protection factors for girls, educational trajectories for girls and the reading and math abilities of out-of-school girls in intervention and non-intervention communities. Through comparison with the non-intervention cohort, the project will be able to attribute changes in intervention communities to the project. From this cohort a sub-cohort of households will be selected for participation in the qualitative survey. The selection strategy for the qualitative sample is not yet determined.

2. Girls enrolled in primary schools

A representative, random sample of girls enrolled in intervention and non-intervention schools will be selected at baseline of the project and tracked across all waves of quantitative data collection while they are in primary school and in a grade targeted for specific interventions (total n=3440 girls). Girls will be randomly selected using school registers. Through longitudinal tracking of the cohort of girls enrolled in primary schools, the project will be able to capture over time changes in outcome indicators listed in Table 4, and attribute changes in intervention communities to the project.

In order to attribute the varying degrees of impact from the project to different components of VAS-Y Fille, sub-cohorts will be identified at midline and tracked according to the different type of treatment they have received, as listed in Table 3 on Beneficiary Groups. This sub-cohort tracking will provide essential information about exposure to different treatments and the effectiveness and efficiency of VAS-Y Fille implementation at grade level. Sub-cohort groups will be representative of each associated grade to ensure that the overall assessment of VAS-Y Fille impact is precise, but will not be comparable between grades.

For 6th grade girls' in the cohort B, they will be tracked through midline and completion of primary school. We expect only a small share of this subgroup will be retained through endline due to repetition.

3. Girls enrolled in ALP

The final cohort to be tracked by the project will be a cohort of girls enrolled in ALP classes in intervention communities. Similar to the cohort of girls enrolled in primary schools, a random cohort of 390 girls will be selected from the list of girls enrolled in new ALP classes at the time of the baseline survey. Longitudinal tracking of this cohort of girls across all waves of data collection will enable the project to evaluate the impact on ALP on the outcome indicators listed in Table 3 in comparison to the cohort of out-of-school girls identified in the household cohort. Girls from ALP will be measured pre/post using EGRA/EGMA. In non-intervention communities the EGRA/EGMA test will be administered at home (e.g. for out-of-school girls in control group), but in intervention communities the EGRA/EGMA will be administered in ALP class.

Counterfactual

Based on the groups of cohorts presented in Table 3, VAS-Y Fille will be able to construct the strongest counterfactual for each element of the project evaluation and to demonstrate additionality for learning and retention specifically. School-based and household surveys will collect data linked to other non-PBR indicators.

Table 5. VAS-Y Fille Sample and Counterfactual Groups⁸

Cohorts	Sample	Counterfactual	Sample	Counterfactual
	At Baseline and Midline		At Endline	
Cohort A (in community) Primary-school age out-of-school children (age 6 to 15) in a community with VAS-Y Fille⁹	720HH in 43 intervention communities	720 HH in 43 control communities	720HH in 43 intervention communities	720 HH in 43 control communities
Cohort B (in school) Girls in grade 5 and 6	43 intervention schools; 860 girls in grades 5 or 6	43 control schools; 860 girls in grades 5 or 6	43 intervention schools; < 860 girls in grade 6 and grade 5 repeaters	43 control schools; < 860 girls in grade 6 and grade 5 repeaters
Cohort C (in school) Girls in grades 3&4	43 intervention schools; 860 girls in grades 3&4	43 control schools; 860 girls in grades 3&4	43 intervention schools; 860 girls in grades 4&5 and grade 3 repeaters	43 control schools; 860 girls in grades 4&5 and grade 3 repeaters
Cohort D (in ALP) Girls enrolled in new ALPs and from a community with educational outreach activities	390 girls enrolled in ALP	Out-of-school girls in non- intervention communities	390 girls enrolled in ALP	Out-of-school girls in non- intervention communities

Constructing targets for performance-based payment

According to the guidance on how to construct targets for learning outcomes, GEC projects are meant to use baseline data from students two grade levels ahead. This means the VAS-Y Fille project would ideally construct performance-based repayment targets against learning outcomes in the following ways:

	At midline, target to be constructed from data	At endline, target to be constructed from data
Grade 3 girls	Grade 4 girls baseline data	Grade 5 girls baseline data
Grade 4 girls	Grade 5 girls baseline data	Grade 6 girls baseline data

⁸ For more details on the sample size and power calculations, please see section 2E. These figures are only tentative.

⁹ VAS-Y Fille expects less than half of HH interviewed will have primary school age girls who are out of school

Grade 5 girls	Grade 6 girls baseline data	Secondary school level 1 girls baseline data
Grade 6 girls	Secondary school level 1 girls baseline data	Secondary school level 2 girls baseline data
ALP girls	Grade 1 girls baseline data	Grade 1 girls baseline data

However, due to the way that the Vas-y Fille evaluation and program are structured and DRC-specific factors, the VAS-Y Fille project will construct targets for learning outcomes according to the table below. Three notable differences include:

- Targets for ALP girls, which will be constructed using baseline data from Grade 3 girls rather than Grade 1 girls. ALPs will test learning in French and French-language instruction does not begin until Grade 3 in the DRC, so Grade 1 girls data would not be comparable to ALP outcome data.
- Grade levels beyond Grade 6 are secondary school level grades in the DRC, which are not part of the VAS-Y Fille project. We will work with the evaluation fund manager and the external evaluator to develop an approach to constructing appropriate targets at midline for Grade 6 girls and at endline for girls in Grades 5 and 6.
- In the school evaluation cohorts collapse Grade 3 and 4 girls (Cohort 1) and Grade 5 and Grade 6 girls (Cohort 2), meaning that the VAS-Y Fille evaluation may not have an adequate sample of grade 4, grade 5 or grade 6 girls in order to construct targets. This could mean for example that Grade 3 girls at midline are assessed against targets constructed from Cohort 1 and at endline are assessed against Cohort 2.

		At midline, target to be constructed from data	At endline, target to be constructed from data
Cohort 1	Grade 3 girls	Grade 4 girls baseline data (or Cohort 1)	Grade 5 girls baseline data (or Cohort 2)
	Grade 4 girls	Grade 5 girls baseline data (or Cohort 2)	Grade 6 girls baseline data (or Cohort 2)
Cohort 2	Grade 5 girls	Grade 6 girls baseline data (or Cohort 2)	Grade 6 th Midline data
	Grade 6 girls	Grade 6 girls baseline data (or Cohort 2)	N/A
	ALP girls	Grade 3 girls baseline data (Cohort 1)	Grade 4 girls baseline data (Cohort 1)

D. Research methodology

In order to answer to the evaluation questions laid out in section 2.A, VAS-Y Fille will use a **randomized control trial (RCT) methodology** for cohorts A through C. School clusters¹⁰ will be the unit of randomization. VAS-Y Fille will select a universe of schools eligible to participate in VAS-Y Fille according to specific selection criteria (see draft of selection criteria in Annex 1) that is approximately double the size of the targeted number of schools (n=737). The schools will be grouped into school clusters (~200 school clusters). The project will then randomly select a stratified sample of ~100 school clusters to participate in VAS-Y Fille to create the intervention group, leaving the remainder of schools as non-intervention. From this universe of ~200 school clusters, 43 school clusters from the intervention communities and 43 school clusters from control communities will be randomly selected for the evaluation sample (86 clusters total). As VAS-Y Fille will not be able to serve control groups, the randomization of schools to VAS-Y Fille will not be done publicly but instead by a computer program.

These methodologies have been selected in order to most accurately measure the impact of VAS-Y Fille on each cohort and sub-cohort of beneficiaries in intervention communities and schools. The research tools to be used will provide sufficiently detailed data to capture the myriad of intended and unintended impacts that VAS-Y Fille will have on individuals, schools and the household/community environment. The most rigorous research methods will be applied to ensure that samples are representative and that results can be generalised to this larger group of the VAS-Y Fille schools and beneficiaries. Sub-cohort research will help the project to better understand the effectiveness of each component of the program and to confirm trends observed through monitoring data.

Data collection tools and strategy

✓ Quantitative data

Household survey: A household survey will be administered to the same sample at baseline, midline, and endline in both intervention and control communities.

The midline survey will collect data on:

- Changes in household characteristics
- Changes in protection and risk factors for marginalised girls, including initial changes in parental attitudes
- Exposure to project activities after 1 year of implementation
- Intermediate outcomes (enrolment, attendance, changes in attitudes/behaviours, etc.)
- Emergent changes in learning outcomes for out-of-school children

The endline survey will focus on:

- Endline household characteristics
- Endline protection and risk factors for marginalised girls, including initial changes in parental attitudes
- Exposure to project activities after 2 years of implementation
- Project outcomes
- Learning outcomes for out-of-school children

The following data collection tools will be used to collect household quantitative data:

1. Household Questionnaire – The household questionnaire will be adapted from the questionnaire template provided by the Evaluation Manager. Adaptation will include translation of template questions into French and local languages, adding or removing questions in order to assure that the questionnaire is appropriate for the Congolese context and reflects the VAS-Y Fille theory of change. The questionnaire will include an expanded household composition and demographics module to make it possible to capture perceptions

¹⁰ A school clusters is a group of 2 to 6 schools in geographic proximity to one another. It is at this level that certain activities are carried out, such as teacher and parent committee training.

of the risk factors dealing with household wealth and assets, history of education in the family and social-emotional factors. Household survey will include specific modules for caregivers of children and in- and out-of-school girls.

2. Modified EGRA – A modified version of the Early Grade Reading Assessment developed by RTI, adapted in DRC and used previously by the IRC and CRS, will be used to assess French reading¹¹ outcomes for out-of-school children identified through the household survey. The modified EGRA will include the following subtasks: letter identification, non-word identification and oral reading fluency and comprehension, and listening comprehension. During the final development of EGRA tools (prior to printing and enumerator training), sub-test instructions will be translated into the relevant national languages (Kikongo, Lingala, Tshiluba, and Swahili) in order to avoid bias from children not understanding instructions.¹²
3. Modified EGMA – A modified version of the Early Grade Math Assessment developed by RTI, adapted in DRC and used by IRC, will be used to assess math outcomes for out-of-school children identified through the household survey. The modified EGMA will include the following sub-tasks: number identification, quantity discrimination, missing number identification and addition/subtraction. During the final development of EGRA tools (prior to printing and enumerator training), sub-test instructions will be translated into the relevant national languages (Lingala, Tshiluba, and Swahili) in order to avoid bias from children not understanding instructions.

School-based survey: The school-based survey will be administered in the same schools identified at baseline and the same cohort of girls enrolled in school. These cohorts will be tracked at midline and endline in both groups intervention and non-intervention schools.

The school-based midline survey will collect data on:

- Intermediate school-level outcome indicators (enrolment, attendance, drop-out, retention, and completion, etc.) for girls and boys
- Changes in demographic characteristics of cohorts
- Changes in protection and risk factors for marginalised girls
- Exposure to project activities after 1 year of implementation
- Emergent changes in learning outcomes for in-school girls and boys

The endline survey will focus on:

- School-level outcome indicators (enrolment, attendance, drop-out, retention, and completion, etc.) for girls and boys
- Endline demographic characteristics of cohorts
- Endline protection and risk factors for marginalised girls, including initial changes in parental attitudes
- Exposure to project activities after 2 years of implementation
- Learning outcomes for in-school girls and boys

The following data collection tools will be used to collect school-based quantitative data:

1. School Administrative Data Tool – VAS-Y Fille will work with its independent evaluator to develop a simplified tool to collect secondary school administrative data on all outcome indicators listed in Table 3, with the exception of learning outcomes, which are collected at the individual level.
2. Student Questionnaire – A brief student questionnaire will collect demographic data, protection and risk factors for marginalised girls and key questions to test exposure to project activities.
3. Modified EGRA – The same EGRA described above in the household survey will be used at in the school.

¹¹In the DRC, French is the language of instruction starting in grade 3. As such VAS-Y Fille has chosen to administer EGRA tools in French to fit with current DRC Ministry of Education policy. This also underpins the project's rationale for not conducting reading or math ability tests in French to lower grades.

¹²Please see footnote 1. Subtest content will not be translated and responses will only be accepted in French.

4. Modified EGMA – The same EGMA described in the household survey will be used at in the school.

The monitoring strategy will complement school-level data collected through the evaluation and is described in further detail below. The purpose of the evaluation strategy is to show how these monitored outputs effectively impact level of learning and impact on girls' retention and enrolment.

✓ **Qualitative data**

The qualitative surveys at midline and endline will be administered, as much as possible, with the same households as those interviewed at the baseline. This will enable the project to investigate how responses to the baseline questions have changed and ask questions about families' and girls' experiences with VAS-Y Fille!

The qualitative survey will help the project better understand:

- the relationship between girls' marginalisation and outcomes expected;
- if the project reached the expected outputs;
- how the project affected household attitudes and behaviour; and
- to verify causality in the project's theory of change.

All finalized data collection tools will be shared with the Fund Manager and Evaluation Manager after approval of the M&E Framework and prior to use.

a) Approach

The research team will be independent from the VAS-Y Fille project staff,¹³ and as much as possible, conduct interviews without the presence of project staff. However, project staff and/or implementing partners will be present in meetings with stakeholders, communities and beneficiaries to provide introductions. Also, in view of the volatile security situation, project staff will accompany the researchers during the fieldwork. The following additional principles will be applied during the fieldwork process:

1. Multiple stakeholder perspectives will be triangulated for as many as possible of the research questions;
2. Efforts will be made to include caregivers' and children's voices, using child-sensitive approaches to interviewing children following UNICEF's principles for ethical reporting on children.¹⁴
3. Gender and cultural sensitivity will be integrated in the data collection approach. Flexibility with regards to time will be shown, as several factors may affect scheduling (including the isolation of communities and difficult access).
4. In general, consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the interview schedule, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments to be made for the different actors involved and activities conducted and the progress of implementation in each locality.

b) Team

¹³ The research teams will be hired through VAS-Y Fille! but managed and directed by the external evaluation partner.

¹⁴ See: http://www.unicef.org/media/media_tools_guidelines.html

The data collection team will be fluent in relevant local languages and French. Each member of the team will conduct research in one specific location. He or she will be accompanied by one member of the project staff who will make introductions and facilitate the process. This person is not directly involved in the data collection process.

c) Data Collection Methodology

1. Question Matrix

Before beginning fieldwork, the data collection team will create a question matrix, which outlines the source of data from where they plan to collect information for each research question. This will help them make decisions as to how they will allocate time in the field. It will also help them to ensure that they are exploring all possible avenues for data triangulation and to clearly note where the findings are coming from. The question matrix will be completed over the summer of 2013, before the baseline data collection. Proxies to measure behavioural change at the household, school, and individual level will be developed over the summer.

2. Sample

The qualitative sample will be derived from the achieved sample of household survey participants across three of the five provinces (one per implementing partner), so as to ensure that the starting point of the sampling process is a large and representative sample of the total target population, and that the qualitative research fulfils its role of interrogating quantitative survey data to further investigate the behavioural mechanisms behind the trends observed.

At each sampling point, a mixture of households (with children in and out of school), teachers, school administrators or officials (including parent teacher associations, school management committees and local and district education or welfare officials), and community leaders (including community and religious leaders and committees, community based organisations) will be selected. The households will be selected first using information from quantitative sampling frames, then teachers and school administrators will be selected from the schools which children in the selected households attend, and community members from the community in which the households reside. Semi-structured individual interviews will be conducted with all respondent types. The qualitative research will re-visit the same households, teachers, school administrators and community members at mid and endline stages, to the extent possible, in order to create a longitudinal sample with clear comparability for evaluation purposes.

If the baseline study reveals groups of girls who are living with specific risk factors, such as disabilities or child-headed households, that VAS-Y Fille needs to learn more about in order to better serve them, then these groups will be involved in the qualitative sample.

3. Field Visits

Visits will be conducted to a sample of project sites. For the baseline, 15 project sites (communities) will be randomly selected (5 in each of the implementation areas covered by IRC, SCF, and CRS), and the team will stay for two days in each site, conducting research at the community and school levels during the first day (interviewing community leaders, COPA (parent-teacher organizations), teachers, and school children). For the baseline study, beneficiary school children may not yet be designed, and the evaluation will select three female students at each intervention level, through random sampling. Some of these interviews, e.g., interviews of school children or the COPA, may be conducted in focus group settings. For the purpose of counting the number of interviews conducted, each focus group setting will be counted as "one" interview. Hence, during the first day, at least four interviews will be conducted (with community leader(s); teacher(s); COPA; and school

children¹⁵). The second day, individual households will be sampled through purposeful sampling, identifying two households likely to contain future beneficiary children *in school*, and two households with children *out of school*, who may be eligible for the ALP. In each household, an interview will be conducted with the head of the household or other available adult member of the household. For the households with children *out of school*, an additional interview will be conducted with a female child at the age of 10-14, who is unschooled or has dropped out of school (in case the household only has male children in this age group, the interview will be conducted with the male child – and this will be noted on the interview form). In all, at least six interviews will be conducted the second day in each community.

Sampling procedures:

15 project sites (communities) will be randomly selected (5 in each of the implementation areas covered by IRC, SCF, and CRS) --- among the communities that already are selected for quantitative surveys. Household and school children will be selected through purposeful sampling: In each community, the head teacher will help select two households with female children who are likely to *become* beneficiaries and two households *with children who are out-of-school (either unschooled or drop-outs)*. Further, the head teacher will help identify school children (girls) who are likely to become project beneficiaries. Thus the sampling of school children and households will only partly coincide with the quantitative sampling, since a different approach (purposeful sampling vs. random) is used.

4. Interviews with stakeholders

Open-ended and semi-structured interviews will be held with as many project stakeholders as possible, using a schedule adapted from the survey template provided by the Evaluation Manager. Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. It is anticipated that meetings will be held with:

- Project staff
- Local Government Officials
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area

The interviews will be based on unstructured and semi-structured questions, and conducted in an interactive, dialogical manner. The results of the findings from the field will be further probed and investigated with key informants, both related and unrelated to the project.

If the project reveals some marginalized groups which could be helpful to better understand how VAS-Y Fille! works we will consider including those specific groups in the qualitative work.

d) Analysis

¹⁵ Two children from each intervention level will be selected. The interview(s) may take place in two or more focus group settings (separating children at grade 3 and 4 from children at grade 5 and 6). For the midline and endline, since each level will have received different treatment, the children may be separated in focus groups according to level. At mid- and endline, these interviews will only contain beneficiary children.

Information related to the project will be coded in NVivo, a qualitative research software platform, and analyzed. NVivo is software that enables coding and analysis of unstructured information such as qualitative interviews. After coding, the analytical process will be based on comparison between the coded, smaller units of data to search for patterns and similarities.

Fieldwork verification and quality check during the quantitative surveys

All surveyors who will be responsible for collecting the data during the different survey wave will receive training and will be recruited on their ability to master data collection tools. They will be trained to assess data quality and double check their own work. Each team of surveyors will be supported by a supervisor whose mission is entirely dedicated to ensure quality and reliability of data collection. We will have one supervisor for 5 surveyors on the field. A supervisor's job description is to accompany one team during data collection, lead sampling procedures, provide enumerators with coaching based on errors found during daily quality checks, and guarantee and verify data quality and consistency.

Each questionnaire will be checked by the supervisor at the end of the day to confirm completeness, coherence and correctness. If a questionnaire does not satisfy the quality expected, the surveyor will be asked to go back to the respondent the day after to improve data quality and if necessary administer the questionnaire again. During the day supervisor may also carry out back checks on data collected the previous days if distance allows.¹⁶

M&E officers for each partner organization will also plan daily visits on the field during survey work to ensure data collected are sufficiently consistent, valid, accurate and reliable. M&E officers will directly report on their visit to the VAS-Y Fille Research, Monitoring & Evaluation Coordinator. Specific protocols and checklists that will be used to guide fieldwork verification at quality checks will be part of the data collection manual.

Spotcheck on attendance:

To check for the validity of data on attendance we plan to have unannounced spotchecks as a monitoring activity but in intervention and control groups. Both groups are included in order to avoid the risk of bias on beneficiaries' behaviour that could result in this monitoring activity. A sub-sample of schools in the evaluation will be spot checked by M&E Officers on an irregular basis.

Ethical protocols

The VAS-Y Fille project will receive ethical approval to conduct the project evaluation from the Ministry of Primary, Secondary and Vocational Education in the DRC (at national and provincial levels) as well as submit the study through the Institutional Review Board of the external evaluation partner (University of Massachusetts). VAS-Y Fille will follow all standard protocols related to human subjects research, including informed consent or assent, parental assent for children's participation, confidentiality, de-identifying all data, storing data in locked cabinets or in password protected files, and assuring referral mechanisms for any adverse events occurring during data collection with children. Many of these protocols will be adapted from current experiments that the IRC has ongoing with vulnerable populations in the DRC, primarily the randomized evaluation collecting data from primary school students and teachers in Katanga Province, North Kivu and South Kivu. Prior to baseline data collection, VAS-Y Fille plans to submit all necessary ethical applications and receive approval. In order to submit these applications, the research design and tools will need to be finalized in agreement with the Evaluation Manager and referral mechanisms will be put in place.

¹⁶ Back checks consist identifying some respondent and going back to them to ask some questions in order to confirm the interview did take place and answers are correctly reported in the questionnaires.

Informed consent will be gained from adults (age 18 or older) and assent from children (age 17 or younger). In the household survey or qualitative work, parental assent must be given for the child to participate. If a parent or guardian is not at home or the household has no adults, we will skip the household and will record the reason for the skip. In the school survey, parents or guardians will be informed and asked to deny consent rather than collecting consent from each individual parent or guardian. On the day of the survey at school, school directors will be asked to provide informed consent and children will be asked to provide assent.

For qualitative work in particular, the data collection mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff will accompany the researcher to make introductions whenever necessary, to facilitate the data collection process, and to make respondents feel comfortable.

E. Sampling framework

Proposed Method for Sample Size and Power Calculations

The preferred sample design is generally referred to as a three-stage stratified clustered sampling design. School clusters will be randomly selected at the first stage. The second-stage sampling units will be schools¹⁷ within the sampled school clusters. The third-stage sampling units will be students within the sampled schools. Generally, we anticipate that almost all students participating in an intervention arm in a sampled school will be selected for the intervention. Still, it is possible that we will sample a subgroup of students within one arm (e.g. if the arm has more students than needed for the sample).

Proposed Method: School-Based Interventions

For school-based interventions, random selection of participants (stratified random sample; stratification by province to insure representativeness from each province) will occur at the school cluster level. As such, analysis based on a three-level (school-cluster, schools/classrooms, & individuals) model is ideal whenever possible. When conducting multi-level analyses, the rule of thumb is the inclusion of at least thirty units at each level of the analysis (see Hox, 1998; Maas & Hox, 2002; Maas & Hox, 2004) per level for accurate measurement (i.e. unbiased variance estimates, more precise standard errors). Several researchers, however, have attempted to determine the extent to which one can violate this rule of thumb (and the measurement consequences thereof). Hox (1998) found, for a two-level model, that a minimum of 20 observations (level 1) for 50 groups (level 2) were required when examining interactions across levels. Clarke and Wheaton (2007) report that at least ten observations per group for at least 100 groups are necessary to ensure accurate estimates of the intercept variance. Moreover, the authors found that at least 20 observations per group for at least 200 groups are necessary to accurately estimate slope variance. In our case each school cluster includes at most three to five schools making the use of a three-level model possibly problematic with respect to accurate variance estimates. In this case although random assignment will occur at the school cluster level, we recommend the use of a two-level cluster model in which students are simply nested in classrooms/schools. In this description, we outline the primary analysis as it relates to the student and school-level interventions primarily. This model can be modified to include additional variables of concern for the project coordinators as the evaluation progresses.

Two-Level Cluster Model

This model is appropriate when the randomization occurs at the school cluster level with students nested within school clusters. When trying to determine the effect of the student-level interventions,

¹⁷ In our discussion of the sampling frame and method, we are assuming one grade-level classroom per school. Accordingly, random selection of a school is practically equivalent to random selection of a classroom; thus, there is no need for an additional level of analysis.

several analyses will be conducted alternating the outcome/ dependent variable Y_{ij} to represent both learning and retention outcomes. Learning outcomes include student performance on the following measures:

- The EGRA (letter sound identification fluency, non-word identification fluency, oral reading fluency & oral reading comprehension)
- The EGMA (number identification fluency, quantity discrimination, missing number identification, addition & subtraction fluency) Retention outcomes include measures of attendance.

The Level-1 or Student-Level Model is:

$$Y_{ij} = S_{0j} + e_{ij}$$

$v\{1,2,...,n\}$ students per school &

$j\{1,2,...,n\}$ schools,

where,

Y_{ij} is the outcome for student i in school j ;

S_{0j} is the mean for school j ;

e_{ij} is the error associated with each student; and

τ^2 is the within school variance

The Level-2 Model or School-Level Model is:

$$S_{0j} = X_{00} + X_{01}W_j + u_{0j}$$

where,

X_{00} is the grand mean

X_{01} is the mean difference between the treatment and control group, or the main effect of the treatment/intervention

W_j is the treatment contrast indicator, 1/2 for treatment/intervention & 1/2 for control

u_{0j} is the random effect associated with each school &

τ^2 is the variance between schools

Replacing (2) in (1) yields the mixed model:

$$Y_{ij} = X_{00} + X_{01}W_j + u_{0j} + e_{ij}$$

We would like to point out that the overall power of the study can be affected by the:

- 1) Main Effects of Treatment (these are overall differences between the experimental and control schools)
- 2) Treatment by School Variance (this accounts for any variability due to schools-only)
- 3) Moderating Effect of a School's Characteristics on Treatment Effect (this is the interaction between the school and treatment, as some kinds of schools may respond differently to the treatment than others)

Two issues exist: (1) the number of participants per site and (2) the number of sites. The primary concern/goal of the project is to determine the treatment effect as described below.

Main Effect of Treatment Model:

$$\hat{Y} = \bar{Y}_E - \bar{Y}_C$$

where,

\bar{Y}_E is the mean for the experimental/intervention school

\bar{Y}_C is the mean for the control schools

We believe that that project coordinators should expect to see an effect of 0.20. J represents the number of school clusters and we have provided power estimates for a range of schools (from 20-150). Assuming an effect size of .20 and that at least 20¹⁸ girls are available in each arm of the intervention, the inclusion of approximately 86 school clusters (86*20 students = 1720 students) should be adequate.

Table 5: Power Comparisons (No School-Level Covariates Considered)

J	.15	.20
70	.49	.73
80	.57	.81
90	.59	.83

Note. $\alpha = .05$; $n = 20$ students per school which represents the typical number of girls per grade-level; intracluster correlation/ $\rho = .05$; J = number of schools; .15, & .20 represent effect sizes

Note. The analysis outlined above will be conducted for each intervention arm separately. In short, data will be collected to measure the impact of the tutoring-only intervention arm from third and fourth grade students combined; to measure the impact of the scholarship-tutoring and scholarship-only intervention arm from fifth and sixth grade students (at baseline, following these students over time). In total, the sample size should be approximately 3440 girls/students (2 x 1720).

A Note About Intraclass Correlations

- ICC – measure of relatedness of clustered data (Greek rho: ρ)
- Compares the variance within clusters with the variance between clusters
- Mathematically, it is the between-cluster variability divided by the sum of the within-cluster and between-cluster variabilities:

$$\text{ICC or } \rho = \frac{s_b^2}{s_b^2 + s_w^2}, \text{ where}$$

s_b^2 = the variance between clusters; and

s_w^2 = the variance within clusters

A very small value of ρ implies that the within-cluster variance is much greater than the between-cluster variance, and a ρ of zero shows that there is no correlation of responses within a cluster. Usually values of ρ are between **0.01 and 0.02**¹⁹ in human studies. Note In the theoretical case

¹⁸ Very likely 20 girls will be available per grade

¹⁹ Due to the nature of this study (clusters are, in fact, classrooms/teachers, we assume a slightly larger level of intracluster correlations and chose a ρ of .05 for power calculations

where $\rho = 1$, all responses within a cluster are identical. In that case the effective sample size is reduced to the number of clusters.

Relationship to Sample Size

To get the appropriate effective sample size²⁰, the total sample size (the number of students per cluster times the number of clusters) is divided by a correction factor that includes ρ and the sample size per cluster (m). The correction factor is referred to as the design effect. The smaller the design effect, the larger the effective sample size (ESS). Generally speaking, a high k (number of clusters) and low m (number of elements/students within a cluster) provide the smallest design effect.

$$ESS = \frac{mk}{DE}$$

$DE = 1 + \rho(m - 1)$, where

m =number of students in a cluster

k =number of clusters

mk =total number of students in a clustered study

Note. When designing studies, increasing the number of clusters (k) will increase the study's power more than increasing the elements/students in the cluster (m).

Adding Covariates to the Model

From a power perspective, including a covariate can be extremely helpful because if the covariate is strongly correlated with the outcome, it can greatly increase the precision of the estimate and hence the power of the study. We encourage evaluators to include school-level covariates to increase the power. Examples of these covariates are (a) sex composition of the schools, (b) number of languages spoken in a community, (c) SES, (d) previous achievement results, or (e) whether or not the school is part of a multi-school training cluster. This last covariate refers to the level of achievement that students of a given school had obtained in the previous school year.

School-Level Covariates (Level 2)

$$S_{0j} = \alpha_{00} + \alpha_{01}W_j + \alpha_{02}X_j + u_{0j}$$

where,

α_{00} is the grand mean

α_{01} is the mean difference between the treatment and control group, or the main effect of the treatment/intervention

W_j is the treatment contrast indicator, 1/2 for treatment/intervention & 1/2 for control

α_{02} is the regression coefficient for the school - level covariate

X_{ij} is the school - level covariate, centered around its group mean

u_{0j} is the random effect associated with each school &

σ^2 is the variance between schools

²⁰ Term used to describe the sample size in clustered samples compared with the number of participants actually enrolled in the project/study. In effect, depending on the intracluster correlation coefficient and the design effect, however, one may effectively have fewer participants/students enrolled in the experimental treatment group from a statistical perspective.

Main Effect of Treatment Model with Covariates

$$\hat{\chi}_{01} = \bar{Y}_E - \bar{Y}_C - \hat{\chi}_{02}(\bar{X}_E - \bar{X}_C)$$

where,

\bar{Y}_E is the mean for the experimental/treatment group

\bar{Y}_C is the mean for the control group

\bar{X}_E is the covariate mean for the experimental/treatment group

\bar{X}_C is the covariate mean for the control group

Note. The estimated main effect of treatment looks like the estimated effect without the covariate except that here we are adjusting for treatment group differences in the covariate.

Proposed Method: Community-Level Analysis

In addition, we have included a discussion describing what we believe would be the most appropriate analysis with respect to community (or household)-level interventions. Because one of the primary goals of the household survey is to evaluate/monitor changes in behaviors and perceptions at the household level, a longitudinal model will be employed. Participants (households) will be randomly selected from intervention and non-intervention communities. To minimize confounding, we will only include households with girls that receive the same treatment (or alternatively we classify households as *treatment* households regardless of the number/kinds of treatments they receive as long as the household received at least one intervention). Several outcome variables will be evaluated such as *Literacy/Numeracy (for out of school girls only)* and *Perceptions of School Quality*.

With a single-level (individuals) repeated measures (baseline, midline, & endline) design, a two level hierarchical model (i.e. time is nested in individuals) is appropriate. The general level one model (time) for a polynomial change parameter of order p is:

$$Y_{mi} = \sum_{p=0}^{p-1} f_{pi} c_{pm} + e_{mi}, e_{mi} \sim N(0, \sigma^2)$$

For

i where $i=1, \dots, N$ persons

m where $m=1, \dots, M$ time points

where

p indicates the polynomial order of change (i.e. linear, quadratic, cubic)

c_{pm} is the orthogonal polynomial contrast coefficient

f_{pi} is the level one coefficient of polynomial order p

e_{mi} is the random error associated with the repeated measures

σ^2 is the level-1 variability, or measurement error

Note. The polynomial contrast coefficients are used to center the data, making interpretation easier.

The General Level 2 Model is:

$$f_{pi} = \mu_{p0} + \mu_{p1} X_i + u_{pi}, u_{pi} \sim N(0, \sigma_{fp}^2)$$

where,

μ_{p0} is the mean for the p^{th} order polynomial change parameter

μ_{p1} is the treatment effect for the p^{th} order polynomial change parameter

X_i is an indicator for the treatment or control group, 1/2 for treatment, 1/2 for control

u_{pi} is the random effect associated with each person

σ_{fp}^2 is the between-person variance for the p^{th} order polynomial change parameter

Table 3 provides some guidance with respect to sample sizes and power. We have included power values across two (small & moderate) effect sizes. *N* represents the number of girls and we have provided power estimates for a range of sample sizes (from 50-200). Assuming an effect size of .20 across three observations (baseline, midline, endline), the inclusion of approximately 1200 households should be adequate for data analysis. To account for attrition (approximately 20%) over the course of the project, we recommend increasing the baseline sample size to 1440 households.

Note. Although boys will not be randomly sampled for the household survey (unless the household does not have girls), the demographic information with respect to boys in the community (e.g. including the number of boys in the household, the number of boys attending school in the household) will be collected as used as covariates in the model/data analysis when appropriate.

Table 6
Power Comparisons

N	.15	.20
300	.19	.30
500	.28	.44
1000	.50	.75
1200	.57	.81

Note. $\alpha = .05$; assuming 3 data collection points; .15, & .25 represent effect sizes; variability of level-1 coefficient and residual is 1.0

Analyses with Survey Data: A Note on Sample Sizes

In order to complete statistical analyses with survey data, it is important to be confident that your sample is representative. In order to evaluate what sample size may be “large enough” for an individual study, one can define their maximum acceptable margin of error for the research. Given the population of schools receiving an intervention is 400. If we assume that there are three arms (tutoring at 3rd & 4th grade, combined scholarships+tutoring at 5th grade, & scholarships at 6th grade) of the intervention within each school with 18 students in each grade, we are given a total of 21,600 individuals. This number defines our total available population for the survey to be distributed. Using the formula

$$SS = \frac{z^2(p)(1-p)}{c^2}$$

Where

SS = sample size,

z = z-score for chosen confidence level,

p = percentage picking a choice, expressed as a decimal (0.5 used for sample size needed), and

c = confidence interval, expressed as a decimal (e.g., .04 = ± 4). Because we have a finite population as noted above, the following correction must be applied:

$$SS_{new} = \frac{SS}{1 + \frac{SS-1}{Pop.}}$$

Where *Pop.* = the population size.

The suggested sample sizes for school surveys and household surveys would fall below 5% margin of error. It is important to note that survey response rates can be extremely low (anywhere from 1-40%) and as such, it is prudent to over-sample in anticipation of this possibility.

F. Value for money assessment strategy

Value for money (VfM) metrics will be reported quarterly to capture the economy, efficiency and effectiveness of VAS-Y Fille in conformity with GEC requirement. These VfM metrics are tailored to reflect the context of VAS-Y Fille.

- *Economy* – the cost of the inputs
- *Efficiency* – the ratio of inputs to outputs
- *Effectiveness* – the relationship between inputs, outputs and outcomes

VfM purpose is to determine if Vas Y Fille is doing the right things, in the right ways, at the right price.

Economy – the cost of the Vas Y Fille inputs

While DRC's expansive territory with poor infrastructure makes reaching the poorest and hardest-to-reach girls challenging and expensive, VAS-Y Fille is committed to being economical by working in areas where partner's have existing education programmes, using existing program materials, and relying on robust supply chain management systems to balance cost and quality considerations. A lean but effective staffing structure will be ensured through rigorous recruitment and staff orientation, as well as by partnering with Ministry of Education (MEPSP) trainers, Inspectors, Head Teachers and local NGOs so as to not duplicate existing functions while supporting the quality of education being provided. Project teams will support existing schools and community-based structures (COPAs/COGEs) to implement community outreach activities, to monitor scholarship programs, and to implement SIPs. VAS-Y Fille will also make use of already tested and proven resources developed through previous projects and avoid costly investments in infrastructure in favour of less expensive and more sustainable soft improvements to the school environment that will be selected, managed and maintained by communities themselves. Innovative partnerships with the private sector, such as our partnership with Airtel and TMB, will also drive down costs and garner sustained local support for girls' education.

Vas Y Fille economy VfM metrics will focus on support cost for the project implementation. In this way, we will be able to report the total cost of support activity including staff costs, logistic as well as administrative costs and assets costs requirement for overall VAS-Y Fille project.

Efficiency – the ratio of inputs to Vas Y Fille outputs

VAS-Y Fille efficiency metrics will focus on the cost of each activities implemented during the project. In this way, we will be able to report the total cost of implementation per year for each activities, including all costs specific to each type of activities. In this way efficiency metrics will ensure that all VAS-Y Fille activities are implemented at the right cost.

For each activity the cost ratio will be calculated by dividing the cost of implementing the activity report to the number of beneficiaries for this specific activity. Depending on activities the denominator used for reporting will be at the individual level (scholarship), at the school level (teacher training) or at the community level (sensitization). VAS-Y Fille proposes the following efficiency metrics:

- Average GBP spent per scholarship delivered to a targeted girl;
- Average GBP spent per marginalised pupil provided with learning support (tutoring);
- Average GBP spent per marginalized pupils enrolled in ALP school;
- Average GBP spent to increase financial capacity of targeted girls' parents;
- Average GBP spent per school receiving teacher support; and
- Average GBP spent per village sensitized to the benefits of educating girls.

Effectiveness – the relationship between inputs, outputs and outcomes

The project's effectiveness is rooted in its capacity to generate expected outcomes with limited costs. Effectiveness metrics intend to calculate the ratio of costs a program incurs to progress it causes in specific outcomes. In cost effectiveness analysis, the appropriate methodology depends on the perspective of the users. From GEC prospective the objective is to increase retention and learning outcomes of girls in primary school. VAS-Y Fille effectiveness assessment should therefore focus on evaluating program costs to reach the results on learning, retention, completion, and attendance outcomes. VAS-Y Fille proposes the following effectiveness metrics:

- Average GBP spent per marginalised girl supported by VAS-Y Fille to complete a full cycle of education;
- Average GBP spent per marginalised girl supported by VAS-Y Fille demonstrating improved learning outcomes
- Average GBP spent per marginalised girl supported by VAS-Y Fille per additional year at school

G. Evaluation governance

An Evaluation Steering Group will be comprised of a core group of individuals, with particular staff from the VAS-Y Fille Consortium and external parties invited to participate as needed in regularly scheduled meetings. The external evaluation team (a team of 4-5 independent, academic evaluators from qualitative and quantitative backgrounds, with previous experience in different contexts in Africa as well as education programs), the VAS-Y Fille Research, Monitoring & Evaluation Coordinator, and one representative from the IRC's Research, Evaluation and Learning Technical Unit will form the core Evaluation Steering Group. The core group will meet monthly, and present each quarter to the VAS-Y Fille senior management and monitoring and evaluation teams (e.g. Project Director, Technical Advisors, and M&E Leads).

The role of the Evaluation Steering Group will be to:

- Discuss and inform decisions regarding the research methods of the evaluation;
- Come to consensus on ethical questions;
- Discuss the evolution of the partnership between VAS-Y Fille and the external evaluation team; and
- Identify strategic themes or learning from the evaluation or monitoring findings that can inform VAS-Y Fille practice.

Decisions regarding the design of the evaluation will be ultimately taken by the external evaluation team only in order to develop a robust, credible and impartial evaluation. While Vas-y Fille! will provide logistics, procurement, and human resources support during data collection, final tools, the final analysis plan, the analysis itself, and reporting of results will be completely undertaken by the external evaluation team.

H. Performance management framework

VAS-Y Fille's performance management framework is guided by IRC's project cycle management and geared towards a process of continuous learning and improvement to attain project outcomes and impact. The project cycle is a continual process throughout the life of the project and fed by monitoring & evaluation data. VAS-Y Fille will develop annual work plans at the national level, quarterly work plans at provincial level to orient implementation. Conversely, field teams will submit monthly reports that will include information on implementation process and difficulties to face on the field to draw conclusions on how to improve our current design to ensure project efficiency.

Information sharing will be an iterative process and dialogue between the field implementation teams and national technical advisors and managers. Documenting project implementation on a regular basis will ensure that learning is captured early in the project and transformed into improved

implementation strategies. Regular reporting will also ensure that project performance can be reported accurately and timely to the GEC Fund Manager and key stakeholders. Policy roundtable discussions organised by IRC and other MEPSP technical partners will provide forums to promote innovations, promising practices and policy recommendations for girls' education with MEPSP decision makers.

Financial monitoring and oversight are integral parts of the VAS-Y Fille Performance Management Framework in order to ensure value for money through efficient, economical and cost effective project spending. Project site managers will develop detailed and timely spending plans and activity budgets. These tools will enable the project to provide inputs that are of appropriate quality at a fair price. Accurate financial forecasting and regular planning will contribute to the efficient implementation of project activities, leading to more effective project outputs. Each month project managers will receive monthly expenditure reports that will be analysed to ensure that all VAS-Y Fille expenses are economical and attributable to the attainment of project outputs and outcomes.

Each VAS-Y Fille project site will hold monthly project coordination meetings to discuss progress, successes and challenges in technical and operational implementation. During these meetings monitoring data will be reviewed and analysed with the intent to ensure that the project is on track, to learn from the successes and challenges encountered and to redirect implementation priorities as needed. Project and operations managers along with senior management will also review the monthly expense reports to assess project value for money. At the national level, these meetings will be held on a quarterly basis with all consortium partners and will focus on key performance indicators, including indicators linked to the project's performance based financing structure.

To ensure that the project management cycle and continuous learning happens at all levels in the project, all staff will have SMART²¹ performance objectives that are linked to the VAS-Y Fille activity and output targets in the project logframe. Each staff member will receive a mid-term and annual performance evaluation that will provide constructive feedback and coaching on their performance, thus contributing to the ever improving attainment of project results.

²¹ SMART = Specific, Measurable, Attainable, Relevant and Time-bound

3. Monitoring Strategy

The VAS-Y Fille monitoring strategy builds off of partners' existing monitoring systems to track progress against project indicators as defined in the project logframe, to ensure quality delivery of project activities as well as value for money.

Additional lower-level process indicators not included in the project logframe have been defined to enable analysis of the quality and intensity of project implementation by project management. VAS-Y Fille will have a central monitoring database and standardised monitoring tools for all project partners.

VAS-Y Fille's Monitoring Strategy will be lead and coordinated by a national Research, Monitoring & Evaluation (R,M&E) Coordinator. Each project partner will have an M&E manager responsible for consolidating and verifying the project monitoring data in their respective geographic areas, and overseeing monitoring officers. Monitoring & Evaluation (M&E) officers will collect, input and clean project monitoring data from the educational province on a regular basis. M&E officers will also conduct random verification checks and data quality audits on project monitoring data collected and submitted by project staff and partners. These dedicated staff will be a key to VAS-Y Fille's independent data verification system as they will not have responsibilities related to project implementation.

Monitoring data will be used by project management teams to track progress towards project targets and against project work plans. Provincial and national managers and technical advisors will guide the revision process of implementation tools, guides and training modules in all aspects of the project based on analysis of process and quality indicators.

The RM&E Coordinator will also have the responsibility to communicate with and coordinate all research, monitoring and evaluation activities with the GEC's Evaluation Manager and with the external evaluator recruited for VAS-Y Fille.

A. Data collection strategy

Several indicators will be collected for monitoring purpose to demonstrate achievement of outputs as defined in the VAS-Y Fille logframe. Monitoring data will come from both project-specific data collection sources as well as administrative data sources. The full monitoring tools will be finalized within the first six months of the project.

For each monitoring indicator a specific protocol is defined to detail the person in charge of collecting, where and how data should be collected as well as the frequency of data collection and verification process. Annex 2 provides a comprehensive and clearly set out approach and framework for monitoring data collection strategy, the following paragraphs describe the main standard procedure used for data collection.

Data collector

For indicators related to community-based activities, COPAs and Community Volunteers will be the focal point for data collection. For activities related to tutoring and ALP, the person in charge of the activity is generally responsible to provide the data. Some data will be directly collected by the site officers when the activity is directly implemented with their full support.

Frequency and Sources

Data collection will occur on a monthly or quarterly basis depending on the indicator and frequency of the occurring activity. Monitoring data for project output and process indicators will come from existing school data and VAS-Y Fille project records. For example, existing school data provides information on girls' eligibility and attendance for scholarships recipients (source: class attendance registers and school declaration lists).

VAS-Y Fille project records will provide data on the delivery of project activities, progress against outputs, and progress towards targets thanks to specific tools developed for the monitoring purpose:

- EASE will be monitored using the VSLA Management Information System (MIS) Tool for three thematic areas: 1) Member attendance and satisfaction; 2) Financial performance; and 3) Group Process Efficiency. These data will permit VAS-Y Fille to measure parents' increased economic capacity to support girls' education and changes in their consumption spending. Participant of EASE groups will report on a quarterly basis on how much money they put towards supporting education.
- VAS-Y Fille staff alongside MEPSP inspectors will use a teacher observation tool to monitor how teachers apply new teaching practices towards improved quality of education delivered.
- Standard training participation sheet will also tracks participants and hours of training received.
- Community Volunteer tutors will monitor and report monthly to field officers on tutoring participation using attendance sheets and continuous assessment records. VAS-Y Fille staff will conduct regular monitoring and support follow-up visits to tutors.
- Literacy boost activities indicators will be measure through participation logs that are maintained by community participants.
- VAS-Y Fille monitoring tools will include COPA/COGE community outreach activity reports, SIP completion reports and training attendance sheets to capture indicators for community based activities.
- Local partners will monitor and report monthly to VAS-Y Fille on ALP indicators of access, attendance and completion. VAS-Y Fille staff will conduct regular monitoring and support follow-up visits for local partners.

B. Management information system

VAS-Y Fille monitoring data will be collected primarily through paper forms and specific documentation adapted to the field. Data will be transmitted by data collectors to site supervisors for reviewing before data entry in excel format in site offices. Excel will be used in order to simplify data entry for novice technology users and offer a convenient format to store data.

All project partners will keep hard documentation archived in site offices for audit purpose. The database will be centralized and collated at the provincial level by M&E officers and national level will receive data collated by partner organization and centralized by the RM&E Coordination.

A comprehensive protocol and database framework will be established conjointly by the M&E managers of each partner organization and transmitted to M&E officers on site to ensure consistency and standardized processes in data collation. A specific protocol for each type of data collected will specify clear procedure for entering, checking and report the data. All along the process, back-up will be done for soft data files to ensure sufficient panel of records and secure data.

Database files will be organized clearly for each type of monitoring activity and collated at the provincial level before being transmitted to the national coordination to compile the complete dataset.

Data will be encoded for each unit using specific identification code in order to ensure data protection/anonymity of respondent. Identification code database will be kept separately for confidentiality.

C. Data verification process

Fieldwork verification

All staff who will be responsible for collecting monitoring data will receive training on how to use all data collection tools and assess data quality. Field officers will only collect data that have adequate documentation (e.g. attendance data can only be taken from an official register, not student self-report). Field supervisors will be responsible to verify data quality and consistency before entering it in the database. As the data are aggregated and reviewed by field managers and M&E staff, completeness, coherence and correctness will be assessed through descriptive data analysis by province and project site.

The cycle follows the same pathway for each type of data collection:

- 1) The person in charge of monitoring data collection submits field data to the field officer (when data are not directly collected).
- 2) Field supervisors check for completeness and timeliness of monitoring data, enter the data into the database and submit complete data to the project M&E officers in charge of their respective geographic area.
- 3) M&E officers clean and analyze data for the education province in the VAS-Y Fille database and submit a report to the provincial coordinator/manager and the M&E manager for each partner organization.
- 4) The M&E manager for each partner organization aggregates datasets in the VAS-Y Fille database, checks for completeness, coherence, and correctness of all monitoring data across the partner provinces, and submits the provincial datasets to the VAS Y Fille RM&E Coordinator and field coordinators/managers.

Quality check

Data verification and quality checks are present at the original point of data collection and at all levels of aggregation to ensure data collected are sufficiently consistent, valid, accurate and reliable. For each type of monitoring data collected a systematic procedure of data quality check is design in order to ensure validity of data collected on the field. The person in charge of the data quality checks will be different from the data collector. Depending on the activity, data quality check consists of audits to compare data reported and hard documentation as well as conduct spot checks to ensure administrative data are valid, accurate and reliable. M&E staff will also perform audits on a random sample of project sites on a quarterly basis in order to compare monitoring data to data available on site. RM&E Coordinator will help M&E officers develop their audit plan and will provide a quarterly summary report to the national VAS-Y Fille Project Steering Committee, making relevant recommendations and highlighting project challenges.

The RM&E Coordinator will also develop protocols for data cleaning, data analysis, and data reporting for use by all project partners and M&E officer.

Finally, project evaluation findings and monitoring data will be compared against each other in order to inform evaluation analysis and recommendations to project stakeholders.

D. Stakeholder engagement and communication plan

VAS-Y Fille will ensure stakeholder engagement through the establishment of a Project Steering Committee. This steering committee will include key education officials from the national MEPSP and Ministry of Social Affairs (MINAS), key civil society representatives and a representative from the DFID country office. VAS-Y Fille will leverage its experience in project implementation sites to identify education, social affairs and civil society members with a strong reputation for support of girls' education and high potential for influencing the up-take and sustainability of project activities.

Two members of the VAS-Y Fille consortium are currently working on other applied research in the education sector in the DRC, frequently sharing measurement approaches, providing peer feedback

to each other, and reporting findings, lessons learned, and preliminary results from each of their respective evaluations to donors, MEPSP at national, provincial, and sub-provincial levels. VAS-Y Fille will leverage this existing expertise in order to time presentations from the Evaluation Steering Group to the political calendar of the MEPSP and MINAS to maximize the influence of information and evidence at a national level in the DRC. In addition, VAS-Y Fille is working with an external evaluation team that is bi-lingual, allowing for research findings or information to be presented in compelling ways by an impartial party.

E. Risk assessment of M&E

There are several risks to the proposed monitoring and evaluation strategies occurring at three levels: (1) inside the VAS-Y Fille project, (2) at the interface between VAS-Y Fille and the evaluation fund manager, and (3) external risks related to the context in DRC or the nature of experimental research. Please see Annex 3 for a detailed Risk Management Matrix. In almost all cases, VAS-Y Fille has proposed risk mitigation strategies that are founded on transparent and regular communication as well as rigorous program design. Nevertheless, there are some risks, such as changes in security in implementation provinces, that VAS-Y Fille cannot mitigate or prevent. In these cases, VAS-Y Fille has instead suggested ways that we can maintain flexibility in design and once the time period for design modifications has passed, how to maintain open dialogue in order to respond effectively to evaluation threats.

F. Budgetary considerations

This is the fourth draft of the M&E Framework. Given the reductions in sample sizes VAS-Y Fille believes the costs to carry out the monitoring and evaluation activities will be within the the original budget included in the VAS-Y Fille Accountable Grant Arrangement. Nevertheless the project will monitor M&E costs over the course of the project and keep the Fund Manager informed of any changes or need to revisit the M&E budget.

Annexes

Annex 1 – VAS-Y Fille Draft School Selection Criteria

Annex 2 – Monitoring Data Collection Strategy

Annex 3 – Risk Management Matrix

Annex 4- Teacher Instructional Practices and Processes System

Critères de sélection des écoles primaires cibles pour le projet VAS-Y Fille !

- 1) Sécurité : L'école est dans une zone sécurisée - pas de mouvement de groupes armés, les routes principales sont sécurisées, et la zone est approuvée par les responsables de sécurité
- 2) Présence des programmes complémentaires dans la communauté (de l'ONG même ou d'autres agences telle que les programmes de santé, les programmes de développement rurale, etc.)
- 3) Accessible: on peut arriver au réseau de proximité par véhicule ou moto
- 4) École agréée par le MEPSP avec un numéro d'agrément de l'école (Ecole publique, conventionnée ou non-conventionnées)
- 5) Ecole déjà appuyée par IRC, Save the Children, CRS ou ces partenaires de mise en œuvre avec des activités complémentaires à celles de VAS-Y Filles !
- 6) Ecole non appuyée par une autre agence pour les activités similaires à celles de VAS-Y Fille ! (privée, locale ou internationale)
- 7) Ecole avec un minimum de 4 classes, 4 enseignants et/ou 120 élèves
- 8) Formation des Réseaux de Proximité : Plus ou moins 5 écoles se trouvant dans une étroite proximité pour former un réseau de proximité (+/- 5 kilomètres OU 1 heures de marche à pieds à l'école centrale du réseau). Et prendre un réseau de proximité existant dans son intégralité (c'est-à-dire éviter de diviser ou d'exclure un/des école(s) d'un réseau de proximité existante).
- 9) Un nombre maximum de 50 enseignants par réseau de proximité
- 10) Collaboration : La bonne volonté de l'école et de la communauté à participer dans le projet VAS-Y Fille !.
- 11) Bonne Fonctionnement du COPA : La mise en œuvre réussi des plans d'amélioration de l'environnement scolaire.