# Project Evaluation Report

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| Evaluator: | Jigsaw Consult |
| GEC Project: | GEARR-ing Up for Success After School |
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| Report date: | March 2018 |

**Notes:**

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

# Girls' Education Challenge — UKaid from the British people

## GEC-T Baseline Report

## PEAS GEARRing Up for Success After School Project

March 2018

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Project: GEARRing Up for Success After School

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# Acronyms

| | |
|---|---|
| BoG | Board of Governors |
| CP | Child protection |
| CPD | Continuing professional development |
| DEO | District Education Officer |
| DiD | Difference in difference |
| DFID | UK Department for International Development |
| EE | External evaluator |
| EPRC | Economic Policy Research Centre |
| FGD | Focus group discussion |
| FAWE | Forum for African Women Educationalists |
| FM | Fund Manager |
| GBP | British pounds |
| GEARR | Girls' Enrolment, Attendance, Retention and Results |
| GEC | Girls' Education Challenge |
| GEC-T | Girls' Education Challenge-Transition |
| GEI | Gender Equity Index |
| GESI | Gender Equality and Social Inclusion |
| GoU | Government of Uganda |
| GRP | Gender responsive pedagogy |
| HH | Household |
| HoH | Head of household |
| HT | Head teacher |
| IO | Intermediate outcome |
| INSET | In-service training |
| IRR | Inter-rater reliability |
| LC | Learning cohort |
| MEL | Monitoring, evaluation and learning |
| MoES | Ministry of Education and Sports |
| OOS | Out of school |
| PEAS | Promoting Equality in African Schools |
| PLE | Primary leaving examinations |
| PPI | Progress out of Poverty Index |
| PPP | Public private partnership |
| PTA | Parent teacher association |
| RDM | Research and Development Management |
| SDA | Seventh-day Adventist Church |
| SEGMA | Secondary grade mathematics assessment |
| SEGRA | Secondary grade reading assessment |
| SEN | Special Educational Needs |
| SS | Secondary school |
| SWT | Senior woman teacher |
| TC | Transition cohort |
| TVET | Technical and vocational training and education |
| UACE | Uganda Advanced Certificate of Education examinations |
| UCE | Uganda Certificate of Education |

| | |
|---|---|
| UGX | Ugandan shillings |
| UNICEF | United Nations Children's Fund |
| USD | United States dollars |
| USE | Universal secondary education |
| YTD | Year to date |

# Executive Summary

This report details the findings of the baseline study for Promoting Equality in African School's (PEAS) DFID-funded Girls Education Challenge Transition (GEC-T) Fund programme, GEARRing Up for Success After School. The four-year programme will invest in girls' education in Uganda at the secondary school level. The evaluation aims to track changes in girls' attendance, retention, learning and transition into higher education and employment over the four-year period. This will be done by tracking a learning cohort and transition cohort of students in 12 treatment schools, all of which are low-cost private schools set up and funded by PEAS, and 8 comparison schools, including a combination of government and private schools.

The baseline study utilised a mixed methods approach, including quantitative student surveys, household surveys and learning assessments, and qualitative interviews and focus group discussions with students, teachers and key stakeholders. The tools were administered during Term 3 of the 2017 school year by the evaluation team, composed of four lead researchers and 16 trained female enumerators. A total of 877 learning cohort girls, 1,185 transition cohort girls and 318 households were surveyed, and 872 learning cohort girls completed the learning assessment.

The report describes the profile of the schools surveyed, including location and key demographics and characteristics of the student cohorts. Student demographic data was found to be similar across treatment and comparison schools. A higher proportion of girls in treatment schools are boarding scholars, and a higher proportion of girls in comparison schools are USE students, meaning their tuition fees are subsidised by the government. Girls in treatment schools have marginally lower poverty rates than girls in comparison schools, but the difference was not found to be significant.

An analysis of barriers to girls' learning and transition across the study schools confirms issues of poverty, sickness and menstruation, marriage and pregnancy, and unsafe and long journeys to school. This analysis reflects PEAS' current understanding of challenges for girls in PEAS' communities, which is reflected in the GEC-T programme design. Programme design was identified as appropriate and gender sensitive, addressing barriers through a combination of interventions, chiefly at the school level, as the primary mechanism through which PEAS is able to affect sustainable change. It is noted, however, that a number of inequalities exist at the community level, and community-centred interventions remain a key element to enhancing girls' learning and transition, with recognition that community attitude and behaviour change takes time. Girls were found to experience similar barriers in both treatment and comparison schools. However, qualitative evidence suggests that the school environment and management is more gender positive and responsive in treatment schools.

The report details findings against the programme log frame, including outcomes, intermediate outcomes and outputs.

Programme outcomes include **learning**, **transition** and **sustainability**:

Literacy and numeracy learning outcomes were measured using a secondary school level adaptation of the RTI EGRA and EGMA approach: SEGRA and SEGMA. The tests were designed and piloted by the evaluation team, and administered to learning cohort girls in all study schools. At baseline, results demonstrate that learning cohort girls are proficient in reading and interpreting a short, simple passage of English, and are able to answer at least some simple numeracy problems, such as long addition and multiplication. Gaps in learning include correctly interpreting and responding to a written task, and secondary-level algebra and data interpretation skills. While these skills are expected to be gained at secondary level, a benchmark assessment of Senior 3 and Senior 4 girls highlighted that these gaps also exist among older girls.

Successful transition is defined as completion of lower secondary and transition into A-Level, technical and vocational education and training (TVET), secure employment or active citizenship. At baseline, the transition cohort was sampled from in-school girls, as the programme is school-based. It was therefore not possible to establish the baseline transition rates of the transition cohort. Instead, a quantitative survey was administered to 185 12-24 year old girls in five PEAS communities to establish a benchmark transition rate. This established a successful transition rate of 63 percent, of which 73 percent are still

enrolled in and transitioning through lower secondary, 8 percent have transitioned to A-Level, 12 percent have transitioned to TVET and 14 percent have transitioned to employment[1]. Barriers to transition were found to increase with age, and primarily relate to poverty, marriage and pregnancy. Girls who enrolled in secondary school later in life were also less likely to complete Senior 4 and successfully transition.

The programme was found to have emerging levels of sustainability at the community, school and system level, where engagement and changes in attitudes and behaviour are evidenced but not yet universal. Currently, project staff and resources are driving programme activities. There is awareness, however, among school leaders, that school-level mobilisation of resources for GEC-T interventions is necessary, and there is some evidence of planning to generate financial resources through the community and partnership with the District Education Office (DEO). GEC-T activities will seek to build the capacity of school leaders, Parent Teacher Associations (PTAs) and Boards of Governors (BoGs) to develop school-level ownership of interventions and resource mobilisation, and improve sustainability over the course of the four-year programme.

Intermediate outcomes include **attendance**, **retention** and **school completion**, **life skills** and **self esteem**:

Attendance was measured using spot check records, implemented by the evaluation team during Term 2 of 2017. Spot checks established an overall attendance rate of 74 percent in schools (all of which are co-educational), and a 77 percent attendance rate among girls. In all grades, girls' attendance was higher than boys. This may suggest that boys also experience a number of barriers to attendance, which was not studied in this evaluation. It may also reflect the higher proportion of boarding scholars among girls compared to boys, as boarding scholars experience lower barriers to attendance than day scholars.

Spot checks in treatment schools identified that of the class completing lower secondary in 2016, 37 percent of girls and 39 percent of boys dropped out before completion, or had to repeat a year. Girls generally feel positive about their own ability to complete school, with 92 percent asserting they will complete lower secondary. They are less confident, however, about their friends' ability to stay in school, with 62 percent responding that their friends will be able complete lower secondary. Respondents cited poverty, marriage and pregnancy, and family difficulties as key barriers.

Girls' life skills were measured using a combination of quantitative and qualitative data collection. Scoring against the GEC-T life skills index shows that girls have a high level of basic life skills, and are confident that they can work well in a group, communicate with peers and make plans. Qualitative evidence, however, suggests lack of clarity of what is meant by 'life skills' and limited ability to give more detailed examples of life skills learned and relate this to the future.

Self-esteem varied among girls. Girls demonstrated confidence in their overall ability and achievements, and answering and asking questions in class. Nonetheless, over one third of girls said they felt nervous reading or doing maths specifically. Teachers in treatment schools generally felt girls' confidence was comparable to boys and has been improving in recent years, citing increased confidence in the classroom and the community, with girls actively participating in debating clubs and speaking at church services and community events. There was a notable lack of confidence among some girls during qualitative discussions, primarily related to English language skills. Though girls demonstrated more confidence when speaking in their mother tongue, lack of confidence in language skills may affect girls' self-assurance in the classroom, as English is the language of instruction.

Project outputs include **support systems**, **participation in extra-curricular classes**, **transition to A-Level** and **future planning**.

Despite the existence of a number of barriers, girls generally feel well-supported by their families and teachers. The majority feel their teachers treat girls and boys in a similar way, and most girls feel they are as supported as their brothers by their family. Qualitative evidence, however, suggests that girls spend more time on chores than boys and therefore have less study and sleep time than their brothers. This is,

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[1] This includes overlaps, where girls report participating both in further education and employment.

however, considered normal. Evidence also indicates that while lower secondary is largely supported, girls receive less support for education beyond S4, which may limit transition into A-Level. In addition, while girls in secondary school report having supportive families, lack of family support persists in the wider community and represents a significant barrier to enrolment and retention for girls who are out of school, and are potential programme beneficiaries.

Both girls and caregivers hold positive, gender equitable views based on quantitative Gender Equity Index (GEI) findings. Qualitative evidence, however, suggests that girls and parents are generally aware of the 'correct' answers to gender equity questions, but sometimes support traditional stereotypes about women's roles when probed. High baseline index scores may indicate a good knowledge of gender equity, without necessarily demonstrating positive behaviour and practice.

Girls in treatment schools note that they receive literacy and life skills classes and find them useful. This marks a significant difference against comparison schools, where less girls report receiving this type of support. Schools raised difficulties, however, with attendance among day students, as classes are generally scheduled during after school hours and girls have to return home to complete chores.

The majority of girls express a desire to enrol in A-Level, but less than half think they will be able to enrol, citing lack of money as the primary barrier. Almost all girls were also able to describe their aspirations after school and a basic plan to achieve it, which most often related to academic achievement, indicating that they may feel more personal control over academic performance than their ability to generate and save money for tuition fees. Most girls in treatment schools have received some advice from teachers about A-Level and post-school pathways and feel this is useful. However, qualitative evidence suggests that advice mainly relates to staying in school and working hard, as opposed to putting plans in place to address key barriers, such as ways to generate and save money.

Based on the analysis, the report makes a set of recommendations for future evaluations, programme design and implementation, and sustainability.

Recommendations for future evaluations:

- Further develop qualitative tools to monitor progress on family support, life skills and gender equity, and ensure sufficient time and capacity for detailed qualitative data collection during school visits.

- Further develop participatory, student-led techniques to improve qualitative data collection with students.

- Review child protection policies and reporting for data collection exercises.

- Strengthen communication of research findings to schools, and make clear the link between research and programme activities to school leaders.

Recommendations for programme design and implementation:

- Fully embed additional literacy classes, life skills and girls' clubs into the curriculum and schedule classes during school hours where possible.

- Identify, monitor and support older girls and girls who have enrolled in school later in life.

- Further explore ways to invest in menstruation support for girls, such as identifying partnerships to reduce the cost of sanitary products, or incorporating the design of re-usable products in life skills classes.

- Develop recruitment and retention strategies for female teachers.

- Embed GRP across teacher training and CPD, and develop the capacity of school management to provide ongoing support and in-classroom feedback.

- Develop child protection monitoring and reporting systems to identify and investigate cases of abuse, and further explore ways to provide robust, confidential and anonymous reporting systems for students.

Recommendations for scalability and sustainability:

- Build the capacity of school leaders, PTAs and BoGs to design and implement community-based initiatives through training and targeted support.

- In the East region, explore options to mobilise long-term financial resources from outside the community, while drawing on the community to mobilise non-financial resources, due to high poverty rates.

- Develop and embed retention and induction strategies for teachers.

- Drive government engagement with the programme by actively inviting DEO participation in GEC-T activities and learning, and promoting alignment with DEO girls' education activities.

# 1. Background to project

## 1.1 Project context

### 1.1.1 Promoting Equality in African Schools and GEC-T

Promoting Equality in African Schools (PEAS) is an education charity based in the UK, operating in Uganda and Zambia to improve access to quality education for marginalised young people. In Uganda, PEAS run 28 low-cost private secondary schools in the East, West and Central regions of the country, serving largely rural, disadvantaged communities, where young people have limited access to secondary education.

Between 2012 and 2017, DFID provided £355m worldwide through the Girls' Education Challenge (GEC) Fund, to 37 projects across 18 countries in Sub-Saharan Africa and South Asia to improve girls' education. PEAS' GEC-funded Girls' Enrolment, Attendance, Retention and Results (GEARR) project was implemented in Uganda in 2013-17, targeting marginalised girls in PEAS secondary schools. To achieve these outcomes, the project invested in multiple areas including gender-sensitive infrastructure, school management systems and gender-responsive teacher training. The project made particular progress in improving school-based gender-sensitive environments.

In 2016, the GEC-Transition window was launched with additional DFID funding to support GEC beneficiaries to further improve their learning and continue their journeys through education. Through this window, PEAS' GEARRing up for Success After School project will continue to work with girls in PEAS schools to continue to improve their learning, while also improving their transition into further education (A-Level and higher education) and other meaningful post-school pathways.

GEARRing up for Success After School aims to achieve the following 3 key objectives:

1. Improve marginalised girls' learning outcomes through helping them to develop functional literacy and numeracy skills, curriculum knowledge, and contextually relevant economic and life skills.
2. Enable marginalised girls to make successful transitions through lower secondary and into a post-school pathway of their choosing, whether that is upper secondary (A-Level), technical and vocational training (TVET), formal or self-employment, or active citizenship.
3. Develop a sustainable model for delivering the project activities after the end of the grant.

Over the four-year programme period, PEAS aims to reach approximately 17,000 girls in 28 co-educational schools, across 21 districts and 7 regions in Uganda. The programme will continue to invest in girls' education through a range of activities at the school, community and system level to improve access to quality education and enhance girls' transition pathways through and out of secondary school.

### 1.1.2 Ugandan education system

The education system in Uganda is structured as seven years of primary education, followed by six years of secondary education. Secondary education is split into four years of lower secondary (S1-S4), and two years of upper secondary (S5-S6). At the end of primary education (P7), pupils sit Primary Leaving Examinations (PLE) in four subjects (English, Maths, Science and Social Studies). In secondary education, students sit Uganda Certificate of Education (UCE) examinations in eight or more subjects at the end of lower secondary (S4) and the Uganda Advanced Certificate of Education examinations (UACE) in three or more subjects at the end of upper secondary (S6). Currently, all 28 PEAS schools provide lower secondary tuition, and five schools also provide upper secondary. This will be expanded to ten schools by the end of the GEC-T programme.

In January 2007 the Ugandan government introduced the nationwide Universal Secondary Education (USE) policy, with the intention of increasing access to secondary education for poor, vulnerable families in rural and peri-rural areas, by subsidising tuition fees. The MoES reported that by 2014, at least 66 percent of 1.4 million secondary school students were enrolled in the USE programme in 1,633 USE

schools[2]. The initiative is reported to have increased secondary enrolment by 136 percent and to have had particular impact on the proportion of girls participating in secondary education[3].

Under USE, the government has a public private partnership (PPP) arrangement in place, which entitles selected students at partner private schools to receive USE funding. In 2010, PEAS signed a Memorandum of Understanding with the government to roll out the USE programme under the PPP arrangement. Through this agreement, PEAS receives a termly capitation grant of 47,000 UGX per student, which partially covers school operating costs. Of PEAS' 28 schools, 20 are part of this arrangement. Non-USE PEAS students pay slightly higher tuition fees, and both USE and non-USE students pay boarding fees (where applicable), lunch fees and other costs (such as uniform, learning materials, etc). Across the PEAS school network, tuition fees are set as low as possible and are benchmarked against local schools to ensure fees are affordable in relation to existing provision in each community. A concurrent evaluation of PEAS schools suggests that totals costs in PEAS schools are lower than those in government schools for most categories of students[4].

As of January 2018, the Ministry of Education & Sports has announced that the USE PPP is to be gradually phased out beginning with students enrolling in Senior 1 and Senior 5 (the first years of O-level and A-level respectively) during 2018 in participating private schools.[5] While the government will continue to provide subsidies for students enrolled in Senior 2 upwards who joined their schools before the phase out was announced, this means that – by 2021 – there will be no USE or UPOLET grants provided to students in private schools in Uganda. It is not currently known what, if any, policy may replace the USE PPP to govern the relationship between MoES and the large private secondary education sector in Uganda.

### 1.1.3  Educational marginalisation and PEAS schools

As an organisation, PEAS has a policy of establishing schools in poor, marginalised communities that lack access to secondary schools. The GEC-T programme is therefore designed, as a result of this existing policy, to target girls and communities that live in poverty and have lower than average educational attainment, and have traditionally been underserved by government and private education services.

Schools selected by PEAS to expand to A-Level as part of the GEC-T programme, have been chosen on the basis of current accessibility and provision. In each sub-region, at least one PEAS A-Level centre will be established in order to provide A-Level to a cluster of other, non-A-Level PEAS schools. Areas with no current access to any A-Level centres have also been prioritised. Therefore, this element of the programme is also designed to target girls with traditionally poor access to upper secondary and particularly low levels of transition to upper secondary.

Though all PEAS schools are designed on the same model, and implement similar policies and management structures, the context of each school differs due to regional and rural/urban differences. East Uganda is a dry, arid region, with higher levels of poverty than the Central and West regions, and slower rates of annual poverty reduction[6]. The West region is more mountainous, with a tropical climate

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[2] EPRC, 2017, 'Endline Evaluation of the PEAS Network under the Uganda Universal Secondary Education (USE) Programme'

[3] http://unesdoc.unesco.org/images/0023/002317/231727e.pdf

[4] EPRC, 2017, 'Endline Evaluation of the PEAS Network under the Uganda Universal Secondary Education (USE) Programme'

[5] See 'Press Statement from Ministry of Education', New Vision, 31st January 2018, https://www.newvision.co.ug/new_vision/news/1470117/press-statement-ministry-education

[6] "Poverty has fallen in all regions, but gains have been slower in the poorer Northern and Eastern regions. The annual percent reduction in poverty has been almost twice as high in the Central and Western regions than in the Northern and Eastern regions." World Bank, 2013, Uganda Poverty

and fertile land. Though the region has generally higher levels of income, a number of communities and schools in the West region are hard to reach due to the topography of the land. Schools in the Central region are closer to the capital city, Kampala.

### 1.1.4 Girls' education in Uganda

Across Uganda, poverty, poor education services and social factors have an impact on women and girls' participation in school. Gendered roles and expectations continue to limit girls' access to education, particularly at secondary and tertiary levels. Though there has been some progress towards gender parity at the primary level, gaps in literacy and secondary school completion remain high. Expectations for girls to work in the household, and later marry, remain pervasive. Households generally prioritise their sons' education, as parents often perceive girls' education to be an unnecessary investment, as girls are expected to raise a family and contribute to the household of their husband[7]. Early pregnancy is a major barrier to girls' continued education, and is both a cause and consequence of school drop-out[8].

In addition, long distances to school in rural regions are more likely to be a barrier for girls than boys due to safety concerns. Menstruation and lack of gender-sensitive sanitation and hygiene facilities in schools limits girls' ability to attend school. Gender bias and stereotyping also remains prevalent within schools in Uganda, with the lack of gender-responsive teaching and learning imposing additional challenges for girls to remain in school and succeed.

Overall, this set of inequalities limits girls' enrolment, attendance and completion in secondary school, and limits their transition into successful post-school pathways, such as upper secondary, higher education and productive employment. Girls' learning outcomes are generally poorer than boys, with boys tending to outperform girls in overall UCE results. PEAS' GEC-T programme is designed to address these barriers and inequalities through the activities and interventions outlined in Section 1.2 and Table 1.1.

## 1.2 Project Theory of Change and assumptions

### 1.2.1 Theory of change

The project's theory of change focuses on the three key GEC-T outcome areas: **learning, transition** and **sustainability.**

Together, the full set of project activities, detailed in Table 1.1, are designed to lead to six key output areas:

1. More girls feel well supported by their families, communities and schools to thrive in and complete secondary school
2. More girls leave school with functional literacy and numeracy and contextually relevant life skills
3. More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge and skills development
4. More girls successfully transition to A-Level
5. More girls leave school with an achievable plan for their future
6. PEAS schools are prepared to carry on project activities without grant financing

The output areas are designed to contribute to the project's (a) intermediate outcomes, including improved attendance rates, retention and completion rates, life skills development and self-esteem among girls and (b) overarching outcome areas:

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Assessment: http://pubdocs.worldbank.org/en/381951474255092375/pdf/Uganda-Poverty-Assessment-Report-2016.pdf
[7] UNICEF, 2015, Situation Analysis or Children in Uganda: https://www.unicef.org/uganda/UNICEF_SitAn_7_2015_(Full_report).pdf
[8] UNICEF, 2015, Situation Analysis or Children in Uganda

**Learning:** Improvements in girls' literacy (Secondary Grade Literacy Assessment), numeracy (Secondary Grade Mathematics Assessment) and O-Level (lower secondary Uganda Certificate of Education) results.

**Transition:** Improvements in girls' transition from lower secondary into a successful post-school pathway (defined as upper secondary, TVET, tertiary education, economic activity and/or active citizenship). A successful transition into active citizenship is defined as graduation from S4 and entering into a household or community-based role, where the girl actively chooses and prioritises this pathway for herself, such as choosing to get married and have children. This is measured by asking girls to list in order of priority her preferences for herself at the time of the survey: education, employment, caring for family or starting a family. Girls who are out of school or employment but prioritise caring for family or starting a family are considered to be in active citizenship. Questions about choice ('did you make the choice to get married?') and happiness are also asked to triangulate the girls' preferences.

**Sustainability:** Improved community support for PEAS schools and commitment to gender equity, improved school financial sustainability and ability to continue project activities and improved government commitment to financing gender sensitive secondary schools and scaling project activities.

A diagram outlining the project theory of change is included in Annex 21.

### 1.2.2 Barriers to education the project seeks to address

The project aims to address the following barriers, identified by PEAS as significant limiting factors for girls' learning and transition across all regions of Uganda that PEAS operates in:

Environment for learning:

- Lack of community support for girls' education
- Schools not promoting gender equality
- Schools do not feel safe for girls to attend or learn

Teaching and learning:

- Lack of essential literacy and numeracy skills
- Curriculum irrelevant to local economic context or future lives of girls
- Teachers lack capacity to deliver a relevant curriculum

Leadership and management:

- School leadership lacks the capability to drive school improvement to support girls to complete O-Level, transition to A-Level and acquire relevant knowledge and skills development

Conditions for learning:

- Lack of accessible A-Level provision
- Cost of education is prohibitive
- Lack of advice on post-school pathways
- Lack of access to affordable higher education

Programme barriers were identified through learning from the GEC-1 phase. PEAS will continue to work on reducing a similar set of barriers to the GEC-1 programme, in particular around safety, community support and teaching and learning practices. In addition, the GEC-T programme will also focus on barriers to girls' transition through enhanced access to A-Level and the introduction of a livelihoods component. Table 1.1 provides detail of GEC-T interventions that will be delivered to address the above barriers. Section 3.3.2 explores the barriers identified by the baseline evaluation and Section 3.5 reviews these findings in relation to the barriers identified by the project and the interventions intended to address them.

### 1.2.3 Assumptions the theory of change is built on

The implementation of project activities and achievement of expected outputs and outcomes relies on the following set of assumptions at the system and government level, school level and project level:

System level:

- The PPP agreement between PEAS and the GoU remains at least at the same level it was in 2016
- Uganda avoids serious political instability
- Low cost private schools maintain current levels of public support
- Government standards and curriculum requirement for A-Level do not change significantly
- Higher education bursaries remain available (girls continue to be able to apply for bursaries to college/university following secondary completion)

School level:

- Greater opportunity to access affordable A-Level provision leads to increased attendance, retention and completion rates among girls
- Girls' demand for A-Level remains high in beneficiary communities
- School leader turnover does not rise significantly

Project costs:

- Construction costs do not rise at a considerably higher rate than current trends
- The value of GBP against UGX does not significantly worsen

### 1.2.4 Key project activities

The project has planned to implement the following set of activities through the GEC-T project. Table 1.1 details the activity or intervention, and how it is designed to contribute to the intermediate and overall outcomes.

System level:

- Government advocacy for affordable education through an improved PPP

School level:

- Deliver Gender Responsive Pedagogy teacher training
- Embed CP policy and reporting framework, and conduct CP training for PEAS and school staff
- Deliver CPD for Senior Women Teachers
- Develop alumni tracking and engagement capabilities
- Embed girls' clubs in all schools
- Design and deliver subject specific training for English and Maths teachers
- Design and embed livelihoods programme with specific literacy and numeracy components
- Embed life skills curriculum in all PEAS schools
- Provide contextually relevant learning materials
- Deliver annual school improvement and school leadership development programming
- Design and deliver A-Level specific school leadership development for A-Level school leaders
- Strengthen PTAs/BoGs to effectively supervise service delivery
- Improve and expand A-Level provision in PEAS schools
- Provision of safe accommodation for girls
- Improve guidance on post-school pathways
- Facilitate access to higher education scholarships
- Set up endowment fund to improve school finances

Community level:

- Deliver community information and marketing to promote girls' education

*Table 1.1* Project design and intervention

| Intervention types | Description | Contribution to Intermediate Outcome (IO) | Contribution to Outcomes |
|---|---|---|---|
|  |  |  |  |

| Community information and marketing to promote girls' A-level education | Series of targeted outreach activities to encourage girls' enrolment in PEAS A-level centres; activities include (i) holding community open days at existing and new PEAS A-Level centres; (ii) conducting outreach in feeder schools, (iii) delivering radio messages encouraging girls' enrolment | Intermediate outcome 2 – Retention and Completion; these activities are intended to encourage girls to stay in school and complete O-level by making them aware of the availability of affordable A-level places, hence motivating their retention and completion | The activities will contribute directly to helping achieve the transition outcome by encouraging more girls to transition from O-level to A-level |
|---|---|---|---|
| Gender Responsive Pedagogy teacher training | Integrating and delivering elements of Gender Responsive Pedagogy training through termly in-service training (INSET) sessions for teachers | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; instilling and re-enforcing gender responsive pedagogy as standard, 'good' pedagogy in PEAS schools is intended to improve the learning environment for girls and girls' overall enjoyment of school; this should encourage girls to attend regularly, as well as stay in and complete school | The activities will contribute directly to helping achieve the transition and learning outcomes, as – if girls feel well supported in the classroom – they are likely to both learn more and want to continue their studies |
| Child Protection Policy | Embedding PEAS' Child Protection (CP) policy and reporting framework in all schools, and ensuring good compliance through activities such as regular refresher training for teachers, developing a simplified version of the CP policy for students to use to hold schools to account, etc. | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; through improving the safety of children in PEAS schools, the intention is to make girls feel comfortable attending school regularly and minimise the risk of drop-out due to any school-related factors | The activities will contribute directly to helping achieve the transition and learning outcomes, as – if girls feel safe at school – they are likely to both learn more in the classroom and want to continue their studies |
| Girls' clubs | Expand extra-curricular Girls' Clubs to all PEAS schools and ensure their effective running through e.g. designing a peer-to-peer support programme for girls, organising inter-school Girls' Club competitions, and | Intermediate outcome 3 – Life Skills, Intermediate outcome 4 – Self Esteem; through creating a safe space for girls to interact with their peers and receive mentoring from female role models, the clubs are intended to | The activities will contribute directly to helping achieve the transition outcome by helping girls build the confidence and skills they will need to transition into successful post-school pathways |

| | | | |
|---|---|---|---|
| | delivering specific CPD for Senior Women Teachers who run clubs | build girls' self-esteem, while club activities (such as making and selling handicrafts, or organising community outreach events) are also intended to improve girls' life skills | |
| Alumni tracking and engagement | Conduct PEAS annual alumni tracking survey and organise school-led alumni events to encourage former students to come back to school to inspire, support and/or mentor current students | Intermediate outcome 2 – Retention and Completion; Intermediate outcome 4 – Self-esteem; through providing girls with relatable role models (i.e. former students from their own schools), the goal is to encourage girls to complete school and set achievable goals for their futures, along with building their confidence in what is possible for them to accomplish | The activities will contribute directly to helping achieve the transition outcome by encouraging girls to complete school, as well as define what future pathway they want for themselves and how to achieve it |
| English and Maths teacher training | Design and deliver subject-specific teacher training for O-level Maths and English teachers, as well as A-level General Paper and Sub Maths teachers | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; through ensuring the quality of classroom instruction is strong, this will encourage girls to attend regularly and complete their course of study | The activities will contribute directly to helping achieve the learning outcome by improving the quality of English and Maths instruction at O-level and A-level; these subjects are directly tested through the GEC-T learning assessments |
| Livelihoods programme | Design, pilot and roll-out a livelihoods curriculum supplement programme across all PEAS schools | Intermediate outcome 3 – Life Skills; though still under design, the livelihoods programme will take a focus on helping students to develop entrepreneurial and workplace skills through hands-on learning opportunities, such as setting up and running school businesses | The activities will contribute directly to helping achieve the transition outcome through helping girls develop the skills they need to be successful in life after school |
| Life Skill curriculum | Provide continued support to the teaching of the PEAS life skills curriculum in all schools through e.g. providing refresher teacher | Intermediate outcome 3 – Life Skills | The activities will contribute directly to helping achieve the transition outcome through helping girls develop the skills they |

| | training, conducting lesson observations and providing feedback, refreshing curriculum materials, etc. | | need to be successful in life after school |
|---|---|---|---|
| Learning materials | Conduct needs assessment of textbooks and lab equipment across all schools, and procure needed learning materials to ensure all schools have a sufficient supply of contextually relevant texts and science supplies | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; through ensuring schools have adequate, relevant teaching materials, this will encourage girls to attend regularly and complete their course of study | The activities will contribute directly to helping achieve the learning outcome (particularly around UCE and UACE results) by ensuring the materials needed to teach all subjects well are present in schools |
| School improvement and leadership development programming | Deliver a range of annual activities intended to help school leaders improve their schools and develop as professionals, including (i) conducting annual school inspections and making recommendations on how schools could improve, (ii) helping school leaders develop annual 'School Improvement Plans' and track their implementation, and (iii) deliver school leadership development programme involving targeted training and mentoring for all PEAS school leaders | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; through ensuring schools are high quality and focused on continually improving, this will encourage girls to attend regularly and complete their course of study | The activities will contribute directly to achieving both the learning and transition outcomes through helping deliver improved learning environments, so girls learn more while at school and are encouraged to continue their studies |
| A-level specific school leadership training | Develop a standard approach and school guidelines for delivering A–level education; embed approach in existing schools teaching A-level and roll-out to new A-level centres to help schools be successful | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; through ensuring A-level instruction is high quality, this will encourage girls to attend regularly and complete their course of study | The activities will contribute directly to achieving both the learning and transition outcomes through helping deliver high quality A-level learning environments, so girls learn more while at school and are encouraged to continue their studies to A-level |
| Strengthen Parent Teacher | Deliver on-going training to PTA and BOGs | Intermediate outcome 1 – Attendance, | The activities will contribute directly to the |

| | | | |
|---|---|---|---|
| Associations and Boards of Governors | members to support them in holding schools to account, including e.g. conducting orientation for all new members and regular refresher training | Intermediate outcome 2 – Retention and Completion; through ensuring parents and community members are involved in school governance as well as promoting girls' education locally, this will encourage surrounding communities to support girls' attendance and completion of upper and lower secondary | sustainability outcome through giving community members a stake in schools' operations and building buy-in for the schools' girl-focused initiatives |
| Expansion and improvement of A-level provision in PEAS schools | Undertake a range of expansion and improvement initiatives to PEAS' A-level offering, including (i) building new facilities (e.g. classrooms, labs, boarding houses, sanitary blocks) to enable schools to add A-level sections, (ii) providing A-level textbooks and teaching materials, (iii) introducing mock exams for A-level students, etc. | Intermediate outcome 2 – Retention and Completion; these activities are intended to encourage girls to stay in school and complete O-level by making them aware of the availability of affordable, high quality A-level places, as well as ensuring that – once they have enrolled in A-level – they are supported to achieve | The activities will contribute directly to achieving both the learning and transition outcomes through helping deliver high quality A-level learning environments, so girls learn more while at school and are encouraged to continue their studies to A-level |
| Guidance on post-school pathways | Deliver series of activities focused on helping students to define and pursue their desired post-school pathway, including (i) designing and deliver training for Senior Women Teachers (SWTs) and Senior Men Teachers (SMTs) to deliver post-school guidance (e.g. early discussion of subject choices in relation to vocations) through in-class instruction and extra-curricular clubs; (ii) facilitating inspiring alumni to come back to school and speak with Girls' Club; and (iii) linking students with information about further | Intermediate outcome 2 – Retention and Completion; these activities are intended to help students set an achievable goal for their lives after school, and see how their studies are linked to their goals, encouraging girls to stay in and complete secondary school | The activities will contribute directly to the transition outcome through helping girls to define what pathway they want to pursue after school, and helping them set plans for how to achieve their goals |

| | education course and scholarships | | |
|---|---|---|---|
| Government advocacy for improved Public Private Partnership (PPP) | Conduct on-going stakeholder engagement and advocacy meetings with Ministry of Education and Sports (MoES) officials to advocate for improved financing of high-performing secondary schools | Intermediate outcome 1 – Attendance, Intermediate outcome 2 – Retention and Completion; as the cost of schooling is a major barrier to regular attendance and a major contributor to school drop-outs, increasing the government contribution to secondary education would allow PEAS schools to lower fees, hence enabling more girls to stay in and complete school without financial barriers | The activities will contribute directly to the transition and sustainability outcomes through (i) helping greater numbers of students to complete and continue their studies, and (ii) providing a sustainable source of financing to PEAS schools to enable them to continue running girl-focused programming |

## 1.3  Target beneficiary groups and beneficiary numbers

*Box 1. Project's contribution*

Our project's primary target group is girls enrolled in lower and upper secondary (grades Senior 1 – Senior 6) at PEAS schools throughout Uganda. PEAS currently operates 28 low-cost secondary schools spread across 21 districts in the West, East, North and Central regions of the country. Schools are intentionally placed in poor, predominantly rural communities that did not previously have a secondary school. As such, girls are from communities that typically are poorly served by both government and private services, and resultingly come from families that are statistically poorer and have lower prior attainment than average.[1]

Although the typical age range for girls in secondary education in Uganda is around 13-18 years old, owing to many PEAS girls missing years of schooling due to poverty and/or personal barriers, the age range of girls in PEAS secondary schools is wider and typically between 13-22 years of age.

In terms of numbers, the project will reach 17,000 girls over four years of project implementation. This will consist of 7,398 girls enrolled in PEAS schools at the start of 2017, as well as ~9,500 girls expected to enrol in PEAS schools from 2017-2020 who will also benefit from GEC-T interventions. We consider all girls enrolled in PEAS schools to be our primary beneficiaries. All girls who regularly attend school will have the same exposure to project interventions. However, girls who are enrolled in PEAS schools for longer during the period of project implementation (e.g. starting Senior 1 during 2017, as opposed to starting Senior 1 in 2020) will have greater exposure over the life of the project.

The project will also reach ~15,000 boys as secondary beneficiaries. As PEAS is a co-educational organisation, all boys enrolled in PEAS schools over the life cycle of the project will also benefit from interventions intended to improve the quality of education in their schools. At present, boys represent 47% of total school enrolment in PEAS schools. These figures are consistent with those reported in our project proposal and all subsequent documentation.

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[1] See Economic Policy Research Centre (EPRC), 'Evaluation of the PEAS Networks under the Uganda Universal Secondary Education (USE) Programme', Midline Report, 2017

As a school-based project, the number of beneficiaries expected to be reached by the GEARRing Up for Success project is predicted based on current enrolment and retention information, gathered from all PEAS schools. Enrolment numbers will be tracked throughout the project, using the PEAS School Tool school management information system, as well as annual spot checks by the external evaluator. Annual spot checks will gather information manually recorded by the school to verify School Tool information. The spot check will also gather information on retention and attendance to understand and estimate the level of participation in GEC-T activities.

To understand the demographics of the beneficiaries targeted by the programme, the school survey also includes questions on disability, household poverty, marriage and child rearing, as well as school safety, family support and other key barriers. This will be collected at each evaluation point to provide an approximate percentage of beneficiaries who are disabled and at risk of dropping out from school.

During PEAS' previous GEC programme, five PEAS schools were used as control schools, and did not benefit from GEC-1 specific interventions. However, the GEC-T evaluation uses external non-PEAS schools for comparison, and GEC-T interventions will be rolled out across all 28 PEAS schools. One study school included in the GEC-T evaluation (Kiira View Secondary School) was a comparison school during GEC and is therefore only recently benefitting from GEC interventions. As all PEAS schools are receiving the same GEC-T funding and interventions, beneficiaries at baseline were sampled in the same way in all treatment schools and the same tools were applied.

It is noted that Kiira View Secondary School was a low performing school at baseline in terms of learning outcomes against both SEGRA and SEGMA (see Annex 18 for individual school results). However, aspirations to transition to A-Level were comparable to other schools, with 54% of girls stating that they would like to enrol in A-Level and think it will be possible to do so, compared to 47% among the overall treatment transition cohort. Data from beneficiaries at Kiira View Secondary School will be analysed and monitored at midline and endline to understand any differences compared to other treatment schools.

In addition, as PEAS' GEC-T programme is delivered at the school level, girls who dropped out from the GEC-1 cohort are not directly targeted by GEC-T interventions and are therefore not specifically included in the research and sampling. All PEAS schools have a policy of following up with students that drop out to ensure re-enrolment where possible. However, in circumstances where reasons for drop out are outside the school's control, such as lack of money, the school may be unable to intervene. The project is tracking girls who started the evaluation period in PEAS schools (i.e. girls who were in school during the 2017 academic year) and does not sample girls who may have previously been enrolled in a PEAS school but dropped out prior to the start of GEC-T funding. This is in line with the project MEL framework and sampling approach agreed with the Fund Manager.

# 2. Baseline Evaluation Approach and Methodology

The following section outlines the approach to the evaluation, including the evaluation questions, evaluation design, quantitative and qualitative data collection tools, protocols and administration, and data analysis. The MEL Framework (Annex 5) and Inception Report (Annex 6) should be referred to for further detail.

## 2.1 Key evaluation questions and role of the baseline

### 2.1.1 Evaluation questions

The overall objective of the research study is to conduct a mixed-methods, gender-sensitive evaluation of the GEARRing up for Success project over the next four years, assessing the delivery, effectiveness, Value for Money (VfM) and impact of the project, and report the findings and lessons learnt throughout the process.

The four-year evaluation is designed to answer the following overarching, project-level and fund-level research questions:

**A. Overarching evaluation questions**

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

The questions below are designed to understand the success and impact of the programme. They relate to the GEARRing Up for Success project outcomes of learning, transition and sustainability.

**B. Project-level evaluation questions**

1. What impact did the project have on marginalised girls' learning and transition from lower secondary education and into (i) upper secondary education, (ii) technical and vocational training, (iii) economic activity, and (iv) active citizenship?
2. What impact did the project have on girls' school attendance, retention and completion rates?
3. What impact did the project have on girls' life skills development and self-esteem?
4. Which project activities facilitated the transition of marginalised girls through education and into productive post-school pathways and why? Which activities have increased marginalised girls' academic learning and skill development and why?
5. Was the project well-designed to meet its objectives? Did the project deliver outputs and outcomes efficiently? Was the project good VfM?
6. Will the most successful project activities be sustained and how? Can these activities be leveraged by government and other actors?

These question are designed to provide detailed insight into the achievement of project intermediate outcomes and overall outcomes, by understanding the implementation of project activities and their contribution to the outputs and outcomes.

**C. Fund-level evaluation questions**

1. Was the GEC successfully designed and implemented? Was the GEC good value for money?
2. What impact did the GEC funding have on the transition of marginalised girls through education stages and their learning?
3. What works to facilitate transition of marginalised girls through education stages and increase their learning?

4. How sustainable were the activities funded by the GEC and was the programme successful in leveraging additional interest and investment?

These question are designed to evaluate key success areas and best practice at the fund level.

The evaluation will be conducted at four stages, as listed in Table 2.1.

**Table 2.1** *Timing of evaluation points*

| Year | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------|---------|---------|---------|---------|
| Evaluation point | Baseline evaluation at the outset of project implementation | Midline spot checks | Midline evaluation | End-line evaluation |
| Activities | <ul><li>Transition benchmark, August 2017</li><li>Attendance spot checks, August 2017</li><li>Baseline evaluation research phase, Sept-Oct 2017</li><li>Baseline report, March 2018</li></ul> | <ul><li>Attendance spot checks, Aug 2018</li></ul> | <ul><li>Attendance spot checks, Aug 2019</li><li>Midline evaluation research phase, Sept-Oct 2019</li><li>Midline report, March 2020</li></ul> | <ul><li>Attendance spot checks, Aug 2020</li><li>End-line evaluation research phase, Sept-Oct 2020</li><li>End-line report, March 2021</li></ul> |

### 2.1.2   Role of the baseline evaluation

The role of the baseline is to gather data and information that will facilitate an assessment of the effectiveness and impact of the GEC-T interventions in PEAS schools. The baseline evaluation establishes the baseline for project output and outcome indicators at the outset of the programme, in order to measure subsequent progress at midline and end-line. Measurement will take place by collecting data from 'treatment' (PEAS schools) and 'comparison' groups (non-PEAS schools). This type of design allows the research team to identify the average treatment effect with a difference-in-difference (DiD) estimation.

The baseline evaluation combines both quantitative and qualitative data to build a comprehensive picture of the context in which the GEC-T programme operates, to understand the current status of gender-equity and girls' education in PEAS schools, the demographics of target beneficiaries, and key drivers and barriers to girls' education, learning and transition. It also seeks to understand the differences between specific beneficiary groups, schools, and the different regions within which PEAS operates.

In addition, the baseline evaluation is designed to inform target-setting for learning and transition, by collecting benchmark data.

The baseline evaluation will be used to review the validity of the logframe indicators, assess the relevance of the project's Theory of Change and project design, and provide a series of recommendations for project implementation.

## 2.2   Outcomes and Intermediate Outcomes

The following section outlines the outcomes and intermediate outcomes that the project aims to achieve, to be tracked by the evaluation.

**Outcomes**

1. **Learning:** Improvements in girls' learning outcomes, including:

   a. Literacy outcomes, measured as the percentage change in Secondary Grade Reading Assessment (SEGRA) scores against benchmark targets and in comparison to control school scores;

   b. Numeracy outcomes, measured as the percentage change in Secondary Grade Mathematics Assessment (SEGMA) scores against benchmark targets and in comparison to control school scores; and

   c. O-Level results, measured as the percentage change of the number of girls' passing the Uganda Certificate of Education examination, and compared to national and control school results.

2. **Transition:** Improvements in girls' transition from lower secondary into a successful post-school pathway, defined as upper secondary, TVET, tertiary education, economic activity and/or active citizenship. This will be measured as the percentage of girls in a successful pathway against benchmark targets and in comparison to control school girls' transition, collected through household surveys at midline and end-line evaluation points.

3. **Sustainability:** (i) Improved community support for PEAS schools and commitment to gender equity, (ii) improved school financial sustainability and ability to continue project activities, and (iii) improved government commitment to financing gender sensitive secondary schools and scaling project activities, collected through a combination of report reviews and qualitative data collection, including focus groups and interviews with key informants and stakeholders. This is anticipated to include head teachers and school directors, teachers, caregivers, government officials and PEAS staff. A Sustainability Scorecard will be used to monitor changes in the level of sustainability of the project at each level over the course of the project.

**Intermediate Outcomes (IOs)**

1. **Attendance:** Improvements in girls' attendance rates, measured as the percentage change in girls' attendance, collected through a combination of project monitoring data (School Tool) and annual attendance spot checks. The evaluation will also seek to understand changes in PEAS' school girls' perception of their typical attendance, whether they feel it is possible for them and their peers to regularly attend school, and what barriers most significantly limit their attendance, collected through a combination of surveys and qualitative data collection.

2. **Retention and completion:** Improvements in girls' retention and completion rates, measured as the percentage change in between-year retention rates at O-level; O-level completion rates; between-year rates at A-level; A-level completion rates. In addition, the evaluation will seek to understand changes in PEAS' school girls' perception of their ability to stay in and complete secondary school, through a combination of surveys and qualitative data collection.

3. **Life skills:** Increase in girls' knowledge and understanding of life skills, measured as the percentage change in scores against the GEC life skills index (a set of 10 questions), collected through the school survey. This will also be measured by monitoring girls' ability to identify and articulate specific skills they are learning in school that will be useful to their future lives, through qualitative data collection.

4. **Self-esteem:** Increase in girls' confidence and self-esteem in school and the community, measured as the percentage change in scores on GEC self-esteem index (a set of 8 questions), collected through the school survey. Qualitative information will also be gathered from students, teachers and caregivers to seek a more detailed understanding of girls' self-esteem inside and outside the school, and specific examples of change.

Table 2.2 details each indicator for measurement, data collection tools, rationale for the tool and the frequency of administration. Table 3 details the levels at which sustainability will be evaluated and the tools to be used.

**Table 2.2** *Outcomes for measurement*

| Outcome | Level at which measurement will take place | Tool and mode of data collection | Rationale | Frequency of data collection |
|---|---|---|---|---|
| **Outcome 1. Learning:** Number of marginalised girls supported by GEC with improved learning outcomes | | | | |
| 1.1 Literacy improvement (SEGRA) | School | Learning cohort SEGRA | Assesses higher-order literacy skills appropriate to secondary age students | Per evaluation point |
| 1.2 Numeracy improvement (SEGMA) | School | Learning cohort SEGRA | Assesses higher-order numeracy skills appropriate to secondary age students | Per evaluation point |
| 1.3 Curriculum attainment (Average UCE division result) | School | Head teacher interview School Tool data | Assesses curriculum learning and whether schools are supporting girls' achievement in end of secondary exams | Annual |
| **Outcome 2. Transition:** Number of marginalised girls who have transitioned through key stages of education, training or employment | | | | |
| 2.1 Transition rate | School (baseline) Household (midline and end-line) | Transition cohort survey | Tracks whether and where girls have transitioned to | Per evaluation point |
| **Intermediate outcomes** | | | | |
| Intermediate outcome 1: Attendance | School | School records Spot checks Learning cohort surveys | Uses most complete information on girls' attendance (i.e. YTD average) with method for quality assurance | Annual; Per evaluation point |
| Intermediate outcome 2: Retention and completion | School | School records Spot checks Learning cohort surveys | Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means of verification | Annual; Per evaluation point |
| Intermediate outcome 3: Life skills | School | Learning cohort surveys | Assesses how school-based interventions (e.g. life skills curriculum) is impacting on girls exposed to interventions | Per evaluation point |
| Intermediate outcome 4: Self esteem | School | Learning cohort surveys | Assesses how school-based interventions (e.g. Girls' Clubs, SWT mentoring) are impacting on girls exposed to interventions | Per evaluation point |

**Table 2.3** *Sustainability outcome for measurement*

| Sustainability Level | Where will measurement take place? | What source of measurement / verification will you use? | Rationale | Frequency of data collection |
|---|---|---|---|---|

| School | School | Teacher focus group Head teacher interview Review of cost data | Mixed methods approach will help deduce school's interest and ability to sustain project activities after grant period | Per evaluation point |
|--------|--------|---------------------------------|-------------------------------------------------------------|---------------------|
| Community | Household | Household survey Caregiver focus groups | Will assess community members' support for project aims and commitment to sustaining changes for girls | Per evaluation point |
| System | In country, regional and central offices | National government interviews District Officer interviews Review of policy documents | Will assess government support for project aims and willingness to finance continuation and/or scaling of project activities | Per evaluation point |

## 2.3 Evaluation methodology

### 2.3.1 Evaluation design

The evaluation of PEAS' GEC-T project adopts a quasi-experimental approach. Data is to be collected at three evaluation points during the four-year project: baseline (2017), midline (2019) and end-line (2020). Data is to be collected from 'treatment' and 'comparison' groups, in order to identify the average treatment effect with a DiD estimation. This type of approach is appropriate in situations where the treatment group has not been randomly allocated. In this case, the evaluation team is unable to assume that treatment and comparison schools are identical in terms of teaching and learning approaches. The DiD methodology deals with this by looking at the difference in survey responses within groups and between periods.

The DiD estimation relies on the assumption that both groups would have followed a common trend in the absence of any intervention. Further explanations of the assumptions that underlie the model are given in Annex 14. Findings at baseline suggest similar current outcomes in treatment and comparison schools across the majority of indicators, indicating that the schools are appropriate for comparison.

### 2.3.2 Target beneficiary groups

The target beneficiary group for GEARRing Up For Success are girls and young women of secondary school age. As detailed in Box 1, the programme primarily targets girls currently enrolled in PEAS schools, in Grades S1-S6, through school-based activities. Girls in PEAS school catchment areas will become target beneficiaries if they enrol in a PEAS school from 2017-21. As the direct beneficiary group, the evaluation methodology focuses on data collection with in-school girls, through a quantitative survey, literacy and numeracy learning assessment, and focus group discussions.

Indirect beneficiary groups included in the evaluation are school leaders, teachers, parents and government officials. Qualitative information is to be gathered from these groups at each evaluation point.

### 2.3.3 Learning and transition cohorts

The evaluation tracks two separate cohorts of girls: the learning cohort and the transition cohort. The learning cohort will be surveyed to understand learning outcomes, life skills and self-esteem. The transition cohort will be surveyed to understand transition. Output indicators, such as gender equity and family support will be measured across both the learning and transition cohorts. Both cohorts were sampled at baseline and will be tracked at subsequent evaluation points. The table below details the Grades the learning cohort and transition cohort were sampled from at baseline, and the Grades they are anticipated to be in at midline and end-line:

*Table 2.4* Anticipated grade level of student sample at subsequent evaluation points

| Cohort | Grade at baseline | Grade at midline | Grade at end-line |
|---|---|---|---|
| Learning cohort | S1 | S3 | S4 |
| Transition cohort | S2 | S4 | S5 / Transition pathway |
| | S3 | S5 / Transition pathway | S6 / Transition pathway |
| | S4 | S6 / Transition pathway | Transition pathway |

The learning cohort and transition cohort are separate, with no overlap. This decision was made following the pilot of the initial learning test, which demonstrated that a literacy and numeracy assessment would not be appropriate to track learning among A-Level (S5 and S6) students, due to subject specialisation. For example, a girl may choose to drop Mathematics, in which case skills such as algebra and data interpretation - included in the SEGMA test - may not develop and are likely to regress, despite her continued learning in other areas. As the evaluation is unable to control for the A-Level choices students make, the learning cohort will therefore be limited to those who will have reached S4 at end-line.

S2, S3 and S4 students were selected for the transition cohort to ensure a wide breadth of students, but to allow for at least some potential post-lower secondary transition (minimum S2) and at least some GEC-T programme exposure in all schools (maximum S4). At baseline, equal numbers of transition cohort students were selected across each Grade, and the same students will be contacted and surveyed at midline and end-line.

For both cohorts, girls were selected at random, using the head count method. Due to class grouping according to ability, in schools with multiple classes across one Grade, an equal number of girls was sampled from each class. This ensured representation across ability groups.

### 2.3.4    Role of quantitative and qualitative tools

The evaluation will employ the following set of tools at each evaluation point:

*Table 2.5* Data collection tools

| Tool | Description | Type of data |
|---|---|---|
| Learning test | 30 minute SEGRA (literacy) test followed by a 30 minute SEGMA (numeracy) test, collected on paper in two groups of 30 students. Administered by team supervisor. | Quantitative |
| Learning cohort survey | Digital survey collected in English or mother tongue by enumerators using Kobo Collect and Nexus 7 tablets. Includes demographic information, and data on attendance and completion, life skills, self-esteem, agency, family support and gender equity. | Quantitative |
| Transition cohort survey | Digital survey collected in English or mother tongue by enumerators using Kobo Collect and Nexus 7 tablets. Includes demographic information, and data on attendance and completion, family support, gender equity and aspirations. | Quantitative |
| Head of household / caregiver survey | Digital survey collected in the household in English or mother tongue by enumerators using Kobo Collect and | Quantitative |

| | Nexus 7 tablets. Includes demographic information, and data on daughter's attendance and completion, family support, value of education and gender equity. | |
|---|---|---|
| Head teacher interview | Interview conducted by evaluation team or team supervisor, either digitally or by hand. Includes school profile, programme engagement and school-level challenges. | Qualitative |
| Student focus group | Focus group discussions conducted by the evaluation team together with the team supervisor (as translator), using participatory methods and semi-structured interview questions to collect qualitative data on students' attitudes and perspectives in relation to their education and future. | Qualitative |
| Teacher focus group | Focus group discussions conducted by the evaluation team, using participatory methods and semi-structured interview questions to collect qualitative data on teachers' knowledge, attitudes and perspectives in relation to girls' education and the GEC-T programme. | Qualitative |
| Caregiver focus group | Focus group discussions conducted by the evaluation team together with the team supervisor (as translator), using participatory methods and semi-structured interview questions to collect qualitative data on caregivers' knowledge, attitudes and perspectives in relation to girls' education and the GEC-T programme. | Qualitative |
| Key informant interviews | In-person and distance-based interviews with key stakeholders, including senior PEAS staff and implementation staff, education and government officials, conducted by the evaluation team. | Qualitative |

The role of the quantitative data is to track key outcomes across a representative sample of girls in treatment and comparison schools, in order to measure progress against programme output and outcome indicators. All quantitative data will be collected in both treatment and comparison schools to test the effect of the intervention.

The role of the qualitative data is to provide a deeper understanding of the project context, outcome areas, support for the programme and barriers and drivers for success. This will ensure it is possible to understand why and how change has or has not taken place. Outcome mapping and most significant change techniques will be utilised at midline and end-line to collect in-depth stories from beneficiaries. Qualitative data collection will be carried out with a small sample of beneficiaries, and is therefore not representative.

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

### 2.3.5 Evaluation of the assumptions concerning the relationship between intermediate outcomes and overall outcomes

At each evaluation point, regression analysis will be used to test relationships between IOs and outcomes. The learning cohort will be used to understand relationships between attendance, life skills and self-esteem, and literacy and numeracy learning outcomes. The transition cohort will be used to understand the relationship between attendance, retention and completion, and transition. In addition, relationships between IOs and outcomes will be explored using qualitative data collection. This will provide insight regarding why or why not relationships exist, and what factors and barriers affect these relationships.

### 2.3.6 Gender sensitivity and GESI standards

GEARRing Up for Success After School is designed to specifically promote gender equality in schools by improving girls' learning, attendance, completion and transition. PEAS establishes schools in locations where young people are underserved by secondary education, and PEAS' enrolment policy ensures at least equal enrolment of boys and girls. GEC 1 activities have enhanced the gender responsiveness of school environments, such as water and sanitation resources and safety-related infrastructure. While project outcomes are girl-focused, GEC-T activities are designed to be inclusive of both girls and boys, to promote positive attitudes towards girls' education and supportive environments for all. Learning from GEC 1 and gender analysis has been used to design project interventions that address gender inequalities in the Ugandan education system.

There is less evidence at baseline of specific interventions to target disability-related inequalities, and this is not a focus of the evaluation. Evaluation data collection established the type and severity of disability among learning and transition cohort girls, in order to disaggregate analysis.

Overall, the PEAS GEC-T project is identified as being gender sensitive, and is analysed against the following GESI minimum standards, as defined by the FM[9]:

**1. A gender analysis of the context is conducted and used to inform the project's final design and Theory of Change.** PEAS conduced a gender analysis in July 2017, to inform the design of GEARRing Up for Success After School. The analysis looked at community, school and system level factors relating to girls' and boys' education in Uganda. It identified a national gender parity index of 0.89 at the secondary level, which is specifically addressed by PEAS' equal enrolment policy. In response to identified barriers for girls, the programme is designed to enhance teacher GRP through training and CPD, improve girls' safety in school through development of child protection procedures and CPD of senior women teachers, and increase access to higher education through the establishment of A-Level centres and improved support to girls to enrol in A-Level.

**2. The logframe includes gender-sensitive and disability focused quantitative and qualitative indicators.** Logframe indicators are girl-focused, and the evaluation surveys collect data from girls only at the school level. Attendance, completion and retention indicators are disaggregated by sex. The logframe does not include disability-focused indicators. Given the low numbers of girls with disabilities found to be enrolled in the treatment and comparison samples (see Section 3), it is not feasible to collect statistically significant and – by extension – reliable data from disabled girls to inform log frame indicators. Furthermore, while disability is an area of growing focus for PEAS as an organisation, there are no GEC-T funded activities targeting disability included in the project. As such, it would not be appropriate to include disability indicators as logical measures of project progress.

**3. Bi-annual reporting includes reflections on i) progress towards meeting gender transformative standards (further guidance forthcoming), ii) to what extent activities identified and addressed barriers to inclusion and opportunities for participation for people with disabilities.** Within the Year 1 Annual report, PEAS will be completing a dedicated section on GESI reflecting on the extent to which

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[9] GEC-T MEL Guidance Part 2, Appendix F

standards are being met through the project. The logframe itself contains measures looking at change over time in the gender equity views of beneficiaries and their caregivers, so is designed to provide further verification of whether progress is being made. The project does not include specific interventions targeting barriers for people with disabilities, though data on disability is being collected through both the GEC-T evaluation and by PEAS as an organisation.

**4. Monitoring and evaluation processes include and differentiate girls from a variety of sub groups, including those with disabilities, from the start of the project. This data should track girls' experiences and whether interventions are responding to their needs.** Baseline data collected key demographic information from learning and transition cohort girls in order the group girls by characteristics, including disability, marriage and motherhood, boarding and USE status, age, head of household and poverty levels. The same girls will be tracked at midline and end-line, and will be asked the same questions to verify changes in characteristics and needs. Qualitative data at midline and end-line will focus on ways in which interventions address girls' specific needs.

**5. A retention strategy that captures the reasons for girls' drop-out from school and provides appropriate support to re-engage girls in response to the common issues is articulated in project activities.** PEAS is focused on retention of all students who enrol in its schools, regardless of gender or any other personal factors. That said, PEAS recognises that the barriers faced by boys and girls differ. Retention data collected by PEAS schools allows leaders and teachers to view gender-disaggregated information on reasons for dropout and/or poor attendance amongst students to plan interventions. PEAS' 'Girls Policy' – developed during the first GEC project – contains standards about how PEAS schools should treat cases of pregnancy and support re-enrolment of young mothers, including through meeting with girls' families and community engagement focused on addressing stigma around pregnancy and education. In this way, PEAS' broader strategies to encourage retention also take a gender focus.

**6. Do no Harm, Child Protection and risk analyses are informed by a gender equality and social inclusion lens.** PEAS' Child Protection policy and Do No Harm approaches are based upon the principle that no child should suffer discrimination with regard to accessing and thriving in school. PEAS has a specific Girls' Policy within its school Child Protection policies to ensure gender equality and takes sensible measures to address social inclusion in the project context. As part of a separate project, PEAS recently conducted a review of student Special Educational Needs (SEN) across our network and will use the findings to further strengthen organisational inclusion strategies in a contextually relevant manner.

**7. Sex, age and disability disaggregated data is collected and analysed at baseline, midline and endline.** The evaluation collects data on age and disability in order to conduct disaggregated analysis. The learning and transition cohorts, which will be tracked over the course of the evaluation, sample girls only. There is therefore no sex-based disaggregation and comparison of results.

**8. Disability data differentiates between the type and severity of disability of beneficiaries.** The evaluation uses the Washington Short Set[10] of questions to identify disability among respondents. This differentiates respondents by type and severity of disability.

**9. The project is resourced with staff, partners and contractors who have appropriate gender and social inclusion expertise.** PEAS has a Child Protection (CP) & Gender Manager with a Master's degree relating to the field. She also has strong experience in assessing the strength and weaknesses of PEAS' schools' ability to plan and implement CP and inclusion strategies, having spent two years as a PEAS school inspector prior to filling the CP & Gender role. All PEAS staff and external contractors working in PEAS schools sign PEAS' Child Protection Policy and are expected to uphold its standards. PEAS also recently commissioned an external agency through a competitive tendering process with relevant expertise in disability and special educational needs in Uganda to conduct the mentioned SEN study. Where need arises, PEAS also engages local governmental and non-governmental child

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[10] http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/

protection, gender and inclusion agencies to support with programming and response to issues relating to these areas.

**10. Lesson learning and sharing of best practice captures achievement towards i) gender equitable and transformative outcomes and ii) the inclusion and participation in planning, implementation and M&E of people with disabilities.** Expanding equitable access to secondary education is PEAS' core mission. PEAS' impact goals include targets on gender equity. As an organisation, PEAS wants to share best practice to influence thinking and behaviour within the education sector – where PEAS is well-placed to contribute, considering the organisation's expertise – and encourage a focus on equity. This is done via a number of avenues, including social media, annual sharing events, actively engaging in global and national education forums, and presentations at relevant conferences and meetings. PEAS is as active as possible externally considering team capacity and other priorities and resources.

PEAS does not currently have a targeted approach to involving students with disabilities in programme planning, implementation and M&E. As mentioned, PEAS has recently completed a study to better understand Special Educational Needs (SEN) amongst students in PEAS schools. This will be used to inform PEAS' new inclusion strategy, which will outline how PEAS will remove barriers to participation for learners with diverse needs. PEAS is expecting to consult with students with disabilities and specialist organisations during the development of this strategy.

## 2.3.7   Benchmarking

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**Box 2.** *Benchmarking for learning and transition*

**A.  Learning**

The learning benchmark was established during the baseline by implementing the literacy and numeracy learning assessments to approximately five S3 students and five S4 students in each treatment and comparison school, to give a total sample target of 200 students. The assessments were implemented and marked at the same time as the baseline learning cohort (S1). The average scores will be used to set targets for midline and end-line.

| Baseline | Midline | End-line |
|---|---|---|
| Learning cohort grades | | |
| S1 | S3 | S4 |
| Benchmark grades | | |
| S3 | N/A | N/A |
| S4 | N/A | N/A |

**B.  Transition**

Transition was benchmarked using a household survey implemented before the baseline data collection in five PEAS school communities. In each community, households were randomly sampled and the enumerator asked to speak to a female between the ages of 12 and 24 years and with at least some secondary school attendance. If the girl was unavailable, the enumerator asked the caregiver to respond on her behalf. The survey consisted of a series of questions about her current or previous secondary school attendance and transition pathway, including her last secondary grade studied, participation in TVET and employment, her personal preferences, and demographic and household

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information. Average transition will be used to set targets for midline and end-line. The findings of the transition benchmark are detailed in Section 4.4.2.

## 2.4   Baseline data collection process

### 2.4.1   Pre-data collection

**School sampling**

A stratified sampling approach has been adopted for the study, whereby schools were selected at random for inclusion in the study. Twenty-eight schools in Uganda are included in PEAS' GEC-T programme. The evaluation budget allows for data collection from a total of 20 schools: 12 treatment schools and 8 comparison schools. Therefore, not all treatment schools can be visited. It was therefore necessary for the schools to be sampled in a way that ensures they are representative of the school population in the region, allowing the research team to extrapolate the results of the analysis to the whole region. To ensure that the sampled schools are representative, and capture elements of diversity among schools, the school sample was stratified using three characteristics:

- Size (number of students enrolled)
- Region and sub-county
- A-Level component

Comparison schools were selected to 'match' treatment schools in terms of the sample strata, to ensure representation of all regions represented by the treatment sample. The following factors were also taken into consideration:

- All schools co-educational (boys and girls)
- All schools included in government USE programme
- Similar size as PEAS schools (approx. 300-700 students)
- Representation of different sizes of school (small, medium and large)
- Representation of both A-Level and non-A-Level schools
- Representation of both private and government operated schools
- Representation of schools with mixed boarding and day students

Where a selected school did not comply with the above factors, the school was removed from the group and a new school was sampled.

Figure 2.1 shows the locations of the treatment and comparison schools in each region of Uganda.
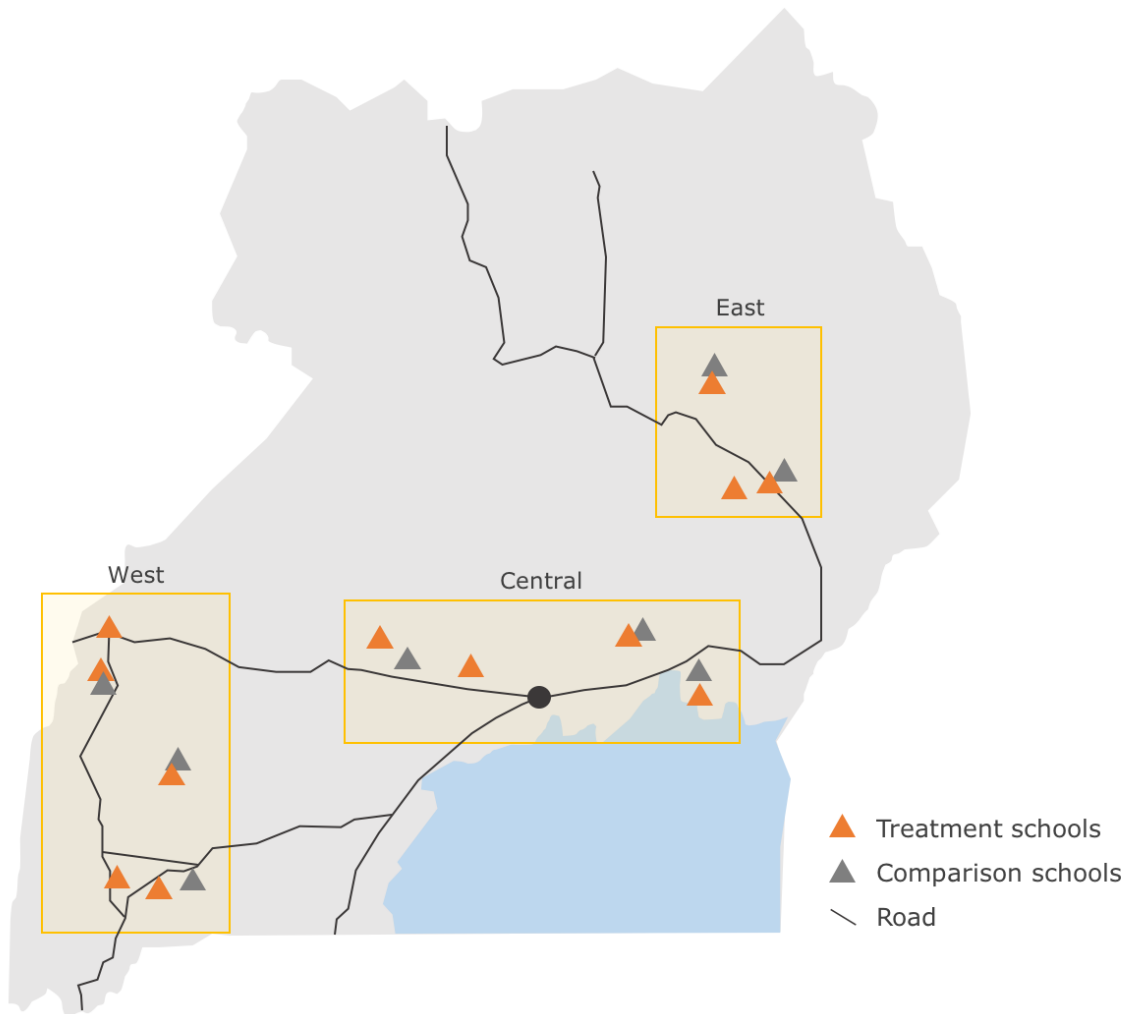
***Figure 2.1*** *Map of sampled schools*

## Research instrument sampling framework

The sampling framework for the quantitative instruments was developed by the Fund Manager (FM) and is provided in Annex 10. The framework outlines the minimum number of treatment and comparison school students for the survey tool and learning outcome assessments in order to produce statistically significant results.

For qualitative instruments, tools were administered across different beneficiary groups in a sample of schools. The number of qualitative tools administered was primarily limited by logistical constraints, including the number of schools the evaluation team were able to visit, and the length of time spent in each school. In the majority of schools, 4-5 focus groups or interviews were conducted.

## Research instrument design

A set of research instruments were designed by the FM and adapted by the evaluation team.

School level learning cohort and transition cohort surveys were designed to collect demographic data and quantitative data against logframe indicators. The majority of indicators are measured using one or several questions, while index-based indicators comprised a longer set of questions. The surveys were designed to be collected digitally using Kobo Collect on Nexus 7 tablets. This enabled daily uploads and back-ups of data, and daily data checks by the evaluation team.

SEGRA and SEGMA tests were designed by the evaluation team using guidance from the FM. Early-grade assessments, designed by RTI, were adapted for use at secondary level, each comprising three sub-tasks, increasing in difficulty. Each sub-task is equally weighted, giving an overall score out of 100. The tests were designed as a paper assessment and were conducted in classrooms in each school, supervised by a trained local invigilator (team supervisor). The tests were graded following the research phase by a literacy teacher and a numeracy teacher, both of whom are examiners for Ugandan national exams.

Qualitative instruments were prepared by the evaluation team. Semi-structured focus group and interview templates were designed to gather information from head teachers, teacher, students and caregivers to understand perspectives and practices on girls' education, barriers and transition.

### Preparation for cohort tracking

To track students in future years, learning and transition cohort surveys collected a set of identifiers, including student name, birth date and age. Transition cohort students were also asked about their household location and family phone numbers in order to contact them at household level at midline and end-line. The evaluation team will also work together with school management prior to the midline and end-line to find out which girls remain enrolled in school. To do so, annual spot checks are scheduled in August of each year, prior to the data collection phase, in order to include an enrolment check of study students.

### Piloting of instruments

The SEGRA and SEGMA instruments were piloted by the evaluation team prior to baseline fieldwork in two non-study PEAS secondary schools near Kampala. The pilot tested 27 S1, 28 S4 and 30 S6 students. The pilot found low progress or regression between S4 to S6, most likely due to subject specialisation in S5 (for example, some students elect not to study Maths and therefore do not progress in Maths skills). As the evaluation cannot control for the subjects that sampled students elect to study in the future, the decision was made to sample the learning cohort exclusively from S1, as opposed to the initial design of S1-S3, so that students reach a maximum grade of S4 by end-line. The pilot also prompted minor changes to SEGRA and SEGMA questions to avoid ceiling and floor effects for each subtask.

The learning and transition cohort surveys were piloted during the enumerator training phase, to check the language of the questions, the length and timing of the surveys, and to provide enumerators with the opportunity to practice survey implementation. The surveys were piloted in two non-study PEAS schools near Kampala. The pilot study found that the learning cohort survey was taking longer than anticipated to implement. This was due to the need to translate to local languages for a large number of S1 students. The decision was made to reduce the length of the survey in order to reach the minimum sample of students required for significance. The following changes were made to reduce the length of the survey. These were agreed with PEAS and the FM.

1. Household demographic questions were removed and replaced with the Uganda set of PPI questions, an established and tested set of questions to measure household poverty.
2. 'What things might prevent you from completing school?' and 'What things might prevent your friends from completing school?' was combined to read 'What things might prevent you or your friends from completing school?'.
3. Frequency of literacy lessons and life skills lessons was removed, as this will not be used to assess the literacy and life skills related outputs.
4. Literacy and life skills related indicators were measured for the learning cohort only, as a large portion of the transition sample are expected to be out of PEAS schools by end-line, as most are not A-Level centres.
5. Questions on brothers' study time at home was changed to one agree/disagree question, reading 'My family gives me and my brothers the same amount of support for our education (financial support and study time)'.

6. Questions about drinking water and using the toilet at school were removed, as these are not necessary for PEAS indicators, and will be assessed qualitatively to identify differences between treatment and comparison groups.

**Enumerator recruitment and training**

A team of sixteen enumerators was recruited by RDM, the EE's local partner based in Kampala. RDM identified a team of female enumerators, due to the sensitive nature of some questions to be asked within the evaluation. All enumerators were experienced in digital data collection in school environments and had previously worked with girls and young women to conduct surveys. A CV check and phone interview was undertaken with each candidate and sixteen were invited to the training.

A three-day training phase was conducted to introduce the instruments to the enumerators and run through the data collection protocols. The first day familiarised enumerators with the tools. Enumerators were encouraged to offer feedback on each question, regarding the response options and language of the question, based on their previous experience and local knowledge. Minor changes were subsequently made to adjust to local English language and add response options (e.g. 'family difficulties such as death or divorce' was added to reasons for school absence).

The second day of training provided enumerators with time to practice the surveys through paired and group role play. The enumerators were asked to complete a mock inter-rater reliability test, to check the consistency and accuracy of responses. This was done by running a group role play whereby the evaluation team simulated the survey implementation and all enumerators completed the survey. Responses were then checked against the role play script to identify incorrect data input and misinterpretation. Problem areas were then discussed and addressed as a group.

The training team also ran through data collection protocols including school arrival, student sampling, interaction with staff and students and saving the data. All enumerators were asked to read through and sign the child protection policies of PEAS and the EE and were trained in how to deal with child protection concerns that may be encountered while conducting the surveys.

At the end of the second day, two team supervisors were selected from the group, to manage the data collection phase, conduct head-teacher interviews and implement the SEGRA and SEGMA tests. Both supervisors were given additional one-to-one training by the EE on these additional responsibilities. Supervisors were selected on the basis of previous experience and organisational skills and confidence demonstrated during the training.

During the third day of training, a short pilot study was conducted in the morning. In the afternoon, the team discussed the successes and challenges of the pilot and subsequent changes that were to be made. The teams discussed the final data collection schedule and logistics. Finally, a final IRR test was completed. IRR data was checked and all enumerators scored 95 percent or higher. As a result, all enumerators were invited to participate in the data collection phase.

## 2.4.2   Data collection

**Timing**

The data collection phase took place from 21st September to 5th October 2017. Two teams of enumerators conducted one school visit per day. Teams were divided based on area, with one team travelling to schools in Central and East Uganda, and the other travelling to schools in Central and West Uganda. Qualitative data was collected at each school by the EE team, at the same time as quantitative data was collected by the enumerators. Both quantitative and qualitative data was analysed post-fieldwork.

**Data collection protocols**

*Participant consent:* For all instruments, participant consent was sought and recorded at the outset of the survey, assessment or interview. At the beginning of the student and household survey a script was read to the participant, explaining the purpose of the research and the types of questions that would be asked. It was made clear that participants could refuse to answer any given question without further

questions. Participants were asked if they were happy to proceed with the survey. Any participant who refused was thanked and not pressed to continue. A replacement participant was sampled. If this was a student, a replacement was selected at random from the same grade and class. If a caregiver refused to participate in the survey, the enumerator moved to the next sampled household.

*Code of Behaviour policy:* The external evaluator's code of behaviour for conducting research with children is provided in Annex 15. This was signed by all enumerators at the end of the training phase. In summary, protocols include:

- Open door policy: if conducting the survey inside a room, the enumerator must leave the door open at all times and must be visible to others.
- All child protection concerns must be reported to the evaluation team or designated staff member.
- Enumerators should avoid physical contact and touching students.
- Participants should not be photographed.
- Enumerators should not give out or ask for personal contact details (except where asked in the survey).
- Enumerators must treat all participants equally and respectfully.
- All participants have the right to anonymity - enumerators should not discuss individual responses unless there are protection concerns.

During the training phase, enumerators were trained in how to interact and build rapport with students. The team discussed protocols including seating arrangements, introductions, eye contact and appropriate behaviour. Role play was used to discuss the appropriate response to difficult situations, such as a student refusing to speak or becoming upset.

*Child Protection policy:* PEAS child protection policy is provided in Annex 16. This was signed by all enumerators at the end of the training phase. In summary, the policy includes:

- Take all Child Protection allegations, reports or concerns seriously and act on concerns quickly according to PEAS procedures.
- Do not spend excessive time alone with a child/children with whom you are working away from others.
- Do not hit or otherwise physically assault or physically abuse children.
- Do not condone, or participate in, behaviour of children that is illegal, unsafe or abusive.
- Do not act in ways intended to shame, humiliate, belittle or degrade children.
- Do not discriminate against, show differential treatment, or favour particular children to the exclusion of others.

*Enumerator safety:* In general, the regions travelled to are safe and politically stable. The greatest risk to safety during data collection was road travel and petty crime while staying in accommodation.

The team supervisor was responsible for knowing the whereabouts and ensuring the safety of her team. The supervisor was in close contact with at least one member of the evaluation team at all times, either in person or contactable via phone. All team members had access to a personal mobile phone and were given air time in order to make and respond to calls whenever necessary.

Both teams travelled as a team in one vehicle. RDM identified and recruited drivers who they had worked with previously. For overnight accommodation, the supervisor identified a nearby town prior to the fieldwork phase, and the team stayed together in one place where possible, or in pairs at a minimum. The supervisor was responsible for checking the safety of all accommodation.

The evaluation team was in close contact with PEAS field staff in case of any concerns during fieldwork.

### Student and household sampling

All students surveyed for the learning cohort were selected from S1, and asked to complete a survey and learning assessment. A random sampling approach was used, using the headcount method. Where there were multiple streams, an equal number of girls was selected from each stream.

In all schools, the teams aimed to sample 50 S1 girls. In a number of schools, however, lower than anticipated enrolment or poor attendance meant there were less than 50 S1 girls present in the school. In these cases, all S1 girls present were sampled.

During Week 1 of data collection it became clear that more schools than anticipated had fewer than 50 girls present. This is likely because it was the beginning of term (Week 2 and 3, Term 3) and students either had not reported yet or were being sent home to collect school fees, resulting in their absence for at least a full day in the latter case. In order to reach the minimum sample of 557 treatment school girls, the teams were therefore asked to select 60-70 girls in remaining PEAS schools, where that many girls were present. This approach enabled the teams to reach and exceed the minimum sample.

Students surveyed for the transition cohort were selected from S2, S3 and S4. A random sampling approach was used, using the headcount method. Where there were multiple streams, an equal sample was taken from each stream.

In all schools, the teams aimed to sample 60 transition cohort girls, equally sampled across the three grades (20 S2, 20 S3 and 20 S4 girls). While in some schools there were less than 20 girls present in some grades, a sufficient number of girls were present in the majority of schools. The teams were able to collect the anticipated number of transition cohort surveys, and successfully surpassed the minimum sample of 579 PEAS students and 291 non-PEAS students by more than 20 percent, as planned.

A head of household survey and caregiver survey was administered at the household level in all schools. A selection of the cohorts' households were sampled at the beginning of the school day. Two to three enumerators then travelled to the community to collect the household surveys in the afternoon. Not all households of the cohort were surveyed, due to financial and timing constraints on the evaluation. The majority of households were located far from the school (more than one hour walk) and required vehicles to travel to the house. As the teams visited each school for one day, and prioritised student surveys in order the achieve a significant sample of girls, it was possible to survey an average of 15 households per school.

Long distances to and between households, and lack of availability of household members (primarily due to work), posed particular challenges to the enumerator teams. In addition, the high number of boarding students in some schools limited the number of students whose households were within a feasible driving distance during the time available.

**Qualitative data collection**

To collect qualitative information, focus group discussions were held with learning cohort students (girls sampled from S1), transition cohort students (girls sampled from S2-4), teachers and caregivers. Sampling was carried out as follows:

- Student focus group: 4-5 students were sampled at random by the enumerator team supervisor. For the transition cohort focus group, at least one girl from S2, S3 and S4 was sampled.
- Caregiver focus groups: School management and the community leader was contacted before the school visit to request that 4-6 caregivers were invited to participate in the caregivers focus group. A combination of male and female caregivers, with at least one daughter enrolled in S1-4, were invited. Focus groups were conducted both off site in the local community, and within school, depending on caregivers' availability and travel requirements.
- Teacher focus groups: Group sizes varied from 4-10 teachers. Sampling ensured representation of different grade level and subject specialisations, and both male and female teachers, where possible.

All focus groups were led by 1-2 members of the evaluation team. For both student and caregiver focus groups the enumerator team supervisor was present as a translator. Each focus group lasted approximately 45 minutes and data was collected digitally, using a template of semi-structured questions and follow up questions.

In addition, a 45-minute interview was conducted with the head teacher or school deputy. The interview was conducted by the evaluation team or enumerator team supervisor and was collected digitally.

In total, 11 learning cohort, 11 transition cohort, 11 teacher and 9 caregiver focus group discussions were conducted, and 15 head teacher interviews and 2 District Education Officer interviews were conducted.

**Quality assurance of data**

*Enumerator training and IRR test:* All enumerators were trained in how to administer the data collection tools accurately and consistently, ensuring adequate time for practice and discussion. The IRR test was used to test the consistency of survey application. All enumerators scored more than 95% in the IRR test.

*Data checks:* Data was uploaded from the Kobo Collect application by the enumerators at the end of each day. Daily data checks were then carried out by the evaluation team, with three quality assurance steps daily:

- The database contains the expected number of data points, including no duplicate observations.
- Automated consistency checks to ensure the data is coherent (i.e. entries do not contradict each other).
- Automated range checks to ensure that variable values are within normal ranges.

*SEGRA/SEGMA grading:* The learning assessments were graded following the data collection by a literacy teacher and a numeracy teacher. Both teachers were trained in one-to-one sessions on the mark scheme. For quality assurance, a 5 percent sample of tests were re-marked by the evaluation team to check the marking against the mark scheme and grading protocols.

**Final baseline sample size**

**Table 2.6** *Baseline sample size*

| Instrument | School type | Sample |
|---|---|---|
| Learning cohort survey and learning assessments | Treatment | 580 |
| | Comparison | 297 |
| | Total | 877 |
| Transition cohort survey | Treatment | 728 |
| | Comparison | 457 |
| | Total | 1,185 |
| Household surveys | Treatment | 189 |
| | Comparison | 129 |
| | Total | 318 |

## 2.4.3   Post-data collection

**Data cleaning**

Data was checked and cleaned daily to ensure all responses were within the expected range and all surveys had been accurately completed, as described above.

Student, household and learning assessment data was matched using a combination of Student ID records and student names. It was possible to match 862 surveyed students with learning assessments. This was due to some students not giving consent to the tests or the absence of the student in the afternoon. The full set of learning assessments (872) was used for the overall analysis of literacy and

numeracy results. The matched data (862) was used to understand rates among specific subsets of students (e.g. disaggregated based on demographic information), and to run the regression analysis.

**Data storage and analysis**

The data was stored on Excel and backed up using Google Drive. All quantitative and qualitative data was cleaned to remove false entries and data outside the anticipated range. Due to digital data collection and pre-coding, data entry and cleaning was kept to a minimum, with the exception of the learning assessments, which were collected on paper and input into Excel.

At the data cleaning stage, students and households were assigned unique IDs using a combination of school name, grade and student ID assigned and recorded during survey administration. This enables matching between survey responses, learning assessments and household surveys.

Following data cleaning, the data was analysed using a combination of different software, including:

- Disaggregated descriptive statistics using Microsoft Excel, to perform demographic analysis of the sample and identify baseline findings against log frame output and outcome indicators
- Regression and multivariate analysis using R, to identify correlative relationships between key variables in the dataset
- Qualitative data coding and analysis using Dedoose, grouping responses by theme and intervention type to identify patterns and key information in order to triangulate and supplement quantitative findings

All analysis was undertaken and verified by the evaluation team.

# 2.5 Challenges and limitations

The below section summaries the key challenges encountered during fieldwork and the approach taken by the team to adapt fieldwork and mitigate problems.

## 2.5.1 Length of survey

During the training phase and pilot study, the learning cohort survey took more than 40 minutes to complete. While it was anticipated that the research teams would take some time to familiarise themselves with the survey, the requirement for translation into the local language added significant time to the total survey length, and the teams were unlikely to reach the minimum sample of students in the time available. To ensure the teams were able to reach the minimum sample, the survey was reduced in length. The survey was reviewed together with PEAS and questions were streamlined or removed. These changes are summarised in Section 2.4.1.

On the first day of data collection the learning cohort surveys took approximately 25-30 minutes to administer, and by the end of data collection, 15-20 minutes to administer. This enabled the team to complete surveys with all sampled girls in all schools and reach the minimum sample size. None of the questions removed have direct implications for the measurement of PEAS GEC-T indicators.

## 2.5.2 Poor student attendance

Lower than anticipated enrolment and attendance in some schools meant there were less girls present and available in the school. This was a particular challenge for the treatment school learning cohort, due to the high number (50) of girls required per school for the minimum sample. Data collection took place during Week 2 and 3 of Term 3. These weeks were selected because exam preparation commencing in Week 4 of Term 3 was likely to prevent the team from being able to access schools, which generally refuse visits during the UCE exam period. Week 1 was also not selected, as there is typically a delay in students returning to school at the beginning of term. However, in Week 2 and 3, the evaluation team found that girls in all schools were reported to have been sent home to collect the school fees for the term. This resulted in a number of girls being absent for the full day.

To ensure the teams collected a sufficient number of surveys and learning assessments, in the second and third weeks of data collection teams were asked to sample 60-70 S1 girls in remaining PEAS schools where that many girls were present. This approach enabled the teams to reach and surpass the minimum number of students.

Student attendance did not have implications for the GEC-T indicators. A weighting adjustment was trialled to ensure that the student sample was not weighted towards larger schools. The adjustment weighed student responses according to school size and was found not to have any impact on the overall scores. In addition, a regression analysis between school size and learning outcomes found no relationship between the two variables.

### 2.5.3   Caregiver survey logistics

During school visits, teams found it challenging to reach the proposed number of households. This was primarily due to the long distances from the school and between households, as well as the availability of the head of household and caregiver.

In all schools all vehicles (1-2) available were used to facilitate the collection of caregiver surveys. Teams worked with community leaders and/or teachers to identify students in the sample that lived close by and cluster households. The availability and willingness of teachers to assist the teams was vital to their ability to collect caregiver surveys.

Though caregiver survey numbers were lower than anticipated, the evaluation team made the decision in the second week of data collection to focus on increasing the number of learning cohort students surveyed as a priority. The lower than anticipated number of households reached means there is less household data with which to correlate and triangulate student data. However, as it was not feasible to survey a significant number of households during the time available, it was not planned that statistically significant results would be drawn from household surveys. Instead, surveys serve to provide additional correlative and qualitative insights against student surveys and qualitative data.

Overall, 318 household surveys were collected. This sample is found to be sufficient to draw out quantitative analysis that gives a good overall understanding of the perspectives and practices of caregivers and heads of households. While the low sample limits the use of the data in terms of identifying statistically significant differences and regression, the analysis has been used to supplement qualitative caregiver data and student data.

### 2.5.4   Caregiver focus group participation

It was not possible to randomly select caregivers for participation in focus groups, due to lack of access, long distances from school and limited time and availability. Community leaders and teachers assisted in arranging for a group of girls' caregivers to come to the school for the focus group discussion. Therefore, it is anticipated that those willing and able to take part were likely to be more invested in their daughter's education. This may introduce a bias in the qualitative findings, as participants may be more positive and invested than other caregivers. As this was anticipated, caregivers were asked about the views of their neighbours, other parents at the same school and the wider community, to understand their perceptions of wider belief systems and practices as well as their own. Reflection on the practices of a third party, as opposed to personal beliefs and actions, can also help to elicit more open discussion and reduce expectancy or acquiescence bias, where respondents understand the purpose of the discussion and typically present a positive response. Findings from caregiver focus groups were also triangulated with caregiver survey responses, where households were randomly sampled and are therefore more representative.

In addition, teachers and head teachers were asked about their experiences and perceptions of the attitudes and practices of caregivers and wider community members, and asked to give specific examples.

### 2.5.5   Low confidence and language barrier during student FGDs

All student focus groups were collected by a member of the evaluation team and were planned to be conducted in English. However, in all schools, girls were low in confidence when communicating in English and found it difficult to elaborate on questions during discussion. The evaluation team adapted the focus group approach to include an enumerator fluent in the local language. Enumerators translated questions and elaborated on and adapted questions to probe in a contextually-appropriate and student-friendly way, and explore questions in further detail. Though low confidence remained an issue, this approach encouraged more detailed discussion and responses, enabling the team to collect helpful and usable qualitative student data in the majority of schools.

Low confidence was not encountered in teacher or caregiver FGDs. An enumerator or community member was present in all caregiver FGDs to translate to the local language.

Low confidence meant that student qualitative data was not as rich as initially anticipated. However, with the use of translators, the team were able to gather more detailed stories and experiences, and found similar themes were brought out across schools. Sufficient data was collected to triangulate quantitative findings and draw meaningful qualitative conclusions. Alternative methods and the inclusion of a local translator will be explored to ensure rich qualitative data collection at midline and end-line.

### 2.5.6   Child protection

In nine of the 20 schools, child protection issues were encountered during surveys or focus group discussions. Reports included physical punishment, harassment by teachers and harassment on the way to school.

In some PEAS schools, the teams were unable to follow the PEAS child protection reporting procedure in place, due to:

- No senior woman teacher present
- Team assessed that it was not in the child's best interest to disclose their name to the senior woman teacher
- Senior woman teacher was involved in the allegation
- Senior woman teacher did not take the case seriously

In comparison schools, the evaluation team was unable to follow a set child protection procedure as these were not known prior to fieldwork for individual comparison schools. Where possible, the team contacted the head teacher at the beginning of the day to find out the reporting procedure. In most schools, the policy was similar to PEAS, and schools had an allocated senior woman teacher or child protection focal person. However, in some comparison schools, there was no clear policy. The teams also encountered similar issues as those described above, such as the focal person being unavailable.

The enumerator team were trained in the fieldwork child protection protocols during the training phase, and demonstrated a good awareness of the issues anticipated to arise. During fieldwork, enumerators demonstrated an ability to discuss issues with students in a sensitive manner, and followed up with the supervisor to take the case forward. The team discussed each case individually before proceeding. In cases where the team felt they were unable to disclose the case or name of the child, the case was reported to the evaluation team.

The evaluation team followed up with the PEAS child protection officer to report on all cases of child protection concerns raised during fieldwork. After this a full report was submitted to PEAS. The child protection protocol for midline and end-line will be reviewed to ensure clear guidelines in cases where the senior woman teacher is not present, or is not a suitable point of contact. This may have implications for survey questions included at midline and end-line. For example, if it is not feasible to put in place a robust child protection procedure in non-PEAS schools, questions on safety may be excluded.

# 3. Key Characteristics of Baseline samples

## 3.1 Project beneficiaries

### 3.1.1 Educational marginalisation and selection of beneficiaries

PEAS' GEC-T beneficiaries are defined as experiencing educational marginalisation in a number of ways. PEAS students tend to be poorer and have lower prior attainment than students in comparison to students in government or other low-cost private schools. PEAS schools are non-selective and intentionally established in poor, rural, underserved communities[11]. PEAS school girls are particularly marginalised due to the following factors:

- All PEAS school girls come from rural communities
- 30 percent of PEAS girls come from households living under $1.90 a day
- 73 percent of PEAS girls' parents/carers are in informal employment
- 57 percent of PEAS students' parents did not complete O-level and 71 percent did not complete A-level
- PEAS girls are at risk of early marriage or pregnancy, are under pressure to earn or care full-time and experience menstruation as a barrier to education

In the regions and communities in which PEAS works, girls transition from lower to upper secondary is low (see Sections 4.3 and 4.4 for baseline transition benchmark findings). Families and communities tend to perceive a girl as having completed her education if she completes Senior 4 (lower secondary). With the added cost of A-Level, and increasing pressure to find employment, care for family, or get married as a girl gets older, transition to upper secondary is profoundly challenging for girls. The same barriers are repeated and exemplified at transition from A-Level into higher education.

It should be noted that for this evaluation, comparison schools were selected in similar and nearby communities and areas. Therefore, the data in this report shows a similar level of marginalisation and poverty among PEAS girls and girls in government and private comparison schools.

### 3.1.2 Inclusion of boys as project beneficiaries

All PEAS schools are co-educational. Interventions such as gender responsive teacher training and life skills clubs will therefore reach boys as well as girls. Learning from the GEC programme demonstrated that funding activities and infrastructure for girls only had negative impacts on both boys and girls. GEC-T interventions are therefore designed to be inclusive of both boys and girls. However, as the activities are designed to focus on enhancing the education and transition of girls, the evaluation focuses on the impact of the programme on girls. It is not within the scope of the evaluation to measure the effect of GEC-T activities on boys in PEAS schools.

## 3.2 Representativeness of the learning and transition samples

The following tables give a breakdown of the baseline sample according to region, grade, age, disability, and other variables, to give an overview of the types of beneficiaries represented in the evaluation.

### 3.2.1 Region

The number of schools sampled from each region was stratified in proportion to the total number of schools PEAS operates in the region.

*Table 3.1* Evaluation sample breakdown, by region

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[11] EPRC, 2016, Evaluation of the PEAS Networks under the Uganda Universal Secondary Education (USE) Programme

| | Treatment (Baseline) | Comparison (Baseline) |
|---|---|---|
| Sample breakdown (Learning) | | |
| Central (% sample in Central) | 161 (28%) | 124 (42%) |
| East (% sample in East) | 159 (27%) | 90 (30%) |
| West (% sample in West) | 260 (45%) | 83 (28%) |
| Girls (sample size) | 580 | 297 |
| Sample breakdown (Transition) | | |
| Central (% sample in Central) | 231 (32%) | 174 (38%) |
| East (% sample in East) | 184 (25%) | 120 (26%) |
| West (% sample in West) | 313 (43%) | 163 (36%) |
| Girls (sample size) | 728 | 457 |

### 3.2.2 Grade and age group

Girls were sampled from S1 for the learning cohort and S2, S3 and S4 for the transition cohort. For the transition cohort, equal numbers were sampled in the three grades. However, due to lower S3 and S4 enrolment in a number of schools, the number of girls sampled in these grades is marginally lower.

The majority of the learning cohort (S1) are aged 14 to 17 years, at an average age of 15.5. The majority of the transition cohort are aged 16 to 19 years. S2, S3 and S4 girls are, on average, 16.4, 17.4 and 18.4, respectively (aggregated treatment and comparison). Treatment school girls are marginally younger across all years compared to comparison girls, with a significant difference (at the 5 percent confidence level) in age at S4, where girls are on average 18.2 years in treatment schools and 18.7 years in comparison schools. Girls in the Central region are also marginally younger in all years than girls in the East and West region (approximately 0.5 years younger in all grades).

The slightly older age of comparison school girls may be due to slightly higher rates of repeated years among comparison school girls. In comparison schools, 55 percent of girls had repeated years, and 10 percent had repeated two or more years, whereas in treatment schools, 49 percent of girls had repeated a year, and 7 percent had repeated two or more years. However, the overall average rate of girls who had repeated years was not significant at the 5 percent level.

**Table 3.2** *Evaluation sample breakdown, by grade*

| | Treatment (Baseline) | Comparison (Baseline) |
|---|---|---|
| Sample breakdown (Learning) | | |
| S1 (% in S1) | 580 (100%) | 297 (100%) |
| Girls (sample size) | 580 | 297 |
| Sample breakdown (Transition) | | |
| S2 (% in S2) | 251 (34%) | 157 (34%) |
| S3 (% in S3) | 241 (33%) | 150 (33%) |
| S4 (% in S4) | 236 (32%) | 150 (33%) |
| Girls (sample size) | 728 | 457 |

**Table 3.3** *Evaluation sample breakdown, by age*

| | Treatment (Baseline) | Comparison (Baseline) |
|---|---|---|
| Sample breakdown (Learning) | | |
| Aged 12-13 (% aged 12-13) | 38 (7%) | 11 (4%) |
| Aged 14-15 (% aged 14-15) | 293 (51%) | 147 (49%) |
| Aged 16-17 (%aged 16-17) | 211 (36%) | 116 (39%) |
| Aged 18-19 (%aged 18-19) | 36 (6%) | 21 (7%) |
| Aged 20+ (% aged 20 and over) | 2 (0%) | 2 (1%) |
| Girls (sample size) | 580 | 297 |
| Sample breakdown (Transition) | | |
| Aged 12-13 (% aged 12-13) | 2 (0%) | 1 (0%) |

| Aged 14-15 (% aged 14-15) | 90 (12%) | 51 (11%) |
|---|---|---|
| Aged 16-17 (% aged 16-17) | 322 (44%) | 179 (39%) |
| Aged 18-19 (% aged 18-19) | 267 (37%) | 161 (35%) |
| Aged 20+ (% aged 20 and over) | 45 (6%) | 63 (14%) |
| Unknown age (% unknown age) | 2 (0%) | 2 (0%) |
| Girls (sample size) | 728 | 457 |

All study schools are co-educational schools with both boarding and day scholars. Ten of the twelve treatment study schools and all eight comparison schools are part of the government USE scheme. This means they accept both USE and non-USE students, with non-USE students paying higher, unsubsidised tuition fees. Table 3.4 details the breakdown of boarding and USE schools by intervention type.

Treatment schools have a 50/50 split of USE and non-USE girls for both the learning and transition cohorts, whereas the majority of girls in government comparison school are USE students. There are also more USE girls in private comparison schools, with about three-quarters of girls being part of the USE scheme.

In terms of boarding, in all schools there is a higher percentage of boarders in the transition cohort. This is because girls are more likely to board at school in higher grades (S3 and S4). Treatment schools have the highest number of boarding students, whereas government schools have the lowest rates.

**Table 3.4** *Evaluation sample breakdown, by boarding and USE*

| | Treatment (Baseline) | Comparison: Government schools (Baseline) | Comparison: Private schools (Baseline) |
|---|---|---|---|
| Sample breakdown (Learning) | | | |
| Boarding scholar | 49% | 15% | 31% |
| Day scholar | 51% | 85% | 69% |
| USE students | 46% | 94% | 74% |
| Non-USE students | 54% | 6% | 26% |
| Sample breakdown (Transition) | | | |
| Boarding scholar | 62% | 26% | 51% |
| Day scholar | 38% | 74% | 49% |
| USE students | 44% | 92% | 74% |
| Non-USE students | 56% | 8% | 26% |

Overall, PEAS schools enrol slightly more girls than boys, with an average of 53 percent girls in treatment study schools. Across treatment study schools, 57 percent of all girls are boarders. PEAS does not have internal data on the ages of the wider beneficiary population or a gender breakdown of USE students. Overall, the evaluation sample is anticipated to be representative of the wider beneficiary population, due to the sufficient sample size and random sampling method.

### 3.2.3 Disability

Among PEAS schools, 2.7 percent of girls were identified as having a disability. Data on disability was self-reported in the student survey using the Washington Group disability questions, listed in Table 3.5. The most common disability reported was vision impairment, with 1.2 percent of girls reporting 'a lot of difficulty' or 'cannot do at all' when asked if they have difficulty seeing, even if wearing glasses. Among comparison school girls, 2.3 percent reported a disability. There is no significant difference between treatment and comparison school levels of disability.

**Table 3.5** *Evaluation sample breakdown, by disability[12]*

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[12] The population identified as having a disability includes all those that report having a difficulty *in at least one domain* recorded at 'a lot of difficulty' or 'cannot do at all'.

| Sample breakdown | Treatment (Baseline) | Comparison (Baseline) | Girls School survey – Washington Group |
|---|---|---|---|
| Girls with disability (% overall) | 34 (2.6%) | 16 (2.1%) | |
| Vision impairment | 16 (1.2%) | 8 (1.1%) | Do you have difficulty seeing, even if you are wearing glasses? |
| Hearing impairment | 4 (0.3%) | 2 (0.3%) | Do you have difficulty hearing, even if you are using a hearing aid? |
| Mobility impairment | 3 (0.2%) | 1 (0.1%) | Do you have difficulty walking or climbing steps? |
| Cognitive impairment | 7 (0.5%) | 3 (0.4%) | Do you have difficulty remembering things or concentrating? |
| Self-care impairment | 2 (0.2%) | 0 (0.0%) | Do you have difficulty with self care such as washing or dressing? |
| Communication impairment | 3 (0.2%) | 3 (0.4%) | Using your mother-tongue, do you have difficulty communicating; for example understanding or being understood? |

An analysis of disability and barriers to education is provided in Section 3.3.2.

## 3.3 Educational Marginalisation

### 3.3.1 Demographics and characteristics

Table 3.6 details the demographics found across the baseline sample. The findings demonstrate a high level of similarity between PEAS schools and the comparison schools selected for the study.

Marriage and pregnancy rates were generally low among in-school girls. One girl across the learning and transition cohorts reported being married, and 21 girls said they were mothers (1 percent), with slightly higher rates among comparison school girls (1.5 percent, compared to 0.8 percent in PEAS schools). Rates of pregnancy were higher in the West region: 2.0 percent of girls in the West region were mothers, compared to 0.5 percent in the East and 0.3 percent in the Central region.

It should be noted that although rates of marriage and pregnancy are low across the sample, 43 percent of the overall sample are S1, and therefore at a young age. Marriage and pregnancy become an increasing barrier to girls' education as they get older. In addition, girls who are married or mothers are likely to be out of school and therefore not included in the programme or sample. Marriage and pregnancy are major causes of drop out, as reported by students, teachers and caregivers in all schools. The percentage of girls and young women who are married and mothers is therefore likely to be higher among the wider community and out of school girls. For example, in the transition benchmark, 17 percent of 12-24 year old girls were married, and 31 percent were mothers. Furthermore, the benchmark survey sampled girls who had completed at least some secondary school, and therefore does not capture rates among girls who drop out after primary school. Rates are likely to be higher among these girls.

The Grameen Progress out of Poverty (PPI) index was used to establish girls' approximate household poverty level. The lower the PPI score, the more likely it is that a girl is living in a poor household, with a score below 30 indicating a high likelihood of poverty[13]. In treatment schools, PPI scores ranged from 6 to

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[13] A PPI score below 30 indicates a 54.5 percent or higher likelihood of the household being under the $1.90 a day poverty level. A PPI score of 45 indicates a 16.7 percent or lower likelihood of the household being under the $1.90 a day poverty level. The poverty likelihood decreases to 0.0 percent at a score of 70 or above. PPI Uganda look up tables: https://www.povertyindex.org/country/uganda

80, at an average of 45.3. In comparison schools, PPI scores ranged from 6 to 73, with an average of 44.0. Treatment school girls are marginally more likely to have a PPI of 45 or above. However, there is no significant difference in the overall average PPI between treatment and comparison school girls. Girls in the East region have significantly lower PPI levels, compared to girls in the Central or West regions, at an average of 38.0 in treatment schools and 36.5 in comparison schools. In the West region, girls in treatment schools had a significantly higher PPI than girls in comparison schools.
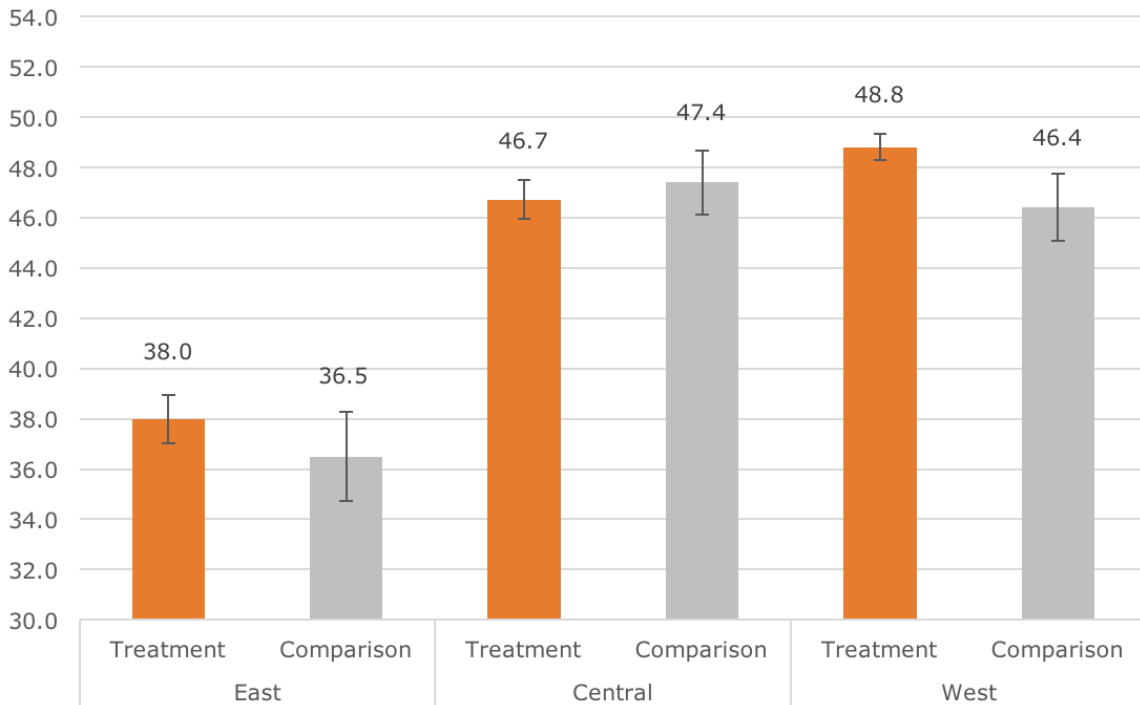


**Figure 3.1** *PPI scores by region and school type. Error bars indicate the 95 percent confidence interval for the average score.*

Girls in treatment and private comparison schools have a similar average PPI score. However, girls in government comparison schools have a significantly lower PPI score compared to treatment school girls, at the 5 percent confidence level.
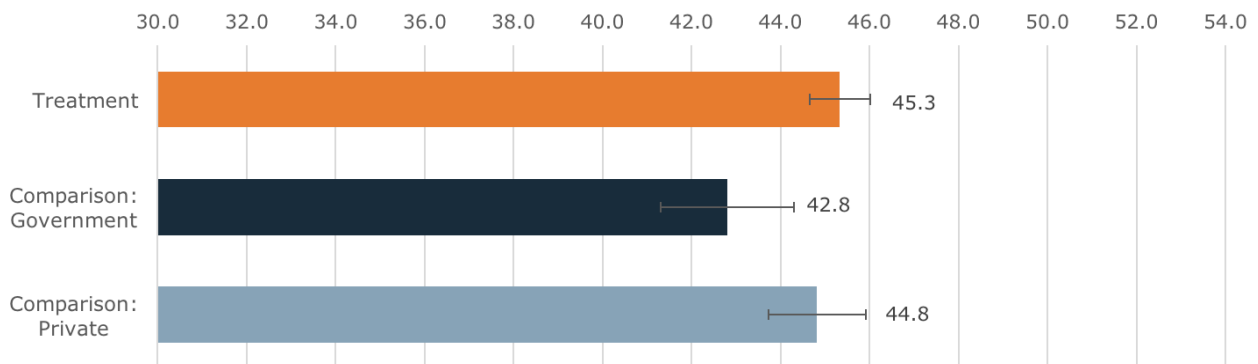


**Figure 3.2** *Average PPI scores by private and government schools. Error bars indicate the 95 percent confidence interval for the average score.*

Across treatment and comparison schools, USE and non-USE students had similar PPI scores (44.9 and 44.8, respectively). However, boarding school students had an average score of 47.3, compared to 42.6

for day scholars. Treatment and comparison boarding scholars had a similar PPI, at 47.6 in treatment schools and 46.4 in comparison schools. Treatment and comparison day students also had a similar PPI, at 42.5 in treatment schools and 42.8 in comparison schools. Therefore, the higher percentage of boarding students in treatment schools, compared to both private and government comparison schools, is likely to explain the slightly higher overall PPI in treatment schools.

In terms of parental education, treatment school caregivers are slightly less likely to be literate compared to comparison school caregivers. Caregiver education levels were similar across the three regions: 84, 83 and 81 percent of caregivers had no or primary only education in the East, Central and West regions, respectively. Head of household education levels, however, were particularly low in Central Uganda: 77 percent had no or primary only education, compared to 46 and 63 percent of East and West region heads of households, respectively.

**Table 3.6** *Girls' characteristics (* = significant difference between treatment and comparison at the 5 percent confidence level)*

| | Treatment (Baseline) | Comparison (Baseline) | Source (Household and Girls School survey) |
|---|---|---|---|
| Sample breakdown (All girls) | | | |
| Household characteristics | | | Student survey |
| Household head | | | Student survey |
| *Father* | 75% | 70% | Student survey |
| *Mother* | 18% | 18% | Student survey |
| *Grandparent* | 3% | 5% | Student survey |
| *Non-relative* | 1% | 1% | Student survey |
| Primary carer | | | Student survey |
| *Father* | 7% | 6% | Student survey |
| *Mother* | 81% | 78% | Student survey |
| *Grandparent* | 4% | 6% | Student survey |
| *Non-relative* | 1% | 1% | Student survey |
| *None* | 1% | 1% | Student survey |
| Average number of siblings | 6.0 | 6.1 | Student survey |
| Married (%) | 0.0% | 0.1% | Student survey |
| Mothers (%) | 0.8% | 1.5% | Student survey |
| *Mothers under 18* | 0.3% of under 18yos | 0.0% of under 18yos | Student survey |
| *Mothers under 16* | 0.0% of under 16yos | 0.0% of under 16yos | Student survey |
| Average PPI | 45.3 | 44.0 Gov: 42.8; Priv: 44.8 | Student survey |
| PPI (% of households) | | | Student survey |
| *PPI below 30* | 12% | 13% | Student survey |
| *PPI 45 or above* | 56% | 50% | Student survey |
| HoH unemployed or in informal profession | 84% | 83% | Student survey |
| HoH reports it is difficult to afford for girl to go to school | 79% | 74% | HH survey |
| Parental education | | | HH survey |
| *HoH has no education* | 12% | 5% | HH survey |
| *HoH primary ed. only* | 50% | 57% | HH survey |
| *HoH is literate* | 84% | 90% | HH survey |
| *Primary carer has no education* | 22% | 22% | HH survey |

| | | | |
|---|---|---|---|
| *Primary carer primary ed. only* | 62% | 55% | HH survey |
| *Primary carer is literate* | 68% | 75% | HH survey |

### 3.3.2 Barriers to learning and transition

The following section explores the most prevalent barriers found for girls' learning and transition found during the baseline study. Section 4, 5 and 6 explore the baseline findings against the Outcome, Intermediate Outcome and Output indicators, respectively. The barriers relating to each indicator are therefore explored in further detail in these sections. Section 5.1.2 specifically explores barriers in relation to attendance, Section 5.2.6 explores barriers in relation to completion, and Section 6.3.1 and 6.4.1 explore barriers relating to transition.

#### Poverty

As described in Table 3.7, lack of money is one of the most prevalent challenges for girls' attendance, school completion and transition into A-Level. This challenge was shared by treatment and comparison school girls, USE and non-USE students, and day and boarding school girls. Lack of money was referred to in relation to paying school fees, purchasing scholastic materials and related expenses, and the need for sanitary products.

When asked 'what might prevent your daughter completing lower secondary?', 71 percent of caregivers responded lack of money. Asked 'what might prevent your daughter enrolling in A-Level?' 81 percent cited lack of money. Half of the caregivers surveyed felt that it was acceptable for girls to miss school if education is too costly. Furthermore, 79 of treatment school caregivers said it was difficult to afford for their daughter to go to school, and 74 percent of comparison school caregivers said the same.

#### Safety

Safety while travelling to and from school was a concern expressed by girls both in the survey and qualitative data collection, as well as by teachers and caregivers. One quarter of learning cohort day scholars reported feeling unsafe on journeys 'some of the time' or 'most of the time'. Rates were slightly higher in comparison schools, at 27 percent, compared to treatment schools, at 23 percent.

During focus groups in both treatment and control schools, girls often aligned feeling safe in school and on the way to school with financial security. A number of girls connected their safety in school with either having or not having enough money to pay school fees when they were asked whether or not they felt safe in school. While the relationship between school fees and safety will need to be explored in further detail in the midline and end-line, this may be due to policies in all study schools to send students home after they have arrived at school to collect missing school fees, which was cited in both treatment and control schools. In one treatment school, however, the head teacher explicitly noted that if the girl has a brother he will be sent home to collect school fees in her stead. For many, being sent home to collect school fees means walking a long distance home on their own. Schools in rurally located communities frequently raised concerns about girls' journeys to and from school, primarily in connection to run-ins with boda-boda drivers and other boys and men in the community. This issue was reported by teachers, students and parents in almost all schools, with boda-boda drivers cited as offering girls lifts to school and money for school fees in exchange for sex. Girls expressed a particular fear of walking alone but said that they felt safer when walking with friends.

> *"Sometimes from home to school I do not feel safe because of thieves on the way, people who disturb you like boda-boda men – they give us lifts and then ask for sex."* Transition cohort, Samling Kazingo PEAS School (treatment)

> *"Some girls here have brothers [in the school] so when chasing for fees, we tell the boy but leave the girl in school. Girls are vulnerable on the way to school. Even if it's not only walking, there are people who may disturb them on the way."* Head teacher, Samling Kazingo PEAS School (treatment)

Caregivers also cited sexual harassment as a primary safety concern for their daughters when travelling to and from school, with 75 percent of respondents citing this when asked 'what makes the journeys

difficult or unsafe'. Caregivers generally perceived travel to school to be more unsafe for girls compared to boys.
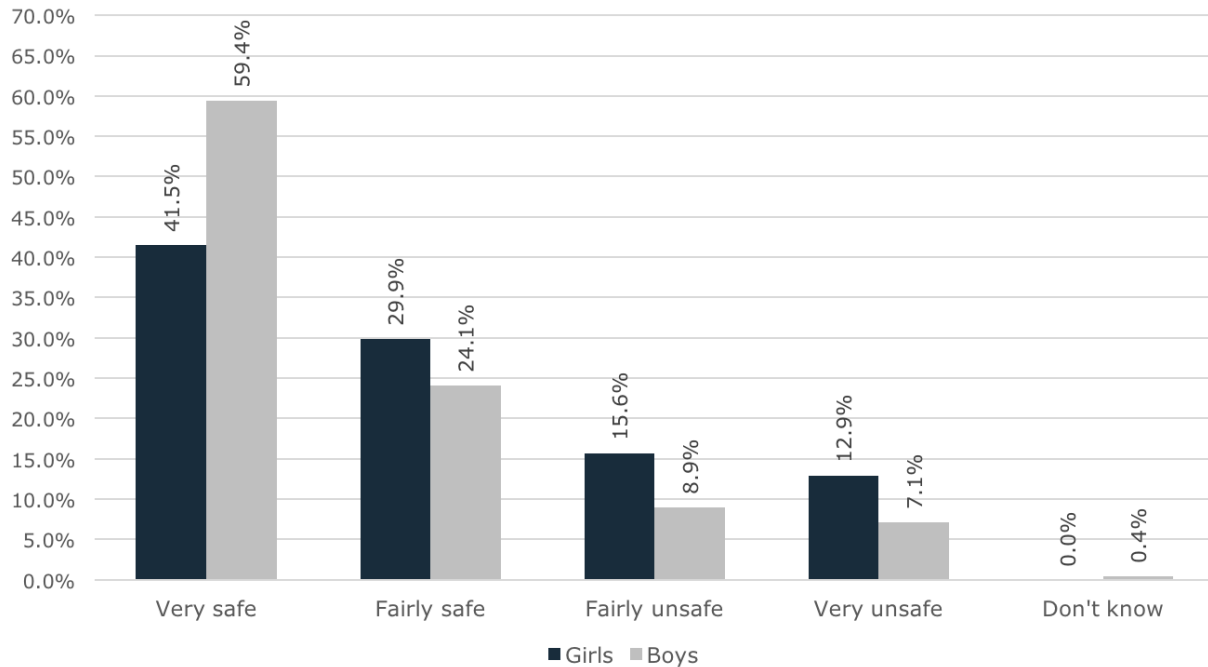


*Figure 3.3* *Caregiver perceptions of how safe journeys to and from schools are for girls and boys*

Feeling unsafe was more often associated with journeys to and from school, rather than in school, both in treatment and comparison schools. This indicates that girls in boarding experience less barriers relating to safety, than girls who travel to and from school each day. Head teachers commented that it was preferable for a girl to be in boarding, for her safety.

*"We now have the boarding [house] to protect the girls form distractions and defilement outside."* Head teacher, Bwesumbu PEAS Secondary School (treatment)

*"Here there are some who live near, but feel their children should be boarders because it is safe here."* Head teacher, Apeulai PEAS High School (treatment)

*"The day scholars face challenges on their way to and from school [but] when we interview their parents they are unable to afford to keep them in boarding schools."* Head teacher, Hibiscus High School (treatment)

Although journeys to and from school were perceived to be the greatest risk to girls' safety, 5 percent of treatment school girls said they feel unsafe in school and 12 percent of treatment school boarding girls reported feeling unsafe in the dormitories. Reasons for feeling unsafe included teasing and verbal abuse, by both students and teachers. Three girls reported incidences of sexual abuse at school in the survey. These cases, together with other accounts of abuse reported during qualitative data collection, were dealt with on an individual, school by school basis. All incidences were reported to the PEAS Uganda Child Protection focal person and followed up individually based on the severity of the incident.

In addition to safety concerns at school and when travelling to school, teachers and caregivers mentioned that alcoholism among parents and domestic violence in the home posed additional challenges for girls. During student focus groups, violence between parents was raised as a challenge in connection to staying in school, as this often results in girls being left to care for siblings and without the means to pay for school. In the student survey, 11 percent of girls cited 'family difficulties' as a barrier for completion and transition.

**Distance to school**

Girls in treatment schools have longer distances to travel to school compared to comparison school girls. This is likely due to the set up of PEAS schools, which are established in particularly remote, rural areas where students did not previously have access to secondary education. Half of all day school girls in treatment schools walk for more than one hour to get to school each day (49 percent), whereas 34 percent of comparison schools walk for over an hour. Conversely, 20 percent of treatment school girls walk for less than 30 minutes to get to school, compared to 29 percent of comparison school girls.

**Family support**

Girls generally perceive their families to be supportive of their education, with 95 percent reporting that their family supports them to stay in school and 91 percent reporting that their family gives them as much support as their brother(s). Transition cohort girls in comparison schools, however, reported lower levels of family support, with 9 percent feeling they don't get the support they need, compared to 4 percent in treatment schools, and 16 percent feeling that they get less support than their brother, compared to 9 percent in treatment schools (see Table 3.7).

In household surveys, 97 percent of treatment school respondents felt their daughter's education was 'very important' at present and 94 percent said it was 'very important' for her future. In comparison, 92 percent of comparison school respondents felt their daughter's education was 'very important' at present and 92 percent felt it was 'very important' for her future. The majority felt girls should continue to go to school even when married (89 percent in treatment schools and 92 percent in comparison schools) or a mother (71 percent in treatment schools and 79 percent in comparison schools). In addition, 95 percent of treatment school and 98 percent of comparison school respondents 'agree' or 'strongly agree' that 'even when funds are limited it is worth investing in my daughter's education' and 97 percent of treatment school and 100 percent of comparison school respondents 'agree' or 'strongly agree' to the statement 'a girl is just as likely to use her education as a boy'.

Three quarters of caregivers in both treatment and comparison schools felt that the age to which a girl should stay in school is not important, and she should stay until she has completed secondary school. The majority of respondents said they would like their daughter to complete a level of education beyond lower secondary; 11 percent of treatment and 6 percent of comparison school respondents said upper secondary, 17 percent of treatment and 16 percent of comparison school respondents said college or diploma and 60 percent of treatment and 68 percent of comparison school respondents said university.

This suggests that the barriers to girls' transition are embedded in lack of money and opportunities, as opposed to parents explicitly preventing girls' transition, among parents who have daughters enrolled in and attending secondary school. It is likely to be the case, based on qualitative reports, that parents of girls who have not enrolled in, or have dropped out of, secondary school, are less positive about girls' education. Qualitative data collection found that positive attitudes are not perceived to be shared by the wider community, with both parents and teachers reporting that the traditional prioritisation of boys and reluctance to invest in girls' education, which is perceived as a 'risk' due to early pregnancy and marriage, continue to limit many girls and can prevent their progression beyond primary school. Family support is further explored in Section 6.1.2 under Output 1.3.

**Domestic responsibilities**

During the focus groups with students, girls often contradicted each other and sometimes themselves when speaking about their time spent on chores. While they often began by saying that they spent the same time to study as boys, when probed, some explained that boys in fact had more time to study.

*"Boys have more time to study ... their work is just to go and untie the goats, then come and ask for food and go to bed ... it only takes 5 minutes to untie the goats."* Transition cohort, Morangatuny Seed School (comparison)

*"Sometimes we would like to study but we have to work instead ... the boys have more time to study at home because they have less chores."* Transition cohort, Kakungube Secondary School (comparison)

*"Boys only have to do grazing. They only graze for about 15 minutes. They go with their books and study while grazing. Boys get more time to read their books."* Learning cohort, Kitswamba SDA Secondary School (comparison)

When asked whether or not girls and boys in the community have the same amount of time for study and leisure, in a contradictory remark a parent mentions:

*"Yes, they have the same time [to study] but the challenge is that girls cannot come back home at the same time with boys. The girls need to come back home earlier to support their parents with house chores."* Caregiver, Kiira View Secondary School (treatment)

When asked how girls and boys should spend their time, parents at Lubani Secondary School (comparison) answered that boys should be studying but girls should be both studying and helping with the chores. In the same focus group, they admit *"[girls] spend more time for domestic chores and get too tired to read"*.

Teachers also explained that chores at home were a major barrier for girls' learning and attendance. Some teachers felt that their female students are overburdened and often more tired than the boys in the classroom.

*"Girls are always assigned responsibilities at home – tasks that aren't given to boys. This encroaches on the time that the girl child can give to their academic work."* Teacher, Kitswamba SDA Secondary School (comparison)

*"[Girls] are overloaded with work at home – they do most of the domestic work, like cooking, cleaning, fetching water, looking after young ones. Parents ask them to stay home from school to work instead."* Teacher, Kakungube Secondary School (comparison)

*"Most children are coming from very far distances and they get tired. Most parents can't manage to pay for boarding fees and so the children walk more than 5km."* Parent, Bwesumbu PEAS Secondary School (treatment)

Domestic burden was highlighted as a key difference between boarding and day scholars by some teachers. The higher chore burden experienced by day scholars was perceived to be a barrier to their learning and performance in the classroom.

*"There's a big difference between day and boarding girl students in terms of class performance. Those who come from home are engaged in domestic work, but those in the boarding section can focus their minds on academics and books. We find there's a very big difference in performance."* Teacher, Kitswamba SDA Secondary School (comparison)

This difference was also identified as affecting day scholars' attendance. While 85 percent of boarding scholars do not miss any school in a typical week, this compares to 65 percent of day scholars. Of those who miss some school, 16 percent of day scholars said domestic chores, whereas no boarding scholars cited this as a reason for absence.

Although teachers demonstrated awareness of the problem of domestic chores, schools themselves were sometimes found to perpetuate gender stereotypes regarding chores. In some schools, girls were allocated chores as part of their daily routine, as well as punishment. In one comparison school, girls were observed sweeping and fetching water during the day and during breaks from class.

### Teacher support

Girls in both treatment and comparison schools felt their teachers supported them to continue their education. As described in Section 6.1.1, girls perceived their teachers' practices to be largely equal and gender responsive. During focus groups the majority of teachers, particularly in treatment schools, were positive about girls' education and a number spoke of having an important personal role in changing harmful attitudes in the community.

*"The parents' perception will change in the years to come through sensitizing to girls' education. We see our role as a key factor for this change to take place."* Teacher, Forest High School (treatment)

Female teachers in particular saw their role as important role models for young women, and explained that they try to encourage girls to stay in school.

*"We say look we are female teachers, look at us we are here, work hard and become bigger people. One girl wanted to be a young teacher in secondary and now she is in university in Makerere to study education – we are her role models."* Teacher, Bwesumbu PEAS Secondary School (treatment)

*"We have female teachers in the school administration to inspire girls. These include the Senior Woman Teacher and the Champions lady."* Head teacher, Hibiscus High School (treatment)

Despite this, lack of teacher support and presence continues to be a barrier in some areas, and there remains room for improvement. Teachers were reported to be frequently absent by 18 percent of girls. In the West region, 24 percent of girls reported teacher absence, compared to 18 percent in the Central region and 10 percent in the East. In addition, during surveys some girls admitted to cases of abuse and predatory behaviour by male teachers, contributing to their feeling unsafe at school.

The majority of study schools had a notable lack of female staff and female leadership in particular. Schools with predominantly male staff sometimes lacked understanding and awareness of the barriers faced by girls. From teacher focus groups, it was clear that this was particularly evident in comparison schools, which typically had a higher ratio of male to female teachers. In one comparison school (Kitswamba), for example, there were no female teachers on site to participate in the focus group. They noted that there are usually two female teachers but they are part-time and currently working at different schools. It became clear through the conversation that the male teachers struggled to give detailed examples of barriers that girls experience compared to boys, with several teachers discouraging girls' transition.

*"We tell the girl child that if you go for A-Levels and university, this is many years and you'll be prevented from getting married."* Teacher, Kitswamba SDA Secondary School (comparison)

All treatment study schools had at least one female staff member, though school management in several treatment schools commented that hiring and retaining female teachers was a challenge, citing low numbers of applications from women and a lack of qualified women in the local area with subject specialisations required at secondary level. Male staff in treatment schools also demonstrated higher levels of awareness and positive attitudes towards girls' learning and transition.

Although girls' reports of equal treatment in the classroom were positive, observations indicated that gender responsive practices were not fully integrated in the classroom, however, in both treatment and comparison schools.  This is further explored in Section 6.1.1.

### Language of instruction

English is the official language in Uganda and is taught from primary level. Head teachers and teachers generally felt that girls and boys were able to speak English to the level required for learning:

*"The girls really try [in English]. Fluency depends on individual learners. You'll find that they know the English that matters in their life. They're fluent according to their standard – enough for them to succeed. At S4, one of the best subjects done at this school is English."* Head teacher, Samling PEAS Kazingo School (treatment)

*"If the teacher says speak English, the girls can. Girls practice speaking more."* Student, Ngora PEAS High School (treatment)

In some comparison schools, teachers commented that students from poorer and more rural areas were often taught in their local language at primary level and therefore found English more difficult at secondary level, for both boys and girls. However, this issue was not raised in treatment schools.

*"In English, the performance of boys and girls is almost the same. The problem is that the primary background is poor, in the village schools they are taught in local languages, so sometimes when you call someone face to face they fear to express themselves to you."* Teacher, Morungatuny Seed School, (comparison)

**Table 3.7** *Potential barriers to learning and transition*

| | Treatment (Baseline) | Comparison (Baseline) | Source |
|---|---|---|---|
| Sample breakdown (Girls) | | | |
| **Safety** | | | |
| Fairly or very unsafe travel to schools in the area, for girls (%) | 26% | 33% | HH survey |
| Fairly or very unsafe travel to schools in the area, for boys (%) | 15% | 20% | HH survey |
| Girl does not feel safe travelling to and from school (%) | 23% | 27% | Student survey (LC day scholars) |
| Girl does not feel safe at school (%) | 5% | 6% | Student survey (LC) |
| Girl does not feel safe boarding at school (%) | 12% | 11% | Student survey (LC boarding scholars) |
| **Parental/caregiver support** | | | |
| High chore burden (5+ hours per day, %) | 8% | 12% | HH survey |
| Girl does not agree that she gets the support from her family to stay in school and do well (%) | 4% LC: 4%; TC: 4% | 7% LC: 4%; TC: 9% | Student survey |
| Girl does not agree that she gets as much support from her family as her brother (%) | 7% LC: 5%; TC: 9% | 13% LC: 8%; TC: 16% | Student survey |
| **Attendance** | | | |
| Girl reports typically taking 2 or more days off school per week (%) | 15% | 14% | Student survey (LC) |
| Reasons for absence: | | | Student survey (LC) |
| *Lack of money (%)* | 46% | 29% | |
| *Sickness (%)* | 44% | 44% | |
| *Menstruation (%)* | 10% | 12% | |
| *Domestic chores and care (%)* | 11% | 15% | |
| Carer reports girl attends school half the time (%) | 7% | 1% | HH survey |
| Carer reports girl attends school less than half time (%) | 10% | 5% | HH survey |
| **Completion** | | | |
| Reasons completion of lower secondary may be difficult: | | | Student survey (LC) |
| *Lack of money (%)* | 73% | 71% | |
| *Marriage (%)* | 13% | 15% | |
| *Pregnancy (%)* | 26% | 35% | |
| *Lack of parental support (%)* | 9% | 10% | |
| *Family difficulties (death/divorce) (%)* | 11% | 11% | |
| **Transition** | | | |
| Reasons joining A-Level may be difficult: | | | Student survey (TC) |
| *Lack of money (%)* | 83% | 86% | |
| *Marriage (%)* | 4% | 4% | |
| *Pregnancy (%)* | 12% | 12% | |

| | | | |
|---|---|---|---|
| *Lack of parental support (%)* | 11% | 12% | |
| *Family difficulties (death/divorce) (%)* | 11% | 11% | |
| Teacher support | | | |
| Girl does not agree teachers make her feel welcome (%) | 6% | 6% | Student survey (LC) |
| Girl agrees teachers treat boys and girls differently in the classroom (%) | 12% | 11% | Student survey (LC) |
| Girl agrees some or all her teachers are often absent from class (%) | 17% | 18% | Student survey (LC) |
| Girl feels she does not get support from teacher to continue in school (%) | 1% LC: 1%; TC: 1% | 2% LC: 3%; TC: 1% | Student survey |

### Disability and difficulties

The Washington Short Set of questions was used to establish the number of girls with a disability. Overall, 52 girls across the learning and transition cohorts were identified as having a disability, defined as responding that they have 'a lot of difficulty' or 'cannot do at all' across a set of six disability areas. This sample is too small to draw reliable analysis of the differences between disabled and abled girls. However, a total of 609 girls in the sample reported at least some difficulty ('some difficulty', 'a lot of difficulty' or 'cannot do at all') in at least on area. This makes up 29 percent of treatment girls and 31 percent of comparison school girls. Areas of difficulty were most predominantly in the area of vision impairment (do you have difficulty seeing, even if you are wearing glasses?) and cognitive impairment (do you have difficulty remembering things or concentrating?).

**Table 3.8** *Percent of sample reporting difficulties or disability*

| | No difficulty | Some difficulty | A lot of difficulty | Cannot do at all |
|---|---|---|---|---|
| Vision impairment | 89% | 10% | 1% | 0% |
| Hearing impairment | 97% | 3% | 0% | 0% |
| Mobility impairment | 98% | 2% | 0% | 0% |
| Cognitive impairment | 86% | 14% | 0% | 0% |
| Self-care impairment | 98% | 2% | 0% | 0% |
| Communication impairment | 97% | 3% | 0% | 0% |

To understand the relationship between impairment and barriers to learning and transition, disaggregated analysis was used to compare responses from girls reporting some difficulty, compared to girls reporting no difficulty. Table 3.9 details this analysis.

Key differences between girls reporting some difficulties compared to able bodied girls include:

- Girls with difficulties are less likely to report typically attending school full time. There is a significant difference between girls with difficulties and girls with no difficulties reporting that they miss 'none' of a typical school week, at the 5 percent confidence level. Both groups cite similar barriers to attendance, relating to sickness, menstruation, lack of school fees and domestic chores. However, a greater percentage of girls with difficulties cited sickness as a barrier (50 percent, compared to 41 percent of girls with no difficulties).
- Although for all girls support from family is generally high, girls with difficulties report lower levels of support. Of girls with difficulties, 91 percent report that they get the support from their family to stay in school and 87 percent feel that they get the same amount of support as their brother(s), compared to 97 percent and 92 percent of girls with no difficulties, respectively. Both differences are significant to the 5 percent confidence level, indicating that some parents may not prioritise their daughter's education due to her impairment.

- Girls with difficulties report slightly lower levels of aspiring to progress to A-Level (65 percent, compared to 70 percent of girls with no difficulties), and of those that do, less feel they will be able to enrol (65 percent compared to 69 percent). However, differences are not significant at the 5 percent confidence level.

***Table 3.9*** *Analysis by disability (* = significant difference at the 5 percent confidence level)*

| | Difficulty | No difficulty |
|---|---|---|
| Attendance: no school time missed in a typical week | 65%* | 76%* |
| Completion: girl feels she will be able to complete secondary school | 91% | 93% |
| Family support: girl feels she gets the support from her family to stay in school and do well | 91%* | 97%* |
| Family support: girl feels she gets as much support from her family as her brother(s) | 87%* | 92%* |
| Teacher support: girl feels she gets support from teacher to continue in school | 99% | 99% |
| Transition: aspired to enrol in A-Level | 65% | 70% |
| Transition: (of those who aspire to enrol in A-Level) believes it will be possible to enrol | 65% | 69% |

### Perception of agency and decision making

***Table 3.10*** *Decision making index*

| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
|---|---|---|---|---|---|---|
| | I decide | | My family and I decide together | | My family decides | |
| Whether or not you will continue in school past this year | 17.6 | 19.5 | 23.1 | 21.9 | 59.3 | 58.2 |
| Whether or not you will go to school | 28.3 | 33.0 | 15.5 | 14.8 | 55.8 | 51.2 |
| When or at what age you will get married | 61.4 | 66.0 | 7.6 | 5.1 | 25.5 | 23.9 |
| If you will go into paid employment after you finish your studies | 61.8 | 64.6 | 9.5 | 8.8 | 27.9 | 25.9 |
| What type of paid employment you will do after you finish your studies | 69.1 | 71.9 | 8.6 | 7.5 | 21.0 | 19.7 |

| | | | | | | |
|---|---|---|---|---|---|---|
| How you spend your free time | 72.1 | 79.1 | 7.9 | 3.4 | 19.5 | 17.2 |
| How often you spend time with your friends | 71.6 | 79.1 | 6.2 | 3.0 | 21.7 | 17.2 |

School related questions show the lowest level of agency across both treatment and comparison school samples, with a total of 54.2 percent of girls responding that it is their family's decision whether she goes to school. This may in part be related to girls' perception that lack of money is the greatest barrier to their education. Greater levels of personal choice were reported on decisions about marriage, employment and free time. Under these categories, few girls reported that decisions would be made together with their family, with the majority of girls selecting either themselves or their family.
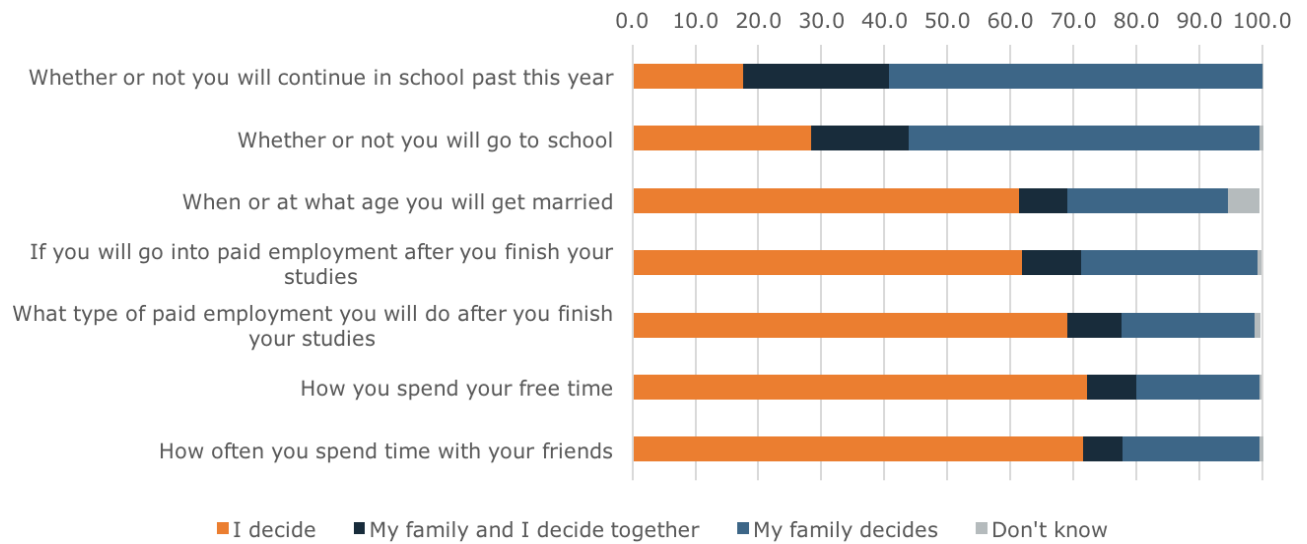


***Figure 3.4*** *Girls' perceptions of agency and decision making*

## 3.4   Intersection between key characteristics and barriers

Regression analysis of relationships between variables was used to identify weak, moderate or strong correlation between variables (such as PPI, family support and aspirations). Across the data, no correlative relationships between characteristics and barriers were identified.

Nevertheless, comparison between girls with and without specific characteristics revealed significant differences, indicating that although there is not a linear correlation, some characteristics do have an impact on the barriers girls experience. Table 3.11 gives some examples of barriers, disaggregated by characteristic. Data for girls who did not have the characteristic is shown in brackets for comparison. Significant differences at the 5 percent confidence level are starred. In summary:

- Girls who have repeated years are significantly less confident in their aspiration to transition to A-Level. There are a number of reasons a girl may repeat years, including pregnancy, motherhood, difficulty with learning and lack of school fees, all of which can affect learning and confidence in ability to transition to A-Level. Of the 21 mothers in the cohort, 43 percent had repeated a year of S1-S4, whereas for girls who are not mothers, just 3 percent had repeated a year of S1-S4.

- Girls in poorer households are significantly more likely to take 2 or more days off school. They are slightly less confident in their aspiration to transition to A-Level, but the difference is not significant. Qualitative findings indicated that poorer households are less likely to be able to afford

to send a girl to A-Level. Poverty and transition to A-Level is particularly associated with the 'risk' of a girl becoming pregnancy, and presenting a monetary loss to the family:

*"Few parents have the money, they don't want to educate the girls for A-Level, which is just an attitude. They consider that some girls can be pregnant at any time, so they will end up at a loss. They feel that S4 is enough – the risk of pregnancy is too much."* Teacher, Samling PEAS Kazingo School (treatment)

*"Vocational training programmes are also preferable because of the poverty of the parents. They fear the A-Levels in case they don't succeed, particularly for girls who aren't performing well."* Teacher, Samling PEAS Kazingo School (treatment)

- Girls living without their mothers or fathers are less confident in their ability to complete lower secondary, and slightly less confident in their ability to progress to A-Level. However, neither difference is significant. Qualitative data did not highlight any specific findings in this area.

- Chore burden was collected at the household level only, and does not give a large enough sample of girls to draw significant conclusions. Qualitative findings, however, indicated that a high chore burden was associated with challenges in the classroom, due to tiredness, as well as poor attendance. This is detailed in Section 3.3.2, above. This was particularly associated with day students, and, as described in Section 3.3.2, boarding girls may experience less barriers to learning due to having less chores.

*Table 3.11 Examples of barriers to education by characteristic (\* = significant difference at the 5 percent confidence level)*

| Characteristic | | | | |
|---|---|---|---|---|
| Barriers: | Girl has repeated years of school (has not repeated years) | Girl lives without parents (girl lives with parents)[14] | Girl lives in large household of 5 or more siblings (girl has 4 or less siblings) | Household has a PPI below 45 (Household has PPI of 45 or above) |
| Parental/caregiver support: | | | | |
| High chore burden (5+ hours per day, %) reported by carer[15] | 8% (16%) | 11% (9%) | 11% (5%) | 11% (7%) |
| Girl does not agree that she gets the support from her family to stay in school and do well (%) | 5% (5%) | 10% (5%) | 5% (5%) | 7% (3%) |
| School level: | | | | |
| Girl does not agree teachers make her feel welcome (%) | 7% (5%) | 7% (6%) | 6% (6%) | 6% (6%) |
| Girl reports typically taking 2 or more days off school per week (%) | 15% (15%) | 19% (15%) | 16% (12%) | 21% (10%)\* |
| Girl does not agree that she will be able to | 8% (7%) | 18% (7%) | 8% (6%) | 8% (6%) |

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[14] Defined as girls who did not refer to their mother or father both in regards to 'who is your head of household?' and 'who is your main carer?'

[15] Hours spent on chores was collected at the household level. Due to the low number of household surveys, this analysis is limited, and is not representative.

| complete lower secondary (%) | | | | |
|---|---|---|---|---|
| Girl does not agree that she will progress to A-Level (%) | 39% (24%)* | 39% (31%) | 32% (31%) | 34% (29%) |

## 3.5    Appropriateness of project activities to the characteristics and barriers identified

**Environment for learning**

Environment for learning is defined as the factors which prepare girls to learn, encompassing community and family support for learning, teacher support, family and school-level support for personal development and wellbeing, and inclusive and safe school environments[16].

The baseline evaluation found that girls generally perceived their family to be supportive of their education, and to value their education. Household survey respondents and carer focus groups also demonstrated predominantly positive attitudes towards girls' education. Nevertheless, teachers and school leaders across both treatment and comparison schools emphasised that many girls still lack the necessary support from their family and community to stay in school, particularly beyond Senior 4. They felt that although attitudes are changing, tensions persist and many families continue to prioritise their sons and see girls as a more risky investment. Furthermore, as described in Section 3.3, many girls are required to perform domestic chores both in the morning, before school, and in the evening. In focus groups, girls expressed that this was often more than what was required of boys, and teachers pointed out that this meant girls were tired in lessons and often had to leave school early or miss out on extra-curricular activities.

Therefore, baseline findings show a focus on continued community-based initiatives to be appropriate, with a particular focus on the promotion of A-Level education. The implementation of tailored, context-specific and school-led interventions, and the inclusion of teachers, PTA members and community leaders, is appropriate to strengthen partnerships between the school and community, and reach parents that are less engaged. Reaching parents of boarding school students should also be explored.

PEAS schools were generally found to have gender-positive, supportive environments, likely resulting from GEC-1 successes and PEAS school policies and values. Just 1 percent of treatment school girls said they did not feel supported by their teacher to stay in school. Safety within PEAS schools was largely found to be good, with the large majority of girls reporting that they feel safe in school. However, 12 percent of girls reported feeling unsafe in boarding houses. Continued investment in infrastructure and further research into boarders' safety concerns could facilitate improvements in girls' feeling safe at school.

PEAS also uses girls' clubs to improve girls' self-esteem, wellbeing and aspirations, offering girls' improved peer-to-peer support systems and role models. The continuation of girls' clubs is appropriate to continue to build this support. The presence of role models, both in terms of female teachers, and in the wider community, were found to be important for girls' aspirations and confidence; inviting role models to talk to girls in schools is an appropriate and positive activity. Collaboration and peer support through girls' club group activities is also appropriate to facilitate confidence.

**Teaching and learning**

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[16] GEC-T, 'What we are learning about learning', https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

Reducing barriers around teaching and learning are defined as approaches that accelerate girls' learning through effective and supportive teaching by skilled teachers[17].

The learning outcome findings demonstrate that girls in S1 are able to complete basic literacy and numeracy tasks, and 94 percent of girls in S4 passed their end of year UCE exams at baseline. The learning outcome uses new SEGRA and SEGMA testing and therefore cannot be benchmarked to expected levels. However, treatment school girls averaged 51 percent in the first SEGMA task, involving basic maths skills that are expected to be taught at Senior 1 level. Benchmarked S3 and S4 girls also struggled to complete the more complex algebra and word problem tasks, with S3 treatment school girls averaging 15 and 18 percent on the respective tasks, and S4 girls averaging 24 and 24 percent. Similarly, S3 and S4 girls did not demonstrate a high level of improvement in the the written English task. In addition, focus groups found that a number of girls lack confidence in their English skills, which is likely to hinder their learning in the classroom.

It is important that girls continue to be supported through high quality teaching and learning in the classroom. Embedded training and ongoing support for teachers will be critical to ensuring teachers can increase girls' skills in numeracy and literacy, as well as other subjects. It is appropriate for GEC-T funding to continue investment in teacher professional development and training. It is also appropriate to continue additional literacy classes to equip girls with the level of English skills required for learning. Literacy classes should be embedded in the curriculum, together with methods to identify girls who are behind early on and put in place remedial learning plans and additional support structures.

Teachers demonstrated awareness of barriers faced by girls and were aware of gender-responsive language and teaching practices. As detailed in Section 6, the baseline indicator for Output 1.1 (equality in the classroom) is at a high level. Nevertheless, observations indicated that teachers have not fully integrated gender-responsiveness knowledge into their practices in the classrooms. Therefore, gender-responsive pedagogy (GRP) teacher training and ongoing support is appropriate. It is recommended that training is followed up with ongoing in-classroom and peer-to-peer support to fully and sustainably integrate pedagogical practices in the classroom.

In terms of life skills and learning beyond the curriculum, intermediate outcome quantitative findings show a high baseline level of life skills, with the majority of girls confident in their ability to work in a group, communicate with others, make and follow a plan, work in a group and organise peers. Almost all girls understood the value of their education and the benefits of performing well. However, 31 percent of treatment school girls disagree that the choices they make about their studies could affect their future. This may indicate a disconnect between education and future aspirations for some girls, despite aspirations to do well in school, or a perception that non-education related barriers to transition are too difficult to overcome. In addition, despite quantitative findings indicating a high baseline level, qualitative findings suggest that girls find it difficult to give examples of and articulate more complex life skill lessons and their value.

A continued life skills curriculum is found to be appropriate to continue to equip girls with practical skills and learning on health, personal development, decision making and wellbeing. It would be appropriate to integrate this into the curriculum more clearly, taking particular note of day scholar girls' need to leave school on time to carry out domestic chores.

**Leadership and management**

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[17] GEC-T, 'What we are learning about learning', https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

High quality leadership and school management is imperative to ensuring positive learning environments and improving the life chances of girls. Quality leadership is defined as leaders with a clear vision and high aspirations[18].

Overall, PEAS schools were found to have good quality school management structures and both female and male leaders with supportive, positive attitudes towards and aspirations for girls' education. The sustainability of GEC-T activities will demand continued investment in school leaders to continue to foster and further these aspirations and fully embed them into the school ethos. GEC-T activities to develop management capacity and gender-responsiveness are therefore appropriate. Investment in teacher recruitment, retention and induction processes for new teachers are appropriate to build and sustain positive practices. Leaders in some schools commented on challenges in recruiting and retaining female teachers, indicating that they receive fewer applications from women and citing a lack of qualified women in the local area. Female teachers were found to be important role models for girls in school. The development of specific strategies to identify, recruit and retain quality female teachers are recommended to improve gender equity in staffing.

> *"We have 15 male teachers and 3 female teachers. There are less female teachers; we have not had many applying and those who apply don't have the right subjects. The area here does not have many trained female teachers. We intend to recruit them, but most ladies here have not studied education."*
> Bwesumbu PEAS Secondary School (treatment)

### Conditions for learning

Conditions for learning are defined as safe access to schools and the ability to afford the cost of education. It is recommended by the FM that this includes interventions such as well-designed loans and scholarship schemes, and the provision of bicycles for safe travel to and from schools[19].

One of the primary barriers identified for girls was lack of money, which is not explicitly addressed by GEC-T activities. While PEAS schools set low tuition fees comparable to local schools, both girls and caregivers perceived lack of money to be the main barrier to attendance, completion and transition. Awarding scholarships is not part of PEAS' approach as it has been identified as an unsustainable approach. Instead, community campaigns are used to improve awareness of the value of girls' education and increase willingness to invest in girls. Nevertheless, many girls, particularly in the East region, live under the 1.90 USD poverty line. Strategies to better link girls with scholarship opportunities are identified as appropriate to improve girls' transition to A-Level and higher education.

Although safety within school is largely good in treatment schools, safety remains a particular concern in relation to journeys to and from school. While community information and marketing relating to girls' safety may improve awareness of the issue, the involvement of community leaders and PTA members could be explored to widen safety measures beyond the school environment.

### Overall theory of change

Overall, the theory of change (provided in Annex 21) is found to be appropriate and does not require major revisions. The logic was found to be sound. Several recommendations are made to strengthen activities based on baseline findings, as discussed in the section above, and by the project in Box 3.

It is noted that one of the assumptions underpinning PEAS' overarching GEC-T outcomes is that the PPP agreement between PEAS and the GoU remains at least at the level it was in 2016. As explained in Section 1.1.2, and discussed in Section 6.6.2, the MoES announced in January 2018 that the USE PPP

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[18] GEC-T, 'What we are learning about learning', https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

[19] GEC-T, 'What we are learning about learning', https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

will be phased out, beginning with students enrolling in S1 and S5 during 2018. This now presents an increased risk to the project, and it is recommended that PEAS proiritises a strategic approach to mitigating this risk and minimise the impact of the loss of USE funding on girls' enrolment, retention and transition. As noted in Annex 13, PEAS plans to explore options for a new bilateral or multilateral secondary PPP agreement with the GoU during 2018.

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***Box 3. Project's contribution***

The analysis presented on sample characteristics confirms PEAS schools are serving poor, rural girls who face a variety of challenges in accessing and excelling in secondary school. This is in line with expectations. The analysis presented on regional variations also is in line with known trends in Uganda that PEAS is aware of from our own internal data collection on the demographics of individual school communities.

A finding that contrasts with previous research is that the sampled PEAS girls are slightly wealthier than the comparison school girls – though the difference in PPI scores is not significant. This conflicts with findings from the concurrent, 3-year evaluation of PEAS schools in Uganda led by the Economic Policy Research Centre, which has found at each evaluation point PEAS students are statistically poorer than students in both government and private schools. In fairness, the differences in each study might come down to the specific schools sampled – the GEC-T study involves only 8 comparison schools, all of which are part of the USE programme (n.b. USE schools tend to cater for poorer communities, as they are, in theory, prohibited from charging tuition fees to qualifying students); whereas the EPRC study involves 17 control schools that include a mixture of both USE and non-USE government and private schools.

Given PEAS knows there is a large degree of variability in demographic intake between individual schools, it might be that this finding varies from one study sample to the next, and only a truly national comparison could resolve the query. Unfortunately, no such data on school intake is available at present from the Ministry of Education & Sports. The evaluators also note that PEAS schools had substantially larger boarding populations than the comparison schools selected, and that boarding students had statistically higher PPI scores than day students. Demand for boarding places is, indeed, high in PEAS school communities due to their rural setting – many students could not otherwise make the daily journey between the school and their home village. There is also particularly strong interest from parents for placing girls in boarding sections for their own safety to avoid risks associated with making the daily journey between their home and the school, which – as the evaluators note – sadly is often dangerous. As such, having sufficient boarding facilities is a key aspect of making PEAS schools attractive and accessible to girls. The fact that there was no difference in PPI scores between the day students enrolled in PEAS schools v. comparison schools, and also no difference in PPI scores between boarding students in either school type, suggests it is likely the different proportion of boarding places in PEAS schools that is creating this trend rather than anything inherent in school admissions policies or costs that might exclude poorer students.

The other finding that contrasts slightly with existing evidence is that disability prevalence in PEAS schools (2.7%), while slightly higher than in comparison schools (2.3%), is not statistically different. While it is not surprising that this percentage is low – most children with moderate to severe disabilities are excluded at primary level in Uganda and do not even turn up to enrol in secondary school – a recent, external study of special educational needs in PEAS schools which employed an extended version of the Washington Group questions and conducted 1-to-1, expert assessments placed this percentage higher at 5.5%. While the latter study was based on assessing the full school population (boys and girls) in four PEAS schools spread in each of PEAS' four regions, and did not undertake data collection in any non-PEAS schools, the more robust assessment method used leads us to believe this percentage may be higher than suggested by the GEC-T sample data[20]. Similarly, given PEAS schools

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[20] See Anthony Oleja Enyogu, 'Developing an Approach to assessment of Special Educational Needs (SEN) in PEAS Schools: Final Report', December 2017.

actively promote themselves in communities as inclusive schools supporting marginalised students, we would expect that the proportion of pupils enrolling in PEAS schools with some form of disability would be higher than in surrounding non-PEAS schools due to parents perceiving the school environment as potentially more hospitable.

The evaluators' analysis of barriers to girls' education and transition reconfirms many of the obstacles PEAS had already identified, and brings up some areas where programme activities are less comprehensive. In particular, we agree with the critiques that more female staff/role models in schools would be beneficial to project aims, that girls' safety on the way to and from school – as well as in school – remain key areas of focus, and that gender responsive teaching practices may require further embedding.

While the evaluators' analysis suggests all current project activities and delivery approaches are appropriate – and hence the theory of change is appropriate and should be delivered as planned – PEAS may consider making small adjustments to project activities based on the baseline findings. In particular, a comprehensive review of child protection policies and implementation guidelines is already underway (discussed more fully in Annex 13). PEAS is interested in working with its internal Human Resources department to undertake a review of the challenges involved in recruiting and retaining female staff at the school level. Furthermore, PEAS will be requesting more detailed feedback from the FM and external evaluator teams – both of whom have recently conducted lesson observations in PEAS schools – on which specific aspects of gender responsive pedagogy were found lacking to enable PEAS teachers and staff to learn from such expert visits, and identify which areas of GRP may need re-enforcing through regular teacher CPD and performance monitoring activities. Further responses to the evaluator recommendations on these areas are included in Annex 13.

# 4. Key Outcome Findings

## 4.1 Learning Outcome 1 and 2

The following section details the key findings on the learning outcomes, including a summary of the tests, subtasks and scoring methods, and disaggregated scores.

### 4.1.1 Learning test instruments

The SEGRA and SEGMA tests were designed and piloted by the evaluation team.

The SEGRA test was composed of three subtasks of increasing difficulty. A sample of female S1 students in all study schools were given 30 minutes to complete all three subtasks. No restrictions on the order of subtasks or time spent on individual subtasks were given. Scores were calculated to weight each subtask equally. The total score available is 100 (with each subtask contributing up to 33.3 marks to the total score). As questions are designed to measure progress from S1 to S4, S1 students were not expected to be able to respond to all questions.

The SEGMA assessment was composed of three subtasks of increasing difficulty. A sample of female S1 students in all study schools were given 30 minutes to complete all three subtasks. No restrictions on the order of subtasks or time spent on individual subtasks were given. Scores were calculated to weight each subtask equally. The total score available is 100 (with each subtask contributing up to 33.3 marks to the total score). Questions are designed to measure progress from S1 to S4, so S1 students were not expected to be able to respond to all questions.

*Table 4.1* SEGRA and SEGMA subtasks

| Task | Description | Marks available | Time given |
|------|-------------|-----------------|------------|
| SEGRA | | | |
| 1. Comprehension 1 | Analytical questions about a short, simple non-fiction passage | 8 | 30 minutes |
| 2. Comprehension 2 | Combination of analytical and inferential questions about a short, complex fiction passage | 8 | |
| 3. Written task | Short two-sentence written task; long letter-writing task | 10 | |
| SEGMA (no calculator allowed) | | | |
| 1. Basic mathematics | Application of addition, subtraction, multiplication, division, BODMAS[21] and fractions | 8 | 30 minutes |
| 2. Algebra | Application of basic and more complex algebraic skills, such as factorisation and simultaneous equations | 10 | |

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[21] This tests knowledge of the correct ordering of mathematical operations, BODMAS, standing for Brackets, Orders (or pOwers), Division, Multiplication, Addition, Subtraction.

| 3. Word problems and data interpretation | Simple word problem; set of questions testing interpretation of simple table of data, with increasing difficulty | 8 | |
|---|---|---|---|

Table 4.2 and 4.3 describe the average baseline scores for the learning cohort.

**Table 4.2** *Literacy (SEGRA)*

| Grade | Treatment Group Mean | Comparison Group Mean | Standard Deviation in the treatment group |
|---|---|---|---|
| S1 | 40.7 | 40.1 | 14.2 |

**Table 4.3** *Numeracy (SEGMA)*

| Grade | Treatment Group Mean | Comparison Group Mean | Standard Deviation in the treatment group |
|---|---|---|---|
| S1 | 24.8 | 25.1 | 12.5 |

### 4.1.2   Literacy outcomes

Overall, students scored 40.5 in the SEGRA test. Scores were marginally higher in treatment schools, at 40.7, compared to 40.1 in comparison schools. There was no statistically significant difference found at the 5 percent confidence level. Figure 4.1 and 4.2 show the distribution of outcomes. Scores in treatment schools are more evenly distributed, and a higher percentage of girls scored between 40 and 70 marks.
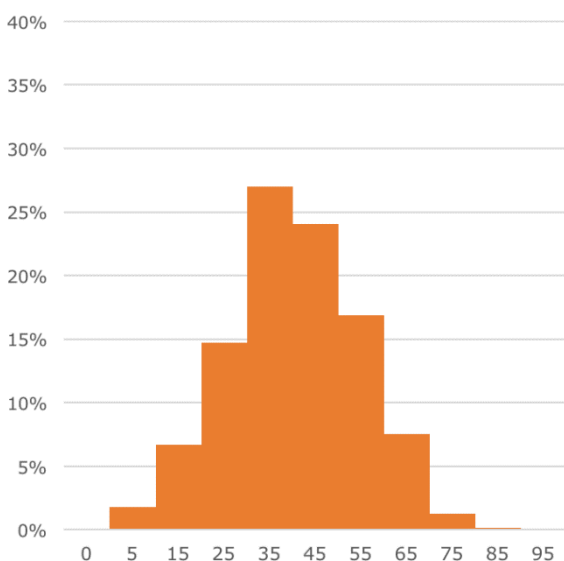


**Figure 4.1** *Treatment school SEGRA score distribution*
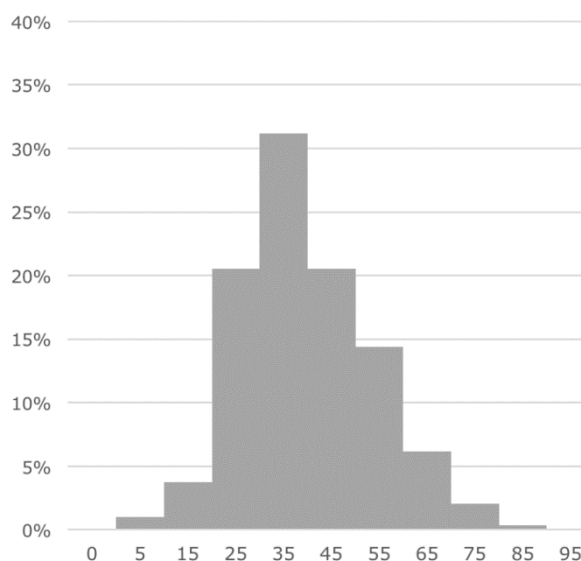


**Figure 4.2** *Comparison school SEGRA score distribution*

Table 4.4 shows the distribution and mean scores for the individual subtasks, explored in further detail below.

**Table 4.4** *Secondary level literacy skills gaps*

| Categories | Subtask 1 Comprehension 1 | | Subtask 2 Fiction comprehension | | Subtask 3 Written exercise | |
|---|---|---|---|---|---|---|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| Mean | 62.7 | 62.7 | 35.7 | 37.1 | 23.8 | 20.7 |

| St deviation | 19.9 | 18.3 | 19.8 | 21.0 | 20.2 | 18.6 |
|---|---|---|---|---|---|---|
| 0% | 0.9% | 0.7% | 7.4% | 7.2% | 21.4% | 24.9% |
| 1%-40% | 14.3% | 13.7% | 55.4% | 56.7% | 60.1% | 60.8% |
| 41%-80% | 66.5% | 71.3% | 37.0% | 34.8% | 18.5% | 14.3% |
| 81%-100% | 18.3% | 14.3% | 0.2% | 1.4% | 0.0% | 0.0% |
| | 100% | 100% | 100% | 100% | 100% | 100% |

### Subtask 1. Comprehension 1

The first subtask in the SEGRA exercise asked students to read a short non-fiction text and respond to five comprehension questions, with a total of 8 marks available. Overall, students scored on average 5.0 out of 8, or 62.7 percent.

Students in treatment and comparison schools attained the same average score for Subtask 1, with no statistically significant difference at the 5 percent confidence level. In both treatment and comparison schools, 1 percent of students scored zero.



*Figure 4.3* Average Comprehension 1 score by school type. Error bars indicate the 95 percent confidence interval for the average score.

### Subtask 2. Comprehension 2

The second subtask consisted of a more complex, fiction text, with five comprehension questions including more difficult analytical questions. A total of 8 marks were available. Overall, students scored on average 2.9 out of 8, or 36.2 percent. The increased difficulty of the text and questions is demonstrated by the significantly lower average score in both treatment and comparison schools compared to subtask 1.

Students in treatment schools scored 35.7 percent, and students in comparison schools scored 37.1 percent. No significant difference was found at the 5 percent level. A similar number of students scored zero; 7.4 percent in treatment schools and 7.2 percent in comparison schools.
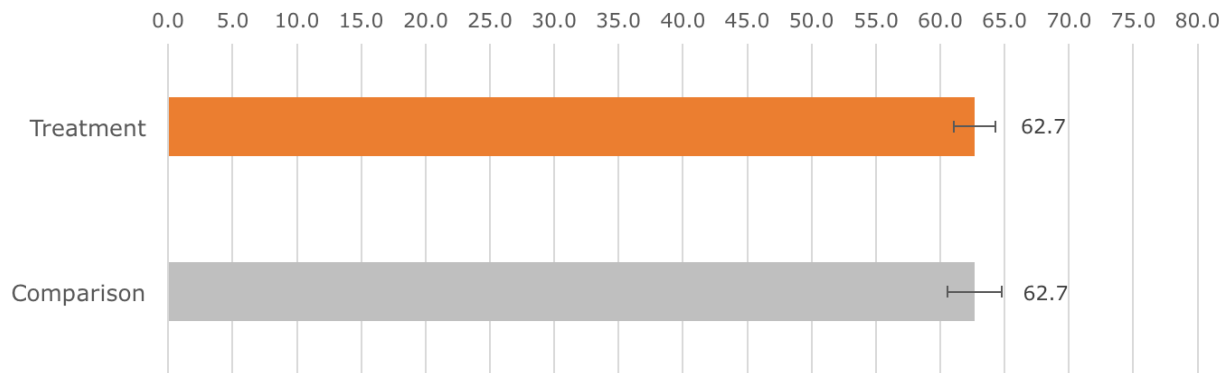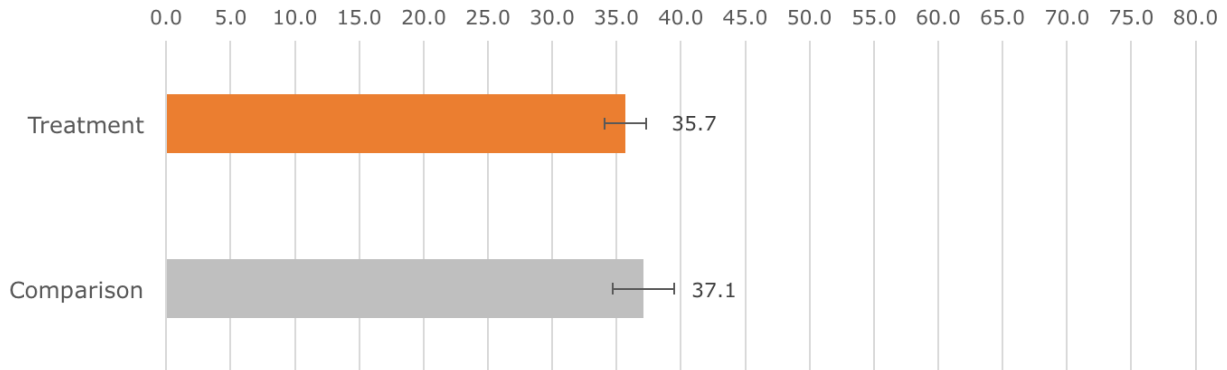
*Figure 4.4* *Average Comprehension 2 score by school type. Error bars indicate the 95 percent confidence interval for the average score.*

### Subtask 3. Written exercise

The third SEGRA subtask asked students to complete two written questions. The first question asked students to write two sentences about their evening activities, with 2 marks available. The second question asked students to write a letter about a recent school trip, with 8 marks available. No marks were awarded if the question was misunderstood. Overall, students scored on average 2.3 out of 10, or 22.7 percent.

In treatment schools, students scored on average 23.7 percent, compared to 20.6 percent in comparison schools. This subtask demonstrated the largest difference between treatment and comparison schools. However, there was no significant difference at the 5 percent level. 21.4 percent scored zero in treatment schools, compared to 24.9 percent in comparison schools. This was typically due to students not reaching subtask 3 within the allotted time, and spending more time on subtask 1 and 2.
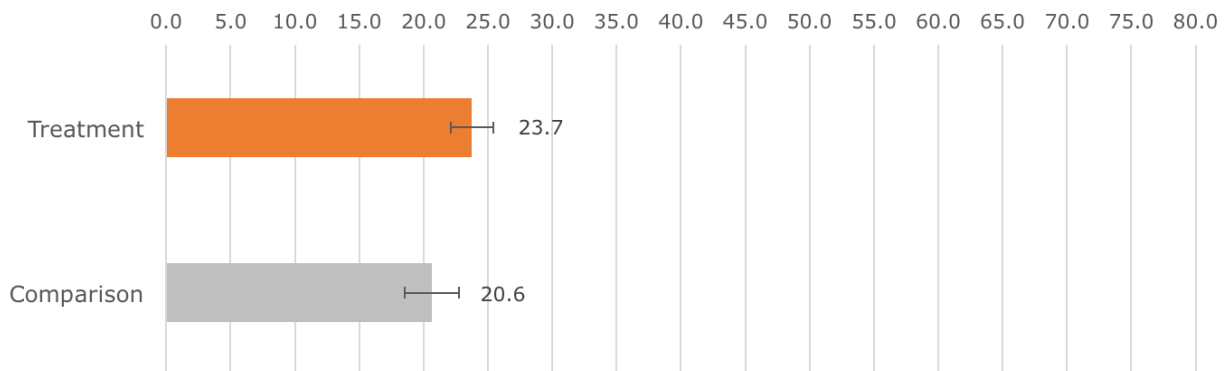


*Figure 4.5* *Average Written exercise score by school type. Error bars indicate the 95 percent confidence interval for the average score.*

### 4.1.3   Numeracy outcomes

Overall, students scored 24.9 in total. Scores were marginally lower in treatment schools, at 24.8, compared to 25.1 in comparison schools. There was no statistically significant difference found at the 5 percent confidence level. A total of 0.6 percent of students (5 students) scored zero overall. Figure 4.6 and 4.7 demonstrate a similar score distribution in treatment and comparison schools.
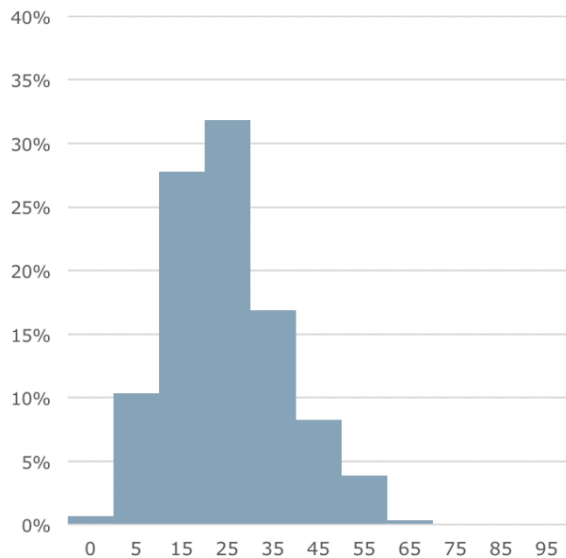
**Figure 4.6** *Treatment school SEGMA score distribution*
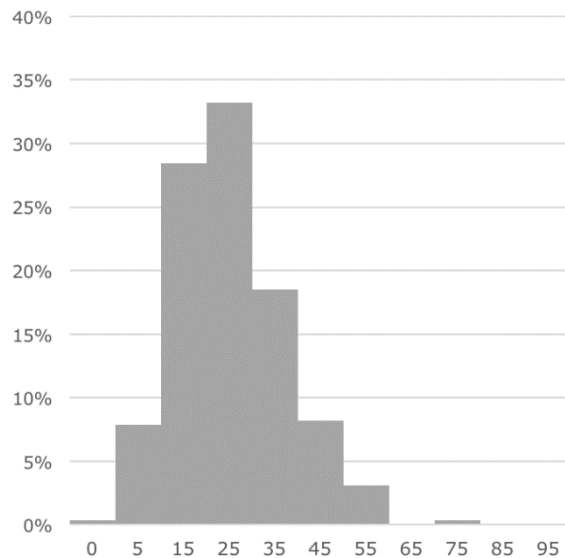


**Figure 4.7** *Comparison school SEGMA score distribution*

Table 4.5 shows the distribution and mean scores for the individual subtasks, explored in further detail below.

**Table 4.5** *Secondary level numeracy skills gaps*

| Categories | Subtask 1 Addition, subtraction, multiplication, division, fractions, etc. | | Subtask 2 Algebra | | Subtask 3 Word problems and data interpretation | |
|---|---|---|---|---|---|---|
| | Treatment | Comparison | Treatment | Comparison | Treatment | Comparison |
| Mean | 50.9 | 52.0 | 8.0 | 7.7 | 15.6 | 15.6 |
| St deviation | 21.8 | 20.8 | 11.6 | 11.9 | 16.7 | 16.3 |
| 0% | 1.4% | 0.7% | 61.2% | 65.0% | 35.6% | 35.0% |
| 1%-40% | 38.8% | 36.1% | 38.8% | 34.7% | 55.7% | 58.5% |
| 41%-80% | 50.5% | 52.4% | 0.0% | 0.3% | 8.7% | 6.1% |
| 81%-100% | 9.3% | 10.9% | 0.0% | 0.0% | 0.0% | 0.3% |
| | 100% | 100% | 100% | 100% | 100% | 100% |

### Subtask 1. Basic sums

The first task of the SEGMA assessment was composed of seven questions, progressing from basic long addition, subtraction and multiplication to more complex fractions, with a total of 8 marks available. Overall students scored 4.1 out of 8, or 51.3 percent.

Students in treatment scores attained an average of 50.9 percent, and students in comparison schools attained an average of 52.0 percent, with no significant difference at the 5 percent level. In treatment schools, 1.4 percent of students scored zero, compared to 0.7 percent in comparison schools.
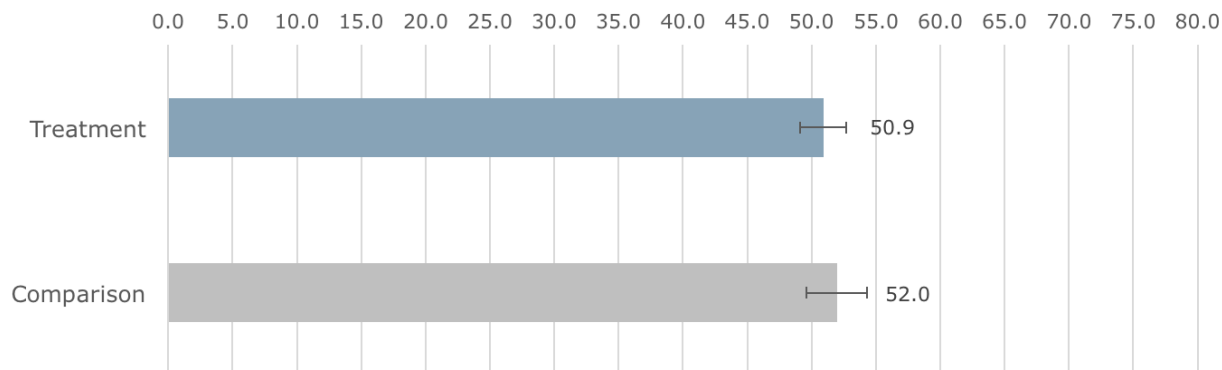
*Figure 4.8* Average Basic sums score by school type. Error bars indicate the 95 percent confidence interval for the average score.

## Subtask 2. Algebra

The second task consisted of four algebraic questions, including simultaneous equations and factorisation, with a total of 10 marks available. In total, students scored on average 0.8 out of 10, or 7.9 percent. This was the lowest scoring subtask and S1 students found this particularly difficult. This was expected, as complex algebra is not part of the S1 curriculum.

Like subtask 1, students scored similarly in treatment and comparison schools, with treatment school students scoring 8.0 percent and students in comparison schools scoring 7.7 percent, with no significant difference found at the 5 percent level. A large proportion of students scored zero in this subtask; 61.2 percent in treatment schools and 65.0 in comparison schools.
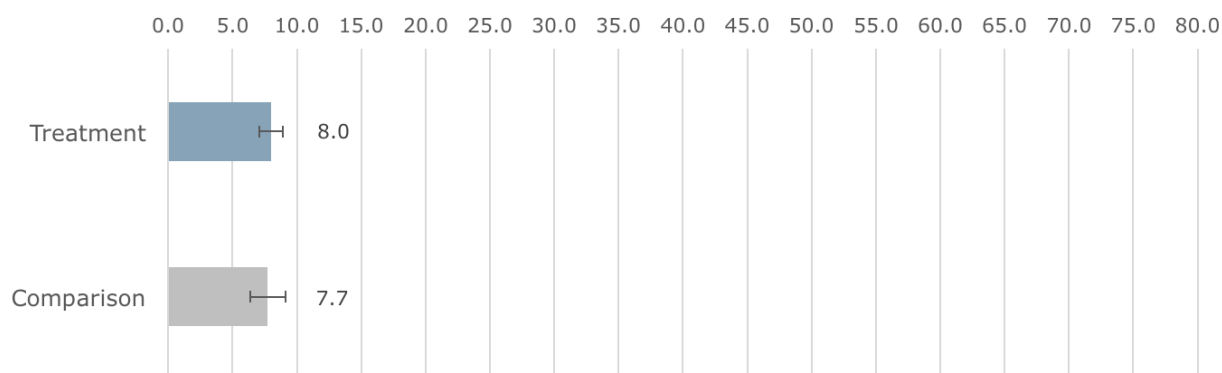


*Figure 4.9* Average Algebra score by school type. Error bars indicate the 95 percent confidence interval for the average score.

## Subtask 3. Word and data problems

The third subtask asked students to complete two word questions, with the second asking students to perform more complex data analysis. A total of 8 marks were available for this subtask. Overall, students scored on average 1.2 out of 8, or 15.6 percent.

Students in both treatment and comparison schools attained an average of 15.6 percent. In treatment schools, 35.6 percent of students scored zero, and similarly 35.0 percent of comparison school students scored zero.
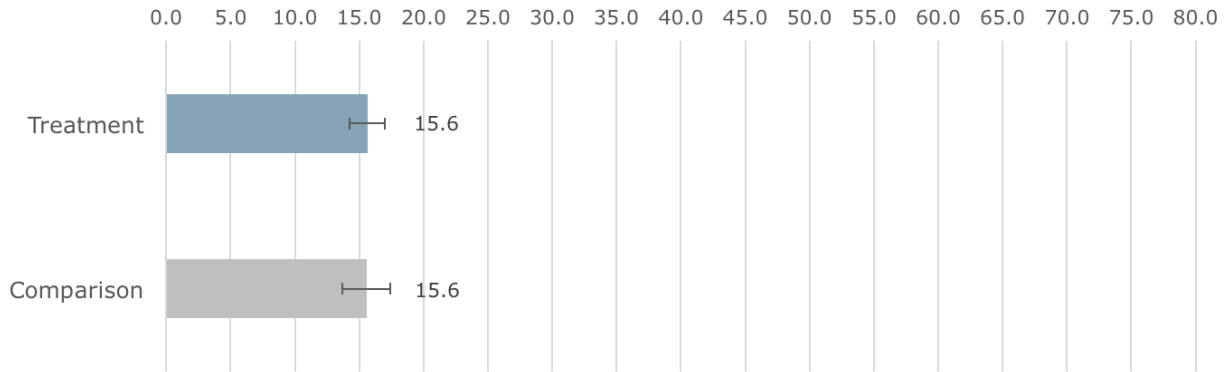
*Figure 4.10* *Average Word and data problems score by school type. Error bars indicate the 95 percent confidence interval for the average score.*

### 4.1.4    Analysis by age

Age was not found to correlate with overall scores. There was a slight decrease in scores as students got older, suggesting that some girls who have been held back from school or repeat grades may find learning or exam settings more difficult.
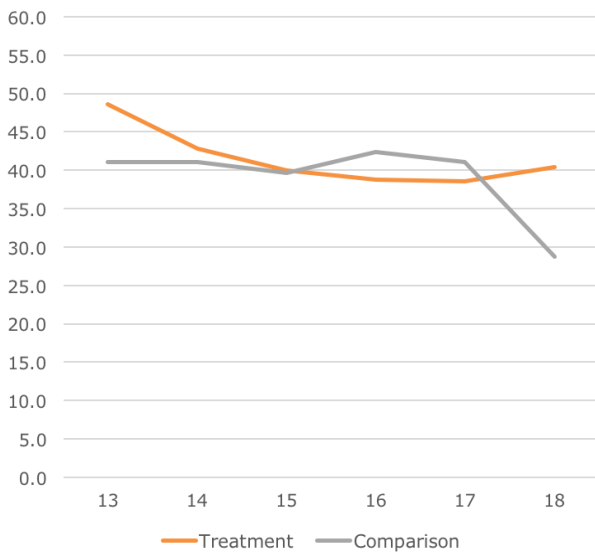


*Figure 4.11* *Average SEGRA scores by age*
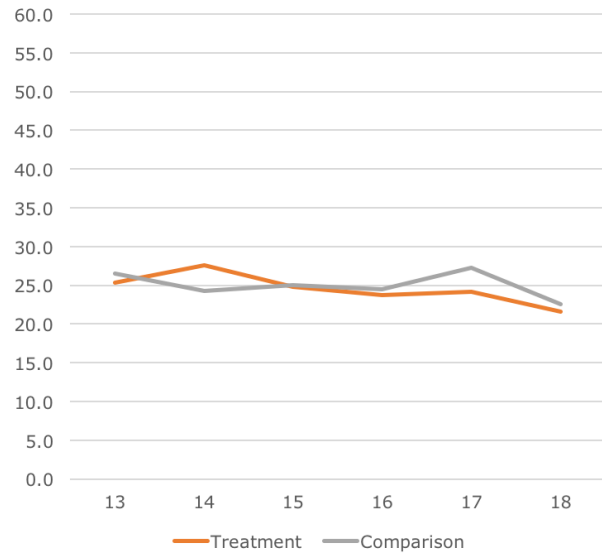


*Figure 4.12* *Average SEGMA scores by age*

Tables 4.6 and 4.7 give an estimated grade level achievement for each age group. It should be noted that SEGRA and SEGMA assessments designed for this study have not been tested according to grade level, and therefore this analysis should not be used to draw findings about learning according to expected outcomes against each grade. Definitions are an approximate estimation based on the curriculum and baseline and benchmark findings, and will be subject to review at midline.

Grade level is used for EGRA and EGMA testing to understand the progress a child is making through school and what proportion of a student sample meets what is expected for their grade. However, SEGRA and SEGMA differ from EGRA and EGMA, most significantly in the paper based, independent nature of the assessment. EGRA and EGMA is administered in a one-to-one, examiner-student setting, where the student is taken through each task and the tasks progress in difficulty. Although SEGRA and SEGMA are based on tasks that progress in difficulty, the student is given 30 minutes to complete all tasks, with no time limit for each individual task, or rules on which task should be completed first. Therefore, students do not progress through the tasks in the same way. Grade level should therefore not be applied in the same way, particularly at baseline, where year on year progression in SEGRA and SEGMA remains untested.

***Table 4.6*** *Estimated SEGRA grade level achieved by age, in treatment schools*

| Age | S1 | S2 | S3 | S4 |
|---|---|---|---|---|
| Grade level definition | A score of at least 50% for Subtask 1. | At least 75% for Subtask 1 and 50% for Subtask 2. | At least 75% for Subtask 1 and 2, and 50% for Subtask 3. | At least 75% for all subtasks. |
| 12-13y | 97.9% | 25.0% | 6.3% | 2.1% |
| 14-15y | 83.4% | 19.2% | 1.2% | 0.0% |
| 16-17y | 86.6% | 19.3% | 1.9% | 0.0% |
| 18-19y | 82.4% | 16.5% | 1.8% | 0.0% |
| Total | 85.0% | 18.9% | 1.7% | 0.1% |

***Table 4.7*** *Estimated SEGMA grade level achieved by age, in treatment schools*

| Age | S1 | S2 | S3 | S4 |
|---|---|---|---|---|
| Grade level definition | A score of at least 50% for Subtask 1. | At least 75% for Subtask 1 and 25% for Subtask 2. | At least 75% for Subtask 1 and 50% Subtask 2 and 3. | At least 75% for all subtasks. |
| 12-13y | 62.5% | 10.4% | 0.0% | 0.0% |
| 14-15y | 60.9% | 8.8% | 0.0% | 0.0% |
| 16-17y | 62.0% | 7.5% | 0.3% | 0.0% |
| 18-19y | 67.6% | 8.2% | 0.0% | 0.0% |
| Total | 61.0% | 8.4% | 0.1% | 0.0% |

***NB.*** *Two students older than twenty sat the test. They were not included in the above analysis as this sample size is not large enough the draw meaningful results. They are however included in the total.*

***NB.*** *All those who achieved S2 grade also achieved S1 and are included in this percentage.*

## 4.2 Subgroup analysis of the Learning Outcome 1 and 2

**Regional differences**

In both SEGRA and SEGMA, girls in the Central region performed the worst, and girls in the West region performed the best. Performance in the Central region was particularly low among girls in treatment schools. Their performance was found to be significantly lower than West and East treatment girls at the 5 percent confidence level, for both tests. Among comparison schools, performance by girls in the West was significantly better than girls in the East and Central regions, for both tests. There was no significant difference between treatment and comparison schools in each individual region, however. Individual school results are provided in Annex 18.
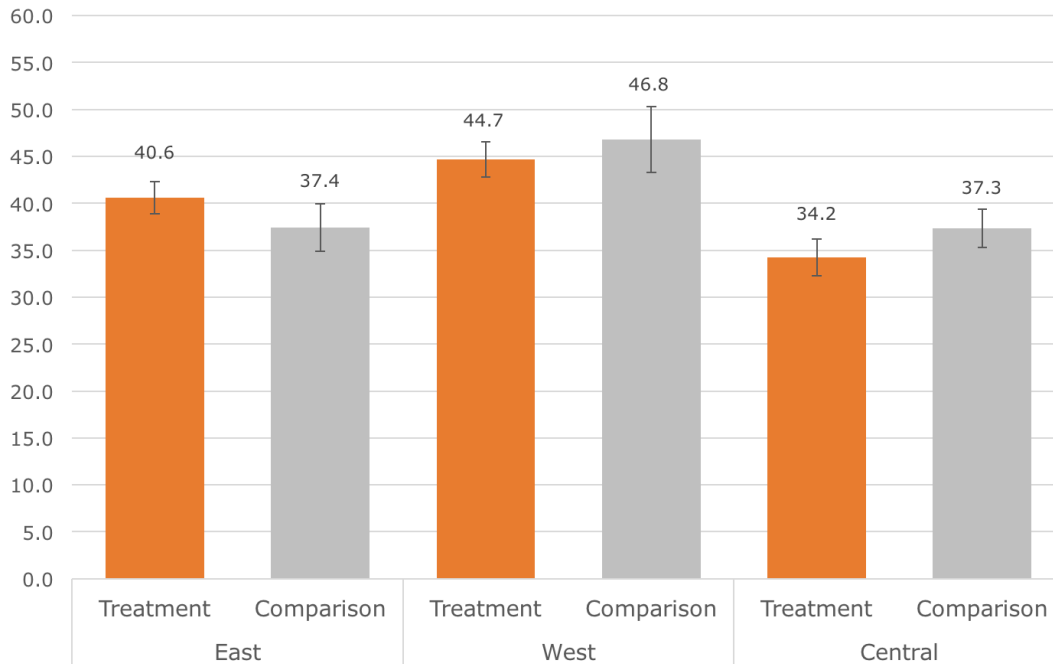


**Figure 4.13** *Average SEGRA scores by region and school type. Error bars indicate the 95 percent confidence interval for the average score.*
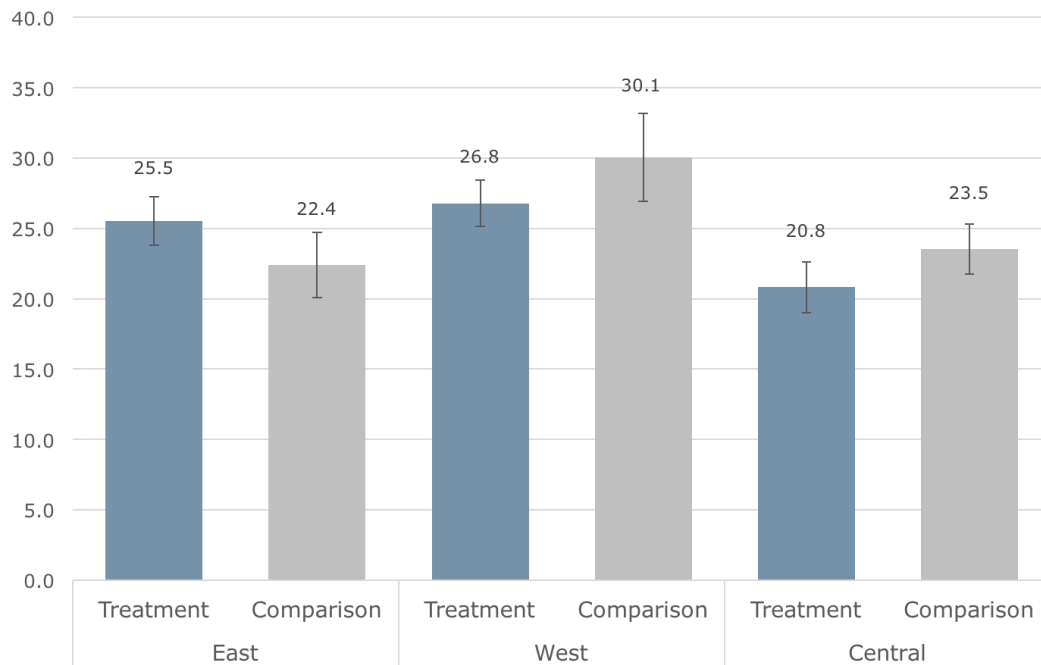
**Figure 4.14** *Average SEGRA scores by region and school type. Error bars indicate the 95 percent confidence interval for the average score.*

### Characteristics

Using Pearson's regression analysis across aggregated treatment and comparison results, no correlation was found between characteristics and literacy and numeracy scores. However, testing for significant difference between groups disaggregated by characteristic highlighted several patterns:

- Girls in a male headed household perform marginally better in both literacy and numeracy than girls in female headed households, but there is no significant difference.
- Girls who reported having had a serious illness in the past year were not found to perform significantly worse.
- Girls whose head of households work in formal employment significantly outperform girls whose heads of households are unemployed or in informal employment. Numeracy results, however, were not significantly different.
- Girls who live in a household with a literate eldest female significantly outperform girls who do not in the literacy test, but there is no significant difference in numeracy results.
- Girls with a PPI score of 45 or above attain significantly higher scores in literacy than girls with a PPI below 45, but there is no significant difference in numeracy results.
- Boarding students were found to have higher literacy and numeracy outcomes than day students, with a significant difference at the 5 percent confidence level. This may be due to boarding girls' higher PPI, meaning they are less likely to live in poverty and therefore may experience less barriers associated with poverty. In addition, boarding girls were reported to have more time to spend on extra-curricular activities and after school study.
- Disability samples are too small to draw accurate conclusions about their impact on learning outcomes.

**Table 4.8** *Learning scores of key subgroups (aggregated treatment and comparison school students). It should be noted that the sample size is particularly small for some characteristics, and therefore conclusions about this group's learning can not be drawn. These are highlighted red in the table. (\* = significant difference at the 5 percent confidence level.)*

| | Total | Average literacy score (aggregate) | Average numeracy score (aggregate) |
|---|---|---|---|
| **Characteristics** | | | |
| All girls matched** | 862 | 40.4 | 24.9 |
| East region | 243 | 39.5 | 24.4 |
| West region | 338 | 45.2 | 27.6 |
| Central region | 281 | 35.6 | 22.0 |
| Living without both parents | 56 | 44.2 | 26.0 |
| Living with at least one parent | 806 | 40.2 | 24.8 |
| Living in a male headed household | 671 | 40.2 | 25.1 |
| Living in a female headed household | 136 | 39.3 | 23.7 |
| Vision impairment | 9 | 39.7 | 23.1 |
| Hearing impairment | 4 | 23.5 | 23.3 |
| Mobility impairment | 2 | 44.2 | 34.2 |
| Cognitive impairment | 3 | 35.0 | 16.7 |
| Self-care impairment | 0 | N/A | N/A |
| Communication impairment | 2 | 31.3 | 18.8 |
| Serious illness in past year | 188 | 40.6 | 25.5 |
| No serious illness in past year | 673 | 40.4 | 24.7 |
| HoH in formal employment | 134 | 43.5* | 26.0 |
| HoH not in formal employment (informal or unemployed) | 728 | 39.9* | 24.7 |
| Eldest female in HH is literate | 581 | 41.7* | 24.8 |
| Eldest female in HH is not literate | 266 | 37.9* | 24.9 |
| PPI below 30 (likely to be living in poverty) | 93 | 36.9 | 22.8 |
| PPI below 45 | 408 | 38.1* | 24.1 |
| PPI 45 or above | 454 | 42.5* | 25.6 |
| PPI 50 or above (unlikely to be living in poverty) | 308 | 43.0 | 25.9 |
| Married | 1 | 20.8 | 12.5 |
| Mother (under 18, under 16) | 2 | 14.6 | 6.3 |
| Large family (9 or more HH members) | 336 | 39.3 | 24.2 |
| Small family (4 or less HH members) | 83 | 42.4 | 26.7 |
| Repeated at least one year of education | 465 | 38.9 | 24.7 |
| No repeated years of education | 395 | 42.4 | 25.2 |
| Repeated more than one year of education | 67 | 36.0 | 23.6 |
| Day student | 513 | 39.1* | 23.6* |
| Boarding student | 349 | 42.4* | 26.8* |

*\*\*Of the 877 learning cohort girls surveyed, it was possible to match 862 learning surveys with surveyed girls. This was due to some girls being absent in the afternoon (when learning surveys were conducted) or not giving consent to participate in the learning assessment.*

### Barriers

For the majority of barriers, sample sizes are too low to draw accurate conclusions about their effect on learning outcomes. No correlations between barriers and learning outcomes were found. Qualitative analysis of barriers to learning is detailed in Section 3.3.2.

***Table 4.9*** *Learning scores of key barriers (aggregated treatment and comparison school students)*

| | Total | Average literacy score (aggregate) | Average numeracy score (aggregate) |
|---|---|---|---|

| Barriers | | | |
|---|---|---|---|
| All girls | 862 | 40.4 | 24.9 |
| Doesn't feel safe at school | 60 | 44.0 | 27.6 |
| Doesn't feel safe travelling to/from school (day students) | 143 | 38.0 | 23.1 |
| Doesn't feel safe in the boarding house (boarding students) | 46 | 45.9 | 27.0 |
| Disagrees teachers make them feel welcome | 37 | 33.8 | 23.0 |
| Agrees teachers treat boys and girls differently in the classroom | 98 | 36.9 | 25.4 |
| Agrees teachers often absent from class | 148 | 38.9 | 23.6 |
| Disagrees that they get the support they needs from family to stay in school | 16 | 36.0 | 21.4 |
| Disagrees that their family gives them the same amount of support as their brother for school | 26 | 38.4 | 24.4 |

## 4.3  Learning Outcome 3

The following section presents the baseline results for the third learning outcome: 2017 UCE exam results.

In Uganda, all students sit the UCE exam at the end of lower secondary (Senior 4). An aggregate score is awarded by adding together a students' scores for their eight best subjects. Based on this result, each student is awarded a Division (1-4, 7 or 9). Division 1-4 is a pass, and Division 7 or 9 is a fail. In the majority of A-Level centres, students who fail their UCE exams or get a poor result (such as a Division 4) are not able to progress to A-Level.

The table below details the average UCE aggregate score in treatment schools, and results by division. The total number of students represent all S4 girls who sat the UCE exam in 2017 in the treatment study schools. While results are not presently available from the comparison schools included in the study, national girls' results have been provided as a point of reference. As shown, while less PEAS girls got the top division results – as would be expected, given PEAS students have statistically lower prior attainment than students in other school types – a higher percentage of PEAS girls passed their UCE exams, compared to the national average, by 3.7 percentage points.

**Table 4.10** *Treatment school girls' 2017 UCE results*

| | Treatment | National average |
|---|---|---|
| Grade | S4 | S4 |
| Students | 612 | 140,927 |
| Average UCE aggregate score | 55.2 | *N/A*[22] |
| Standard deviation | 9.7 | *N/A* |
| Div 1 (%) | 2.0 | 8.4 |
| Div 2 (%) | 12.4 | 15.4 |
| Div 3 (%) | 29.7 | 21.9 |
| Div 4 (%) | 50.3 | 45.1 |
| Pass | 94.4 | 90.7 |
| Div 7/9 (%) (Fail) | 5.6 | 9.3 |
| Average Division | 3.5[23] | 3.3 |

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[22] UNEB releases aggregate results broken down by division and gender on request annually; however, they do not release student by student results. The latter would be needed in order to calculate the average aggregate score.
[23] To calculate the average division, the following formula is used: (# Division 1's *1 + # Division 2's*2 + # Division 3's * 3 +#Division 4's*4 + Fails*5)/Total takers

The third learning outcome will be measured at baseline, midline and end-line to understand progress in national exams in treatment schools. As the UCE exam is taken by S4 students only, a cohort will not be tracked, and instead the average score will be calculated each year using a new set of students.

## 4.4  Cohort tracking and target setting

### 4.4.1  Cohort tracking

At midline and end-line, the learning cohort will be tracked to identify the progress in learning of the same cohort of treatment and comparison girls. To do so, the same study schools will be visited at midline and end-line and a set of identifiers, including name and date of birth, will be used to identify girls sampled at baseline. The evaluation team will work with school leaders prior to data collection where possible to identify girls within the cohort who have dropped out. In the case of drop out or absence, replacement sampling will be used to replace the missing girl with a girl in the same grade. It is recognised that enrolment decreases from S1 to S4, and it is therefore likely that all girls in S3 (midline) and S4 (end-line) will need to be included to ensure a sufficient sample size.

### 4.4.2  Target setting for the learning outcome

The Fund Manager outcome spreadsheet template has been completed with the testing figures obtained through the baseline study and is provided in Annex 2. The method suggests a 8.25% improvement target over and above the control group for numeracy, and a 8.5% improvement in literacy above the control group at midline.

Based on the data available at this stage, we do not recommend using the Fund Manager's method of setting targets based on 0.25 standard deviations per year of project implementation using the results of Senior 3 and Senior 4 girls tested for benchmarking.

This is because, while average scores on the tests do improve with grade progression, the differences in means aren't large. As outlined in section 4.4.3 below, there was a circa 10% improvement in scores from Senior 1 to Senior 4 (the equivalent of c.2.5 points on each test). This in itself suggests the tests developed might not have worked well in detecting learning gains across progressive years of secondary education. While the tests were developed in line with the available Fund Manager guidance in August 2017, the tests consist of only 12 questions and 26 available marks on SeGRA, and 13 questions and 26 available marks on SeGMA. Girls were given 30 minutes to complete each assessment working at their own pace. Given the complexity of skills being tested, it is possible there were not enough test items and/or the time given for testing was not sufficient to reliably assess learning gains with progressive years of secondary education.

Furthermore, on the advice of the Fund Manager, the baseline tests were given to a much smaller sample of Senior 3 and Senior 4 girls (less than 100 students from each grade) compared to the learning cohort group. As a result of this – and the fact that the tests were not calibrated for normal results specifically among Senior 3 and Senior 4 girls, but rather across the whole sample – the variances in scores among the Senior 3 and Senior 4 benchmark groups are larger than the Senior 1 cohort group, and do not suggest a normal distribution. Using only the results of the benchmark group testing thus creates very high standard deviations (SDs) and, by extension, targets.

Lastly, while the 0.25 SD target is standard across the GEC-T portfolio, based on the assumption that projects would be using 'EGRA and EGMA-like' tests, the SeGRA and SeGMA tests are dissimilar in that they are norm-referenced tests, which rely on comparing results among an internal group rather than against an external population or standard (e.g. target number of word per minute based on age) as is done with criterion-referenced tests. Unlike the EGRA and EGMA tests – which lead girls through progressively more difficult tasks controlled by an enumerator – girls were permitted to work through the SeGRA and SeGMA tests at their own pace and in whatever order they liked. This means that, if a girl didn't attempt or complete an earlier stage task, for example, it cannot be concluded she lacked that particular skill, but rather just that she wasn't able to complete all tasks in the time permitted. Expecting a 0.95 SD increase after 3 years of project implementation – as is suggested by the FM target setting

method for end-line – in a norm-based test would require the average score of the treatment group to exceed the scores of about 83% of the comparison group. That is a significant expectation that is beyond what is considered adequate to detect statistical significant learning gains in comparable education research[24].

In light of the data obtained through the baseline evaluation, and in recognition that the SeGRA and SeGMA assessments are untested, PEAS and Jigsaw Consult have proposed the following approach for target setting:

- Taking the standard deviation from across the whole sample rather than the benchmark grades, as the tests were calibrated in this way
- Using a lower standard deviation for targets that is more appropriate to norm-referenced tests, and acknowledges that it may not be possible to demonstrate the same level of learning gains on experimental tests as is possible on well-established tests

The Fund Manager reviewed PEAS and Jigsaw Consult's proposals, and rejected them on the basis that other projects using their own SeGRA and SeGMA tests have had similar issues with high standard deviations in benchmark grades, so PEAS' suggested targets aren't comparatively higher. PEAS accepts the Fund Manager's wishes, though feels further reflection is needed on the part of the Fund Manager and DfID in relation to what can be expected from experimental tests across the GEC portfolio, and how inconclusive or modest results on such tests may be treated at midline and endline.

PEAS does not feel its own targets are realistic - the midline suggested target of 8.5% improvement above the control group in literacy is substantially higher than the average improvement in scores that was observed between S1 and S3 age girls on the tests (6.1%). This means that, to hit midline targets, girls in the treatment group will need to improve their performance between S1 to S3 by 2.4 times as much as they are observed to do at present. While PEAS will be working to support girls to progress in their learning as much as possible, the project education team's collective view based on years of experience in education delivery and assessment is that this is not a realistic expectation.

### 4.4.3  Benchmark findings and learning gaps

In treatment schools, girls' literacy scores increase marginally from S1 to S3. Basic comprehension skills continue to marginally improve at S4 level, but complex comprehension skills and writing skills do not notably improve beyond S3. Conversely, girls in comparison schools do not make progress in the written exercise until the S4 level, suggesting that writing skills are taught earlier in treatment schools.

In numeracy, treatment school girls make marginal gains across all subtasks as they progress through grades. Whereas basic mathematics skills marginally regress for comparison school girls, treatment school girls continue to improve in these skills to S4. Girls' gain algebra skills during S3 and S4. Marginal gains in word problem and data interpretation skills are made at S4 level, but do not improve between S1 and S3, suggesting these types of questions are not regularly taught until S4.

Figure 4.15 shows the mean overall score for SEGRA and SEGMA by grade, showing the progression made from S1 to S4.

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[24] See, for example, the summary of education programme evaluations discussed in Alejandro J Ganimian & Richard J Murnane, 'Improving Education in Developing Countries: Lessons From Rigorous Impact Evaluations', *Review of Educational Research,* Vol. 86, No.3, September 2016.
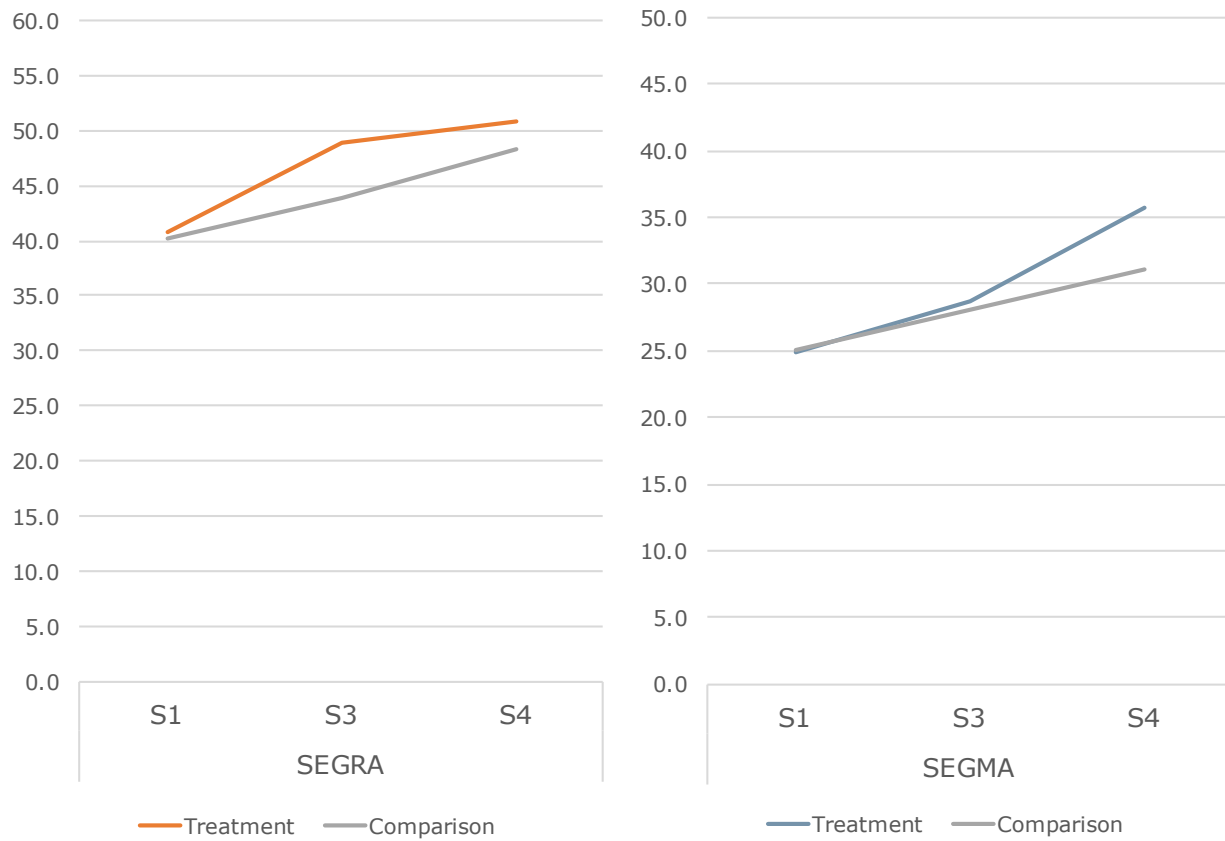
**Figure 4.15** *Overall scores by grade (S1 – learning cohort; S3 and S4 – benchmark).*

## 4.5  Transition Outcome

The following section describes the key findings on the transition outcome. At baseline, all girls in the transition cohort were sampled in school, and their transition will be tracked at subsequent evaluation points. Therefore, the following section focuses primarily on the findings of the transition benchmark survey.

### 4.5.1  Definition of successful transition

For GEC-T, PEAS defines successful transition as a girl moving through Senior 1 to Senior 4, completing Senior 4, and progressing to upper secondary (Senior 5); TVET or higher education or employment. Girls who complete Senior 4 and move into 'active citizenship' are also considered to have successfully transitioned. Active citizenship is defined as household or community-based roles which girls may choose and prioritise for themselves over other pathways, such as getting married and having children.

*Table 4.11* Transition pathways

| Baseline point | Successful Transition | Unsuccessful Transition |
|---|---|---|

| Secondary school | Enrolled in S1-S4 | <ul><li>In-school progression</li><li>Enrolled in A-Level</li><li>Enrolled in technical and vocational education and training (TVET)</li><li>Enrolled in university</li><li>In employment</li><li>Participating in active citizenship (i.e. starting a family by choice)</li></ul> | Drops out of school<br>Moves into insecure employment |
|---|---|---|---|

## 4.5.2 Benchmarking

The transition benchmark survey was composed of approximately 40 questions about the respondent's previous education and current pathway, together with demographic information. The survey was administered to 185 12-24 year old girls in five PEAS communities across the East, Central and Western regions. Fifty percent of sampled girls were currently or had most recently attended a PEAS school. A further 4 percent of girls had attended a PEAS school previously (but had transferred to a non-PEAS school).

At benchmark, active citizenship was determined by asking the girl to rank the following in order of priority, for herself and *currently*[25]: (1) going to school, (2) having a paid job, (3) helping my family (at home or at work), (4) starting/having my own family. A girl who has completed S4 and is out of education or employment, but prioritises (3) or (4), can be said to be in active citizenship. Additional questions were asked about her happiness in her current pathway and her choice to continue her education, to triangulate the ranking exercise.

*Table 4.12* Benchmarking for the Transition Outcome

| Age | 12-14 yrs | 15-17 yrs | 18-20 yrs | 21-24 yrs | Overall |
|---|---|---|---|---|---|
| Sample size | 8 | 60 | 62 | 55 | 185 |
| Successful pathway | | | | | |
| Enrolled in lower secondary | 7 (88%) | 47 (78%) | 27 (44%) | 4 (7%) | 85 (46%) |
| Enrolled in or completed A-Level | 0 | 1 (2%) | 5 (8%) | 3 (5%) | 9 (5%) |
| Enrolled in or completed TVET* | 0 | 0 | 4 (6%) | 10 (18%) | 14 (8%) |
| Enrolled in or completed university* | 0 | 0 | 0 | 1 (2%) | 1 (1%) |
| In employment* | 0 | 0 | 4 (6%) | 12 (22%) | 16 (9%) |
| Participating in active citizenship * | 0 | 0 | 0 | 0 | 0 |
| Successful transition | 7 (88%) | 48 (80%) | 36 (58%) | 26 (47%) | 117 (63%) |
| Unsuccessful pathway | | | | | |
| Dropped out before completing lower secondary | 1 (13%) | 12 (20%) | 23 (37%) | 26 (47%) | 62 (34%) |

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[25] This question asks the respondent to think about the four possible responses and rank them in order of priority, (a) for herself, i.e., not what she thinks is generally important for girls or others to prioritise, or what her family would choose for her, but what she herself what like to be doing, and (b) currently, i.e., what she would most like to be doing now, at present, if she had the choice, as opposed to in the past and in general.

| | | | | | |
|---|---|---|---|---|---|
| Completed lower secondary but no transition | 0 | 0 | 3 (5%) | 3 (5%) | 6 (3%) |
| Unsuccessful transition | 1 (13%) | 12 (20%) | 26 (42%) | 29 (53%) | 68 (37%) |

*\* After completing lower (S4) or upper (S6) secondary.*
***NB.** Some respondents reported being both in employment and TVET or A-Level.*

Across the 185 girls surveyed at benchmark, 63 percent can be said to be in a successful pathway. Approximately one third of the sample dropped out before completing S4, while 4 percent completed S4 but did not transition into a successful post-school pathway. No girls were in active citizenship, with all girls who had completed S4 but had not transitioned prioritising their education or employment over their current pathway.

A higher rate of younger girls were in a successful pathway compared to older girls, due to the majority still being in and progressing through secondary school. While 81 percent of under 18 girls were in school (S1-S6), this dropped to 33 percent for girls 18 and older, with 42 percent of girls 18 and older having dropped out before completing S4. This suggests that as girls get older, it becomes more difficult to stay in school, and barriers to her education increase. This is likely due to factors of marriage, pregnancy, domestic work and the need to care for family, and lack of money and the need to enter into employment. Girls in the sample who were married got married between the ages of 17 and 24, at an average age of 19.6. Girls who had children had their first child between the ages of 15 and 23, at an average age of 18.8. Among girls 17 years or older, 21 percent were married and 41 percent had children.

The transition of cohort girls will be tracked over subsequent evaluation points. At baseline, all girls surveyed were in school. As the PEAS GEC-T project is being implemented primarily at the school level, it is important that the evaluation treatment cohort has at least some exposure to GEC-T activities, in order to measure impact. Therefore, at baseline, 100% are currently enrolled in lower secondary school.

### 4.5.3  Target setting for transition

At baseline, all girls were sampled at the school level, and therefore 100 percent of the transition cohort are in a successful pathway at baseline. An age weighted benchmark transition rate is used to set targets for transition, based on the below bands, as identified by the fund manager.

| Baseline transition rate | Targeted increase in transition rate |
|---|---|
| 1-29% | 12% |
| 30-49% | 10% |
| 50-69% | 8% |
| 70-79% | 7% |
| 80-89% | 5% |
| 90-100% | 4% |

The weighted benchmark transition rate of 63 percent therefore suggests a target of 8 percentage points over and above the comparison school transition rate per year of implementation (or 16 percent higher at the midline evaluation point). Cohort tracking data from PEAS' GEC 1 evaluation suggested that – for girls still progressing through lower secondary school – annual retention rates were c.10-15% higher in PEAS schools than the non-PEAS control schools (meaning substitution rates were higher in the control schools included in the GEC 1 study).[26] However, those figures were based on limited data from different school communities. Only 4 control schools agreed to provide enrolment data to the GEC endline evaluators and none of those schools is included in the GEC-T control school sample. The small sample size, and observed wide variations from one school community to the next, indicate such figures should be treated with caution.

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[26] See pgs. 34-35 in PEAS' final approved GEC Endline Evalution Report (Version 3.0, Date: 7th April 2017)

Furthermore, while it may be possible to expect in-school transition rates for girls enrolled in lower secondary to be c.16% higher at midline than in control schools, two-thirds of the transition cohort is due to have completed lower secondary by the time of the midline evaluation point (these are girls who were enrolled in Senior 3 or Senior 4 at baseline). The available data from the benchmark transition survey comparing girls who currently or previously were enrolled in PEAS with girls who had enrolled in other secondary schools in the surrounding community (see table 4.12 below) indicates that the differences in successful transition rates between each group reduce once girls complete lower secondary. In other words, the group differences in successful transition rates presented below (15% difference) are largely explained by the difference in drop-out rates during lower secondary (14% difference). Though the sample is small, it would appear the differences between girls who attended PEAS schools v. non-PEAS schools dissipate after lower secondary.

**Table 4.12** *Benchmark transition results for girls who had enrolled in PEAS schools v. non-PEAS schools*

|  | PEAS, N = 100 | Non-PEAS, N = 85 |
|---|---|---|
| In school (S1-S4) | 54% | 36% |
| A-Level | 2% | 8% |
| TVET | 9% | 6% |
| Higher education | 0% | 1% |
| Employment | 7% | 11% |
| **Successful pathway total** | **70%** | **55%** |
| Drop out before S4 | 27% | 41% |
| Completed S4 but no transition | 3% | 4% |
| **Unsuccessful pathway total** | **30%** | **45%** |

While it is a key goal of PEAS' GEC-T project to increase the proportion of girls who are able to successfully transition into A-level, TVET, and other pathways of their choosing after school, expecting large differences in transition rates to be maintained once girls have left school and are no longer being exposed to project interventions is arguably unrealistic. As such, we suggest reducing the target of 8 percent to 6 percent higher per year of project implementation. This would suggest a midline target of 12 percent higher than the control group. We feel this would be an impressive achievement within the project context and based on available data.

## 4.6   Sub-group analysis of the transition outcome

At baseline, all transition cohort girls were sampled in school. Therefore, sub-group analysis for transition has been carried out using the benchmark transition survey administered in communities surrounding PEAS schools. Factors on poverty and disability were not collected during the transition benchmark, and therefore the analysis is limited to two themes: marriage and pregnancy; and age of enrolment. It should be noted that this analysis has been conducted using a small sample, and is therefore not representative. Analysis at midline will focus on the evaluation cohort and will therefore draw more reliable conclusions about the relationships between key variables and transition from a larger sample.

Overall, 16 percent of girls were married, and 31 percent of girls were mothers; 20 percent had one child, 10 percent had two children and 1 percent had three children. No married girls or mothers were currently in school. 70 percent of married girls dropped out before completing S4, and 68 percent of mothers dropped out before completing S4. Marriage and pregnancy was identified as both a cause and effect of drop out in the sample. 33 percent of girls left school the same year or after getting married and 67 percent of girls got married after dropping out. Similarly, 40 percent of girls left school in the same year or after having their first child and 60 percent had their first child after they left school.

Reasons for dropping out centred primarily on monetary difficulties, with 60 percent of all out of school girls citing lack of money for drop out. Among mothers, 43 percent said pregnancy was the reason they dropped out, and among married girls, 37 percent said pregnancy was the reason they dropped out, demonstrating the link between marriage and pregnancy. However, no married girls, and one mother, said marriage itself caused her drop out. There was not scope to collect focus group discussion data with

transition benchmark girls. Further qualitative data on transition was collected from the transition cohort at baseline, and is outlined in Sections 6.4 and 6.5.

Among out of school (OOS) girls (all married girls and mothers were OOS), unmarried girls were more likely to have completed S4, with 41 percent completing S4, compared to 30 percent of married girls. Similarly, 47 percent of OOS girls without children had completed S4 compared to 32 percent of mothers. 27 percent of married girls were identified as being in a successful transition pathway, compared to 34 percent of OOS unmarried girls, while 26 percent of mothers were identified as being in a successful transition pathway, compared to 40 percent of OOS girls without children, indicating that pregnancy and having children is a particular barrier to transition.

***Table 4.13*** *Marriage and pregnancy*

|  | Unmarried | Married | Not a mother | Mother |
|---|---|---|---|---|
| Number of girls | 155 | 30 | 128 | 57 |
| In school (S1-S4) | 55% | 0% | 66% | 0% |
| Out of school (OOS) | 45% | 100% | 34% | 100% |
|  | Percent of out of lower secondary girls | | | |
| OOS: Completed S4 | 41% | 30% | 47% | 32% |
| OOS: Did not complete S4 | 59% | 70% | 53% | 68% |
| OOS: In higher education (A-Level, TVET or university) | 26% | 17% | 35% | 14% |
| OOS: In employment | 17% | 13% | 14% | 18% |
| OOS: Going to school rated as top current priority | 49% | 27% | 53% | 33% |

***Table 4.14*** *Age of secondary school enrolment*

| Age of enrolment in secondary school | 13 years or less | 14-15 years | 16-17 years | 18 years + |
|---|---|---|---|---|
| Number of girls | 17 | 82 | 61 | 25 |
| In school (S1-S4) | 35% | 46% | 49% | 44% |
| Out of school (OOS) | 65% | 54% | 51% | 56% |
|  | Percent of out of lower secondary girls | | | |
| **OOS: Completed S4** | **73%** | **41%** | **35%** | **7%** |
| **OOS: Did not complete S4** | **27%** | **59%** | **65%** | **93%** |
| OOS: In higher education (A-Level, TVET or university) | 55% | 23% | 19% | 7% |
| OOS: In employment | 45% | 16% | 13% | 0% |

| OOS: Going to school rated as top current priority | 64% | 45% | 32% | 36% |
|---|---|---|---|---|

Across the transition benchmark sample, girls who enrol in secondary earlier in life are more likely to complete lower secondary school. Of girls not currently in lower secondary school, 73 percent of girls who enrolled before age 14 completed S4, compared to 35 percent of of girls who enrolled aged 16-17, and 7 percent of girls who enrolled age 18 or older. The analysis identified a significant (p-value 0.006) weak negative linear correlation between age of enrolment in secondary school and the last grade completed (-0.306), suggesting that the earlier a girl enrols, the more likely she will be to reach a higher grade. This highlights that barriers to education and completion may be higher for girls who are held back from secondary school, and that barriers increase as girls get older. Table 4.15 shows the average enrolment age of girls against their last grade completed. It should be highlighted that this analysis has been run with a small sample. A greater understanding of the relationship between age and school completion will be sought at midline using the transition cohort.

**Table 4.15** *Average age of enrolment by last grade completed*

| OOS girls' last SS grade | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Average age of SS enrolment | 15.8 | 16.5 | 15.9 | 14.7 | N/A* | 13.3 |

## 4.7   Sustainability Outcome

The following section outlines key findings on the sustainability of the programme. Table 4.16 indicates key sustainability indicators and baseline scoring against community, school and system-level sustainability. A description of the score and analysis of key evidence is provided in Sections 4.7.1-3.

**Table 4.16** *Sustainability indicators*

| | Community | School | System |
|---|---|---|---|
| Indicator 1: | Parents of PEAS students and other adults in the community demonstrate commitment to supporting all girls' learning and transition in an equitable manner with boys, and regardless of girls' personal circumstances or abilities *Source: HH surveys; caregiver FGDs* | School leaders and teachers believe project activities have led to positive changes for girls and are desirable to continue *Source: HT interviews; teacher FGDs* | Local and national government stakeholders support the gender-focused activities of PEAS schools and want them to continue *Source: Government interviews* |
| Indicator 2: | Parents of PEAS students and other adults in the community demonstrate preparedness to challenge non-gender equitable views amongst other community members *Source: Caregiver FGDs* | Limited or no outside investment is needed to continue the project activities at the school level *Source: HT interviews* | The Ministry of Education and Sports demonstrates progress towards agreeing a new secondary school Public Private Partnership policy to finance non-state schools to continue delivering gender-focused activities (without having to pass on costs to beneficiaries) *Source: Policy documents* |

| Indicator 3: | Parents of PEAS students and other adults in the community support the gender-focused activities of PEAS schools and want them to continue *Source: Caregiver FGDs* | School staff have sufficient capacity and resources to continue the project activities at their school *Source: HT interviews; teacher FGDs* | Local and/or national government stakeholders are developing plans to scale project activities to other schools or locations outside the PEAS network *Source: Government interviews* |
|---|---|---|---|
| Baseline Sustainability Score (0-4) | 2 – Emerging | 2 – Emerging | 2 – Emerging |
| Overall Sustainability Score (0-4, average of the three level scores) | 2 – Emerging | | |

### 4.7.1 Community

At the community level, sustainable support for girls' education and transition is emerging. This is defined as[27]:

- **There is evidence of improved practice and support for girls' education in specific ways being targeted by the project.** Caregivers' of girls enrolled in school are generally positive about girls' education and transition, with 97 percent of treatment school caregivers responding that their daughter's education is 'very important' at present and 94 percent saying it is 'very important' for her future. Both caregivers and parents note recent improvements in community attitudes and support, citing the presence of the school itself, and sensitisation campaigns. During focus groups, however, there were varying levels of active support and understanding: some responding that *"the education of a girl is as important as educating a boy"* (Caregiver, Kiira View Secondary School, treatment), while others struggled to articulate the value of education and felt a girls' education is only valuable insofar as it increases the value of her dowry. This may indicate that the high level of positive responses in quantitative data reflect parents' knowledge of the 'correct' response, but that full comprehension of the value of girls' education is not universal, which is likely to affect the level of support girls actually receive.

- **Changes in attitudes and practice are not universally accepted among targeted stakeholders, but support is extending.** Both caregivers and teachers commented that support for girls' education is extending but that this is a slow process and takes time, particularly in areas where the establishment of the PEAS school is the first time the local community have had access to secondary school. Active support and community mobilisation for girls' education, and for A-Level in particular, is not yet fully embedded in the wider community.

  *"There's a bias on girls' education in society; [in this] community very few ladies that have gone for education. We have been engaging them with community activities, for which girls have been on the forefront [but] this place is dominated by Muslim traditions, so bias has been more pronounced. Here we're filling the gaps to the deepest. Attitudes of parents are slowly changing - the parents' perception will change in the years to come through sensitising to girls' education."* Teachers, Forest High School (treatment)

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[27] Sustainability scoring is based on scorecard descriptions provided in the GEC-T MEL Guidance Part 2, and are detailed in Annex 19.

- **Project staff and resources play a key role in driving change, although there are activities in place to mobilise funding and other resources.** The GEC-T programme will specifically transition from PEAS-funded and led community campaigns to school-led campaigns, where school leaders will be responsible for developing and implementing contextually relevant community engagement through PTA groups, the Board of Governors and community leaders. This transition is anticipated to build the capacity of schools to drive and fund change independently by the end of the project.

### 4.7.2   School

At the school level, sustainability is emerging. This is defined as:

- **There is evidence of improved support for girls' education in classroom practice, teacher management, and school management being targeted by project.** Teachers and school management generally show positive attitudes towards girls' education and transition. PEAS schools generated a notably more gender inclusive environment compared to comparison schools, with a greater understanding of gender responsiveness demonstrated by school leadership. This is likely due to PEAS' equality and enrolment policies and sustained GEC-1 programme outcomes. A number of school leaders, and female teachers in particular, demonstrate a personal conviction for furthering support to girls, and view themselves as having a fundamental role in driving change.

  Some teachers, however, expressed resentment of girl-focused activities, citing infrastructure improvements for girls only during GEC-1, which led to challenges in managing boys' expectations and support for girls. GEC-T interventions will focus on gender-inclusive activities and include boys in interventions, to generate wider support for girls.

  Head teachers also held conflicting views of the importance and relevance of the extra-curricular activities, with one expressing concerns that girls' clubs take students' time away from curricular studies. This may indicate that some see it as a less important component of school activities and would be less willing to invest in these activities without direct funding and monitoring.

  > *"The [girls clubs] are around life skills but the time is limited. If you over-concentrate on this you realise you are are cheating them out of the examinable parts."* Head teacher, Ngora PEAS High School (treatment)

  > *"[The activities are] effective because girls are getting motivated, if you are not good in class you can learn some skills, handwork … here we produce an all round child, it's not just in books."* Head teacher, Apeulai PEAS High School (treatment)

- **The improved practice is not universal, but is extending.** While there is evidence of improved awareness and support, improvements in classroom practice could be made. Further embedding teacher training and ongoing in-classroom support to teachers over the course of the GEC-T programme has the potential to introduce sustainable changes in practice. Where changes in teaching practices are well integrated and supported over the course of the GEC-T programme, there is potential to introduce sustainable practices that continue beyond the life of the project. One of the key risks in this area is teacher retention, and it is noted that sustainability will require schools to embed and resource tailored, gender-responsive teacher recruitment, induction, CPD and support. At baseline, teachers demonstrated a keen interest in further training and there was some evidence of support for training new teachers. Project staff explained that this will be addressed through leadership strengthening activities:

  > *"Within our schools we have created an instructional school leadership scheme and their responsibility is to develop teachers and support them – there is framework in place to support new teachers."* Project staff, PEAS

- **Project staff and resources play key role in driving change. School leaders understand resource implications and mobilising funds locally.** There is evidence that school leaders are

aware of resource implications and aspire to raise funds locally to support girls' education and transition. However, clear and sustainable plans for resource mobilisation have yet to be fully formed and embedded into school practice, with some leaders raising concerns that it will be difficult to raise funds through the local community, who already find it difficult to cover tuition fees and school costs. For example, school leaders felt activities such as life skills and girls' clubs are important and should continue, but expressed concern that financing the initiatives would be a challenge. Several felt that it may be possible to generate income through club activities, such as crafts and baking, but there was some uncertainty.

> *"Girls' club involve finances and fees – with regards to sustainability, this could be problematic. When the funders pull out, there could be issues. Schools should learn how to sustain themselves. Communities can offer good support. Some elements of financing will remain a challenge, however."* Head teacher, Forest High School (treatment)

Currently, project staff and resources are driving school-level activities and capacity building, and could not yet be sustainably phased out.

### 4.7.3  System-level

As a project staff member explains, *"Government partnership is important for sustainability. It is very fluid though – it is always changing based on the political changes"* (Project staff, PEAS). At the system-level, there is evidence of 'emerging sustainable support for girls' education and transition. This is defined as:

- **There is evidence of improved capacity of local officials to support girls' education through existing functions, adopting new approaches.** The project aligns with government policy on girls' education, and this has improved capacity at the local level to support girls' education. District offices have a specific girls' education officer responsible for improving girls' access to education and mobilising community support, with specific funding allocated to local strategies through Forum for African Women Educationalists (FAWE). However, mobilisation of resources remains a challenge at the local level, particularly in hard to reach areas.

- **Examples of support to project schools are being established.** There is evidence of support for PEAS schools at the local government level and recognition that the programme is leading to positive impacts for girls. There is interest in partnership with PEAS schools from the local district offices. For example, the Kasese District Education Officer wrote a concept note for funding together with the head teacher of Bwesumbu PEAS Secondary School, to fund training for girls in life skills, income generation and making sanitary pads. The DEO reported that this was the first partnership of this kind with Bwesumbu. This demonstrates the potential for sustainable partnership between local government and the schools to mobilise resources and action.

- **Government at local and/or national level has engaged with and understood evidence from the project. Resource implications are being made clear.** There are reports that MoES stakeholders are engaging in evidence from PEAS schools to some extent, including providing feedback on PEAS' school results and demonstrating interest and engagement in PEAS' approach to school inspection requirement (PEAS staff interviews). However, direct and regular engagement has yet to be realised.

> *"There are occasional opportunities to meet and share what we are doing. No significant support has been realised but very high recognition has been made in government and they have made references that help us with our programme"* (Project staff, PEAS)

The level of engagement with research and evidence at the local level is less clear, and yet to be established. Active use of project evidence and the uptake of specific aspects of the project approach at national or local levels is yet to be seen.

### 4.7.4  Changes needed for sustainability

*Table 4.17* *Changes needed for sustainability*

|  | Community | School | System |
|---|---|---|---|
| Change: what change should happen by the end of the implementation period | Changes in practice and attitudes are established and embedded in the wider community. Communities demonstrate independent ability to act without support from project, are able to further develop existing and new initiatives and secure funding to respond to their local needs to sustain and build on the changes that have taken place. | Changes in practice and attitudes are established and embedded across all levels of the school system. Schools demonstrate independent ability to act without support from the project and have allocated and mobilised financial and other resources to develop further initiatives and respond to local needs to sustain changes that have taken place. | Government authorities actively use project evidence and take up elements of the project approach, showing it to work at scale and incorporating it in national policy and/or key delivery systems. There is an established track record of financial support for PEAS schools, and partnership between schools and DEOs. |
| Activities: What activities are aimed at this change? | Community leaders, PTAs and BoGs have strengthened capacity for community-wide messaging, with the aim of mobilising support and resources for continued girls' education activities. | Capacity building for school leaders to build sustainable support systems for teachers and students, mobilise financial and other resources, and implement locally relevant initiatives independently. | Continued advocacy for affordable education through an improved PPP. Continued engagement with national and local government officials to promote evidence sharing and learning. |
| Stakeholders: Who are the relevant stakeholders? | Caregivers and community members; community leaders; school leaders; PTA members; BoG members; PEAS staff. | Head teacher; school director; school management; teachers; PTA members, BoG members; PEAS staff. | MoES officials, District Education Officers; PEAS staff; school leaders. |
| Factors: what factors are hindering or helping achieve changes? Think of people, systems, social norms etc. | 1. A number of communities are in hard-to-reach areas, and caregivers of boarding scholars often live a long distance form the school, presenting a particular challenge for increased engagement and support from caregivers and the wider community. 2. Some PEAS schools have been recently established in hard-to-reach communities and are providing access to secondary education for the first time – change in practices and attitudes in these communities is only just starting and is challenging embedded social norms. It is therefore likely that positive change will take time, extending | 1. Careful recruitment of school leaders is imperative to driving sustained changes in attitudes and practices and embedding girls' education initiatives. 2. Teacher retention has the potential to hinder sustainability of actively supportive school structures, and will demand school leaders to have high quality recruitment, training and support structures for new teachers beyond the life of the project. | 1. There is a risk that the USE PPP may be phased out starting in 2018, ending government funding to private schools. |

| | beyond the life of the GEC-T programme.<br>3. PEAS works in communities living in poverty – the mobilisation of additional financial resources is likely to be particularly challenging in these communities. | | |
| --- | --- | --- | --- |

# 5. Key Intermediate Outcome Findings

## 5.1 Intermediate Outcome 1. Attendance

### 5.1.1 Percentage improvement in attendance rates

Spot checks in all treatment study schools were undertaken in August 2017 to establish approximate attendance rates. To ensure the spot check was random, schools were notified that a visit would be made in August, but were not told specific dates, and were asked to make no special arrangements.

Table 5.1 details the percentage of girls and boys in attendance against the 2017 enrolment numbers recorded during the spot check. In two schools S4 students were out of school and could not be counted. These students were not counted as absent, but the grade discounted from the analysis. In all other schools, all grades were present. Three treatment study schools currently provide A-Level. The sample for attendance in upper secondary is therefore small.

**Table 5.1** *Percentage of total boys and girls in attendance during spot check, by grade and overall.*

| Grade | Boys | Girls | Total |
|---|---|---|---|
| S1 | 72% | 75% | 73% |
| S2 | 70% | 77% | 74% |
| S3 | 72% | 83% | 77% |
| S4 | 74% | 81% | 78% |
| Lower secondary | 71% | 77% | 74% |
| S5 | 59% | 92% | 68% |
| S6 | 80% | 100% | 88% |
| Upper secondary | 73% | 89% | 77% |
| **Total** | **70%** | **77%** | **74%** |

Overall, 74 percent of students were in attendance during the spot checks, with 26 percent of enrolled students recorded as absent. Attendance varied by school, with total lower secondary attendance ranging from 61 percent (Apeulai) to 99 percent (Hibiscus). Regionally, overall attendance was similar; total attendance was 73 percent in the East region, 72 percent in the West region and 77 percent in the Central region.

Across all grades and overall, the total percentage of girls in attendance is marginally greater than the total percentage of boys. One reason for this may be the higher proportion of boarding girls compared to boys; across treatment study schools 57 percent of all girls are boarders, compared to 49 percent of boys. Boarding scholars may be less likely to be sent home to collect fees due to long distances, and less likely to be asked to stay at home to work or complete chores. However, it was not possible to collect attendance data for boarding and day scholars separately.

While boys' attendance rates were similar throughout lower secondary, girls' attendance marginally increases at higher grades. This may be due to the drop out of girls who experience greater barriers to attendance. It may also be explained by the higher proportion of boarding students in older grades, as boarding is encouraged for S4 girls to improve their learning.

In addition to spot check data, the evaluation will make use of school attendance records, recorded via the PEAS' School Tool mechanism. In 2017, spot checks were unannounced to schools, to ensure typical attendance rates. However, this meant that a large number of schools had not updated the School Tool attendance data for the day of the spot check, and this information could therefore not be collected. To collect this data, the 2018 midline spot check will collect 2017 attendance data, and schools will be given

advanced notification that School Tool should be up to date. The specific date of the visit, however, will remain unannounced.

### 5.1.2 Girls feel it is possible for them and their peers to regularly attend school

In the survey, learning cohort students were asked how much time in a typical week they miss school. The majority (73 percent) of treatment school students reported 'none'. However, 26 percent reported that they are typically absent for at least some school time during a week: 3 percent for 1-4 hours a week (likely due to being late or leaving early); 8 percent for one day a week; 8 percent for 2 to 4 days a week; and 7 percent 5 days a week.

Rates of typical absence were higher among day students than boarding students, with 38 percent of day students reporting that they miss at least some school time in a typical week, compared to 15 percent of boarding students. There was a small difference in reported attendance among USE and non-USE students in treatment schools, with 29 percent of non-USE students reporting that they miss at least some school time, compared to 24 percent of USE students. This may in part be due to the higher fees non-USE girls' are required to pay, as they may therefore be sent home more often; 49 percent of non-USE students said they were absent due to lack of money, compared to 42 percent of USE girls. However, 55 percent of non-USE girls said sickness was a major cause of their absence, compared to 31 percent of USE girls. This may in part be due to lack of money for medication. Absence in treatment schools was reported to be lowest in the West region, with just 16 percent reporting that they miss at least some school time, compared to 33 percent in the East region and 37 percent in the Central region.

In treatment schools, the most common reasons for absence cited by learning cohort girls who miss at least some school time in a typical week were sickness (44 percent) and lack of money (46 percent), reflecting similar issues as those raised in focus groups. Menstruation (10 percent) and domestic chores (14 percent) (including caring for family members) were also cited. Sickness and menstruation was most commonly cited in the Central region (61 and 16 percent), whereas lack of money was most commonly cited in the East region (58 percent).
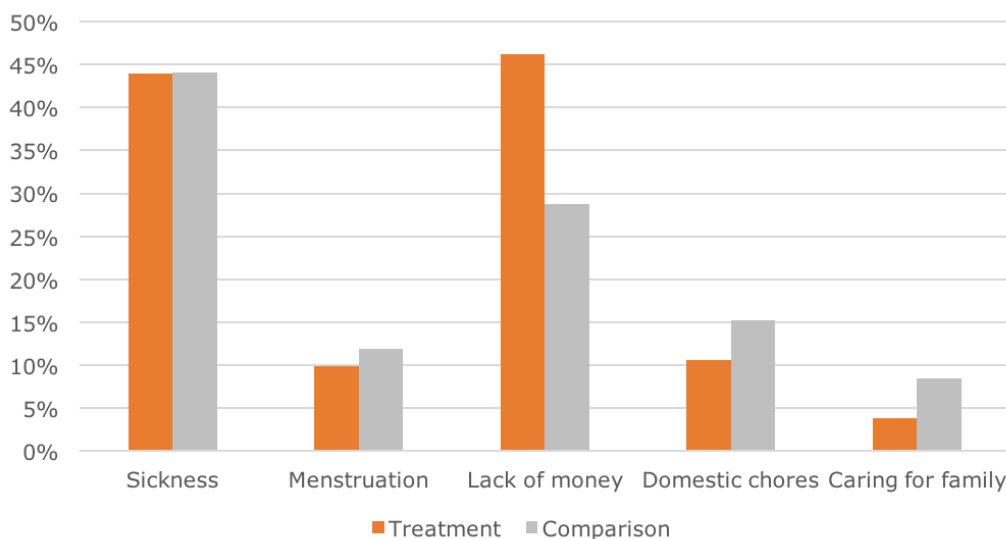


***Figure 5.1*** *Reasons for absence by school type*

Rates of typical absence were found to be similar in comparison schools. Reasons for absence were also largely similar, with the exception of lack of money cited less frequently (29 percent, compared to 46 percent in treatment schools), but domestic chores cited more frequently (24 percent, compared to 14 percent in treatment schools). The higher number of USE students in comparison schools was not identified as a factor linked to lack of money as a reason for absence.

**Qualitative evidence**

In focus groups, common barriers to attendance were expressed similarly across participants in different regions and in treatment and comparison schools. The most common responses included lack of school fees, menstruation, sickness, domestic chores at home and lack of parental support, involvement in negative peer groups, distance to school and safety along the way. While some girls said that they attend school every day but miss when they are sick, and that boys miss the same amount, others observed that boys miss less than girls.

> *"Especially [girl] day scholars miss - maybe because of school fees; sickness; work at home like digging, they do it when they leave again in the morning; some to make money some to help the family. Boys [also] miss because most of them have to look for their school fees - brick laying, digging for people, charcoal burning. Teachers call you when you miss to ask if you're ok and encourage you to study."* Transition cohort, Kiira View (treatment)

**Lack of school fees**

Head teachers interviewed rarely cited the lack of school fees as a reason for missing school, but lack of school fees was typically cited immediately by students within focus groups. A transition cohort student explained: *"We only miss school when they send us back for fees"* (Transition cohort, Wiggins High School, comparison). During fieldwork, in all study schools, teachers said a number of students were absent from their class because they had been sent home in the morning as they had not brought school fees. This issue was also common during the attendance spot checks in Term 2. A learning cohort student added, *"Some miss for a term because of fees, others miss for one week plus, some miss for days"* (Learning cohort, Bwesumbu PEAS High School, treatment). A teacher explained, *"girls leave and then reappear when they get some money and then leave again when they do not have enough money"* (Teacher, Forest High School, treatment).

**Menstruation**

Menstruation was cited among most groups as a major reason for girls missing school. One teacher explained, *"some girls when they come to school and find they are on their periods, they go home and come back when they have finished"* (Teacher, Wiggins High School, comparison). Schools do not have the resources to provide sanitary products to the girls and have typically relied on external programmes for this, such as Better Life for Girls in Morungatuny Seed School (comparison). All schools mentioned a need for sanitary products or training on how to make reusable sanitary products for their female students.

**Parental support**

Teachers and head teachers emphasised that the attitude of parents and the community remains a barrier to girls' attendance. *"Parents do not support the girls ... they leave them to do anything they want, they do not follow up with them, or see how they are performing and how they behave"* (Head teacher, Morungatuny Seed School, comparison). As a response to this, schools talked about ensuring that their PTAs sensitised other parents about the value of education.

Parents also mentioned: *"The love of leisure, bad peer groups and influences, engaging the child in domestic work for most of the day, absence of school fees."* (Parent, Kiira View Secondary School, treatment). At Kiira View, parents also noted that poor academic performance, as well as lack of parental support, can discourage the girl from attending regularly.

## 5.2   Intermediate Outcome 2. Retention and completion

### 5.2.1   Percentage improvement in retention and completion rates

Baseline 2017-18 retention rates will be recorded during the 2018 spot check.

The 2017 spot check asked treatment school leaders to provide enrolment numbers for S1 students in 2013 and the number of student graduating S4 at the end of 2016, four school years later. Using this

data, 39 percent of boys and 37 percent of girls who enrolled in S1 in 2013 dropped out before completing S4 in 2016, or had to repeat a year. 0 percent of boys and 7 percent of girls who enrolled in A-Level in 2015 dropped out before completing S6 in 2016, or had to repeat a year. The majority of schools were unable to provide between year drop out numbers.

### 5.2.2 Girls feel it is possible for them and their peer to stay in and complete secondary school

Learning cohort students were asked whether they think they will be able to complete lower secondary school, and whether they think their friends will be able to complete lower secondary school. There was a significant difference in positive responses to the two questions, with 92 percent of girls responding 'yes' to the first question, that they will be able to complete secondary school, but 62 percent responding 'yes' to the second, that their friends will be able to complete secondary school. This reflects that the majority of girls feel that they would like to and will be able to stay in school, and do not necessarily see the barriers to completion as applicable to themselves. However, a smaller number of girls anticipate that their peers will be able to stay in school. This is likely because they have witnessed friends or siblings drop out of school, and are aware of the barriers that exist.

Boarding students were marginally more likely to feel they will be able to stay in school (96 percent of treatment school boarders, compared to 89 percent of treatment school day students), but boarding and day students had similar response rates in regard to their friends staying in school. The difference between boarding and day scholar responses for their own attendance is significant at the 5 percent confidence level. This may be due to day scholars experiencing more barriers, such as difficult daily journeys to school, family expectations such as domestic chores and income generation, and slightly higher poverty rates.  In regard to their own school completion, girls had similar response rates across the three regions. However, girls in the West region felt more positive about their friends ability to stay in school, with 67 percent responding 'yes', compared to 60 percent in the Central region, and 57 percent in the East region.

Asked 'what things might prevent you or your friends from completing lower secondary?', learning cohort girls referred most frequently to lack of money (73 percent). Pregnancy (26 percent), poor behaviour (16 percent), marriage (13 percent) and family difficulties, such as death, sickness or divorce (11 percent), were also cited.

Lack of money was cited slightly more frequently by day students (77 percent) compared to boarding students (68 percent). As described in Section 3.3.1, boarding students have slightly higher levels of wealth, with treatment school boarding scholars scoring an average of 47.6 on the PPI index, compared to 42.5 for treatment school day scholars. Lack of money, pregnancy and marriage was also cited slightly more frequently in the East and Central regions, and less frequently in the West region.
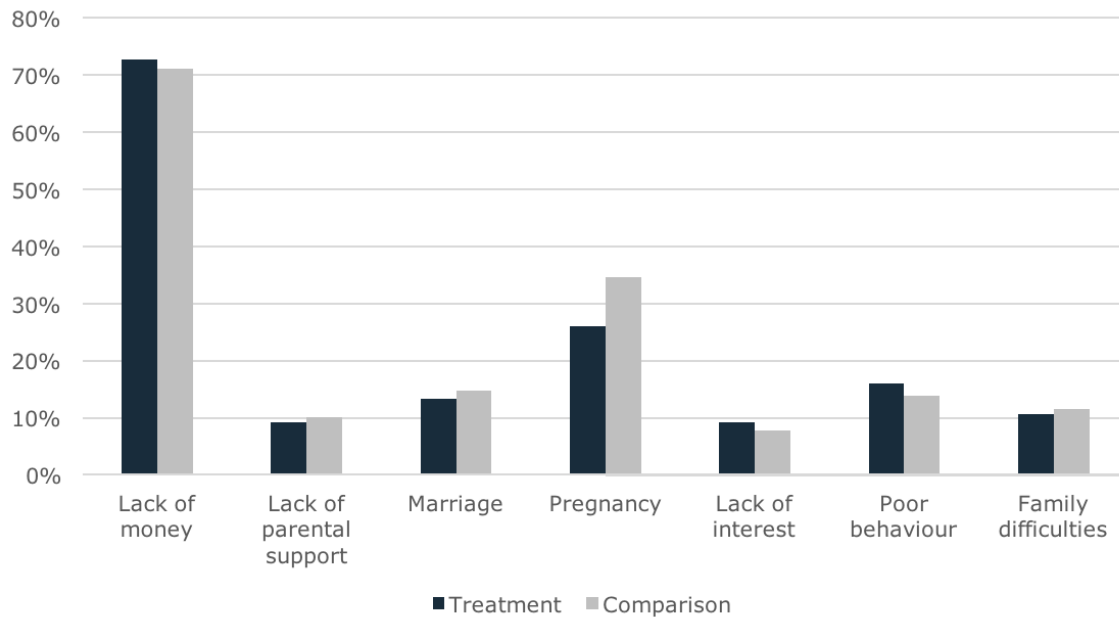
*Figure 5.2 Barriers to completing lower secondary by school type*

Responses in comparison schools were largely similar, with 93 percent of girls saying 'yes', they think they will be able to stay in school, and 59 percent of girls saying 'yes', they think their friends will be able to stay in school. Factors for dropping out were largely similar, with the exception that pregnancy was cited more frequently in comparison schools (35 percent) than treatment schools (26 percent).

In comparison schools, responses were slightly more positive in government schools, with 97 percent of girls asserting that they will be able to complete school, compared to 91 percent of private school girls, and 66 percent responding that their friends will be able to complete school, compared to 55 percent of private school girls. Private school girls were more concerned about lack of money (75 percent, compared to 65 percent of government school girls), whereas government school girls cited lack of parental support (14 percent) and pregnancy (39 percent) more frequently than private school girls (7 and 32 percent, respectively).

## Qualitative evidence

The majority of the girls in focus groups felt that it was possible for them and their peers to stay in and complete secondary school and often said that their teachers and parents supported them. As the discussions moved forward, however, they expressed a number of anticipated barriers for themselves and their peers, such as lack of access to school fees, failing exams and poor performance, the influence of peers, early marriage and pregnancy.

Qualitative data also identified lack of money was found as a major theme on barriers and the ability to complete school. Caregivers in focus groups discussed the issue that if there is a lack of money, boys will typically be prioritised. This was tied to the risks of investing in girls, which closely relates to other barriers girls experience, such as pregnancy and marriage.

> *"If I only have fees for one I say the boy can go to school first because the girl may be deceived, she could drop at any time, so you say boy first and then girl later. That is the tradition – to first think of the boy before the girl. They have to change their mind. Some are still there, but we are changing."* Parent, Kitswamba SDA Secondary School (comparison)

Pregnancy was perceived to be a major barrier to completion and transition, and was frequently cited during focus group discussions. Across treatment and comparison schools, girls mostly agreed that if a female student became pregnant she should drop out of school and return once the baby was born. In

Samling Kazingo PEAS School (treatment), when asked if they felt a girl should return to school when pregnant, one girl replied:

> *"No, what is the point? The girl will be ashamed; she won't come back. If I got pregnant, my parents could not pay my school fees. I do not think she should come back while pregnant but she can come back to finish once she has given birth."*

At Ngora PEAS High School (treatment), when asked if a pregnant girl should come to school, a student explained, *"It's not allowed in the school because it's not easy for someone to take care of themselves when they are pregnant in school"* but then noted that *"she should go back to school so she can work later"*, indicating that girls may feel unsure of the feasibility of balancing pregnancy and motherhood with continuing and completing school.

Pregnancy was also cited by caregivers as one of the greatest risks of investing in a girls' education. When parents were asked if pregnant girls should be allowed to attend school, one responded:

> *"Other girls in school will think it is okay to get pregnant and will go and get pregnant. No, I would not allow my girl to go to school pregnant, it would be a bad influence ... she can return to school after she has given birth. People could not tell she had a baby – so after two years she can return."* Parent, Kitswamba SDA Secondary School (comparison)

This indicates the same priority: to avoid the social stigma of pregnancy through dropping out, and return to school following the birth of the baby. This expectation, however, may create additional difficulties and barriers for girls attempting to return to school after a lengthy time away and the physical and emotional challenges of returning to school following the birth of a baby. Teachers in Kitswamba also note that there is a stigma attached to returning to school following the birth, *"In most cases the girls don't want to come back to school because of the stigma. They feel that their fellow students might look down upon them"* Teacher, Kitswamba SDA Secondary School (comparison). A head teacher noted:

> *"If a girl gets pregnant, we talk to the parent of the girl and advise them she stays at home, don't give her to the husband, then she can continue studying until 6 months of pregnancy. Then after delivery we encourage them to come back to school and return home if they need to breastfeed at home."* Head teacher, Bwesumbu PEAS Secondary School (treatment)

## 5.3    Intermediate Outcome 3. Life skills

### 5.3.1    Percentage improvement in scores on GEC life skills index

Life skills was measured from the learning cohort. The same set of questions will be applied at midline and end-line to understand change over time.

***Table 5.2*** *Life skills index questions and responses*

| % of girls that agree with the following statement: | Treatment (%) | Comparison (%) |
|---|---|---|
| 1. I can stay focused on a goal despite things getting in the way | 84.6 | 82.5 |
| 2. I would like to continue studying at school after this year | 98.4 | 99.0 |
| 3. I can put a plan in place and stick with it | 89.3 | 87.8 |
| 4. The choices I make today about my studies can affect my future | 63.6 | 64.3 |
| 5. I can describe my thoughts to others when I speak | 86.7 | 84.7 |

| | | |
|---|---|---|
| 6. If someone does not understand me I try to find a different way of saying what is on my mind | 94.3 | 91.6 |
| 7. When others talk I pay attention to their body language, gestures and facial expressions | 90.5 | 90.9 |
| 8. I can work well in a group with other people | 96.6 | 96.9 |
| 9. When I have the opportunity, I can organise my peers or friends to do an activity | 96.7 | 95.6 |
| 10. I want to do well in school | 99.8 | 99.0 |

Quantitative data demonstrates a high level of self-reported basic life skills at baseline, with the majority of girls agreeing that they would like to stay in and do well in school, can communicate with others, and work well in a group.

The weakest area was understanding that 'choices I make today about my studies can affect my future', with almost a third of all girls surveyed (31.1 percent) disagreeing, and a further 5 percent neither agreeing nor disagreeing. This may demonstrate a disconnect for some girls between their studies and future aspirations, or pathways they perceive to be open to them.

The above set of ten questions were scored to compare results across the set. Each girl was given a total life skills score out of 1.0, with 1.0 demonstrating the highest possible level of life skills. In order to give all girls a score, non-responses were scored as a negative response. Table 5.3 shows the average scores.

**Table 5.3** *Life skills index scores by school type*

| Group | Life skills score |
|---|---|
| Total | 0.90 |
| PEAS | 0.90 |
| Comparison | 0.89 |

Life skills scoring demonstrates similar values across the ten questions among all students, with no or little difference between treatment groups, boarding and day students, and age groups. The score will be tracked at subsequent evaluation points to measure progress across the life skills index.

### 5.3.2 Girls can identify skills they are learning in school that will be useful to their future lives

Though the life skills index demonstrates a high baseline score, qualitative data collection found that girls were less able to describe more complex life skills required at secondary school level. Due to the high baseline score, it will be important to continue to collect detailed qualitative information on more complex life skills at midline and end-line.

Both learning and transition cohort girls lacked the ability to go into detail when asked which skills were the most useful for their futures. Some girls did mention, however, skills such as entrepreneurship and how to start a business (Forest High School, treatment; Nyero PEAS High School, treatment), how to keep the environment clean and *"how to take care of myself… even ironing clothes, health and cleanliness"* (Student, Apeulai High School, treatment). Some girls also mentioned the girls' clubs where they made crafts like baskets, as well as building agricultural skills, and debating. Others said that they were not taught any practical skills that were useful for their futures.

Some school leaders mentioned challenges with running life skills and girls' clubs, particularly for day students:

*"They usually have it after class, and day scholars to a lesser extent because they need to reach home before dark to mind their safety. They do many chores at home too so they opt to rush; they feel it's for boarding students."* Head teacher, Ngora PEAS High School (treatment)

*"Some challenges are finances and time. Time, because we didn't decide and put it on the timetable, so Madam creates time at the end of classes and this is when the day scholars are ready to go home, so she has to force them to stay 30-40mins to do some practice."* Head teacher, Kiira View Secondary School (treatment)

## 5.4    Intermediate Outcome 4. Girls' self-esteem

### 5.4.1    Girls can identify skills they are learning in school that will be useful to their future lives

Learning cohort girls were asked a set of eight questions relating to their self-esteem and confidence in the classroom and in their own ability. The same set of questions will be applied at midline and end-line to monitor change over time.

***Table 5.4*** *Self-esteem index questions and responses*

| % of girls that agree with the following statement: | Treatment (%) | Comparison (%) |
|---|---|---|
| 1. I am able to achieve the same things as my friends | 94.0 | 91.6 |
| 2. I get nervous when I have to read in front of others | 36.4 | 34.0 |
| 3. I get nervous when I have to do mathematics in front of others | 35.4 | 38.9 |
| 4. I feel confident answering questions in class | 87.6 | 89.2 |
| 5. I ask the teacher if I do not understand something | 94.8 | 93.9 |
| 6. I often feel lonely at school | 21.2 | 18.9 |
| 7. If I do well in a test it is because I am lucky | 43.6 | 51.9 |
| 8. When I succeed at school it is because I worked hard | 96.0 | 98.3 |

The majority of girls report high levels of self-esteem, responding that they feel able to do as well as their friends and feel confident answering and asking questions. However, more than a third of all girls report feeling nervous reading (35.6 percent) and doing maths (36.6 percent) in front of class. Additionally, a large proportion of girls feel that if they do well it is due to luck (46.4 percent), suggesting low confidence in their own ability. Nevertheless, the majority of these girls also felt that hard work played a part in their success.

No difference was found between treatment and comparison school girls' self-esteem. Girls in comparison schools were marginally more likely to feel nervous doing Maths in front of others, and more girls felt doing well was related to luck. Girls in the East region associated their success with luck more than girls in the West (57.8 percent in the East, 46.4 in the Central region, and 39.1 in the West), suggesting they may feel less confident in their own ability and hard work. However, girls in the West region were slightly

more likely to admit feeling lonely at school (23.0 percent, compared to 20.4 in the Central region and 16.1 in the East).

To understand girls' self-esteem across the set of questions, a score was assigned to each student by scoring positive responses (i.e. 'agree' to question 1; 'disagree' to question 2 and 3). Average results are described in the table below. Scores were similar in treatment and comparison schools and across the three regions, with marginally lower scores in the Central region. Regional differences were not found to be significant at the 5 percent confidence level.

*Table 5.5* *Self-esteem index scores*

| Region | Self-esteem score | |
| --- | --- | --- |
| | Treatment | Comparison |
| Total | 0.77 | |
| Total | 0.78 | 0.77 |
| East | 0.79 | 0.77 |
| Central | 0.75 | 0.74 |
| West | 0.78 | 0.80 |

### 5.4.2   Girls are becoming more confident inside and outside school

In student focus groups, many girls explained that both boys and girls are equally shy in class if they do not understand a concept. One student mentioned, *"girls are not afraid to answer questions in class – they all participate all the time"* (Transition cohort, Forest High School, treatment). Another student added, *"We participate – we do not feel shy. We are used to participating. We speak in church, we take readings"* (Learning cohort, Samling Kazingo PEAS School, treatment). Most students mentioned that they are proud of what they achieve, but some were frustrated with their current grades.

Some girls explained that when they are menstruating they feel less confident at school: *"When you're on your period you do not feel safe at school because you may have an accident at school and the other students may laugh at you"* (Learning cohort, Bwesumbu PEAS School, treatment).

Teachers in some schools felt girls demonstrated confidence in their classrooms and that confidence is improving. They explained particular success shown through the debating clubs in improving girls' confidence. Teachers also described how the girls' improved confidence in school is also affecting their confidence outside of school:

> *"We are seeing a good number of girls participating in their communities. Girls' education here is creating an impact – not only around here but also in the countryside."* Teacher, Forest High School (treatment)

However, teachers in some schools mentioned not seeing any difference at all and that the barriers faced by girls continue to create an obstacle for the development of their self-esteem. For example, in Kiira View teachers said, *"The girls have low levels of self-esteem … [there is a] big gap in performance in the boys and girls"* (Teacher, Kiira View Secondary School, treatment), although the head teacher at Kiira View said that since the life skills class began, they have observed a change in the self-esteem of the girls.

Observed confidence in treatment and comparison schools was varied. The evaluation team found that the majority of girls lacked confidence in focus groups, though this was likely due to language barriers as well as confidence. Some girls were able to speak more confidently in their mother tongue to the translator.

# 6. Output findings

The following section discusses findings against all output indicators collected through the baseline evaluation tools and by the project.

The following output indicators are included in logframe, and are explored in the listed section.

*Table 6.1* *Output indicators and relevant report section*

| Output indicator | Section | Baseline results |
|---|---|---|
| Output 1. More girls feel well supported by their families, communities and schools to thrive in and complete secondary school | | |
| 1.1 Percentage of girls who feel their teachers treat girls and boys equally in class | 6.1.1 | 82.2% |
| 1.2 Number of in-service training (INSET) sessions delivered incorporating Gender Responsive Pedagogy | 6.1.2 | 147 |
| 1.3 % of girls who feel that their parents/caregivers support them as much as their boys in their household in their studies | 6.1.3 | 93.1% |
| 1.4 Girls average gender equity index score | 6.1.4 | 24.6 (91.1%) |
| 1.5 Caregivers average gender equity index score | 6.1.5 | 22.6 (94.1%) |
| Output 2. More girls leave school with functional literacy and numeracy and contextually relevant life skills | | |
| 2.1 % of girls who believe their literacy classes are helping them to improve their ability to read and write | 6.2.1 | 95.3% |
| 2.2 Number of PEAS schools delivering a livelihoods programme | 6.2.2 | 0 |
| 2.3 % of girls participating in the livelihoods programme who feel the classes are providing them useful economic skills | 6.2.3 | 0 |
| 2.4 % of girls passing Mathematics at O-level relative to national average pass rate | 6.2.4 | TBC |
| 2.5 % of girls who believe their life skills classes are providing them useful knowledge for life outside school | 6.2.5 | 96.6% |
| Output 3. More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge and skills development | | |
| 3.1 Number of PEAS schools offering A-level | 6.3.1 | 6 |

| | | |
|---|---|---|
| 3.2 Number of Senior Women Teachers who have been trained in delivering post-school guidance and receive annual CPD training in their roles | 6.3.2 | 0 |
| 3.3 Average school leader performance management scores | 6.3.3 | 67.5% |
| 3.4 Average learning walk scores (at end of Term 3) | 6.3.4 | 1.76 |
| Output 4. More girls successfully transition to A-Level | | |
| 4.1 % of girls who aspire to study at A-level and feel it will be possible for them to enrol | 6.4.1 | 47.0% |
| 4.2 % of S3 and S4 students who have received advice about A-level from their school | 6.4.2 | 81.1% |
| 4.3 Number of community meetings held to promote A-level centres and girls' transition | 6.4.3 | 7 |
| 4.4 Transition rate between S4-S5 in PEAS schools offering A-level | 6.4.4 | TBC |
| Output 5. More girls leave school with a realistic and achievable plan for their future | | |
| 5.1 % of girls who know what they want to do after finishing O-level/A-level and can describe a plan to achieve their goal(s) | 6.5.1 | 97.9% |
| 5.2 Number of motivational speakers (including alumni) visiting PEAS girls' clubs | 6.5.2 | 10 |
| 5.3 % of first-year graduates who are doing what they aspired to do after leaving school | 6.5.3 | TBC |
| 5.4 % of S3 and S4 female students who have received advice about post-school options while at school and rate the advice as useful | 6.5.4 | 74.4% |
| Output 6. PEAS schools are prepared to carry on project activities without grant financing | | |
| 6.1 PEAS schools are prepared to carry on project activities without grant financing | 6.6.1 | Recommendation to FM to remove this indicator |
| 6.2 PEAS is making progress towards agreeing a new public private partnership (PPP) with the Ministry of Education & Sports to finance school operating costs | 6.6.2 | MoES announced in January 2018 that it will begin phasing out the USE PPP from the start of the 2018 academic year. Several key staff |

| | | | | | |
|---|---|---|---|---|---|
| | | | within MoES are still supportive of a fresh secondary PPP, and PEAS will continue to work with Ministry officials and other partners to explore. Progress is currently stalled due to a political impasse at the top. | | |
| 6.3 % of per pupil operating costs that are covered through local, renewable income sources | 6.6.3 | 55% | | | |

## 6.1 Output 1

### 6.1.1 Output 1.1

#### Percentage of girls who feel their teachers treat girls and boys equally in class

To assess the gender responsiveness of teaching practices in the schools, learning cohort girls were asked three questions regarding their experiences in the classroom:

Q1. My teachers treat boys and girls differently in the classroom: Agree, disagree

Q2. Do you think your teachers ask more questions to: Boys, girls, both equally

Q3. Do you think your teachers ask more difficult questions to: boys, girls, both equally

Overall, the survey found teachers' practices to be at a high level at baseline. Among PEAS learners, 87 percent believe that their teachers do not treat boys and girls differently in the classroom, while 97 percent believe that teachers ask the same amount of questions to boys and girls, and 96 percent believe both boys and girls are asked difficult questions. Across the three questions, 82 percent of PEAS learners responded positively to all of the three questions.

In comparison schools, 88 percent of learners believe that their teachers do not treat boys and girls differently in the classroom, 97 percent believe that teachers ask the same amount of questions to boys and girls, and 97 percent believe both groups are asked difficult questions. Overall, 84 percent of comparison learners responded positively to all three questions.

A gender-responsive teaching score was calculated for each student based on the three questions, by scoring a positive response a 1 and a negative or neutral response a 0[28], and averaging the three scores. PEAS learners scored on average 0.93, and comparison learners scored 0.94 on average. There are no significant differences between treatment schools and comparison schools. Learners from the Central region had a marginally lower average score (0.91), while learners in the East region had the highest average score (0.96). Table 6.2 displays scores and percentages by category and region.

***Table 6.2*** *Gender equity in the classroom by school type and region*

| | Total | Treatment | Comparison | East | West | Central |
|---|---|---|---|---|---|---|
| | | | | | | |

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[28] For Q1, 'agree' was scored as a negative response and 'disagree' as a positive response. For Q2 and Q3, 'boys' or 'girls' was scored as a negative response, and 'equally' was scored as a positive response.

| Average score | 0.93 | 0.93 | 0.94 | 0.96 | 0.94 | 0.91 |
|---|---|---|---|---|---|---|
| Positive response to all 3 questions (%) | 83% | 82% | 84% | 89% | 84% | 76% |

Students were largely positive about their teachers during focus group discussions, and felt that they were treated equally in class. However, they were less able to go into detail when prompted to give examples. They explained, *"Yes, they ask the whole class questions, both simple and difficult"* (Transition cohort, Bwesumbu PEAS Secondary School, treatment) and *"They encourage boys and girls in the same way – they are proud of us both"* (Transition cohort, Samling Kazingo PEAS School, treatment).

Similarly, teachers asserted that they treat boys and girls equally in class:

*"[Girls and boys] have the same requirements and necessities. They receive the same information, there are mixed classes, there's a gender balance [and we use] gender-sensitive pedagogy"* Teacher, Forest High (treatment)

*"We treat them equally as long as they come to school and are in class, we give them equal opportunities. We do not assign specific responsibilities to the boys and girls."* Teacher, Kitswamba SDA Secondary School (comparison)

However, teachers sometimes contradicted themselves during discussion, with some noting that boys are "naturally" better at some subjects than girls. In addition, while describing what they may perceive as the correct response for gender-related questions, they contradict this through statements where they assert that girls as weaker than the boys. A teacher in a treatment school, for example, noted that *"[girls] are delicate and can't fight so they need better grades to help get on in later life"* Teacher, Forest High (treatment). The DEO also noted that: *"Girls are a bit weak in terms of persistence. Girls are ashamed when they're chased for fees but boys are shame-proof. This is their character. Girls who have a torn uniform won't go to school but the boys will go anywhere"*. When asked why this is, the DEO answered, *"Girls are targets of men – many men are out of school who have dropped out. They target the weaknesses of the girl"*.

There was also a difference between the boy-girl-boy-girl sitting arrangement that the teachers said they had in their classes and what was observed by the evaluation team. While group work was observed, the majority of groups in all classrooms observed were sat in separate boy and girl groups. This may indicate that although a number of teachers are aware of gender-responsive pedagogy (GRP) guidelines, application to their own classroom is limited and this knowledge has not yet been embedded in their own practice. However, as lesson observations were not included within the evaluation methodology, the evaluation team is unable to provide further detail on teachers' implementation of other GRP practices.

### 6.1.2   Output 1.2

#### Number of in-service training (INSET) sessions delivered incorporating Gender Responsive Pedagogy

As reported through the quarterly project activity trackers, between Q1-Q3 (April – December 2017) PEAS delivered 147 of 168 planned INSET sessions with teachers. This amounted to, on average, 5 trainings per school during this period on a range of dedicated topics. Gender responsive pedagogy is integrated into all sessions rather than being a standalone topic, as PEAS believes GRP is simply good pedagogy and should be continually re-enforced. During Term 3, INSET sessions focused on improving teaching and learning via a focus on the following topics:

- Using resources: Learning material resource selection, distribution and usage, including being mindful of gender when selecting material
- Giving clear instructions: Maximising instructional time through giving precise instructions to learners, including using positive language when giving instructions

As a note, PEAS is proposing to remove this indicator from the project log frame after baseline because (a) it repeats information already provided to the Fund Manager through quarterly project reports and activity tracking submissions, and (b) is inconsistent with the 'results'-focused theme of other log frame indicators. These delivery-focused indicators were only added to each output section in the log frame following feedback from the previous FM Portfolio Manager that it would be good for PEAS to have some project delivery-related indicators included. However, on reflection, PEAS does not find such indicators helpful to include in this aspect of reporting, and would rather keep project delivery reporting confined to the established quarterly reporting processes, and use the log frame to report on the results/impact of project activities.

### 6.1.3   Output 1.3

#### Percentage of girls who feel that their parents/caregivers support them as much as their boys in their household in their studies

To assess the family support girls feel they receive, learning cohort girls were asked three questions about their family's perceptions of their education and the support they give them compared to boys in their household. The questions included:

Q1. My family thinks my education is equally as important as my brothers' education: Agree, disagree (asked if respondent has 1 or more brothers)

Q2. My family gives me the same amount of support as my brother for school, such as school fees and time for reading at home: Agree, disagree (asked if respondent has 1 or more brothers)

Q3. My family thinks my education is equally important as boys' education (asked if respondent has no brothers)

The output is primarily concerned with boys who live in the same household as the respondent, and as such Q1 and Q2 are most relevant[29]. Q3 was however included in the analysis to provide further insight into how equal education is perceived hypothetically for those without brothers compared to those who do have brothers.

Among PEAS respondents, 96 percent of those who have brothers believe that their family think their education is equally as important as their brothers' education, and 95 percent believe they receive the same amount of support as their brothers, such as school fees and time for studying. For comparison respondents, 94 percent who have brothers believe that their family think their education is equally as important as their brothers' education and 92 percent believe they receive the same amount of support as their brothers. Across both treatment and comparison schools, 100 percent respondents with no brothers believe that their family thinks their education is equally as important as boys' education.

*Table 6.3* Caregiver support questions and responses

| Category | % family thinks education is equally important as brothers' [Q1] | % family gives same support as to brother [Q2] | % family thinks education important *and* gives same support as | % family thinks education equally as important as boys' [Q3] |
|---|---|---|---|---|

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[29] After the first two days of data collection, qualitative data showed that respondents were more likely to disagree that they had equal support when provided with examples such as school fees and time for reading at home. Q2 was therefore added to capture this. As such, Q2 is missing from data collected at Lubani, Kiira View, Forest and Kakungube secondary schools. These four schools have therefore been excluded from the analysis of this output. The total sample, excluding these four schools, is 727 girls, and is a sufficient size to draw conclusions.

|  |  |  | brother [Q1 and Q2] |  |
| --- | --- | --- | --- | --- |
| Overall | 96% | 94% | 93% | 100% |
| Treatment | 96% | 95% | 93% | 100% |
| Comparison | 94% | 92% | 91% | 100% |
| West Region | 95% | 85% | 91% | 100% |
| Central Region | 96% | 86% | 93% | 100% |
| East Region | 97% | 91% | 95% | 100% |

Girls in focus groups were mostly positive about their parents' and caregivers' support compared to that given to their brothers. When they were explicitly asked whether or not they were supported in the same way as any males attending school in their households they typically answered yes. However, in later discussions with regards to time and chores, they revealed that boys actually had significantly more time to study because they were not tasked with as many chores. Parents similarly answered that they thought girls should go to university, yet said that girls also had to be home from school earlier and get up earlier in the morning to help with domestic chores, placing specific demands on them. Teachers said this often meant girls were tired in class, and unable to participate in extra-curricular activities after school.

When girls were asked how their parents show their support, they mainly referenced their parents giving them school fees and scholastic materials. Paying school fees, however, does not always translate to effective support. For example, the head teacher at Kiira View felt that some parents are not fully invested in their girls' schooling, saying: *"They pay school fees and go, no accountability or viewing of the reports"*. When the girls were asked if they were supported as much as their brothers, one student answered, *"Yes, as important as my brothers … [I get] the same support"* (Transition cohort, Forest High School, treatment) but was unable to give any further detail about the types of support when prompted. Another similarly said, *"Yes we are just as important … our family wants us both to go"* (Learning cohort, Forest High School, treatment). The students did however make reference to parents' fears about girls attending school which mostly came down to the 'risk' of pregnancy, with expectations that they would drop out and be a wasted investment.

Parents in focus groups showed concern for preferential treatment of boys over girls in the wider community: *"Parents with both a boy and a girl think it makes more sense to send the boy to study and have the girl stay home"* (Caregiver, Bwesumbu PEAS Secondary School, treatment). Parents also explained that other community members perceive the girl as already being a member of her future husband's family:

> *"Culturally, parents in this community do not regard the girl as a family member of that family because she'll be taken to another home once she gets married therefore they think they shouldn't spend their time and money on her."* Caregiver, Bwesumbu PEAS Secondary School (treatment)

Teachers often agreed, with one adding, "If there's a parent who has a girl and a boy, they'll pay first for the boy because they never know at which level the girl might get pregnant at and they'll lose their money" (Teacher, Kitswamba SDA Secondary School, comparison). A student also mentioned: "Some families want to educate boys more than girls because they think they will get married" (Transition cohort, Morungatuny Seed School, comparison).

This was at times contradicted, however, with parents describing the benefits of educating girls over boys as a way of protecting their future interests. Both parents and girls explained that educated girls ensure that their families see the profits of their education, but educated boys are more likely to leave the family

home and not contribute to their income, as girls are perceived to be more caring of their parents. This presents a better return on the investment for parents. Although the value of girls' education appears rooted in returns for the family, rather than returns for the girl herself, it does appear to be driving better participation from communities.

> *"Families think if you educate a girl you educate a nation ... if a girl has money she can give [it to] her parents but boys do not because they say they already have their wives."* Transition cohort student, Nyero PEAS School (treatment)

The language used when describing the value of girls' education, from both parents and students, indicates that communities are receiving information from gender sensitisation campaigns, and the majority of parents willing to join focus groups agreed that girls need to be supported. They noted however that this was a big shift for the community, and while things were changing, some families remain less supportive than others.

> *"Education is not a priority here – it's the first secondary school in the community … Before this school, talking about secondary education was a myth. But the community now has seen the teachers, the buildings and the children in their good uniforms so they now have an image of education through this school."* Caregiver, Bwesumbu PEAS Secondary School (treatment)

Overall, family support for girls and the prioritisation of boys and girls stems from a variety of different cultural values, belief systems and expectations, and varies deeply from community to community and family to family. One head teacher summarises:

> *"For prioritising girls' versus boys' education, this is different in different families and tribes. There have been collection of fees where you find that both a brother and sister are in school but the parent will pay for the boy first and the girl is still struggling at half the fees. That gives me information that the priority goes to the boy. This is common. There are some [families] where they prioritise the girls over the boys. I have seen boys taken from S1 or S2 to learn how to repair vehicles or they buy him a boda-boda, but they think that the girl is vulnerable so they keep her in school."* Head teacher, Samling Kazingo PEAS School (treatment)

### 6.1.4   Output 1.4

#### Average gender equity index score (average score on 10 questions testing gender equity in the community) as answered by girls

The Gender Equity Index (GEI), developed by CARE, is a tool that measures gender equitable attitudes at the individual level. The toolkit consists of age appropriate surveys, consisting of 15 statements.

This output indicator uses an adaptation of the GEI Youth survey (for ages 13-17). All 15 of the GEI Youth Survey statements were included within the learner and transition surveys. These statements appear in two sections; (1) general questions, and (2) identical male/female paired questions. Section 1 (questions 1 to 9) includes gender equity statements such as 'At home, both boys and girls should ask permission to go play with their friends'. Section 2 (questions 10 to 15) includes identical male/female paired questions statements such as 'Girls should be allowed to participate in games and sports' and 'Boys should be allowed to participate in games and sports'.

An individual's average score is found by subtracting the sum of the scores for Section 2 from the sum of the scores for Section 1. In the GEI survey, the possible responses for each survey are Disagree Strongly, Disagree Somewhat, Agree Somewhat and Agree Strongly, with each response having a value of 1 to 4. During the pilot, it was determined that the term 'somewhat' was not consistently translated across multiple languages and was subjective to the enumerator. The statements were therefore adapted to a 1-3 scale response; Disagree, Neither and Agree. The highest score available is therefore 27. The same questions and scale will be used in subsequent years to track progress.

The set of questions was asked to both learning and transition cohort girls. The average treatment school gender equity score was 24.61. About one quarter (24 percent) of treatment school respondents obtained

a perfect gender equity score (27). The average comparison gender equity score was 24.43, with 23 percent of respondents obtaining a perfect gender equity score. There is no significant difference between treatment schools and comparison schools for the overall score.

Gender equity scores were similar across the three regions. Girls in the East region had marginally higher scores, with an average of 24.74 and 26 percent of respondents obtaining a perfect score. The least gender equitable region was the Central region, with an average of 24.34 and 23 percent obtaining a perfect score. Girls' grade and age also did not make a notable difference to her score.

**Table 6.4** *Girls' gender equity score distribution by region*

| Category | 27 (best score) | 25 to 26 | 23 to 24 | 21 to 22 | 20 or less | Average score |
|---|---|---|---|---|---|---|
| Overall | 24% | 40% | 25% | 9% | 4% | 24.54 |
| Treatment | 24% | 41% | 24% | 8% | 3% | 24.61 |
| Comparison | 23% | 37% | 25% | 10% | 4% | 24.43 |
| West Region | 23% | 41% | 25% | 9% | 3% | 24.58 |
| Central Region | 23% | 37% | 26% | 10% | 5% | 24.34 |
| East Region | 26% | 41% | 23% | 6% | 3% | 24.74 |

Qualitative information on students' gender equity perceptions is explored in Section 6.1.4, together with information gathered from caregivers.

### 6.1.5  Output 1.5

**Average gender equity index score (Average score on 10 questions testing gender equity in the community) as answered by caregivers**

Similar to the above (Output 1.4), this output indicator uses an adaptation of a CARE GEI Community Member Survey tool, administered to caregivers.

One of the 15 statements included on the GEI Community Member Survey was omitted from the caregiver survey. During the pilot, the statement 'It is good for men to talk about their problems with their male friends' was deemed to be ambiguous by the enumerators. The caregiver survey uses a similar response scale (Disagree, Neither, Agree) to Output 1.4 above. An individual's average score is found by subtracting the sum of the scores for Section 2 (question 9 to 14) from the sum of the scores for Section 1 (questions 1 to 8). The omittance of one question therefore brings the most equitable score to 24.

Of the 318 households surveyed, 227 caregivers were present. A total of 224 consented and participated in the survey. The GEI scores are therefore based on responses of the 224 surveyed caregivers.

Caregivers of treatment school learners scored an average of 22.58, with 41 percent obtaining a perfect score (24). Caregivers from comparison schools scored an average of 22.81, and 46 percent obtained a perfect score. There is no significant difference between treatment and comparison schools for the overall score.

Similar to student scores, there were no differences found across the regions in terms of average scores. However, 54 percent of caregivers in the West region obtained a perfect score, compared to 29 percent in the Central region and 37 percent in the East.

In order to compare students' scores with caregiver scores, the missing question was removed from the girls' responses and re-analysed, to give a maximum score of 24. Table 6.5 shows the comparative

results, with caregivers scoring slightly higher than students in all regions and in treatment and comparison schools. There is a significant difference between caregivers and students at the 5 percent confidence level.

***Table 6.5*** *Caregivers' gender equity score distribution by region*

| Category | 24 (best score) | 22 to 23 | 20 to 21 | 19 or less | Caregivers average score (out of 24) | Students average score (out of 24) |
|---|---|---|---|---|---|---|
| Overall | 43% | 41% | 14% | 2% | 22.67 | 21.77 |
| Treatment | 41% | 41% | 16% | 2% | 22.58 | 21.83 |
| Comparison | 46% | 40% | 12% | 2% | 22.81 | 21.66 |
| West Region | 54% | 34% | 10% | 3% | 22.92 | 21.82 |
| Central Region | 29% | 46% | 22% | 3% | 22.31 | 21.56 |
| East Region | 37% | 49% | 14% | 0% | 22.61 | 21.95 |

During focus groups with students and parents/caregivers, a gender equity exercise was conducted whereby a series of questions were asked to the group who had to hold up one of three possible answers: 'girls', 'boys', or 'both'. Responses were then discussed as a group. The gender equity exercise questions were as follows:

1. Who is better at reading?
2. Who is better at maths?
3. Who should play sports?
4. Who should go to university?
5. Who make better leaders?
6. Who should make decisions in the household?

While most groups of students selected 'both' for reading, parents more frequently answered 'boys'. With this said, two of the parent groups answered 'girls' for this question whereas none of the student groups had 'girls' as their most common answer.

Regarding maths, all student groups and parent groups overwhelmingly answered 'boys'. One student explained that boys *"can concentrate better than girls"* (Transition cohort student, Forest High School, treatment) but could not describe her rationale further when prompted. Another student added:

> *"Boys have time to calculate maths, a girl after leaving school [reaches home] and they tell you go and fetch water, come and cook this. But a boy enters inside his room and starts [his homework] but your work is to cook."* Transition cohort, Morungatuny Seed School (comparison)

One student mentioned that *"[teachers] always say that boys are better in maths"* (Transition cohort, Ngora PEAS High School, treatment). Only one student group agreed that girls were better at maths, explaining: *"Girls are attentive and better behaved in class"* (Learning cohort, Kakungube Secondary School, comparison), focusing on girls' better behaviour rather than maths ability.

For sports, most student groups selected 'both' while equal numbers of parent groups selected 'both' and 'boys'. One learning cohort student mentioned that they selected 'both' even though girls were not allowed to play sports while at school, but expressed that she would like to. A number of learning cohort groups also agreed on 'boys' for sports, compared with the transition cohort where no group selected 'boys'. This implies that younger girls may be more inclined to believe that sports should be played by boys rather than girls.

Concerning university, all groups answered 'both', resulting in the only full consensus of the activity. For leaders, most groups on average answered 'both', but in some schools, some student groups also selected 'girls'. One student described her choice: *"Girls have good reasoning [skills] and are easily approachable"* (Transition cohort, Forest High School, treatment). Another student mentioned, *"I am a youth leader. I have to stand up and do readings in church. We do not get scared"* (Learning cohort, Kitswamba SDA Secondary School, comparison). Another group, however, described leaders as needing to be strong in the face of challenges and they felt that men had this strength more than women.

For decisions made in the household, student groups on average said 'boys' whereas parents on average said 'both'. In one group, a student explained, *"no woman can become the head of the family"* and when asked for further explanation they replied, *"that's just how we see things"* (Transition cohort, Bwesumbu PEAS Secondary School, treatment). Selection of 'boys' for making household decisions took place even within groups that argued girls made better leaders. While a couple of the students (both transition and learning cohorts) said 'girls' for this answer, no parent group selected 'girls'. This was explained in one student group, where girls said that women should make household decisions because *"men drink … if they get something they sell it and use the money for drinking"* (Transition cohort, Nyero PEAS School, treatment).

The most common answers for all questions were either 'both' or 'boys'. 'Girls' were selected on very few occasions. Often, when the girls were asked 'why?' and asked to reflect on their choice, they often changed their answer to 'both' or did not expand on their reasoning. It is considered that these types of questions, particularly the exploration of a rationale for the decision had not been something posited to these girls before. The answers create a complex and somewhat contradictory situation whereby boys are perceived to be more skilled in some areas and should be in charge of decision making in the home, yet they agree that both boys and girls should attend university and could make good leaders.

This set of questions brought out some of the gendered barriers around perceptions of boys' learning ability and strength, and boys' time to study, indicating that gender sensitisation campaigns in schools and communities may have initiated changes in broad understanding and awareness, but that deep-rooted stereotypes and beliefs still exist at home and in the school environment. This may continue to limit girls' educational participation, confidence and aspirations.

High GEI scores are likely to arise due to knowledge of the 'right' answer, among both students and caregivers, whereas discussion and probing allowed participants to explore preconceptions and traditional beliefs as a group. Gender equity questions during focus groups were specifically directed at traditional and engrained gender stereotypes, and by asking participants to *choose* between boys and girls, as opposed to agreeing with a positive, assertive statement, participants were asked to confront and explain their viewpoint.

## 6.2 Output 2

### 6.2.1 Output 2.1

#### Percentage of girls who believe their literacy classes are helping them to improve their ability to read and write

To assess Output 2.1, learning cohort girls were asked two questions during the survey:

Q1. Do you have any literacy classes in school that help your reading and writing? Yes, no

Q2. Literacy lessons in school have improved my reading and writing: Agree, disagree

Of PEAS learners, 96 percent reported that they are receiving specific literacy classes, and of these, 99 percent believe that the lessons have improved their reading and writing. Few comparison learners reported having specific literacy classes (18 percent). Of those, 96 percent believe the classes have improved their reading and writing.

There is a significant difference between treatment and comparison schools' delivery of literacy classes at the 5 percent confidence level.

*Table 6.6* Literacy classes

| Category | % receiving literacy classes | % who have literacy classes and believe they are improving their ability to read and write | % receiving literacy classes and believe they are improving their ability to read and write |
|---|---|---|---|
| Overall | 70% | 99% | 69% |
| Treatment | 96% | 99% | 95% |
| Comparison | 18% | 96% | 18% |

Within focus groups, literacy classes were not mentioned by students or teachers but a few head teachers did briefly discuss them in a descriptive capacity. For example, in Bwesumbu PEAS School the head teacher noted that they had additional literacy classes, and in Hibiscus High School the head teacher said they added literacy and numeracy as explicit subjects. In Ndejia the head teacher explained that the literacy lessons are integrated into the timetable for each week. The head teachers were unable to provide detail as to how effective these classes have been or any feedback regarding the classes they have received from students, teachers or parents.

### 6.2.2 Output 2.2

#### Number of PEAS schools delivering a livelihoods programme

As reported through the Quarterly Project Reports, PEAS spent 2017 identifying a programme partner for the livelihoods programme and designing the curriculum and materials. The programme is due to be piloted in a small number of PEAS schools during 2018, before being rolled out to the full network from 2019 provided the pilot is successful. As such, no PEAS schools delivered a livelihoods programme during 2017 – this was as planned.

As a note, PEAS is proposing to remove this indicator from the project log frame after baseline because (a) it repeats information already provided to the Fund Manager through quarterly project reports and activity tracking submissions, and (b) is inconsistent with the 'results'-focused theme of other log frame indicators. These delivery-focused indicators were only added to each output section in the log frame following feedback from the previous FM Portfolio Manager that it would be good for PEAS to have some project delivery-related indicators included. However, on reflection, PEAS does not find such indicators helpful to include in this aspect of reporting, and would rather keep project delivery reporting confined to the established quarterly reporting processes, and use the log frame to report on the results/impact of project activities.

### 6.2.3 Output 2.3

#### Percentage of girls participating in the livelihoods programme who feel the classes are providing them useful economic skills

As the livelihoods programme is only being launched in 2018, it was not possible to assess a baseline against this measure during 2017. Later this year, PEAS will collect information against this indicator via student perception surveys in schools participating in the pilot. Questions assessing this indicator will then be added to the midline and endline survey templates so that progress can be tracked from 2018-2020.

### 6.2.4 Output 2.4

**Percentage of girls passing Mathematics at O-level relative to national average pass rate**

In the 2017 UCE exams, 67% of girls in the selected PEAS study schools passed Mathematics. This was an improvement on the 2016 pass rate, when – across all PEAS network schools – 65.6% of girls passed Mathematics compared to 56.7% nationally. However, UCE results also improved across the board between 2016-17. At the time of writing, PEAS is still awaiting data from the Uganda National Examinations Board on girls' performance nationally to enable a comparison against the 2017 national subject pass rate and will add this information when it is available.

### 6.2.5 Output 2.5

**Percentage of girls who believe their life skills classes are providing them useful knowledge for life outside school**

To assess Output 2.5, learning cohort girls were asked two questions during the survey:

Q1. Do you ever have lessons in school that teach you about life skills, like how to stay healthy and be safe? Yes, no

Q2. I am learning skills in school that will help me make decisions in my life: Agree, disagree

Among treatment learners, 98 percent are receiving life skills classes. Of these, 99 percent believe that the lessons are helping them make decisions in life. Half of comparison learners (50 percent) report receiving life skills classes, 96 percent of whom believe the classes are useful for decision making.

There is a significant difference between PEAS and comparison schools' delivery of life skills classes at the 5 percent confidence level.

***Table 6.7*** *Life skills classes*

| Category | % receiving life skills classes | % receiving life skills classes who believe they are providing them with useful knowledge outside school life | % receiving life skills and believe they are useful |
|---|---|---|---|
| Overall | 82% | 98% | 80% |
| Treatment | 98% | 99% | 97% |
| Comparison | 50% | 96% | 48% |

There appeared to be no clear or consistent definition of life skills within the focus groups. Girls were asked about which skills they were taught that they felt were useful for their future (discussed in Section 5.3), and sometimes answered with examples of life skills. For example, one student described the skills she thinks will be useful for her future as: *"life skills classes – health, daily life, our communities, like how you should associate with others and talk to people in your community"* (Transition cohort, Forest High School, treatment). There was some overlap in descriptions (by both teachers and students) of life skills, girls' club activities and entrepreneurial and income-generating activities.

## 6.3    Output 3

### 6.3.1    Output 3.1

#### Number of PEAS schools offering A-level

6 PEAS schools had A-level sections in 2017 and supported their S6 candidates to sit UACE exams. Out of the selected study schools, only Forest, Hibiscus and Kiira View had A-level sections. At the start of 2018, one further PEAS school (Mukongoro) is adding an A-level section. Construction is underway at several other school sites to equip them with the facilities needed to begin teaching A-level from 2019, when PEAS expects to reach the project target of having 10 A-level centres available across its network of 28 schools.

### 6.3.2    Output 3.2

#### Number of Senior Women Teachers who have been trained in delivering post-school guidance and receive annual CPD training in their roles

While all Senior Women Teachers received dedicated CPD training on aspects of their role during 2017, no specific training was delivered on providing post-school guidance to students. This was as planned, as PEAS is currently reviewing best practice in this area and designing a training programme for schools on how to deliver effective in-school guidance and counselling. The training for Senior Women Teachers is due to begin during 2018.

As a note, PEAS is proposing to remove this indicator from the project log frame after baseline because (a) it repeats information already provided to the Fund Manager through quarterly project reports and activity tracking submissions, and (b) is inconsistent with the 'results'-focused theme of other log frame indicators. These delivery-focused indicators were only added to each output section in the log frame following feedback from the previous FM Portfolio Manager that it would be good for PEAS to have some project delivery-related indicators included. However, on reflection, PEAS does not find such indicators helpful to include in this aspect of reporting, and would rather keep project delivery reporting confined to the established quarterly reporting processes, and use the log frame to report on the results/impact of project activities.

### 6.3.3    Output 3.3

#### Improvement in average school leader performance management scores

At the end of 2017, the school leadership teams in the 11 PEAS schools selected for the study received an average performance management score of 67.5. Scores are assigned by the PEAS Uganda HR team who conduct an annual appraisal of school leaders' performance. Scores are assigned on a 100-point scale and leadership teams are rated according to the scale below:

- 80-100   Excellent
- 70-79    Good
- 50-69    Average
- <50      Unsatisfactory

This means that, on average, school leaders in the selected PEAS schools are currently rated as average. PEAS is targeting to raise this average score in these schools above the 'Good' threshold by the end of the project.

### 6.3.4 Output 3.4

#### Improvement in average learning walk scores (at end of Term 3)

During Term 3 2017, the PEAS regional CPD teams conducted learning walks in every PEAS school for the first time. The process involves the CPD specialist moving around the school to conduct a series of randomised classroom observations, and rating observed practice along a standard scale that assesses how well observed teaching practice meets the PEAS' 'Great Teacher Rubric' standards, which all PEAS school leaders and teachers have been trained on (see Annex 20). Scores are assigned on a scale from 0-3, where 0 is the worst possible score (i.e. expected standard not evidenced at all) and 3 is the best possible score (i.e. exceptional practice against standard observed). The school then receives an overall average score based on their scores across all the standards observed. This is further assigned a Red-Amber-Green (RAG) rating according to the scale below:

- 0-1.50 Red
- 1.51-2.50 Amber
- 2.51-3.0 Green

The average score in the 11 selected PEAS schools in Term 3 2017 was 1.76, meaning they on average scored in the amber range. This establishes a baseline for these schools which PEAS will be looking to improve upon in future years.

## 6.4 Output 4

### 6.4.1 Output 4.1

#### Percentage of girls who aspire to study at A-level and feel it will be possible for them to enrol

To assess Output 4.1, transition cohort girls were asked two questions during the survey:

Q1. Do you plan to enrol in upper secondary (A-Level) after lower secondary school? Yes, no, do not know

Q2. Do you think it will be possible for you to enrol in upper secondary? Yes, no, do not know

Among the PEAS transition cohort girls, 69 percent plan to enrol in A-level. Of these, 68 percent believe that it will be possible to enrol. Among comparison school girls, 68 percent plan to enrol in A-level, 66 percent of whom believe it will be possible. There are no significant differences between PEAS schools and comparison schools for both questions.

Girls in the West region are less likely to aspire to study A-Level, with 60 percent planning to enrol and, of these, 60 percent believing it will be possible to enrol (aggregated treatment and comparison). In comparison, 78 percent of girls in the East region plan to enrol in A-Level, and of these 74 percent believe it to be possible. Of USE students who plan to enrol in A-level, 71 percent think it will be possible, whereas 62 percent of non-USE students planning to enrol think it will be possible. Students in S2 and S3 are slightly more likely than students in S4 to want to enrol in A-Level. This may indicate that younger girls are more confident in their aspirations, which may in part be due to younger girls being less aware of the barriers that may prevent them from transitioning. Girls will be tracked at midline to understand whether they have retained these aspirations, or if aspirations decline with age and grade.

*Table 6.8* Aspirations to study at A-Level

| Category | % of girls who plan to enrol in A-level | % of girls planning to enrol in A-level who think it will be possible | % of girls who plan to enrol in A-Level and think it will be possible |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| Overall | 69% | 67% | 46% |
| Treatment | 69% | 68% | 47% |
| Comparison | 68% | 66% | 45% |
| S2 | 70% | 69% | 49% |
| S3 | 72% | 66% | 48% |
| S4 | 63% | 67% | 42% |

In the survey, girls cited a number of barriers to their transition to A-Level. Many of them reflected similar barriers as those cited for attendance and completion. Lack of money was most commonly cited, with 83 percent of treatment school girls and 86 percent of comparison schools citing this. Marriage, pregnancy, lack of parental support and family difficulties were also mentioned, at lower rates. Rates were similar across treatment and comparison schools, and private and government schools.
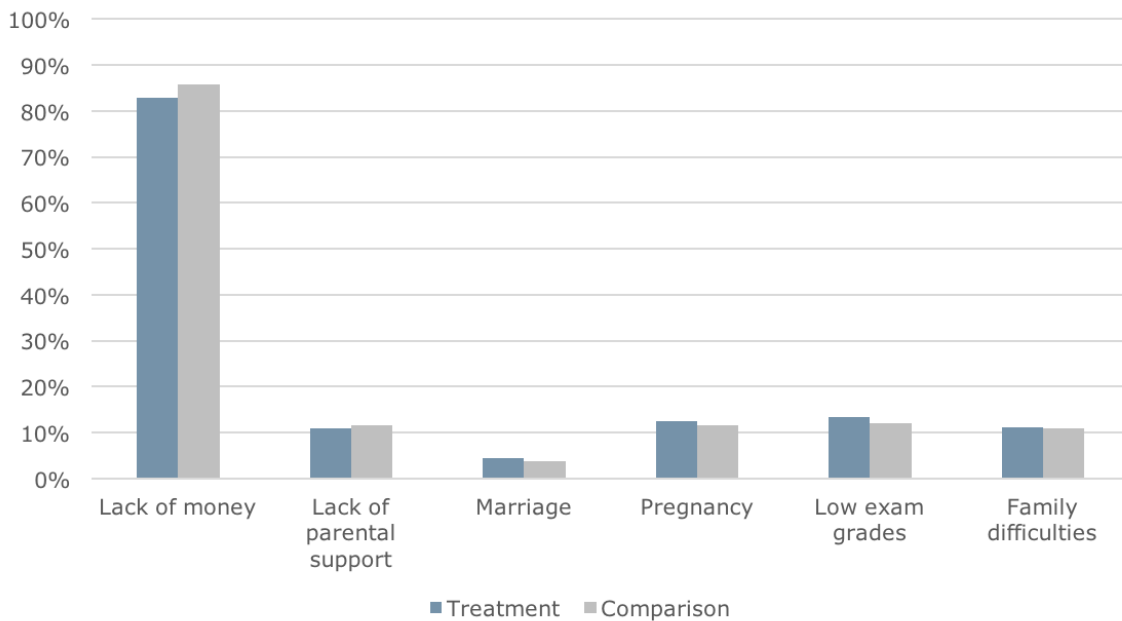


***Figure 6.1*** *Barriers to transition to A-Level by school type*

Teachers, head teachers and parents reflected that transition to A-Level is not yet happening for girls in study communities.

*"Generally in the community, proceeding to A-Level is low. Most prefer to go for courses because parents see immediate benefit [but] the majority of girls just remain at home even when there are other courses that could be done."* Head teacher, Morungatuny Seed School (comparison)

*"Very few girls are going to A-Level. For boys, it's almost the same story – not many of them go to A-level. For most of the parents, their level of income is very low. Parents look at A-level fees and look at the fees for University. When they look at that they prefer them to go for short courses instead after S4."* Teacher, Kitswamba SDA Secondary School (comparison)

The barriers that girls discussed for accessing A-level were similar to those described for retention and completion barriers, including lack of school fees, early pregnancy and marriage. Most girls agreed that they would like to enrol in A-level, but some said that they would not because they had been performing

poorly and expressed a desire to finish early and attend vocational school, which they referred to as 'branching'. For those that said they did not want to attend A-Level, however, all said that they would enrol if it was offered at their school. For some schools, such as Bwesumbu, the closest A-level school was reported to be far away, the distance deterring girls from aspiring to enrol.

It became clear through the focus groups that many parents in the communities thought that the highest level of education their daughters should achieve is O-Level. Lack of financial and non-financial support of parents is likely to be a major barrier for girls to pursue A-levels. Teachers recommended that having an A-level centre available and present in the community will change these perceptions. Teachers mentioned that this break-down of perception is already happening, as some girls have started to ask them for A-levels to be provided at the school, *"so they clearly have interest and there's a change of attitude"* (Teacher, Samling Kazingo PEAS School, treatment). As in a number of schools, it was reported that there were no A-Level centres nearby, and teachers argued that if A-level was brought to the schools, it would be easier for them to influence learners' and parents' aspirations. *"They have no focus – they think S4 is the end, they do not know where to go afterwards"* (Teacher, Bwesumbu PEAS School, treatment).

### 6.4.2   Output 4.2

**Percentage of S3 and S4 students who have received advice about A-level from their school and found it useful**

Transition cohort Senior 3 and Senior 4 learners were asked the following questions to measure Output 4.2:

Q1. Have you received any advice from your teachers about enrolling in A-Level after lower secondary school?

Q2. How useful was this advice?

Of PEAS S3 and S4 students, 83 percent have received advice about A-level from their school. Of those, 98 percent have found it useful. Of comparison school S3 and S4 students, 76 percent have received advice about A-level from their school, 96 percent of whom have found it useful.

Across both categories, S3 learners (73 percent) have received less advice than S4 learners (84 percent). In addition, S3 learners in the Central region (63 percent) received the least advice, compared to 80 percent of S3 learners in the East region.

**Table 6.9** *A-Level advice received and usefulness*

| Category | % of girls who received advice about A-level from school | % of girls who received advice who rated the advice as useful | % of girls who received advice about A-level from school and rated the advice as useful |
|---|---|---|---|
| Overall | 80% | 97% | 78% |
| Treatment | 83% | 98% | 81% |
| Comparison | 76% | 96% | 73% |

**Table 6.10** *A-Level advice received by grade*

| Category | % received advice about A-level from school | |
|---|---|---|
| | S3 | S4 |

| Overall | 73% | 87% |
| --- | --- | --- |
| Treatment | 78% | 88% |
| Comparison | 66% | 86% |

Girls in focus groups who said that they had received advice from teachers regarding A-levels mostly said that they found it useful, but they were unable to expand on what the advice entailed aside from remarks such as *"they told us to work hard"* and *"they tell you if you join you learn more things… that you get a good job. Parents tell you if you finish S5 and 6 you will become respected in your village"* (Transition cohort, Bwesumbu PEAS Secondary School, treatment).

Teachers described the advice and support they gave to girls to pursue A-level in more detail. For example, teachers at Kakungube Secondary School (comparison) explained that they bring role models into the school to speak with the girls.

> *"We also advise them on which combination of subjects to study. We advise them when we're in the classroom, but also when we see there is a need we call them and talk to her one to one ... most girls in S4 do not want to study A-level. They themselves think it is a waste of time and their parents have already told them they will go for their course in hairdressing or another course."* Teacher, Kakungube Secondary School (comparison)

One head teacher noted that advice does not always point to A-Level, however, and spoke about the importance of individualising advice:

> *"At the school, we grade the learners and tell the individual different learners different things – some can do better in vocational education. Some learners who you see would excel in A-level, and could be sponsored for university."* Head teacher, Samling Kazingo PEAS School (treatment)

Section 6.4.2 further explores advice given to girls about alternative post-school pathways.

### 6.4.3   Output 4.3

### Number of community meetings held to promote A-level centres and girls' transition

During Term 3 2017, 7 community open days were organised in the 7 PEAS schools planning to offer A-level during 2018 to allow potential students and their families to visit schools and meet with teachers and school leaders to encourage enrolment. This was above the planned target of 5 over the year.

As a note, PEAS is proposing to remove this indicator from the project log frame after baseline because (a) it repeats information already provided to the Fund Manager through quarterly project reports and activity tracking submissions, and (b) is inconsistent with the 'results'-focused theme of other log frame indicators. These delivery-focused indicators were only added to each output section in the log frame following feedback from the previous FM Portfolio Manager that it would be good for PEAS to have some project delivery-related indicators included. However, on reflection, PEAS does not find such indicators helpful to include in this aspect of reporting, and would rather keep project delivery reporting confined to the established quarterly reporting processes, and use the log frame to report on the results/impact of project activities.

### 6.4.4   Output 4.4

### Transition rate between S4-S5 in PEAS schools offering A-level

At the time of writing, Term 1 is still in progress in PEAS schools, and the PEAS Secretariat will not receive updated enrolment lists from individual schools until after the close of term in May. At that point, it will be possible to conduct analysis on this indicator to establish the baseline (2017-18) transition rate between O-level to A-level in PEAS schools that offer A-level sections. This transition rate can also be

verified by the external evaluator during their 2018 spot checks, as 3 out of the 11 schools in the study currently have A-level sections.

## 6.5    Output 5

### 6.5.1    Output 5.1

#### Percentage of girls who know what they want to do after finishing O-level/A-level and can describe a plan to achieve their goal(s)

To measure Output 5.1, transition cohort girls were asked:

Q1. What do you want to do after finishing secondary school?

Q2. How do you plan to achieve this?

In all schools, a high proportion of transition cohort girls, across Senior 2, 3 and 4, knew what they wanted to do after school and were able to give examples of how they would achieve that goal. For treatment school learners, 98 percent gave at least one example of a post-school pathway, and of these, 98 percent were also able to describe how they would achieve this. Among comparison school learners, 96 percent were able to say what they would like to do after completing school, and 96 percent of those were able to describe how they will achieve this.

For both groups, the most cited plans were to enrol in a vocational or technical course, or to enrol in A-Level. In treatment schools, 55 percent and 41 percent of girls mentioned TVET or A-Level, respectively. Less girls cited employment, with 9 percent and 2 percent of treatment school girls citing work or starting a business, respectively. Rates were largely similar in comparison schools.

The most commonly cited plans for achieving post-school goals was through academic achievement, with 89 percent of treatment school girls and 85 percent of comparison school girls citing this. Other examples given were saving money and learning new knowledge and skills (11 percent and 9 percent of treatment school girls). Rates were similar among treatment and comparison school students.

Almost all girls aspiring to pursue A-Level cited academic achievement as their plan (95 percent), while just 8 percent cited saving money, despite lack of money being cited as the main barrier to transition to A-Level. This may be due to girls' feeling that lack of money is beyond their control, whereas academic performance is something they feel more able to personally work towards, and potentially more achievable. In comparison, 87 percent of girls aspiring to go into TVET cited academic performance, 12 percent cited saving money and 12 percent cited learning new skills and knowledge. For those aspiring to go into employment, 71 percent cited academic performance, 20 percent cited saving money, 20 percent cited work experience, 34 percent cited learning new skills and knowledge and 22 percent cited plans to meet and engage with peers. Girls planning to go into employment typically cited more than one strategy, giving 1.7 responses on average, compared to 1.2 among girls planning for A-Level and 1.3 for TVET, suggesting they have more developed plans and may feel more personal responsibility for their pathway.
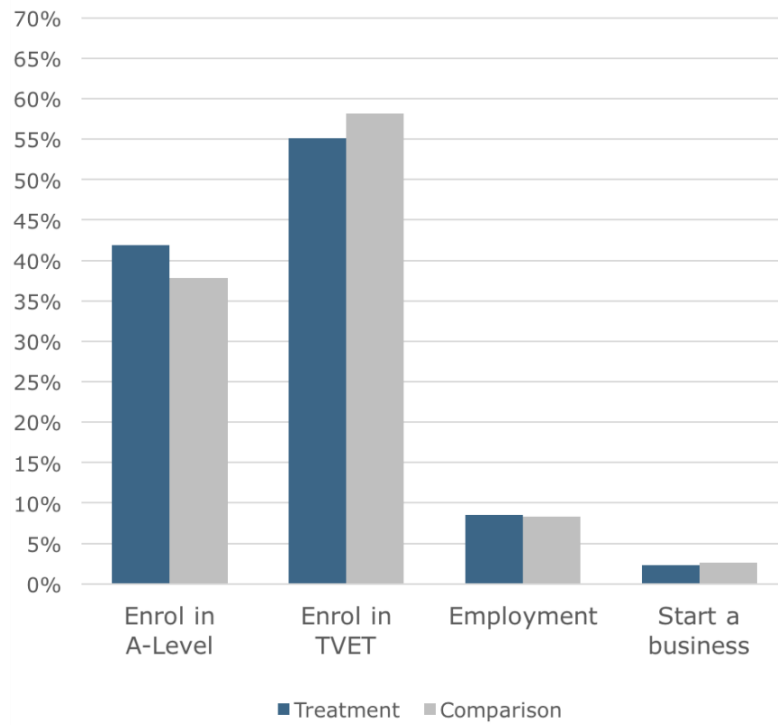
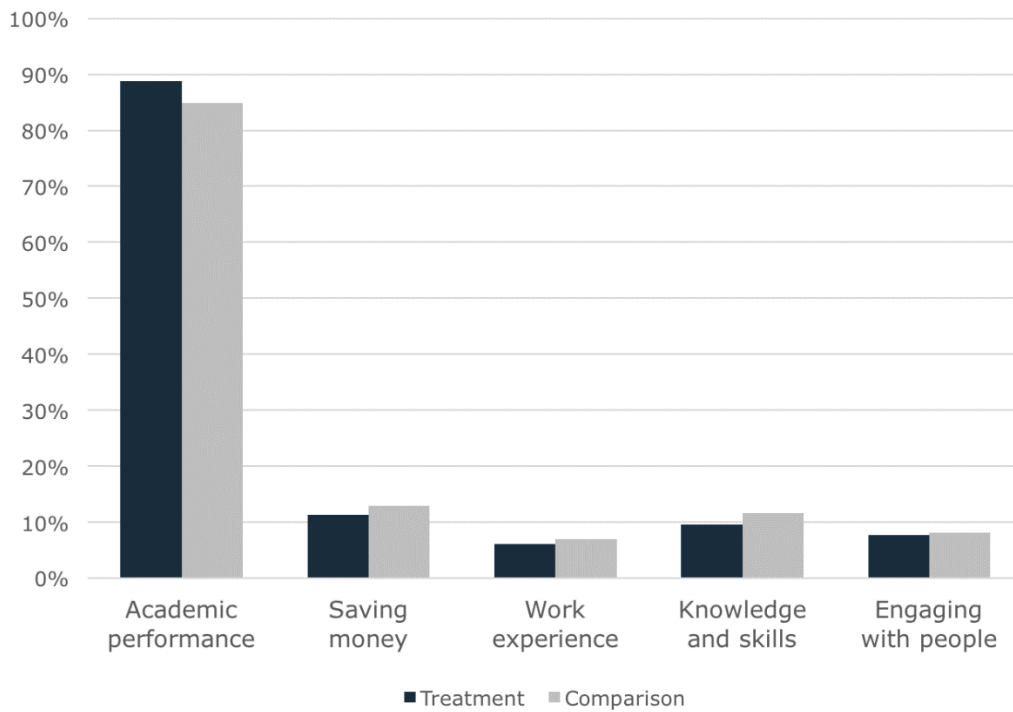***Figure 6.2*** *Post-school aspirations by school type*



***Figure 6.3*** *Plans for goal achievement by school type*

Rates were similar regionally, with slightly higher numbers of girls in the East referencing TVET (62 percent) compared to girls in the West (53 percent) and Central regions (56 percent). Students in the East were also more likely to refer to saving money than girls in the West or Central regions when talking about plans.

Fewer S4 girls (36 percent) plan to pursue A-Levels compared to S3 girls (43 percent). Inversely, a higher percentage of S4 girls (62 percent) plan to pursue vocational training compared to S3 girls (52 percent). This may indicate that girls perceive TVET to be a more viable pathway as they progress through school. Girls' aspirations and pathways will be tracked at midline and end-line to understand the retention of aspirations as girls progress through lower secondary.

***Table 6.11*** *A-Level aspiration by class*

| Category | S2 | S3 | S4 |
|---|---|---|---|
| A-Levels | 41% | 43% | 36% |
| Vocational | 55% | 52% | 62% |
| Employment | 10% | 9% | 6% |
| Start a business | 3% | 3% | 1% |

Focus groups found that most girls had clear aspirations for their careers, yet struggled to articulate a detailed pathway to achieve their goals. They often cited ambitious goals, such as becoming lawyers, midwives, accountants, engineers and journalists. When asked if they could describe how to get there, they responded with statements such as *"avoiding bad peer groups"* and *"reading and concentrating on your books. You should respect teachers, and get advice from elders"* (Transition cohort, Bwesumbu PEAS Secondary School, treatment). Some girls were able to answer more specifically by talking about which subjects they needed to focus on and seeking advice from family members. However, this level of detail was not common.

When asked what barriers and obstacles exist for them to reach their goals, girls mentioned the same challenges as barriers to attendance, retention and completion, including lack of school fees, lack of scholastic materials, domestic responsibilities, early pregnancy and marriage. When asked if they felt that their teachers and parents supported their goals, almost all answered that they did, but were unable to go into detail about the types of support they would receive. Answers were similar to those regarding teacher and parental support for pursuing A-level, which included statements like *"they tell us to work hard"*. This suggests that advice from caregivers and teachers may typically be related to telling girls to stay in school and avoid pregnancy and marriage, as opposed to supporting girls to put in place plans and specific strategies to achieve a goal, such as income generation or skill acquisition, or linking girls to opportunities and networks.

### 6.5.2   Output 5.2

#### Number of motivational speakers (including alumni) visiting PEAS girls' clubs

While the PEAS Education team had hoped to begin supporting schools to facilitate motivational speakers to visit girls' clubs during 2017, this activity hasn't yet got of the ground. Consequently, the number of visits that have happened so far – as reported in the Q1-Q3 project trackers – is zero. PEAS hopes to begin this activity during 2018.

As a note, PEAS is proposing to remove this indicator from the project log frame after baseline because (a) it repeats information already provided to the Fund Manager through quarterly project reports and activity tracking submissions, and (b) is inconsistent with the 'results'-focused theme of other log frame indicators. These delivery-focused indicators were only added to each output section in the log frame following feedback from the previous FM Portfolio Manager that it would be good for PEAS to have some

project delivery-related indicators included. However, on reflection, PEAS does not find such indicators helpful to include in this aspect of reporting, and would rather keep project delivery reporting confined to the established quarterly reporting processes, and use the log frame to report on the results/impact of project activities.

### 6.5.3   Output 5.3

**Percentage of first-year graduates who are doing what they aspired to do after leaving school**

Since 2016, PEAS has begun conducting an annual survey of alumni who have left PEAS schools. The survey is conducted by telephone and is randomised, drawing from a list of contact details provided by students who opted in to being contacted by PEAS during their final year in school. The survey was conducted in November-December 2017, and – out of the 32 girls surveyed who had graduated in 2016 who provided responses on what they had wanted to do upon finishing school – 34% had realised their aspiration. A breakdown comparing aspirations of first-year graduates and the number who had achieved each is provided in the table below.

**Table 6.12** *Post-school aspiration collected in PEAS alumni survey*

| Aspirations | # Aspiring | # Achieved | Percentage |
|---|---|---|---|
| Enrol in A-level | 14 | 4 | 29% |
| Enrol in technical/vocational college | 17 | 7 | 41% |
| Start a job (employed/paid by someone else) | 1 | 0 | 0% |
| Start/run own business | 0 | 0 | N/A |
| Get married | 0 | 0 | N/A |
| Have children | 0 | 0 | N/A |
| Take care of family | 0 | 0 | N/A |
| Other (write in) | 0 | 0 | N/A |
| **Total** | **32** | **11** | **34%** |

This data has been obtained based on a small sample of girls taken across all PEAS schools rather than the 11 study schools. As such, the extent to which this percentage can serve as a true baseline figure is questionable, as a different method will be used for assessing this indicator in the midline and end-line surveys, at which point it will be possible for the evaluator to interview girls who have left school and are part of the transition cohort in the treatment schools on this topic. Nevertheless, the data provides an indication of the challenges girls face in realising their ambitions after completing O-level – while nearly all desire to continue their education at A-level or in a technical or vocational college, only 1 in 3 manage to make this a reality within their first year after leaving school.

### 6.5.4   Output 5.4

**Percentage of S3 and S4 female students who have received advice about post-school options while at school and rate the advice as useful**

To assess Output 5.4, the following questions were asked to transition cohort girls in Senior 3 and 4:

Q1. Have you received any advice from your teachers about your options after school, like how to enrol in technical or vocational courses, or how to find a job?

Q2. How useful was this advice?

Of treatment school Senior 3 and Senior 4 students, 76 percent have received advice about post-school options from their school, and of those, 98 percent said they found it useful. Of comparison school Senior

3 and Senior 4 students, 69 percent have received advice about A-level from their school, 94 percent of whom have found it useful.

Across both categories, S3 girls (66 percent) have received less advice than S4 girls (81 percent), and S3 girls from Central Region (63 percent) received the least advice, whereas 75 percent of S3 girls from the East region (75%) had received advice.

*Table 6.13 Post-school advice received and usefulness*

| Category | % of girls who have received advice about post-secondary options from school | % of girls receiving advice who rate the advice as useful | % of girls who have received advice about post-secondary options from school and rate it as useful |
|---|---|---|---|
| Overall | 73% | 96% | 71% |
| Treatment | 76% | 98% | 74% |
| Comparison | 69% | 94% | 65% |
| West Region | 72% | 97% | 70% |
| Central Region | 71% | 97% | 69% |
| East Region | 79% | 93% | 74% |

*Table 6.14 Output 5.4 By Grade*

| Category | % received advice about post-secondary options from school | | % rating advice as useful | |
|---|---|---|---|---|
| | S3 | S4 | S3 | S4 |
| Overall | 66% | 81% | 95% | 97% |
| Treatment | 69% | 83% | 97% | 98% |
| Comparison | 62% | 76% | 91% | 96% |
| West Region | 64% | 80% | 96% | 98% |
| Central Region | 63% | 80% | 98% | 97% |
| East Region | 75% | 83% | 91% | 95% |

## 6.6    Output 6

### 6.6.1    Output 6.1

**PEAS has established an endowment fund that is providing renewable finance to support the operating costs of PEAS schools**

While PEAS was asked to add this indicator to the log frame by the previous FM Portfolio Manager in June 2017 for the purpose of tracking the impact of the endowment fund within the project log frame, the

FM thereafter advised that it is not possible for DfID GEC-T funds to be used to create an endowment fund to support schools financially on a needs basis, as PEAS had planned to do within its approved GEC-T proposal. PEAS has since submitted a proposal to the Fund Manager to redirect the funding to set up a contingency fund that PEAS can draw upon to support schools financially in case a list of pre-agreed risks connected to government financing of PEAS schools are realised. At the time of writing, it is unclear whether the alternative proposal will be approved. However, PEAS recommends removing this output indicator and ceasing reporting on it after baseline, since the endowment fund activity will no longer be taking place.

### 6.6.2   Output 6.2

#### PEAS is making progress towards agreeing a new public private partnership (PPP) with the Ministry of Education & Sports to finance school operating costs

As discussed in Annex 13, while the evidence base for a renewed secondary education PPP has improved in Uganda over the past year – in particular, with the publication of the DfID-funded review of the performance of the USE PPP programme, which found that the policy had led to notable improvements in equity and quality[30] - unfortunately, the MoES announced in late January 2018 that it will begin phasing out the USE PPP from the start of the 2018 academic year without a replacement programme in place. While several key staff within MoES are still supportive of a fresh secondary PPP, and PEAS will continue to work with Ministry officials and other partners on exploring options in this area, progress currently appears stalled due to a political impasse at the top. PEAS will continue to monitor the situation carefully while undertaking measures to minimise the impact of the loss of USE funding on its schools and students. These measures are discussed more fully in Annex 13.

### 6.6.3   Output 6.3

#### Percentage of per pupil operating costs that are covered through local, renewable income sources

Each year, PEAS calculates per pupil income and expenditure for its Uganda and Zambia programmes, and analyses the extent to which renewable income sources (such as income from school fees and government subsidies) are covering operating costs. In Uganda, the figure is based on looking at the total expenditure on providing PEAS' education programme in Uganda, including all school-level expenditure (e.g. on teacher salaries, providing meals to students, etc.), the amortised value of school buildings and land, and the full operating costs of the PEAS Uganda programme in that particular year. As such, while this indicator is not isolated to the GEC-T programme funding specifically, it gives a sense of whether schools are becoming more capable over time of covering their own operating costs plus the costs of the of training, support, and supervision they receive from the PEAS regional offices and Secretariat. In the 2016-17 financial year, this figure came to 55%, meaning just over half of the full programme operating costs in Uganda are covered through renewable income sources. Given the anticipated loss in government USE funding from 2018 onwards, it will be difficult for PEAS to maintain this figure, though the team will be reviewing school income strategies to see what progress towards sustainability can still be made in the coming years. Emerging ideas are discussed more fully in Annex 13.

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[30] See http://arkonline.org/System-strengthening-in-Uganda

# 7. Conclusion and Recommendations

## 7.1 Conclusions

### 7.1.1 Project beneficiary profile

The direct beneficiaries of PEAS' GEARRing Up for Success After School project are in-school girls enrolled in PEAS schools in 28 communities across Uganda. In-school girls range primarily from 12 to 20 years in age, and are progressing through lower secondary in all schools, and upper secondary in a selection of schools providing A-Level.

The majority of girls are from poor households, with 44 percent of treatment school girls coming from households with a PPI of less than 45 (indicating a 26 percent or higher likelihood of living below the 1.90 USD poverty line, and 63.5 percent or higher likelihood of living below the 3.10 USD poverty line). Beneficiaries in the East region are significantly more likely to be living in poverty, where 70 percent of girls have a PPI score below 45, compared to 32 percent in the West region and 40 percent in the Central region. The regional poverty differences among PEAS beneficiaries are in line with Uganda's national regional disparities in poverty levels.

The majority of treatment school girls live in households headed by their father (75 percent), and are cared for primarily by their mother (81 percent). Some 18 percent of treatment school girls live in households headed by their mother. Most beneficiaries live in large households, with an average of 6 siblings. Education levels are low among girls' parents and caregivers; 62 percent of surveyed heads of households had no or primary only education, and 84 percent of primary caregivers had no or primary only education. The baseline sample found that among treatment school girls, no girls were married and 0.8 percent were mothers.

Project beneficiaries are predominantly able-bodied girls, with a small proportion of girls reporting a disability. The baseline sample found that 2.7 percent of treatment school girls have a disability, with vision impairment being the most common, reported by 1.2 percent of girls.

Out-of-school girls and primary school leavers in PEAS school communities are also potential project beneficiaries, and it is anticipated that approximately 11,000 girls will enrol into PEAS schools over the course of the GEC-T project, and therefore become direct beneficiaries. It is likely that girls leaving primary school in PEAS' communities have a similar profile to those sampled in school at baseline. Out-of-school girls are, however, likely to experience higher rates of poverty, marriage and pregnancy at a young age, which may limit their access to school.

Project beneficiaries also include boys enrolled in PEAS schools, and out-of-school boys in PEAS school communities. Boys will benefit from GEC-T interventions, such as life skills, teacher training and the expansion of A-Level provision. It was not within the scope of the evaluation to include boys, but it is likely that boys enrolled in PEAS schools have a similar profile in terms of poverty levels and household demographics.

### 7.1.2 Barriers to learning and transition

The primary barriers to attending, staying in and completing school experienced by project beneficiaries are poverty and lack of money; lack of safety, primarily when travelling to and from school; sickness and menstruation; marriage; pregnancy and motherhood; lack of family support; and domestic responsibilities.

PEAS schools were found to be predominantly supportive of girls, providing girl-friendly environments, and teachers and school leaders demonstrated positive attitudes towards girls' education. Barriers to girls' learning and transition exist primarily at the community level. Girls have a range of domestic responsibilities, including cooking and caring for siblings, both in the morning and evening. Girls report rising early in the morning and leaving school early due to chores. This results in girls having less time to study at home, less time in school, and less time to sleep compared to their brothers, all of which can adversely affect their learning.

Girls enrolled in and attending secondary school are likely to experience less barriers to education than out-of-school girls in the wider community, who are potential project beneficiaries.

### 7.1.3 Baseline learning levels

SEGRA and SEGMA testing was used to measure literacy and numeracy levels. Both are new tests and have not previously been used. It is therefore not possible to compare girls' literacy and numeracy levels to standard or national levels.

Learning cohort girls demonstrate basic aptitude in foundational numeracy skills, with room for improvement; treatment school girls achieved 51 percent on average in the basic numeracy task. Girls were able to attempt some of the word problem questions, achieving an average of 16 percent for the word problem task. However, algebra skills have not yet been taught by this grade according to national curriculum. It is therefore understandable that girls averaged 8 percent for the algebra task, and 61 percent obtained zero marks for this task.

Girls' literacy scores were higher than numeracy scores, with almost all girls demonstrating an ability to read a short non-fiction text in English and respond to basic comprehension questions, obtaining 63 percent on average for the basic comprehension question, and just 1 percent of girls scoring zero for this task. Girls found the more complex fiction passage more difficult, obtaining an average score of 36 percent. The written task was also more difficult; girls achieved an average score of 24 percent, and 21 percent of girls scored zero for this task. This is likely to be due to S1 girls spending more time on the first two tasks and not being able to reach the final written task within the set time. In addition, a common mistake among students was misinterpretation of the question asked for the long written task, so reading skills also affect this score.

Learning levels vary by region, with girls in the West region scoring higher in both literacy and numeracy, and girls in the Central region achieving the lowest scores. Learning does not, however, vary with age. There is a marginal decrease in average scores as a girl gets older, but no significant differences were found.

The third learning outcome uses Senior 4 girls' end of year UCE exam results. The majority of treatment school girls passed their UCE exam in 2017, with 94.4 percent obtaining a Division 1-4 (pass level). Most girls achieved a Division 3 (30 percent) or Division 4 (50 percent), while just 2 percent of girls obtained the highest level Division 1. This compares to a national pass rate among girls of 90.7 percent.

### 7.1.4 Baseline transition rates

The baseline evaluation sampled in-school girls only, and therefore transition will be measured at midline and end-line. A household survey in five PEAS school communities was implemented to establish the baseline transition benchmark. Key transition points occur at the end of lower secondary (S4), where girls transition to A-Level, TVET or employment; and at the end of upper secondary (S6), where girls transition to university, TVET or employment.

Of girls aged 12 to 24 years, with some secondary school attendance, 63 percent were in a successful pathway, of which 73 percent were still in lower secondary school. 34 percent of all girls had dropped out of secondary school before completing S4, and 3 percent of girls had completed S4 but had not transitioned into higher education, TVET, employment or active citizenship.

Older girls were less likely to be in school or in a successful pathway, highlighting that barriers to education and transition increase with age. Transition rates were found to be higher among unmarried girls and girls without children. Marriage and pregnancy was identified as both a cause and effect of secondary school drop-out, with pregnancy and motherhood posing a particular barrier to transition. Transition through school was also found to correlate with age of enrolment: the earlier a girl enrols in secondary school, the more likely she is to successfully complete S4 and be in a successful transition pathway.

### 7.1.5    Project sustainability

Current evidence demonstrates emerging levels of sustainability at the community, school and system level. This is evidenced through changes in behaviour and improved practices and attitudes at all levels, which is likely to have resulted from the establishment of PEAS schools in hard-to-reach communities, PEAS school policies, and GEC-1 interventions.

Sustainability of GEC-T activities will require schools to generate financial and non-financial resources through the local community and partnerships with donors and government, in order to continue activity implementation beyond the life of the project. The mobilisation of resources and support is not yet evidenced in study schools, and is likely to require further capacity building of school leaders and strengthened partnership with community leaders and government over the course of the GEC-T programme.

Drivers of project sustainability include the recruitment, professional development and capacity building of school leaders and teachers. School leaders and teachers recognise their role as drivers of positive change, and are critical to sustaining support for girls and mobilising the community. In addition, the capacity of PTA and BoG members is identified as an important driver of sustainable change, as a key link between the community and school.

At the community level, barriers to sustainability include hard-to-reach communities, where direct engagement is particularly challenging, and only written or radio messaging may be possible. Mobilising financial resources is likely to be difficult in areas with high poverty rates, particularly in the East region. Alternative strategies, such as mobilising non-financial resources, may be necessary. At the school level, teacher and school leader retention, particularly among female staff, may present a barrier to sustainability. At the system level, recent risks to the government's PPP present a particular barrier to mobilising resources and developing a partnership and shared systems with the MoES.

### 7.1.6    Intermediate outcomes

Random spot check attendance at baseline found that 77 percent of enrolled girls were in attendance. Girls' attendance was higher than boys in all grades, and marginally higher in higher grades. Across the learning cohort, 27 percent of girls said they miss at least some school time during a typical week. Lack of money was cited as the main barrier to attendance in treatment schools, and all study schools were found to use a policy of sending students home to collect school fees after arriving at school in the morning. Sickness, menstruation and domestic chores were also found to be challenges for girls, and were frequently discussed in focus groups.

In 2016, 63 percent of girls who enrolled in S1 in 2013 completed S4, and 93 percent of girls who enrolled in A-Level in 2015 completed S6. Learning cohort girls were positive about their own ability to complete school, with 92 percent asserting that they will be able to do so. However, only 62 percent of girls felt their friends would be able to complete school. This demonstrates that girls may be aware of the barriers to completion, but do not see them as applicable to themselves. Lack of money, pregnancy, poor behaviour and family difficulties were cited as key barriers to completing lower secondary school.

Girls' life skills were found to be high at baseline, at a score of 0.90 in treatment schools, with the large majority of the learning cohort responding positively to all ten life skills index questions. The high baseline score may mean change is difficult to track at end-line, and qualitative data collection will be necessary to understand girls' acquisition of more complex, secondary school level life skills. It is also considered that because the concept of life skills may have been difficult for girls to fully understand at the baseline stage, their responses may shift at midline resulting in a potential drop as they re-evaluate their skillset. It will be a focus of the end-line to carefully consider and assess this trajectory.

At baseline, learning cohort girls averaged 0.78 on the self-esteem index, with girls generally reporting confidence in asking and answering questions, but 36 percent reporting that they feel nervous reading in front of the class, and 44 percent perceiving their success to be due to luck. Girls' confidence in the classroom varied, and during focus groups self-confidence was linked to English skills. Girls generally reported feeling confident in class, and some treatment school teachers noted that they have seen recent

improvements in girls' confidence. However, menstruation was highlighted as a cause of low self-esteem in school.

### 7.1.7 Project approach to addressing gender inequalities

Gender equality is embedded in PEAS schools through a 50/50 enrolment policy. In the majority of PEAS schools, equal numbers of boys and girls are enrolled, or more girls than boys are enrolled. PEAS' GEC-T programme actively seeks to transform inequalities in the long term for both boys and girls. Programme activities are designed to be gender-inclusive, as opposed to targeting girls only. This builds on learning from GEC-1, where girl only investment was found to cause resentment among boys, which created some concern among teachers and leaders about the value of the programme, and reduced boys' support for girls in school. A focus on more gender-inclusive activities that involve both girls and boys has the potential to strengthen peer to peer support systems and improve learning and transition for all students.

GEC-T programme interventions are designed to reduce barriers to learning and transition primarily through school-level activities. While community and system level interventions are an element of programme design, the school is the primary and established mechanism through which PEAS is able to affect change through gender-responsive initiatives and the creation of a supportive, gender-inclusive environment for girls. School-level interventions focus on embedding Gender Responsive Pedagogy teacher training, child protection training and reporting, girls' clubs, life skills and literacy classes and livelihoods projects. Continued investment in infrastructure and learning materials will take place to improve school environments, safety and resources, and expansion to A-Level provision is designed to improve transition pathways.

## 7.2    Recommendations

### 7.2.1    Monitoring, evaluation and learning of the project

The overall design of the MEL Framework was found to be appropriate. The following recommendations respond to challenges encountered during the baseline evaluation, to improve midline and end-line data collection.

- Intermediate outcomes 3 and 4, and a number of outputs (teacher and family support, GEI, literacy and life skills classes and aspirations) are at a high baseline level. However, qualitative findings suggest there is room for improvement, particularly on family support, GEI and planning for transition. While the high scores may indicate good knowledge of gender equity, the midline evaluation should further develop qualitative tools to monitor progress in positive behaviour and practice in these areas and ensure sufficient time and capacity for detailed qualitative data collection during school visits.

- Low confidence and English skills limited qualitative data collection from students at baseline. To improve this, a translator should be used in all focus groups and interviews with students. Participatory, student-led techniques should be further explored to elicit in-depth information from girls.

- Conducting surveys in a large sample of households is not within the scope of the evaluation. To understand household-level barriers, questions on domestic responsibilities and time spent on chores should be moved from the household survey to the girls' survey.

- To ensure the transition cohort is reached at the household level at midline and end-line, greater data collection capacity is required. It is recommended that two or more vehicles are available, and household surveys should begin as early as possible after student sampling. The recruitment of 1-2 additional team members is also recommended, where possible. The community facilitator should be re-contacted in the days preceding the school visit to confirm availability and establish clear communication.

- A clearer child protection policy should be developed and agreed for future evaluation points, and

other research studies in PEAS schools, in particular on (a) approach in comparison schools, (b) approach to disclosing the name of a student, and (c) approach when a senior woman teacher or child protection person is not available or is not an appropriate contact point.

- For learning test implementation, the use of two learning assessment invigilators should be explored to ensure good supervision of students and speed up the collection of tests in large classrooms. Students should be sat no more than two to a standard desk, to limit copying between students. Where this is not possible, students should be split into two streams and tested separately.

- Some PEAS schools expressed frustration with the amount of research conducted in the school, with no clear follow up or results. It is recommended that PEAS communicate with schools when interventions commence to explain the link between research and interventions to school leaders, who can in turn communicate with students and caregivers. Evaluation findings should also be communicated with comparison schools where possible. At midline and end-line, close communication should be maintained prior to the school visit to ensure school leaders are able to express their concerns and any issues in advance.

### 7.2.2 Programme design

Project activities, through a targeted design process, were found to be appropriate and relevant. The following recommendations are made to target specific barriers identified at baseline.

- Learning gaps in both literacy and numeracy tests were identified through SEGRA and SEGMA testing, and gains in skills were low among benchmarked students (S3 and S4). Teachers would benefit from further training in literacy and numeracy teaching. Additional literacy classes should be embedded into the curriculum, and attendance and progress monitored by school management, with clear remedial strategies developed for girls who are identified as falling behind.

- Girls' clubs and life skills are established in PEAS schools but are embedded in school timetables to a varying degree. It is recommended that classes are fully integrated into the curriculum. Long travel distances and domestic responsibilities may limit girls' ability to participate in after school activities. Where possible, classes should be scheduled within school hours. If this is not possible, it is recommended that attendance of after-school classes is monitored to identify girls less able to attend and the specific barriers they face.

- Barriers for girls' education and transition were found to increase with age, with older girls more likely to drop out of school before completing lower secondary. It is recommended that schools explore initiatives to specifically identify, monitor and improve support for girls who have enrolled in school later in life. Older girls may benefit from improved teacher awareness of the increase in barriers with age, and peer-to-peer support such as counselling and tailored one-to-one advice.

- Menstruation continues to pose a barrier to girls' attendance and self-esteem. Previous PEAS programming has piloted interventions to improve girls' access to sanitary products, and was linked to improved attendance. However, no interventions are currently embedded in schools. It is recommended that sustainable, cost-effective approaches to providing sanitary products are further explored within the GEC-T programme, such as the identification of partnerships to provide sanitary products at a reduced cost, or life skills classes that include making re-usable sanitary products.

- Female teachers were found to be important role models for girls in schools, and acknowledged their personal role in driving change for girls. Distinct recruitment and retention strategies for high quality female teachers is recommended to improve and sustain gender equity in school staffing.

- Teachers demonstrate awareness of GRP, but there is a lack of evidence that this is fully embedded in classroom practice. It is appropriate for GRP teacher training to be integrated into wider teacher training and professional development. Training should focus on equipping

teachers with practical tools and methods to implement GRP practices, such as equal seating arrangement and group work. Some of this training should take place within the school environment, ideally in the form of on-going, in-classroom mentoring for teachers. School leaders would also benefit from additional training and capacity building in practical ways to monitor, support and motivate teachers' GRP practices in the classroom.

- Although corporal punishment was not found to be pervasive in treatment schools, incidences were reported. Reports from girls typically highlighted a specific teacher or member of staff. Development of child protection processes should include improved monitoring of teachers and systems for confidential, anonymous reporting by students, together with clear follow up guidelines for which school leaders are accountable.

- The school is the primary mechanism through which PEAS can affect change for girls. However, primary barriers to attendance, completion and transition exist at the community level. It is recommended that specific resources continue to be dedicated to community level initiatives and engaging caregivers more directly in the reduction of barriers at home. School leaders, PTAs and BoGs would benefit from training in practical ways to effectively deliver community engagement strategies, and targeted support, capacity building and monitoring from PEAS staff.

### 7.2.3 Scalability and sustainability

The project was found to have an emerging level of sustainability at the community, school and system level. Though changes in attitudes and behaviour are evidenced, there is still a high degree of reliance on project resources to implement interventions. The following recommendations are made to improve project sustainability.

- The implementation of contextually-specific and school-led community interventions is appropriate for PEAS schools. However, dedicated project resources, training and monitoring are likely to be required to build initial capacity of school leaders, PTAs and BoGs to design and implement strategies and develop their role within the community.

- Mobilising community resources in regions with high poverty rates, particularly in the East region, is anticipated to be a challenge. It is recommended that community resources are not solely relied on for sustainability and alternative strategies are sought. This should include identifying opportunities to mobilise financial resources beyond the community through school-led donor and government partnerships, while mobilising non-financial resources through the local community.

- Teachers are key drivers to project success and sustainability, and the recruitment and retention of quality teachers will be important to maintain improved outcomes. This is particularly pertinent for marginalised girls whose on-going participation in school will benefit from having quality female teachers as role models. It is recommended that teacher training and support, including GRP, is clearly embedded into the induction and continued professional development (CPD) of new teachers, to maximise the sustainability of changes in attitude, behaviour and classroom practice.

- To build government input and ownership of the programme and potential scaling up of GEC-T activities, it is recommended that schools actively engage with DEOs, such as inviting their participation in activities and engaging them in GEC-T learning, and promoting alignment with DEO girls' education activities.

# Annex 1. Logframe

The project logframe is attached as an Excel file.

The table below details the baseline findings against each output and outcome indicator:

| Output indicator | Section | Baseline results |
|---|---|---|
| Outcome 1. Learning | | |
| 1.1 Literacy (SEGRA) | 4.1.2 | Treatment: 40.7<br>Comparison: 40.1 |
| 1.2 Numeracy (SEGMA) | 4.1.3 | Treatment: 24.8<br>Comparison: 25.1 |
| 1.3 Average UCE division result (grade in end of lower secondary exams) | 4.3 | Score: 55.2<br>Division: 3.5 |
| Outcome 2. Transition | | |
| 2.1 Transition rate | 4.5 | Benchmark rate: 63.2% |
| Outcome 3. Sustainability | | |
| 3.1 Community-level | 4.7.1 | 2 |
| 3.2 School-level | 4.7.2 | 2 |
| 3.3 System-level | 4.7.3 | 2 |
| Intermediate outcome 1. Attendance | | |
| 1.1 Percentage improvement in attendance rates | 5.1.1 | Girls: 76.8%<br>Boys: 70.5% |
| 1.2 Girls feel it is possible for them and their peers to regularly attend school | 5.1.2 | 73.4% of learning cohort girls report that they do not take any time off school during a typical week. During discussion, however, girls do report that they and their friends are not always find it easy to attend. Qualitative evidence suggests that sickness, menstruation and being sent home to collect school fees present particular challenges. Girls also indicate that expectations to complete chores before and after school can mean they are late, or have to leave school early. |
| Intermediate outcome 2. Retention and completion | | |
| 2.1 Percentage improvement in between-year retention rates at O-level | 5.2.1 | TBC |

| 2.2 Percentage improvement in O-level completion rates | 5.2.1 | Girls: 62.9%<br>Boys: 61.0% |
|---|---|---|
| 2.3 Percentage improvement in between-year retention rates at A-level | 5.2.1 | TBC |
| 2.4 Percentage improvement in A-level completion rates | 5.2.1 | Girls: 93.3%<br>Boys: 100.0% |
| 2.5 Girls feel it is possible for them and their peers to stay in and complete secondary school | 5.2.2 | 92.4% of learning cohort girls believe it will be possible for them to complete school, but 62.4% believe their friends will be able to complete school, suggesting that girls recognise the barriers to completion but do not necessarily see them as applicable to themselves. Qualitative evidence suggests that girls are generally positive about their own and their friends' ability to complete school, but they highlight anticipated challenges of lack of school fees, pregnancy and family difficulties. Girls also express concern that poor behaviour may prevent them from staying in school. |
| Intermediate outcome 3. Life skills | | |
| 3.1 Scores on GEC life skills index | 5.3.1 | 0.90 |
| 3.2 Girls can identify skills they are learning in school that will be useful to their future lives | 5.3.2 | The life skills index indicates that girls value their education and feel confident that they can make and stick to a plan, work well in a group and communicate with other. However, qualitative data collection found that girls were less able to describe more complex life skills required at secondary level. There was not a clear understanding of what was meant as a 'life skill'. |
| Intermediate outcome 4. Self esteem | | |
| 4.1 Percentage improvement in scores on GEC self-esteem index | 5.4.1 | 0.78 |
| 4.2 Girls are becoming more confident inside and outside school | 5.4.2 | Girls, teachers and parents report that the confidence of girls in school is high and has noticeably increased over recent years, citing examples of girls participating in debating clubs, volunteering as prefects and speaking at school, church and other community events. However, reported confidence |

| | | was not universal, and some teachers felt boys still remain more confident in the classroom. Girls also noted that menstruation affects their confidence in school. Observed confidence during qualitative data collection was also varied, and low confidence was associated with lack of confidence in English language skills (the LOI). |
|---|---|---|
| **Output 1. More girls feel well supported by their families, communities and schools to thrive in and complete secondary school** | | |
| 1.1 Percentage of girls who feel their teachers treat girls and boys equally in class | 6.1.1 | 82.2% |
| 1.2 Number of in-service training (INSET) sessions delivered incorporating Gender Responsive Pedagogy | 6.1.2 | 147 |
| 1.3 % of girls who feel that their parents/caregivers support them as much as their boys in their household in their studies | 6.1.3 | 93.1% |
| 1.4 Girls average gender equity index score | 6.1.4 | 24.6 (91.1%) |
| 1.5 Caregivers average gender equity index score | 6.1.5 | 22.6 (94.1%) |
| **Output 2. More girls leave school with functional literacy and numeracy and contextually relevant life skills** | | |
| 2.1 % of girls who believe their literacy classes are helping them to improve their ability to read and write | 6.2.1 | 95.3% |
| 2.2 Number of PEAS schools delivering a livelihoods programme | 6.2.2 | 0 |
| 2.3 % of girls participating in the livelihoods programme who feel the classes are providing them useful economic skills | 6.2.3 | 0 |
| 2.4 % of girls passing Mathematics at O-level relative to national average pass rate | 6.2.4 | 65.6% (National average of 56.7%) |
| 2.5 % of girls who believe their life skills classes are providing them useful knowledge for life outside school | 6.2.5 | 96.6% |
| **Output 3. More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge and skills development** | | |
| 3.1 Number of PEAS schools offering A-level | 6.3.1 | 6 |

| 3.2 Number of Senior Women Teachers who have been trained in delivering post-school guidance and receive annual CPD training in their roles | 6.3.2 | 0 |
|---|---|---|
| 3.3 % improvement in network average school leader performance management scores | 6.3.3 | 67.5% |
| 3.4 % improvement in network average learning walk scores (at end of Term 3) | 6.3.4 | 1.76 |
| **Output 4. More girls successfully transition to A-Level** | | |
| 4.1 % of girls who aspire to study at A-level and feel it will be possible for them to enrol | 6.3.1 | 47.0% |
| 4.2 % of S3 and S4 students who have received advice about A-level from their school | 6.3.2 | 81.1% |
| 4.3 Number of community meetings held to promote A-level centres and girls' transition | Collected by project | 7 |
| 4.4 Transition rate between S4-S5 in PEAS schools offering A-level | 2017-18 transition rate to be collected by EE during 2018 spot check | TBC |
| **Output 5. More girls leave school with a realistic and achievable plan for their future** | | |
| 5.1 % of girls who know what they want to do after finishing O-level/A-level and can describe a plan to achieve their goal(s) | 6.4.1 | 97.9% |
| 5.2 Number of motivational speakers (including alumni) visiting PEAS girls' clubs | Collected by project | 10 |
| 5.3 % of first-year graduates who are doing what they aspired to do after leaving school | Collected by project; to be assessed by EE at midline | TBC |
| 5.4 % of S3 and S4 female students who have received advice about post-school options while at school and rate the advice as useful | 6.4.2 | 74.4% |
| **Output 6. PEAS schools are prepared to carry on project activities without grant financing** | | |

| 6.1 PEAS schools are prepared to carry on project activities without grant financing | 6.6.1 | Recommendation to FM to remove this indicator |
|---|---|---|
| 6.2 PEAS is making progress towards agreeing a new public private partnership (PPP) with the Ministry of Education & Sports to finance school operating costs | 6.6.2 | MoES announced in January 2018 that it will begin phasing out the USE PPP from the start of the 2018 academic year. Several key staff within MoES are still supportive of a fresh secondary PPP, and PEAS will continue to work with Ministry officials and other partners to explore. Progress is currently stalled due to a political impasse at the top. |
| 6.3 % of per pupil operating costs that are covered through local, renewable income sources | 6.6.3 | 55% |

# Annex 2. Outcomes spreadsheet

Attached as Excel document.

# Annex 3. Key findings on output indicators

The decision was taken to include analysis of the output indicators within the main body of the report, and was completed by the external evaluator and project together. The information requested in the report template are instead provided in Section 6 of the report and the log frame itself. We instead are using this section only to discuss proposed changes to the log frame as outlined in the table below.

*Table A3.1* Output indicator issues

| Logframe Output Indicator | Issues with the means of verification/sources and the collection frequency, or the indicator in general? | Changes/additions |
|---|---|---|
| **Number and Indicator wording** | E.g. inappropriate wording, irrelevant sources, or wrong assumptions etc. Was data collection too frequent or too far between? Or no issues? | E.g. change wording, add or remove sources, increase/decrease frequency of data collection; or leave as is. |
| **Output 1: More girls feel well supported by their families, communities and schools to thrive in and complete secondary school** | | |
| **Output 1.1: Number of in-service training (INSET) sessions delivered incorporating Gender Responsive Pedagogy** | PEAS is proposing to remove this indicator from the project log frame because (a) it repeats information already provided to the Fund Manager through quarterly project reports and activity tracking submissions, and (b) is inconsistent with the 'results'-focused theme of other log frame indicators. These delivery-focused indicators were only added to each output section in the log frame following feedback from the previous FM Portfolio Manager that it would be good for PEAS to have some project delivery-related indicators included. However, on reflection, PEAS does not find such | Remove from log frame |

| | indicators helpful to include in this aspect of reporting, and would rather keep project delivery reporting confined to the established quarterly reporting processes, and use the log frame to report on the results/impact of project activities. | |
|---|---|---|
| **Output 2: More girls leave school with functional literacy & numeracy and contextually relevant life skills** | | |
| **Output 2.3: Number of PEAS schools delivering a livelihoods programme** | Same rationale as provided for output 1.1 | Remove from log frame |
| **Output 2.4: % of girls passing Mathematics at O-level relative to national average pass rate** | While the 2017 Mathematics pass rate has been provided for girls in the selected study schools, the national pass rate is unknown at the time of submission. PEAS has requested this data from UNEB and will continue chasing. | Update figure following receipt of data from UNEB |
| **Output 3: More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge & skills development** | | |
| **Output 3.2: # of Senior Women Teachers who have been trained in delivering post-school guidance and receive annual CPD training in their roles** | Same rationale as provided for output 1.1 | Remove from log frame |
| **Output 3.3: % change in network average school leader performance management scores** | On reflection, it is easier to provide the average performance management score for school leaders annually, and use the annual targets to test whether positive change is happening over time; secondly, it is more meaningful to take the average from across the study schools selected for the study to track whether change is happening in these specific schools and in turn making a difference to the outcome indicators tracked through the evaluation | Change language to 'average school leader performance management scores' and take measurement from average across study schools only |
| **Output 3.4: % change in network average learning walk scores (at end of T3)** | As above, on reflection it is easier to provide the average learning walk score for schools annually, and use the annual targets to test whether positive change is happening over time; secondly, it is more meaningful to take the average from across the study schools selected for the study to track whether change is happening in these specific schools and in turn making a difference to the outcome indicators tracked through the evaluation | Change language to 'average learning walk scores' and take measurement from average across study schools only |
| **Output 4: More girls successfully transition to A-Level** | | |
| **Output 4.3: Number of community meetings held to promote A-level centres and girls' transition** | Same rationale as provided for output 1.1 | Remove from log frame |
| **Output 4.4: Transition rate between S4-S5 in PEAS schools offering A-level** | As Term 1 2018 is still in session at the time of writing, and PEAS will not receive enrolment lists from its schools until after the end of Term 1 – which provide the source data for calculating between-year retention in schools – the baseline figure will have to be added at a later date | Update figure following completion of Term 1 2018 retention analysis |
| **Output 6: PEAS schools are prepared to carry on project activities without grant financing** | | |
| **Output 6.1: PEAS has established an** | DfID rejected PEAS' endowment fund proposal after contracting; as such, activity is no longer happening and there is nothing to be reported against | Remove from log frame |

| | |
|---|---|
| endowment fund that is providing renewable finance to support the operating costs of PEAS schools | |

# Annex 4. Beneficiary tables

*Table A4.1* Direct beneficiaries

| Beneficiary type | Total project number | Total number of girls targeted for learning outcomes that the project has reached by baseline | Comments |
|---|---|---|---|
| **Direct learning beneficiaries (girls)** | N/A[31] | 7,398[32] | The total number of girls enrolled in PEAS network schools and benefitting from GEC-T interventions was 7,398 during the baseline year (2017) |

*Table A4.2* Other beneficiaries

| Beneficiary type | Number | Comments |
|---|---|---|
| **Indirect learning beneficiaries (boys)** | 6,965 | As all PEAS schools are co-educational, GEC-T interventions designed to improve girls' learning will also improve the learning of their male classmates; boys represented 48% of total network enrolment in Term 1 2017 |
| **Indirect learning beneficiaries (girls)** | 0 | On feedback from the Fund Manager (see footnote below), PEAS will begin to count girls who enroll in PEAS schools after the baseline year as indirect beneficiaries. Obviously, no such girls were enrolled in PEAS schools during the baseline year. |
| **Broader student beneficiaries (boys)** | N/A | PEAS only works directly with boys enrolled in its own schools, all of whom would benefit from interventions targeting improving learning outcomes |
| **Broader student beneficiaries (girls)** | N/A | PEAS only works directly with girls enrolled in its own schools, all of whom would benefit from interventions targeting improving learning outcomes; while some girls in surrounding school communities may benefit from PEAS' community engagement work in support of girls' education and gender equity, this impact is |

[31] In PEAS' GEC-T proposal, direct beneficiaries were originally defined as girls who benefitted from GEC 1 interventions who would still be enrolled in PEAS schools during the GEC-T project implementation period. This was in line with the FM guidance on how to define direct beneficiaries at the time of proposal writing. PEAS estimated that 6,000 such girls would be enrolled in grades S2-S4 across the PEAS network during 2017. In the PEAS FM feedback document received in April 2018, the FM requested that the definition of direct beneficiaries be changed to *all* girls enrolled in PEAS schools during the baseline year, while indirect beneficiaries be counted as girls who enrol in PEAS schools after the GEC-T baseline year. This shift in definitions means that PEAS' original target of reaching 17,000 girls by endline is now meaningless, as this was based on the 6,000 GEC 1 girls plus 11,000 further girls who were anticipated to enrol in PEAS schools between 2017-2021. As such, comparison against original project targets will no longer be possible.

[32] Term 1 (May 2017) girls' enrolment figure across all 28 PEAS Uganda network school

| | | too indirect, and the numbers of girls potentially benefitting too difficult to verify, to merit counting |
|---|---|---|
| **Teacher beneficiaries** – number of teachers who benefit from training or related interventions. If possible /applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided. | 603 | During 2017, PEAS employed 549 teachers and 54 school leaders across its 28 schools in Uganda. All teaching staff benefit from regular CPD and coaching aimed at improving girls' inclusion and achievement. All school leaders also benefit from the School Leadership Development Programme activities supported by GEC-T. |
| **Broader community beneficiaries (adults)** | N/A | While part of the project activities do involve conducting community engagement activities in support of girls' education – and utilizing school PTA and BOG members to undertake this work – the number of community members potentially impacted by these activities across 28 different school communities is too difficult to count and verify to merit inclusion |

**Table A4.3** *Target groups - by school*

| School Age | Project definition of target group (Tick where appropriate) | Number targeted through project interventions | Sample size of target group at Baseline |
|---|---|---|---|
| Lower primary | | | |
| Upper primary | | | |
| Lower secondary | ✔ | N/A (target is for all girls across O-level and A-level) | 7,250 (98% of all students) |
| Upper secondary | ✔ | N/A (target is for all girls across O-level and A-level) | 148 (2% of all students) |
| **Total:** | | 17,000 | 7,398 |

**Table A4.4** *Target groups - by age*

| Age Groups | Project definition of target group (Tick where appropriate) | Number targeted through project interventions | Sample size of target group at Baseline[33] |
|---|---|---|---|
| Aged 6-8  (% aged 6-8) | | | |
| Aged 9-11 (% aged 9-11) | | | |
| Aged 12-13 (% aged 12-13) | ✔ | N/A (no targets related to age) | 230 (3.1%) |
| Aged 14-15 (% aged 14-15) | ✔ | N/A (no targets related to age) | 2,170 (29.3%) |

---

[33] All estimates based on baseline evaluation percentage findings extrapolated to full beneficiary group numbers

| | | | |
|---|---|---|---|
| Aged 16-17 (%aged 16-17) | ✔ | N/A (no targets related to age) | 3,013 (40.7%) |
| Aged 18-19 (%aged 18-19) | ✔ | N/A (no targets related to age) | 1,718 (23.2%) |
| Aged 20+ (% aged 20 and over) | ✔ | N/A (no targets related to age) | 267 (3.6%) |
| Unknown age | | | |
| **Total:** | | 17,000 | 7,398 |

*Table A4.5 Target groups - by sub group*

| Social Groups | Project definition of target group (Tick where appropriate) | Number targeted through project interventions | Sample size of target group at Baseline |
|---|---|---|---|
| Disabled girls (please disaggregate by disability type) | Washington short set of disability questions – where a respondent is defined as having a disability if she reports 'a lot of difficulty' or 'cannot do at all' in at least one domain. | N/A (no project targets on this dimension) | 200 (2.7%) |
| Orphaned girls | | N/A | N/A |
| Pastoralist girls | | N/A | N/A |
| Child labourers | | N/A | N/A |
| Poor girls | PPI score less than 30 | N/A (no project targets on this dimension) | 880 (11.9%) |
| Rural girls | Living in rural communities | 17,000 | 7,398 (100%) |
| **Total:** | | 17,000 | 7,398[34] |

*Table A4.6 Target groups - by school status*

| Educational sub-groups | Project definition of target group (Tick where appropriate) | Number targeted through project interventions | Sample size of target group at Baseline |
|---|---|---|---|
| Out-of-school girls: have never attended school | | | |
| Out-of-school girls: have attended school, but dropped out | | | |
| Girls in-school | All girls enrolled in PEAS Uganda network schools during the life of the project | 17,000 | 7,398 (100.0%) |

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[34] There are overlaps in the data presented in this table – for example, some girls may be both orphaned and poor, though are counted separately for each dimension as data was not provided on co-occurrence frequencies for each of these variables.

| Total: | | 17,000 | 7,398 |
| --- | --- | --- | --- |

# Annex 5. MEL Framework

Attached as Word document.

# Annex 6. Inception report

Attached as Word document.

# Annex 7. Data collection tools

Attached as Word document.

# Annex 8. Data sets

Anonymised survey data, household data and learning assessment data attached as Excel documents.

# Annex 9. Learning test pilot

At baseline two assessments were administered to the learning cohort to establish literacy and numeracy learning outcomes: Secondary Grade Reading Assessment (SEGRA) and Secondary Grade Maths Assessment (SEGMA). The assessments were adapted from RTI's EGRA and EGMA tests, a globally tested and widely used tool designed to measure literacy and numeracy levels of early grade students in primary schools. The higher level assessments were designed using preliminary guidelines from the GEC-T FM and consultations with Ugandan English and Maths teachers, with reference to the national curriculum.

The SEGRA and SEGMA assessments were composed of three tasks, progressing from simple tasks designed for students in their first year of secondary school (S1) up to S4 (O-Level) and S6 (A-Level):

SEGRA:

- Task 1: Non-fiction reading and comprehension task
- Task 2: Fiction reading and comprehension task
- Task 3: Written task

SEGMA:

- Task 1: Simple mathematics task, including addition, subtraction, multiplication, division and fractions
- Task 2: Algebra task
- Task 3: Mathematical word problem task

Initially developed to test the learning of Senior 1-6 girls, the tools were developed and piloted in two schools prior to baseline to check that questions were at the appropriate level. The pilot assessed 85 students, including 27 S1 girls, 28 S4 girls and 30 S6 girls.

Following the pilot, several questions in both tests were adapted due to floor effects. The key finding of the pilot was that results among S6 students not only demonstrated a lack of progress but a regression in numeracy and literacy skills. This is likely because students elect to study specific subjects at A-Level and

therefore do not continue to practice and improve on numeracy and literacy skills learnt in S4. It was concluded that assessing literacy and numeracy progress among A-Level students at end-line may misrepresent progress in learning. The decision was therefore made to draw the learning cohort from S1 only, who are expected to be in S4 at end-line.

While the tests were both piloted, it is noted that the tests were designed and piloted in a limited amount of time, before the release of the full guidance from the FM, due to constraints on evaluation timing and Ugandan school terms. In addition, the sample of 85 students for the pilot was small. It was particularly small due to the decision to remove upper secondary testing, which meant only 55 students within the assessment range (S1-S4) were tested prior to its finalisation. It is recommended that this is taken into account by the FM to set targets for midline and end-line, as GEC-T target setting is designed for EGRA and EGMA style testing.

At baseline the assessment was administered as a paper-based test by a trained enumerator. The question papers were then graded by two trained assessors. Two assessors were identified by RDM; one English teacher and one Maths teacher. Both are teachers in schools in Kampala and are examiners for the Uganda national exams. Both assessors were trained through one-to-one sessions with the evaluation team. Papers were then graded by the examiner and evaluation team together, and results checked for accuracy. A 5% sample of both assessments was marked by the evaluation team and checked against the marks obtained by the assessors, to check accuracy and consistency of grading. Results were found to have been accurately calculated and entered.

Following the baseline study, two further tests will be developed and calibrated with the test administered at baseline, to track progress in learning at midline and end-line.

# Annex 10. Sampling framework

See MEL Framework, Annex 5.

# Annex 11. Control group approach validation

Eight comparison schools were selected for the study using a stratified random sampling approach. All co-educational secondary government and private schools that offer boarding and are part of the government USE partnership were considered. Schools were stratified to ensure comparable size and location, and the inclusion of schools offering A-Level.

For each comparison school, the same sampling approach was used as treatment schools, as described in the Inception Report (see Annex 6). A random head-count method was used to sample learning cohort and transition cohort girls in each grade. Girls were not stratified by sub-group; the sample is sufficiently large to give an overall picture of the proportion of girls in each sub-group, such as USE status, age, boarding and disability.

Data at baseline suggests that treatment and comparison groups are similar and appropriate for comparison. Both cohorts share similar demographic profiles and there are no significant differences in characteristics at baseline, as shown in Table A11.3. It will be important to continue to collect this data at midline and end-line to understand any changes and review comparability. Evidence also suggests that girls in treatment and comparison schools face similar challenges and barriers to education, therefore making them appropriate groups for comparison. There are marginally higher levels of comparison school carers and girls who report lack of safety on school journeys, but levels of safety in school are similar. A higher proportion of girls in treatment schools raise lack of money as a barrier to attendance, as detailed below.

The following risks to comparability have been identified, and will be mitigated for at midline and end-line:

- The selection of comparison schools outside the PEAS' network means the study is unable to control for contamination, where government and private comparison schools may implement GEC-T style interventions. The MoES has put in place a National Strategy for Girls' Education and is rolling out gender sensitisation and activities across the school network. For example, girls' clubs were referred to in comparison schools during baseline data collection, and are not exclusive to treatment schools. In addition, GRP teacher training is becoming more widely implemented in Uganda. It will be important to gather detailed data on the types of interventions implemented in comparison schools between baseline, midline and end-line, to understand what has contributed to outcomes. Qualitative interviews will be used to collect this information from school leaders, teachers and students.
- It is not uncommon for students to transfer between schools during lower secondary, which may cause crossover. At midline and end-line, a replacement strategy will be used to replace girls in the learning cohort who have dropped out. Replacement girls should be asked when they enrolled in their current school, and comparison school girls should be asked whether they previously attended a PEAS school, to ensure they can be appropriately included within the comparison group. Crossover is further discussed in Annex 14.
- As shown in Table A11.2, although all comparison schools offer boarding, PEAS has a higher proportion of boarding students than both government and private schools. It is noted that barriers to attendance and learning are slightly lower for girls in boarding, as teacher's are able to follow up on attendance, and girls do not face challenges of long journeys to and from school, or being withheld from school by family due to domestic chores or work. The effect of this will be explored using qualitative data collection, and disaggregated quantitative analysis for learning outcomes and other indicators.
- Also shown in Table A11.2, both government and private comparison schools have higher rates of USE students. Almost all girls in government schools are USE students, and three-quarters of girls in private schools are USE students. In PEAS schools, less then half of the sample are USE students. This is likely due to PEAS' policy of open enrolment to all, regardless of primary level results. Nevertheless, USE students are required to have done well at primary level, and therefore may be at a slightly higher level of learning. This was not, however, identified in baseline data. As above, this will be analysed at midline and end-line using qualitative data collection with USE and non-USE students, and disaggregated quantitative analysis.
- As shown in Table A11.4, a higher proportion of treatment school girls identify lack of money as a barrier to attendance (46 percent, compared to 33 percent in private schools and 18 percent in government schools). However, similar proportions of girls in treatment and comparison school girls identify lack of money as a barrier to completion and transition. The relationship between fees and attendance may relate to PEAS schools' fee collection strategies, but is not currently well understood. This should be further analysed at midline and end-line to understand why this may be arising and what effect this may have on results in both groups.

The below tables are extracted from Section 3 of the report:

*Table A11.1 Evaluation sample breakdown, by age*

|  | Treatment (Baseline) | Comparison (Baseline) |
|---|---|---|
| Sample breakdown (Learning) |  |  |
| Aged 12-13 (% aged 12-13) | 38 (7%) | 11 (4%) |
| Aged 14-15 (% aged 14-15) | 293 (51%) | 147 (49%) |
| Aged 16-17 (%aged 16-17) | 211 (36%) | 116 (39%) |
| Aged 18-19 (%aged 18-19) | 36 (6%) | 21 (7%) |
| Aged 20+ (% aged 20 and over) | 2 (0%) | 2 (1%) |
| Girls (sample size) | 580 | 297 |
| Sample breakdown (Transition) |  |  |
| Aged 12-13 (% aged 12-13) | 2 (0%) | 1 (0%) |
| Aged 14-15 (% aged 14-15) | 90 (12%) | 51 (11%) |
| Aged 16-17 (% aged 16-17) | 322 (44%) | 179 (39%) |

| | | |
|---|---|---|
| Aged 18-19 (% aged 18-19) | 267 (37%) | 161 (35%) |
| Aged 20+ (% aged 20 and over) | 45 (6%) | 63 (14%) |
| Unknown age (% unknown age) | 2 (0%) | 2 (0%) |
| Girls (sample size) | 728 | 457 |

**Table A11.2** *Evaluation sample breakdown, by boarding and USE*

| | Treatment (Baseline) | Comparison: Gov. schools (Baseline) | Comparison: Private schools (Baseline) |
|---|---|---|---|
| **Sample breakdown (Learning)** | | | |
| Boarding scholar | 49% | 15% | 31% |
| Day scholar | 51% | 85% | 69% |
| USE students | 46% | 94% | 74% |
| Non-USE students | 54% | 6% | 26% |
| **Sample breakdown (Transition)** | | | |
| Boarding scholar | 62% | 26% | 51% |
| Day scholar | 38% | 74% | 49% |
| USE students | 44% | 92% | 74% |
| Non-USE students | 56% | 8% | 26% |

**Table A11.3** *Girls' characteristics (\* = significant difference between treatment and comparison at the 5 percent confidence level)*

| | Treatment (Baseline) | Comparison (Baseline) |
|---|---|---|
| Household characteristics | | |
| Household head | | |
| *Father* | 75% | 70% |
| *Mother* | 18% | 18% |
| *Grandparent* | 3% | 5% |
| *Non-relative* | 1% | 1% |
| Primary carer | | |
| *Father* | 7% | 6% |
| *Mother* | 81% | 78% |
| *Grandparent* | 4% | 6% |
| *Non-relative* | 1% | 1% |
| *None* | 1% | 1% |
| Average number of siblings | 6.0 | 6.1 |
| Married (%) | 0.0% | 0.1% |
| Mothers (%) | 0.8% | 1.5% |
| *Mothers under 18* | 0.3% of under 18yos | 0.0% of under 18yos |
| *Mothers under 16* | 0.0% of under 16yos | 0.0% of under 16yos |
| Average PPI | 45.3 | 44.0 Gov: 42.8; Priv: 44.8 |
| PPI (% of households) | | |
| *PPI below 30* | 12% | 13% |
| *PPI 45 or above* | 56% | 50% |
| HoH unemployed or in informal profession | 84% | 83% |
| HoH reports it is difficult to afford for girl to go to school | 79% | 74% |
| Parental education | | |
| *HoH has no education* | 12% | 5% |
| *HoH primary ed. only* | 50% | 57% |

| | | |
|---|---|---|
| *HoH is literate* | 84% | 90% |
| *Primary carer has no education* | 22% | 22% |
| *Primary carer primary ed. only* | 62% | 55% |
| *Primary carer is literate* | 68% | 75% |

**Table A11.4** *Potential barriers to learning and transition*

| | Treatment (Baseline) | Comparison (Baseline) | Source |
|---|---|---|---|
| **Sample breakdown (Girls)** | | | |
| **Safety** | | | |
| Fairly or very unsafe travel to schools in the area, for girls (%) | 26% | 33% | HH survey |
| Fairly or very unsafe travel to schools in the area, for boys (%) | 15% | 20% | HH survey |
| Girl does not feel safe travelling to and from school (%) | 23% | 27% | Student survey (LC day scholars) |
| Girl does not feel safe at school (%) | 5% | 6% | Student survey (LC) |
| Girl does not feel safe boarding at school (%) | 12% | 11% | Student survey (LC boarding scholars) |
| **Parental/caregiver support** | | | |
| High chore burden (5+ hours per day, %) | 8% | 12% | HH survey |
| Girl does not agree that she gets the support from her family to stay in school and do well (%) | 4%<br>LC: 4%; TC: 4% | 7%<br>LC: 4%; TC: 9% | Student survey |
| Girl does not agree that she gets as much support from her family as her brother (%) | 7%<br>LC: 5%; TC: 9% | 13%<br>LC: 8%; TC: 16% | Student survey |
| **Attendance** | | | |
| Girl reports typically taking 2 or more days off school per week (%) | 15% | 14% | Student survey (LC) |
| Reasons for absence: | | | Student survey (LC) |
| *Lack of money (%)* | 46% | 29% | |
| *Sickness (%)* | 44% | 44% | |
| *Menstruation (%)* | 10% | 12% | |
| *Domestic chores and care (%)* | 11% | 15% | |
| Carer reports girl attends school half the time (%) | 7% | 1% | HH survey |
| Carer reports girl attends school less than half time (%) | 10% | 5% | HH survey |
| **Completion** | | | |
| Reasons completion of lower secondary may be difficult: | | | Student survey (LC) |
| *Lack of money (%)* | 73% | 71% | |
| *Marriage (%)* | 13% | 15% | |
| *Pregnancy (%)* | 26% | 35% | |
| *Lack of parental support (%)* | 9% | 10% | |
| *Family difficulties (death/divorce) (%)* | 11% | 11% | |
| **Transition** | | | |
| Reasons joining A-Level may be difficult: | | | |

| | | | |
|---|---|---|---|
| *Lack of money (%)* | 83% | 86% | Student survey (TC) |
| *Marriage (%)* | 4% | 4% | |
| *Pregnancy (%)* | 12% | 12% | |
| *Lack of parental support (%)* | 11% | 12% | |
| *Family difficulties (death/divorce) (%)* | 11% | 11% | |
| **Teacher support** | | | |
| Girl does not agree teachers make her feel welcome (%) | 6% | 6% | Student survey (LC) |
| Girl agrees teachers treat boys and girls differently in the classroom (%) | 12% | 11% | Student survey (LC) |
| Girl agrees some or all her teachers are often absent from class (%) | 17% | 18% | Student survey (LC) |
| Girl feels she does not get support from teacher to continue in school (%) | 1% LC: 1%; TC: 1% | 2% LC: 3%; TC: 1% | Student survey |

# Annex 12. External evaluator declaration

**Name of Project:** GEARRing Up for Success After School

**Name of External Evaluator:** Jigsaw Consult and RDM

**Contact Information for External Evaluator:** Liddy Greenaway, l.greenaway@jigsawconsult.com

**Names of all members of the evaluation team:** Dr David Hollow, Liddy Greenaway, Meaghan Brugha, Chisenga Muyoya, Samuel Ejibua


Liddy Greenaway (Name) certify that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

Specifically:

All of the quantitative data was collected independently (Initials: LKG)

All data analysis was conducted independently and provides a fair and consistent representation of progress (Initials: LKG)

Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: LKG)

The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by Jigsaw Consult (Company) (Initials: LKG)

All child protection protocols and guidance have been followed ((initials: LKG)

Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: LKG)


**Liddy Greenaway**

(Name)

**Jigsaw Consult**

(Company)

**20 March 2018**

(Date)

# Annex 13. Project management response

## What is the project's response to the key findings in the report?

On the whole, the baseline findings confirm the barriers for girls outlined in the project theory of change are evidenced in reality. The evaluator's discussion of the different challenges present under the category of, for example, 'Environment for Learning' – such as negative community attitudes towards investing in girls and unsafe school environments – match with those identified by the project from the outset in the theory of change. The evaluators comment throughout the report that the current project activities planned to address these barriers are appropriate to the context, and that delivery mechanisms – for example, working through PTAs and Boards of Governors to influence community behaviour change – are appropriate from an impact and sustainability perspective. This provides re-enforcement that the project theory of change is sound and does not require major revision to make a difference to intermediate outcomes and outcomes.

The findings that do present a challenge to tracking future progress include the already high scores in areas such as life skills (intermediate outcome 3) and girls' self-esteem (intermediate outcome 4). From their responses to survey questions, girls seem to be capable of displaying very advanced levels of life skills and self-esteem, however qualitative information presented throughout the report on girls' ability to display these skills through, for example, focus group discussions and talking about their own plans for the future suggests a more complicated picture. While this re-enforces the view that these areas require further support to embed positive attitudes through activities such as girls' clubs and the life skills curriculum, it also suggests it may be difficult to observe change in these areas using the survey instruments. As a result, we agree with the evaluation team that greater qualitative information needs to be collected at midline and endline to get to the core of what is happening in these areas. We also think the intermediate outcome measures will be difficult to demonstrate progress against given scores are already high and do not provide an accurate view of reality. As such, we suggest setting targets to maintain current scores +/- 2.5%, and instead monitor change in these areas via supporting qualitative information collected by the external evaluator.

Another challenge presented through the findings is the limited progress on the newly-designed learning tests among older age groups (S3 and S4 girls). As discussed in Section 1.17.2, the marginal gains demonstrated by older girls suggest the tests developed might not have worked well in detecting learning gains across progressive years of secondary education. While the tests were developed in line with the available Fund Manager guidance in August 2017, the small number of points available on each test and limited time given (30 minutes) for girls to complete the assessments might not have been sufficient to reliably assess the complex skills that the SeGRA and SeGMA tests seek to understand. As the sample numbers used for the pilot and benchmark grades are very small, it is currently not possible to conclude whether the tests work, and the reliability of results that can be obtained from them hence must be treated with caution.

Beyond this uncertainty over the reliability of the tests themselves, the standard Fund Manager approach to target setting (0.25 standard deviations per year of implementation based on benchmark girls' scores) seems inappropriate given the significant variance in older girls' scores – which makes sense given the tests were not calibrated for older grades – and that the tests are norm-referenced. These critiques are based on PEAS sharing anonymised data from the SeGMA and SeGMA tests with several education researchers, and are discussed more fully in Section 1.17.2. In light of the evidence available, we do not feel the targets suggested by the standard FM approach for EGRA and EGMA testing are reasonable.

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

On the whole, we feel the External Evaluator's recommendations outlined in Section 7.2 are fair and measured. We respond below to each theme discussed.

### MEL approach

The recommendations made for improving midline and endline data collection are clear and appropriate to the challenges encountered at baseline. While most of the recommendations are measures to be actioned by the External Evaluator, PEAS will be undertaking a review of its Child Protection implementation guides in relation to fieldwork to provide the evaluation team with more robust training prior to future waves of data collection in PEAS schools. This should provide the needed clarity on the issues raised by the External Evaluator on whether and when to disclose a child's name, and how to report a disclosure where responsible school CP staff are absent or implicated. We admit the training on PEAS' Child Protection policy provided prior to the baseline fieldwork was limited, and are committed to removing any ambiguities on how CP disclosures should be handled as part of a wider review of the PEAS Child Protection policy and implementation guidelines (discussed below).

The approach to reporting disclosures in comparison schools is one we suggest the External Evaluator needs to address through their own CP policies. PEAS does not have any relationship with these schools or ability to carry out investigations in response to specific disclosures. As such, we recommend the External Evaluator consider how to best ascertain what existing CP structures exist in comparison schools and their surrounding communities prior to data collection, and try to make use of these when working in comparison schools – for example, through gaining an understanding of how each individual school handles CP incidents and following these policies, or referring serious disclosures to local authorities.

The frustration that some PEAS schools expressed with data collection is noted. PEAS does undertake a range of regular, in-house data collection activities – for example, conducting annual student demographic surveys to understand barriers to education, and annual student and teacher perception surveys to obtain beneficiary feedback on school strengths and weaknesses prior to school inspections. These data collection exercises are always written up and shared with school leaders in dedicated school reports. However, whether this information is widely shared and understood by teachers and non-teaching staff is a challenge at the school-level, as PEAS does not dictate how this information should be shared with the wider school community, and instead expects school leaders to lead on this area. Similarly, where grant management requirements dictate that additional data collection activities need to take place in schools – such as the GEC-T evaluation, which is one of several external evaluations PEAS has been required to undertake in its schools over the past five years – this can lead to frustration, as teachers see their education programme disrupted for activities that appear to be of limited direct value to them. While the PEAS Secretariat team does proactively communicate the purposes of fieldwork and share the findings of both internal and external data collection exercises with schools – and will continue to do so with GEC-T – some burnout is to be expected until the date the PEAS programme no longer requires grant financing, and can control and rationalise the number of data collection activities in schools more fully. That said, PEAS will share the results of the GEC-T baseline evaluation with its school leaders and encourage them to share relevant findings with their school communities through, for example, all-staff meetings, assemblies, or internal circulations.

### Programme Design

*Literacy:* While it is encouraging to see that girls in treatment schools appear to start off with similar scores on the SeGRA and SeGMA tests in Senior 1, and progress to perform better than girls in comparison schools by Senior 3 and Senior 4 (c.f. Figure 4.15), the benchmark sample of S3 and S4 girls is small, which makes it difficult to draw conclusions on these figures. We also note that the progression in average scores from S1 to S4 is very modest (<10 percentage points) for both SeGRA and SeGMA, suggesting the skills that the tests assess either don't improve markedly between earlier and latter years

of secondary school, or the tests themselves were not able to pick up on learning gains in later years of secondary. This is a concern, and – consistent with the evaluators' suggestion – PEAS is already planning to experiment this year with administering the UWEZO literacy and numeracy tests – which test foundational literacy and numeracy skills that should have been acquired during primary school – to newly enrolled Senior 1 and Senior 2 students during Term 1 of the academic year[35]. This will help school leaders and PEAS support staff to gain an understanding of relative levels of attainment across different schools and classes, and plan remedial strategies. This activity is taking place in a subset of schools during 2018 and PEAS will need to review the outcomes of the pilot before determining whether it is desirable and possible to expand to all schools and students.

PEAS also intends to continue teaching the literacy curriculum designed during GEC 1. A weekly, 40-minute literacy class should be timetabled for all S1-S3 classes across all schools, though compliance may need to be followed up. The programmes team will also consider revisiting the 'Literacy Across the Curriculum' training designed during GEC 1 to encourage teachers of all subjects to consider how they can encourage the development of literacy skills through their teaching – for example, by employing strategies like getting students to spell out words or read out loud from texts during class. This training was last conducted in 2016 and, while the content was considered to be strong, it is possible that refresher training may be helpful due to the normal churn in school staff. Furthermore, the literacy curriculum is one amongst many supplementary curricula that PEAS has introduced in recent years to drive improved student outcomes, and so likely does need continued re-enforcement.

*Girls' clubs and life skills classes*: As with the literacy curriculum, each class should have a weekly, 40-minute life skills lesson timetabled during normal school hours (8:00 am – 4:40 pm). PEAS does not dictate how schools organise their timetables – for example, insisting that life skills be taught on Monday at 10 am in every school – as this is an area where it is felt school leaders should have autonomy to determine when is best to schedule subjects that may, for example, be taught by part-time teachers, and to determine how best to organise their own school's education programme. While giving school leaders this degree of ownership is felt to be important for creating a culture of accountability for learning outcomes, it does also mean that there may be a lack of consistency across schools in terms of how life skills is timetabled. Similarly, while girls' clubs should be present in every school, the times they are scheduled for will vary, with some schools likely concluding that the only available time is after classes have finished. PEAS may revisit timetabling of the life skills classes and girls' clubs through normal school support visits and inspections. It is not intended that any day scholars should be excluded due to their inability to stay after school hours.

*Targeted interventions for older girls:* While the challenges to girls remaining in school identified by the external evaluator mirror those PEAS schools seek to address through their Girls' Policy, it is true that these risks become greater with age – particularly in relation to early marriage and pregnancy. PEAS schools already have robust policies for supporting girls who become pregnant while in school and encouraging their re-enrolment. However, viewing girls who enrol at an older age as exceptionally vulnerable isn't an idea that has been fully explored, and could be considered by the Programmes team.

*Menstrual hygiene:* The evaluators rightly note that managing periods at school remains a challenge for many girls due to a range of issues including the unaffordability of sanitary wear, as well as some girls' feelings of shame/embarrassment or discomfort. During the GEC 1 project, PEAS piloted a menstrual hygiene management project that involved providing reusable, locally-manufactured sanitary pads and washing kits to girls, alongside delivering lessons on menstrual health to girls and boys to reduce stigma

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[35] PEAS selected the UWEZO tools for assessing foundational literacy and numeracy skills amongst newly enrolled students because they (i) test basic skills that students should have acquired by the end of primary school, but which PEAS knows many students enter secondary school without having mastered, (ii) have been designed for and robustly tested in Uganda, (iii) are simple to use and not too time intensive for school staff to administer, and (iv) are available to use free of charge.

and increase awareness. Unfortunately, the intervention was found to be financially unsustainable, as once the reusable pads wore out, schools could not afford to purchase new pads for all girls nor could families pick up the costs. PEAS schools have since changed their approach to deliver menstrual hygiene and awareness lessons through existing Girls' Clubs, and to ensure school tuck shops stock the most affordable sanitary products available in each community. It is noted though that the affordability of pads remains a challenge for many that may merit revisiting.

*Female staff:* PEAS agrees that increasing gender balance within school leadership and teaching teams would be beneficial to improving gender awareness across the school community as well as providing girls with further female role models. PEAS has made a deliberate effort to recruit more women for senior leadership roles in schools. However, informal feedback from the Education team suggests men still greatly outnumber women in the applicant pool, making it difficult to realise these gender equity goals. PEAS is interested in understanding the barriers that keep women from applying for more teaching positions, and exploring what initiatives and/or incentives could be deployed to increase the attractiveness of PEAS schools as a place for women to work and stay. We anticipate this may take the form of a recruitment review in the coming years.

*Gender Responsive Pedagogy:* PEAS agrees with the evaluator's comment that, to be effective, GRP training needs to be integrated into regular CPD and teacher observation and feedback structures at the school level to become fully integrated into school practice. PEAS understands good GRP practice to be general 'good teaching practice', and already has designed teacher training and CPD initiatives to integrate GRP in this manner rather than singling out as a specialist topic. That said, PEAS accepts that not all schools and teachers will evidence the same quality of implementation of GRP concepts. PEAS is requesting feedback from the Fund Manager and external evaluator teams – both of whom have recently conducted classroom observations in PEAS schools – on what aspects of GRP were observed to be lacking. This type of external feedback can be invaluable in helping the organisation to identify gaps in the training provided and/or implementation. Many of the GRP concepts suggested by the evaluator, such as using mixed seating arrangements and gender sensitive language in the classroom, currently are included in PEAS' teacher training.

*Girls' safety:* While PEAS is pleased to read that child protection awareness and practices were notably better in PEAS schools than comparison schools, there is a need to develop and enforce clearer implementation guidelines for PEAS school leaders, teachers and any staff (internal or external) who interact with children in PEAS schools. Separate from the GEC-T project, PEAS is currently undertaking a comprehensive review of its Child Protection policy, reporting framework and implementation guidelines which should be concluded by mid-2018. The review is taking a focus on how to shift policy into practice, as – while PEAS does have a zero tolerance approach on paper to all forms of child abuse and exploitation – observations such as those made by the external evaluator on the persistence of, for example, corporal punishment in some PEAS schools indicates this is not always followed up in the manner desired. While PEAS cannot yet say what initiatives may emerge from the review, it is anticipated follow-up activities may include conducting greater sensitisation work with teachers, parents, and students on child protection expectations and how to follow-up different types of disclosures and/or incidents, and role play scenarios for teachers and school leaders on what to do when the CP policy is breached.

While not discussed in the recommendations section, the evaluators mention throughout the report that girls' safety on the way to and from school is potentially a larger concern than safety in school. PEAS schools already work with community-based child protection structures – such as local councillors and the police – to raise awareness of these issues and collaborate on following up specific incidents. That said, PEAS recognises that its schools have limited power to change the behaviour of boda-boda drivers and others towards girls in the short-term. It is instead felt most practical to inform girls on how to protect themselves through, for example, planning their routes to school carefully and always travelling in groups. The mentioned issue of girls being sent home from school to collect fees, exposing them to additional danger, appears to be an oversight in school leaders' interpretation of how school fees policies and Child

Protection policies should interact, and will be followed up by the PEAS regional teams to query where this is happening and encourage a different approach which ensures that, at a minimum, girls are never sent home alone.

*Sustainability*

While PEAS already does use PTA and BOGs members as the key conduit for targeted community engagement work, it is noted that the ability of poor communities to address some of the challenges that exist to girls' education at the household level has its limits. In particular, the financial burden of fees remains a significant challenge for girls in the poor, rural communities that PEAS targets.

While not addressed specifically in the concluding section, the External Evaluator does make reference throughout the report to the recent announcement that the Ministry of Education & Sports is phasing out the USE subsidy for new secondary school entrants beginning in 2018. This means students enrolling in Senior 1 or Senior 5 from 2018 onwards are no longer eligible to receive a government subsidy for their fees regardless of their performance in PLE or UCE exams. However, students who received USE funding prior to 2018 will continue to receive the subsidy until they finish their course. The change will affect secondary schools across the country, which will be under immense pressure to pass on costs to families – and will particularly affect schools that currently enrol a high proportion of USE students, such as the comparison schools included in the study. PEAS noted this as a key risk to project sustainability within the project log frame.

In the short-term, PEAS is looking at a range of contingency measures to limit the impact on families on a school-by-school basis. For example, some PEAS schools already generate an operating surplus which can be used to help cover gaps in school finances resulting from the loss of USE payments.

In the medium-term, PEAS will also be undertaking a review of school income strategies to identify ways of achieving school financial sustainability while continuing to provide education to the poorest. Current ideas that may be considered include (i) conducting a pilot on charging variable fee levels based on means-testing or other criteria, (ii) charging higher boarding fees and/or increasing the number of boarding places in schools so that better-off families more comprehensively cross-subsidise day fees for poorer families, and (iii) exploring a school fee loans programme with a community-based or social bank. PEAS will also be expanding a Mobile Money fee payment pilot to all schools in 2018 to make the process of paying fees easier for families and students. Lastly, PEAS will continue to explore appetite for a potential bilateral or replacement multilateral secondary PPP with the Government of Uganda, which several MoES officials maintain an interest in exploring as a potential replacement for the USE programme withdrawal. Through such initiatives, PEAS hopes to minimise the impact of the loss of USE funding and reduce financial barriers for the poorest students.

## Does the external evaluator's conclusion of the projects' approach to gender correspond to the projects' gender ambitions and objectives?

Yes, the evaluators conclude that gender equality is embedded in PEAS' programme, and report that the project activities are well-targeted to make a difference against the project's gender objectives. They also note that most of the activities PEAS undertakes to address barriers to gender equity are school-focused. This is a result of what PEAS is – a secondary education provider, rather than a campaigning or community action organisation. While the evaluators rightly note that there are multiple barriers to gender equity outside the school environment which PEAS does not have extensive interventions to address – for example, community poverty levels and mens' behaviour towards girls – PEAS feels that it is more effective for its schools to work with existing community leaders and organisations targeting these issues, and instead focus activities on where PEAS is best placed to make a difference.

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

Taken as a whole, the baseline evaluation suggests the project theory of change is sound and does not require major revisions to make a difference to the outcomes and intermediate outcomes targeted by the project. As such, PEAS plans to continue delivering all project activities currently planned, while considering small adjustments to some activities and 'business as usual' practices in PEAS schools in response to the baseline findings. In rough order of priority, PEAS is committed to reviewing the following:

- Child protection policies, reporting frameworks and implementation guidelines in relation to both fieldwork and general practice in PEAS schools to remove ambiguities and improve practice
- School income and fee collection strategies to minimise the impact of the USE funding withdrawal and help the most-in-need families to manage the cost of schooling
- Recruitment and retention strategies for female teachers
- The integration and re-enforcement of gender responsive pedagogy principles in schools
- Timetabling of life skills and literacy lessons, and the need for potential refresher training

These reviews will help PEAS to identify where changes in approach may help better deliver the targeted project outcomes.

PEAS is also proposing some adjustments to its log frame (cf Annex 13) to reflect where a project activity has been abandoned due to a change in DfID's stance on PEAS creating an endowment fund to support school sustainability, and to remove outputs that were highly delivery-focused to keep the distinction between project activity reporting (via quarterly reports and the activity tracker) and project impact tracking (via the evaluation and log frame) cleaner.

# Annex 14. Difference in Difference model

A hypothetical example of the Difference in Difference (DiD) model is illustrated in the diagram below, which shows improved outcomes in a treatment group. The DiD estimation relies on the assumption that both groups would have followed a common trend in the absence of any intervention (illustrated in light blue). The treatment effect is therefore the difference between the two blue lines.
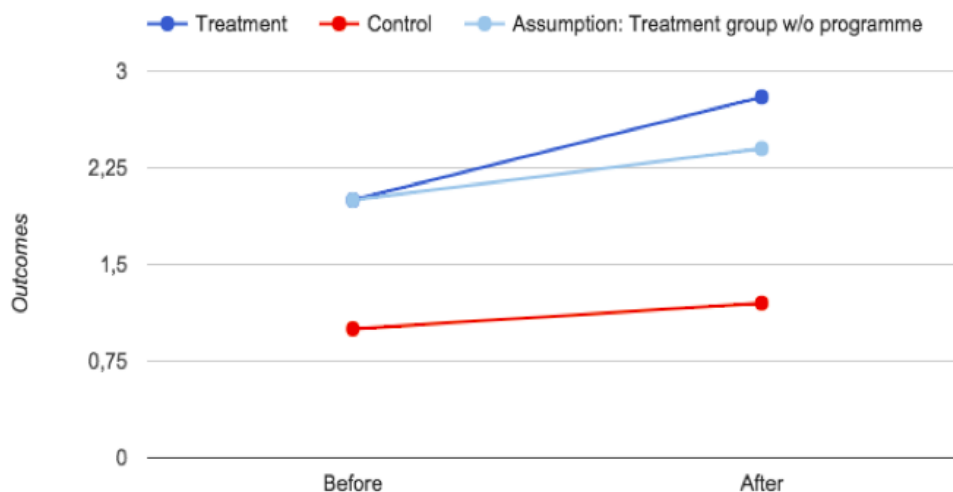


There are several assumptions behind the statistical model being used for this baseline assessment:

- The common trend assumption
- Individual unobservable heterogeneity
- Crossovers
- Attrition and its inverse

## The Common Trend Assumption

The DiD estimation relies on the assumption that the two groups would have followed the same trend in the absence of an intervention. In this evaluation, schools were selected into the programme as they are part of the PEAS school network. They therefore are different in some ways to the comparison group, by nature of being PEAS schools.

Data collected at each evaluation point allows comparison between the groups in terms of observable characteristics, such as school composition, average class sizes, socio-economic status, or school funding levels. Where the composition of treatment and comparison students vary, data should be disaggregated to identify effects among identified sub-groups.

## Individual unobservable heterogeneity

Assume then that all schools had the same observable characteristics. We can still not assume that the unobservable characteristics - such as teacher motivation, ability, and school governance - are the same. Instead we must assume that the unobservable characteristics are constant in the schools over the four-year prior. Qualitative information is useful in assessing if this assumption is valid.

## Crossovers

A DiD estimation is only valid if the population in the two groups (control and treatment) remain the same. It is therefore important to measure the extent to which students move between schools as a result of the programme. For example, there may be a case where all top performing students in comparison schools move to the treatment schools in order to benefit from the programme. The crossover assumption would be invalidated and the impact of the intervention would be overestimated. In the context of the PEAS GEC-T programme, schools are generally located geographically distant from each other, and we can therefore assume crossover will be minimal. However, as boarding facilities are provided, it will remain important to gather this data.

## Attrition and its inverse

It is possible that students will drop out of school or will increase their attendance as a result of being in the treatment or comparison group. For example, in a school where attendance is low, increasing resources may incentivise children to attend.

This would have an effect on the study results. Students with poor attendance records are likely to have lower grades. If they begin attending school more frequently, then a higher proportion of students with low performance will be attending school on the day of the end-line sample. This would lead to an underestimation of the impact of the programme.

To mitigate this, spot check data and analysis of registration records should be used to test whether treatment schools get more new students, or have higher attendance rates, than normal. Qualitative interviews can also be used to understand whether the school composition has changed.

# Annex 15. External evaluator's fieldwork code of conduct

## Summary

Ensuring the rights, wellbeing and safety of children, including the prevention of child abuse or maltreatment, is of paramount importance.

This code of behaviour applies to the full study team – including all enumerators, supervisors and Jigsaw Consult and RDM staff. It is the responsibility of the supervisor to ensure that this code of behaviour is upheld.

## Rules

- An **open door policy** must always be used. This means that, whenever an enumerator is alone with the child, the door must be open.
- The enumerator should be visible to others when alone with children whenever possible. The room should be very close to open areas or rooms where other adults are present, i.e. it should not be in an isolated or unoccupied part of the building.
- The supervisor should be aware of where all enumerators are at all times; for example, in which room they are conducting the tests. Where possible, enumerators should be aware of where their fellow enumerators are.
- Any incidents, accidents or child protection concerns (including child abuse, neglect, inappropriate behaviour, welfare and safety issues) should be reported immediately to the most appropriate person. This may be the designated Child Protection Officer, the head teacher or another senior teacher.
- If you think a child is in immediate danger, call the police.
- Avoid all physical contact with children.
- Do not take pictures of the children.
- Do not exchange personal contact details with children.

**Enumerators and supervisors in contact with children should:**

- Treat all children equally, as individuals, and with dignity, sensitivity and respect.
- Be inclusive of children with special needs.
- Provide encouragement, support and praise (regardless of ability).
- Listen carefully to what children say and want to say.
- Respect each child's boundaries, personal space and privacy.
- Demonstrate exemplary behaviour in the presence of children, including use of language, etc.
- Never physically punish or verbally abuse a child, or act in ways intended to shame, humiliate, belittle or degrade.
- Avoid using sarcasm, discrimination, negative criticism, labelling.
- Never use language or behaviour of a sexual, suggestive or inappropriate nature in front of children.

## Research principles and procedures

- Every participant has the right to the **anonymity** of their results. This must be upheld.
- **Verbal consent** of students to participate in the study must be obtained before the task. The child must **understand what they are consenting to.**
- Children should be made aware that they can **stop participating in the activity** at any point.
- Teachers should always be made aware when an enumerator takes a child out of the classroom.
- Enumerators should collect students from their classrooms without disrupting the lesson, and accompany the student back to their classroom once the assessment is complete.

# Annex 16. PEAS child protection policy

Attached as a PDF document.

# Annex 17. Notes for future fieldwork

In addition to the recommendations for future evaluations outlined in Section 7, the following recommendations are made regarding specific changes to evaluation tools:

Learning cohort survey:

- Add a question on how many hours per day a girl typically spends on domestic chores. This was only asked of caregivers at baseline.

Transition cohort survey:

- 'Secure' and 'insecure' employment should be more clearly defined ahead of midline data collection in order to design data collection tools to measure transition.
- 'Active citizenship' should also be more clearly defined to design data collection that accurately capture success in this pathway.

Household survey:

- Add a question on whether families find it difficult to afford their sons' education (only asked about girls at baseline), and if the household is short on money, are they more likely to send their son or daughter?

Qualitative data collection:

- Include questions in Head Teacher interviews about admissions policies, particularly in relation to USE students and the USE subsidy, and how the phasing out of the USE programme has affected the school.
- The self esteem index includes questions about doing well due to luck and working hard (Section 5.4.1). Student focus groups should include discussion of perceptions of luck and working hard in relation to girls' confidence in their own ability, to understand how these questions are interpreted. This discussion should inform a decision of whether or not question 7 and 8 of the self esteem index should be included.

# Annex 18. Learning outcomes by school

The table below provides the average learning cohort SEGRA and SEGMA score achieved in each study school:

| School name | Type | Region | SEGRA | SEGMA |
|---|---|---|---|---|
| Hibiscus High School | Treatment | West | 51.1 | 26.2 |
| Samling Kazingo PEAS High School | Treatment | West | 39.6 | 25.5 |
| PEAS Noble High School | Treatment | West | 54.1 | 32.5 |
| Ndeija High School | Treatment | West | 46.9 | 30.0 |
| Bwesumbu PEAS High School | Treatment | West | 32.6 | 20.8 |
| Nsasi Secondary School | Comparison | West | 44.2 | 35.0 |
| Kitswamba SDA Secondary School | Comparison | West | 32.6 | 19.3 |
| Rwenyanga College | Comparison | West | 53.7 | 34.0 |
| Apeulai PEAS High School | Treatment | East | 37.5 | 25.6 |

| Nyero Ark PEAS High School | Treatment | East | 38.7 | 26.1 |
| Ngora PEAS High School | Treatment | East | 44.3 | 25.1 |
| Morungatuny Seed Secondary School | Comparison | East | 33.9 | 21.4 |
| Wiggins Secondary School | Comparison | East | 40.7 | 23.4 |
| Malongo Ark PEAS High School | Treatment | Central | 33.9 | 19.4 |
| Kiira View Secondary School | Treatment | Central | 29.2 | 19.5 |
| Forest High School | Treatment | Central | 31.3 | 19.6 |
| Pioneer High School | Treatment | Central | 42.9 | 25.6 |
| Luubu Secondary School | Comparison | Central | 41.2 | 23.2 |
| Lubani Secondary School | Comparison | Central | 35.2 | 27.6 |
| Kakungube Secondary School | Comparison | Central | 35.0 | 17.4 |

# Annex 19. Sustainability scorecard

The table below details the GEC-T sustainability scorecard, described in the MEL Guidance Part 2.

| Rating | Community | School | System |
|---|---|---|---|
| 0 – Negligible (null or negative change) | No evidence that community members accept the project approach, and changes in attitude or engagement with activities very limited. Stakeholders may even reject key aspects of project. Project not working effectively to build consensus or support, but focus only on activity implementation. | No evidence that school stakeholders accept the project approach, and changes in attitude or engagement with activities very limited. Stakeholders may even reject key aspects of project. Project not working effectively to build consensus or support, but focus only on activity implementation. | Very limited and ineffective engagement with system level stakeholders, including district or national authorities. Authorities do not see relevance of intervention. There is limited alignment to existing systems / structures and policies, or limited understanding by project of how it intends to influence change at this level. |
| 1 – Latent (changes in attitude) | Community stakeholders (including parents, community leaders, and religious leaders) are developing knowledge and understanding and demonstrate some change in attitude towards girls' education. Appropriate structures are being put in place at community level, and there is some level of willing engagement and/or participation from the community. | School leadership, teachers and other stakeholders are developing knowledge and understanding and demonstrate some change in attitude towards girls' education in general and towards specific teaching practice and approaches, and the way schools are managed. | Local, district, and national officials are involved in delivery and/or monitoring; developing knowledge, and showing change in attitude towards girls' education and project focus areas. Project aligns with specific policy, systems and departments. Project's evidence is being shared with relevant stakeholders, including broader networks of organisations. |
| 2 – Emergent (changes in behaviour) | There is evidence of improved practice and support for girls' education in specific ways being | There is evidence of improved support for girls' education in classroom practice, teacher | There is evidence of improved capacity of local officials to support girls' education through existing |

| | targeted by project. Change is not universally accepted among targeted stakeholders, but support is extending. Project staff and resources play key role in driving change, although there are activities in place to mobilise funding/other resources. | management, and school management being targeted by project. The improved practice is not universal, but is extending. Project staff and resources play key role in driving change. School leaders understand resource implications and mobilising funds locally. | functions, adopting new approaches. Examples of support to project schools are being established. Government at local and/or national level has engaged with and understood evidence from the project. Resource implications are being made clear. |
|---|---|---|---|
| 3 – Becoming established (critical mass of stakeholders change behaviour) | Key community leaders and a critical mass of stakeholders are convinced of the benefits and have the capacity to lead and deliver changed practice independently. Financial and other resources are increasingly being mobilised locally. Project staffing and resources still play role but there is potential for this to be phased out. | Head teacher and critical mass of school staff and stakeholders convinced of the benefits and have the capacity to deliver changed practice independently. To the extent possible, existing financial and other resources are being used or mobilised. Project staffing and resources still play role but there is potential for this be phased out. | Authorities demonstrate active use of project evidence, uptake of specific aspects of the project approach and have a growing capacity to support girls' education locally or beyond. This may include limited support to a delivery model without fully adopting within a national system. There is an increase in allocation of resources and evidence of planning for required resource to upscale. |
| 4 – Established (changes are institutionalised) | The specific change in practice and attitude is now well established. Communities demonstrate independent ability to act without support from project, are able to further develop existing and new initiatives and secure funding to respond to their local needs to sustain and build on the changes that have taken place. | The specific change in practice and attitude is now well established with school level systems to support this; schools demonstrate independent ability to act without support from project, have allocated and mobilized financial and other resources and are able to develop further initiatives to respond to local needs to sustain and build on the changes that have taken place. | An approach or model is shown to work at scale and is being adopted in national policy and budget as appropriate, and/or incorporated into key delivery systems (e.g. for teacher training, curriculum, school management etc.). There is an established track record of financial support. |

## Annex 20. Great Teacher Rubric tool

| **PEAS Great Teacher Rubric** (Aug 2017) | | |
|---|---|---|
| **1.** | 1.1 Leading own learning | 1.1a Teacher proactively seeks out opportunities to observe the practice of others and be observed by others. |
| | | 1.1bTeacher continuously demonstrates 'growth mindset'. |

| | | |
|---|---|---|
| | | 1.1c Teacher proactively seeks out opportunities for professional development through internal and external CPDs. |
| | | 1.1d Teacher is actively practicing/implementing knowledge and skills gained from CPD. |
| | 1.2 Expectations of student learning | 1.2a Teacher acknowledges and appreciates students' error as an opportunity to learn. |
| | | 1.2b Teacher demonstrates and has high expectations for every student. |
| | | 1.2c Teacher promotes and develops a 'growth mindset' in every student so they aspire to achieve. |
| | | 1.2d Teacher encourages all students to participate in all classroom activities. |
| | 1.3 Professional conduct | 1.3a Teacher demonstrates pride in teaching as a transformational profession. |
| | | 1.3b Teacher models and encourages professionalism in all interactions with pupils, staff and wider communities. |
| | | 1.3c Teacher demonstrates problem solving skills to overcome work related challenges. |
| **2. Planning & Preparation** | 2.1 Subject Knowledge | 2.1a Teacher demonstrates a strong knowledge of own subject. |
| | | 2.1b Teacher demonstrates an accurate understanding of the curriculum/syllabus. |
| | 2.2 Planning sequences | 2.2a Teacher understands where lessons fit in wider SOW. |
| | | 2.2b Teacher plans SOW that logically build on student understanding. |
| | 2.3 Planning lessons | 2.3a Teacher can plan lessons which have clear lesson objectives. |
| | | 2.3b Teacher structures lessons appropriately using the three-step lesson plan (S/M/P). |
| | | 2.3c Teacher plans cross-curricular links and real life examples to contextualise learning. |
| | | 2.3d Teacher plans activities within lesson that shift the cognitive load to students |
| | | 2.3e Teacher is able to plan a range of activities to assess student understanding in a lesson. |
| | 2.4 Preparing Resources | 2.4a Teacher prepares relevant and sufficient resources in advance of the lesson. |
| | | 2.4b Teacher establishes routines and expectations for the effective use of resources. |
| | 2.5 Differentiation | 2.5a Teacher differentiates objectives within planning in the format of all, most and some. |
| | | 2.5b Teacher plans differentiated tasks and activities to ensure that all students achieve the intended objectives. |
| **3. Classroom** | 3.1 Teacher-led Learning (I do) | 3.1a Teacher delivers instructions and explanations clearly and links them to the intended learning objectives of the lesson. |
| | | 3.1b Teacher uses a range of questioning techniques to draw out, assess and consolidate key learning. |
| | | 3.1c Teacher uses an appropriate tone and register to engage students. |
| | | 3.1d Teacher ensures lessons are well paced, with appropriate time allocated to each component. |
| | | 3.1e Teacher scaffolds and models concepts using appropriate strategies. |

| | | 3.1f Teacher models accurate spoken and written English. |
|---|---|---|
| | 3.2 Collaborative Learning | 3.2a Teacher uses collaborative learning strategies to engage students in effectively supporting and learning from one another. |
| | 3.3 Independent Learning | 3.3a Teacher uses appropriate activities for all students to apply and consolidate key learning independently. |
| **4. Assessment &** | 4.1 Methods of Assessment | 4.1a Teacher uses a variety of assessment for learning techniques to gather information on student progress during lesson according to lesson objectives. |
| | | 4.1b Teacher uses regular, well-planned formative assessments to analyse progress and inform planning as reflected in the SOW. |
| | | 4.1c Teacher ensure assessments measure the objectives of SOW. |
| | 4.2 Using Data | 4.2a Teacher uses summative assessment data to identify gaps in knowledge/skills and inform future planning. |
| | | 4.2b Teacher analyses assessment data to show progress of students and accountability in terms of teachers own targets. |
| | 4.3 Effective Feedback | 4.3a Teacher can show evidence of using fast feedback to inform teaching. |
| **5. Climate for Learning** | 5.1 Physical Environment | 5.1a Teacher creates a well-organised and tidy environment that maximises and supports learning. |
| | | 5.1b Teacher maximises physical environment to reinforce learning. |
| | 5.2 Relationships for Learning | 5.2a Teacher uses the space in the room to increase interaction with all students. |
| | | 5.2b Teacher uses praise to encourage participation and reinforce student learning. |
| | 5.3 Behaviour for Learning | 5.3a Teacher establishes clear and consistent routines and expectations, for effective classroom management, which are understood by students and teachers. |
| | | 5.3b Teacher uses positive behaviour management consistently in line with the school's and PEAS' policies. |
| **6. Community & Contribution** | 6.1 School Community | 6.1a Teacher fosters the culture, values and mission of the school. |
| | | 6.1b Teacher actively participates in co-curricular activities. |
| | | 6.1c Teacher promotes the welfare of all students through monitoring their social and physical wellbeing. |
| | | 6.1d Teacher acts as a positive role model to the students and wider school community |
| | | 6.1e Teacher actively attends school routines as required by school management. |
| | 6.2 Local Community | 6.2a Teacher engages parents and guardians in monitoring student welfare, academic progress and discipline of their child. |
| | | 6.2b Teacher actively participates in local community engagement in promoting school image and improve enrolment. |
| | | 6.2c Teacher actively participates in PTA activities. |
| | 6.3 Professional Community | 6.3a Teacher collaborates with others professionally, in terms of sharing ideas, resources, subject knowledge and pedagogy. |
| | | 6.3b Teacher champions PEAS education approach and initiatives. |
| | | 6.3c Teacher supports the professional development of others. |

| | | 6.3e Teacher takes on extra roles/duties other than teaching and learning. |
|---|---|---|

# Annex 21. Project Theory of Change

| | PEAS GEC-T Theory of Change Diagram & Project Activities | | | Assumptions |
|---|---|---|---|---|
| **Outcomes** | **LEARNING**<br>• Improved girls' literacy<br>• Improved girls' numeracy<br>• Improved girls' O-Level results | **TRANSITION**<br>• Improved transition rates from lower secondary into (i) upper secondary, (ii) TVET & tertiary education, (iii) economic activity, and (iv) active citizenship | **SUSTAINABILITY**<br>• Improved community support for PEAS schools and commitment to gender equity<br>• Improved school financial sustainability and ability to continue project activities<br>• Improved government commitment to financing gender sensitive secondary schools and scaling project activities | • The PPP agreement between PEAS and the GoU remains at least at the level it is in 2016<br>• Uganda avoids serious political instability<br>• Low cost private schools maintain current levels of public support |
| **Intermediate outcomes** | • **Student attendance** – Improved girls' attendance rates<br>• **Student retention and completion rates** – Improved between-year retention and improved S4 and S6 completion rates for girls<br>• **Student life skills development** – Girls acquire the knowledge and skills needed to be successful in life outside school<br>• **Student self-esteem** – Girls develop a belief in their own abilities and self-worth | | | • The option to access affordable A-Level provision translates into higher girls' attendance, retention and completion rates |
| **Outputs** | 1. More girls feel well supported by their families, communities and schools to thrive in and complete secondary school | 2. More girls leave school with functional literacy & numeracy and contextually relevant life skills | 3. More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge & skills development | 4. More girls successfully transition to A-Level<br>5. More girls leave school with an achievable plan for their future<br>6. PEAS schools are prepared to carry on project activities without grant financing | • Girls' demand for A-Level in beneficiary communities remains high<br>• School leader turnover does not rise significantly |
| **Activities*** | • Deliver community information & marketing to promote girls' education<br>• Deliver Gender Responsive Pedagogy teacher training | • Design & deliver subject specific training for English & Maths teachers<br>• Design & embed livelihoods programme with specific literacy and numeracy components | • Deliver annual school improvement and school leadership development programming<br>• Design & deliver A-Level specific school leadership development | • Improve & expand A-Level provision in PEAS schools<br>• Provision of safe accommodation for girls<br>• Improve guidance on post-school pathways | • Government standards and curriculum requirements for A-Level do not change significantly<br>• Construction costs do not rise at a considerably higher rate than current trends |

| | | | | |
|---|---|---|---|---|
| | • Embed CP policy and reporting framework, and conduct CP training for PEAS & school staff<br>• Embed girls' clubs in all schools<br>• Deliver CPD for Senior Women Teachers<br>• Develop alumni tracking & engagement capabilities | • Embed life skills curriculum in all PEAS schools<br>• Provide contextually relevant learning materials | for A-Level school leaders<br>• Strengthen PTAs/BoGs to effectively supervise service delivery | • Facilitate access to higher education scholarships<br>• Government advocacy for affordable education through an improved PPP<br>• Set up endowment fund to improve school finances | • The value of the GBP against the UGX does not significantly worsen over the period of the grant<br>• Higher education bursaries are available |
| **Barriers** | **Environment for Learning**<br>• Lack of community support for girls' education<br>• Schools not promoting gender equality<br>• Schools don't feel safe for girls to attend or learn | **Teaching and Learning**<br>• Lack of essential literacy and numeracy skills<br>• Curriculum irrelevant to local economic context or future lives of girls<br>• Teachers lack capacity to deliver a relevant curriculum | **Leadership and Management**<br>• School leadership lacks the capability to drive school improvement to support girls' to complete O-Level, transition to A-Level and acquire relevant knowledge & skills development | **Conditions for Learning**<br>• Lack of accessible A-Level provision<br>• Cost of education is prohibitive<br>• Lack of advice on post-school pathways<br>• Lack of access to affordable higher education | peas<br>SMARTAID SCHOOLS IN AFRICA |