Project Evaluation Report

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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

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GEARRing Up for Success

GEC-T Midline Report

June 2020

Date	18 June 2020
Version	6
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Contents

List of acronyms and abbreviations

BoG	Board of Governors
CP	Child protection
CPD	Continuing professional development
DEO	District Education Officer
DES	Directorate of Education Standards
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
MDE	Minimal detectable effect
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
SMT	Senior man teacher
SS	Secondary school
SWT	Senior woman teacher
TVET	Technical and vocational training and education
UACE	Uganda Advanced Certificate of Education examinations
UCE	Uganda Certificate of Education

UGX	Ugandan shillings
UNEB	Uganda National Exam Board
UNICEF	United Nations Children's Fund
USD	United States dollars
USE	Universal secondary education
YTD	Year to date

Cover sheet

Project: GEARRing Up for Success After School

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Executive summary

This report details the findings of the midline evaluation for Promoting Equality in African Schools' (PEAS) DFID-funded Girls' Education Challenge Transition (GEC-T) Fund programme, Girls' Enrolment, Attendance, Retention and Results (GEARR), known as GEARRing Up for Success After School. This is a four-year programme, running from 2017 to 2021, investing in girls' education in Uganda at the secondary school level. PEAS run a network of 28 low-cost private secondary schools in the East, West and Central regions of the country. The evaluation aims to track changes in girls' learning and transition into upper and higher education and employment over the four-year period. Changes in attendance, retention, life skills, teaching quality and the sustainability of the programme are also tracked. These changes are captured by tracking a learning cohort and transition cohort of female students in 14 treatment schools, all of which are low-cost private schools set up and funded by PEAS, and eight comparison schools, including a combination of government and private schools.

The midline evaluation adopts a quasi-experimental approach. Data was collected from treatment and comparison schools in order to identify the average intervention effect with a difference-in-difference (DiD) estimation. The evaluation utilises a mixed methods approach, including quantitative student surveys, household surveys and learning assessments. Qualitative evidence was collected through key informant interviews, lesson observations and focus group discussions with students, teachers and caregivers. The tools were administered during Term 3 of the 2019 school year by the local evaluation team, composed of one research lead, two supervisors and 13 trained enumerators. A total of 871 learning cohort students sat two learning assessments, surveys were conducted with 874 learning cohort students, 996 transition cohort girls and 295 households.

The midline aimed to recontact the same girls who participated in the baseline study. Learning cohort students who were no longer in the same school were replaced with in-school girls and an additional 128 transition students were added from two additional treatment schools due to high attrition rates. A total of 1,257 girls were contacted again at midline from the 2,062 sampled at baseline, a rate of 61% successful re-contacting. Many of the girls who were lost between baseline and midline were reported to have moved to another school, dropped out of education completely due to marriage, pregnancy, illness, lack of school fees, or completed lower secondary. In the transition cohort, 49.9% of girls are out of school, which is 57% of re-contacted transition girls at midline.

This report describes the profile of the schools surveyed 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.

The report details findings against the programme logframe, including outcomes (**learning**, **transition** and **sustainability**) and intermediate outcomes (**attendance**, **retention**, **life skills** and **teaching quality**).

The learning outcome measures changes in literacy and numeracy skills through learning assessments. The average aggregate literacy score for treatment students increased from 40.7 at baseline to 50.3, although the midline target was not met. The average aggregate numeracy score increased from 24.8 at baseline to 39.0 at midline, although the midline target was not met. Difference-in-difference (DiD) analysis demonstrate no significant distinction between treatment

and comparison students, as both show the same level of improvement in literacy and numeracy skills. While the overall assessment scores have increased in both treatment and control cohorts, the difference-in-difference measure does not show an improvement in literacy and numeracy outcomes. The learning outcome target of the average division scored in Uganda Certificate of Education (UCE) exam by S4 students was met and exceeded at midline.

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 found to be appropriate. Learning scores increased for all sub-groups facing key barriers and characteristics, however regression analysis found no correlation between characteristics and literacy and numeracy scores.

The transition outcome tracks the rate of successful transition at the midline stage, which includes in-school progression, alternative learning programmes and gainful employment for students aged over 18. Unsuccessful transitions include drop out of school and employment but incomplete schooling or in lieu of school. The evaluation found that 57% of treatment students have a successful transition status at midline compared to 38% of comparison school students. This is lower than the weighted benchmark transition rate of 63%, based on a benchmark survey of 185 girls at baseline. The midline target was exceeded at both the younger age bracket (13 to 17 years of age) and the older age bracket (18 years of age and older). The evaluation found that the PEAS programme succeeds in making students aware of non-traditional learning opportunities. The most common reason for a secondary treatment student to be out of school is due to a lack of money to pay for schooling costs.

The Sustainability Scorecard is used to score key sustainability indicators on community, school and system-level sustainability as "latent", "emerging", "becoming established" or "established". Sustainability was scored as "emerging" at baseline and midline there was no specific target score, rather an expectation of "growing evidence" of sustainability. At midline, the programme received an overall "becoming established" score with "emerging" levels of community and system-level sustainability and "becoming established" at the school level.

Overall, the PEAS GEC-T project is identified as being gender sensitive, and is analysed against the GESI minimum standards. 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. Gender equality is embedded in PEAS schools through a 50/50 enrolment policy, and the evaluation found marginally higher female enrolment in treatment schools with 52% female and 48% male enrolment. PEAS is implementing a Gender Responsive Pedagogy teacher training and has strengthened its child protection training and reporting. PEAS has developed an Inclusion Strategy and is implementing a targeted approach to special educational needs (SEN) students.

The intermediate outcome midline targets for percentage improvement in attendance rates and girls feeling it is possible to regularly attend school were both met. The retention target for percentage improvement in in-between year retention at O-Level was exceeded with 90%, and there is growing evidence that girls feel it is possible for them to stay in and complete school. However, percentage improvement in O-Level completion rates and transition between S4 and S5 were not met. There was insufficient data to assess percentage improvement in-between year retention rates at A-Level and A-Level completion rates. The life skills midline target of increased

scores on the life skills index was exceeded with 85% compared to 65% at baseline, indicating an increase in self-reported life-skills. There is growing qualitative evidence that girls are becoming more confident and that girls identify the livelihoods skills they are learning in school as useful. Teaching quality targets were met, with increased average learning walk scores, girls feeling the quality of the teaching at their school is of a high standard and qualitative evidence of teachers demonstrating pedagogical practices and girls.

Analysis of output indicators demonstrate that girls feel well supported by their families, communities and schools to thrive in and complete secondary school. The midline targets for equal treatment of boys and girls in class and equal support from caregivers were met, as were gender equity index scores for girls. However, midline targets for gender equity index scores for caregivers and percentage of girls who feel safe in school were not met. Girls find literacy, livelihoods and life skills classes useful and a higher percentage of girls pass Mathematics at O-level relative to the national average. Progress towards more girls successfully transitioning to A-Level is being made. The midline target number of schools providing A-Level was one fewer than targeted, however the geographical spread of centres has increased the provision of A-Level education, and 73.2% of girls aspire to study A-Level and feel it will be possible. While the percentage of S3 and S4 students receiving advice about A-Level at their school was lower than planned at midline, this is an increase from baseline and is higher in treatment schools than comparison schools. Analysis of output data demonstrates that more school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge and skills development, with the midline target of average school leader management scores achieved. Output data also demonstrates that more girls leave school with a realistic and achievable plan for their future

Based on the analysis, the report makes a set of recommendations for monitoring, evaluation and learning of the project; project design; and scalability and sustainability.

Recommendations for monitoring, evaluation and learning:

- It is recommended that PEAS undertake a revision of the logframe targets with a ceiling effect in order to track meaningful change at endline.
- It is recommended that Jigsaw move questions exploring transition outcomes from the transition cohort student survey to the learning cohort survey.
- It is recommended that Jigsaw consider strengthening the lesson observation approach at endline to address the methodological limitations experienced at midline.
- It is recommended that PEAS explore increased internal data collection on attendance and retention.
- It is recommended that the in-country enumerator team contact schools in advance.
- It is recommended that PEAS and Jigsaw schedule the endline data collection strategically.
- It is recommended that Jigsaw and PEAS, in coordination with the FM, explore the possibility of sequencing data collection at endline.
- It is recommended that Jigsaw and PEAS review the structure of the caregiver survey in time for endline

Recommendations for project design:

- It is recommended that PEAS continue to provide teacher training in literacy and numeracy with a suggested focus on the identified skill gaps.

- It is recommended that schools monitor attendance and progress and implement clear remedial strategies for girls identified as falling behind.
- It is recommended that learning cohort girls receive training on exam practice and test preparation (e.g. pacing, time management etc).
- It is recommended that PEAS prioritises retaining students and teachers between now and endline.
- It is recommended that teachers receive training on how to implement disciplinary methods that foster a positive relationship with learning for students.
- It is recommended that PEAS continue to tackle child protection issues at the school-level.
- It is recommended that PEAS explore integrating the life skills training into the livelihoods programme.
- It is recommended that PEAS consider more explicitly linking life skills and academic learning with future career paths.
- It is recommended that PEAS continues to support diverse further educational pathways.

Recommendations for scalability and sustainability:

- It is recommended that PEAS further increase their engagement with DEOs.
- It is recommended, as it was at baseline, that PEAS continue to focus on teacher training and support, including gender responsive pedagogy.
- It is recommended that PEAS prioritise teacher retention between midline and endline, exploring the possibility of incentives.

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 £355 million 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 from 2013 to 2017, 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 education. Through this window, PEAS' GEARRing up for Success After School project continues to work with girls in PEAS schools 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 three 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 aim 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 to S4), and two years of upper secondary (S5 to 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 nine schools also provide upper secondary.

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 Ministry of Education and Sports (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.[1] 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.[2]

Under USE, the government had a public private partnership (PPP) arrangement in place, which entitled selected students at partner private schools to receive USE funding which subsidised the cost per beneficiary. 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 received a termly capitation grant of 47,000 Uganda Shillings (UGX) per student, which partially covers school operating costs. Of PEAS' 28 schools, 20 were part of this arrangement. Non-USE PEAS students used to pay slightly higher tuition fees, 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. In 2017 an evaluation of PEAS schools suggested that total costs in PEAS schools are lower than those in government schools for most categories of students.[3]

In January 2018, the MoES announced that the USE PPP was 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.[4] 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 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 the MoES and the large private secondary education sector in Uganda. At present, PEAS is operating under the assumption that there is no PPP to replace the USE subsidy and has adapted school fees to meet the cost per beneficiary.

In January 2020, a new curriculum was launched for those joining Senior 1, with the intention of moving away from such a teacher-centred approach to learning. Changes were made with a view to re-focus the curriculum towards particular subjects such as science and technology, to streamline the number of subjects and to promote creativity and participation among learners. The new programme is facing challenges in roll-out. PEAS will be adjusting some activities between midline and endline to account for this particular change.

[1] EPRC, 2017, 'Endline Evaluation of the PEAS Network under the Uganda Universal Secondary Education (USE) Programme'
[2] http://unesdoc.unesco.org/images/0023/002317/231727e.pdf
[3] EPRC, 2017, 'Endline Evaluation of the PEAS Network under the Uganda Universal Secondary Education (USE) Programme'
[4] 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

1.1.3 Educational marginalisation and PEAS schools

PEAS has an organisational policy of establishing schools in poor, marginalised communities that lack access to secondary schools. The GEARRing Up For Success After School project 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 GEARRing Up For Success After School project, have been chosen on the basis of current accessibility and provision. In each sub-region, at least one PEAS A-Level centre is being 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.[5] The Eastern region also has the highest proportion of working children aged 5-13, while the Central region has the highest proportion of working children aged 14-17.[6] The West region is more mountainous, with a tropical climate 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. In 2017, persons in paid employment in the Western region received the lowest median monthly earnings (UGX 110,000) while those in Kampala earned the highest (UGX 300,000).[7] Schools in the Central region are closer to the capital city, Kampala. The enrolment rates in urban areas of the Central region are much higher than those in rural and underserved areas, with a Gross Enrolment Rate of over 50% in 2017.[8] Drawing on data from the National Household Surveys, Table 1.1 demonstrates the variation in socio-economic conditions across the Eastern, Central and Western regions:

Table 1.1 Socioeconomic indicators across Central, Eastern and Western regions of Uganda

Indicator	Central	Eastern	Western
Source: Report on Uganda National Household Survey 2013 (UBOS 2013)			
Household size	4.2	5.4	4.8
Household headed by a female (%)	30	30	31
Head has no education (%)	14	19	25
Head has completed primary education (%)	43	50	41

[5] "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 Assessment: http://pubdocs.worldbank.org/en/381951474255092375/pdf/Uganda-Poverty-Assessment-Report-2016.pdf

[6] Uganda National Household Survey (2016/2017)

[7] Ibid

[8] The World Bank (2018) 'Uganda Secondary Education Expansion Project, Project Information Document'. Uganda Bureau of Statistics (2017) 'Education: a Means for Popular Transformation'.

Head has completed secondary education (%)	19	15	11
Literacy rate among adults (%)	79	60	72
Owns a mobile phone (%)	82	52	63
Has electricity (%)	40	6	8
Has piped water (%)	20	5	6
Availability of tarmacked roads (%)	53	21	27
No toilet (%)	5	29	2
Owns land (%)	59	78	86
Source: Uganda National Household Survey (2016/2017)			
Population distribution (%)	23.4	26.1	25.5
Working children (%)	12.2	21.5	6.9
% living in poverty	12.7	53.7	11.4
Price measure of eradicating poverty	3.1	8.7	2.4
Squared poverty gap (severity of poverty)	1.1	3.1	0.8

In the midline sample, poverty levels are highest in the Eastern region, where 62% of survey respondents live in a household with a Progress out of Poverty index (PPI) score of under 45, compared to 22% in the Western region and 27% in the Central region. Households with a PP1 score of under 45 have a likelihood of 96.7% and 20.1% of living under $1.25 (USD) a day.[9] Survey respondents in the Eastern region have more large families, with 52% living in families of nine or more members, compared to 32% in the Central region and 28% in the Western region. However, survey respondents from the Eastern region also report the highest percentage of main financial supporters who are in formal employment: 23% compared to 12% in the Central region and 15% in the Western region. The Central region has the highest percentage of main financial supporters in informal employment or unemployed (83%).

PEAS promotes inclusion across its school network and accommodates students with mild to moderate impairments. As PEAS is not a specialised disability organisation, PEAS schools lack the human, financial and physical resources to be able to cater for students with severe needs. Of treatment students in the midline sample, 10 have a disability, approximately 0.8% of the treatment sample. Research conducted by PEAS across the school network found that 0.8% of students have moderate to severe disability. All PEAS schools have some physical accessibility adaptations in place, with the provision of ramps, adequate lighting in classrooms and widened toilet cubicles. Further articulation of the PEAS approach to special educational needs (SEN) provision is included in Annex 17.

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. The baseline data highlighted that 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

[9] Poverty Probability Index, PPI for Uganda 2012: Look-up Table

raise a family and contribute to the household of their husband.[10] Early pregnancy is a major barrier to girls' continued education, and is both a cause and consequence of school drop-out.[11]

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 limit 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.[12] The GEARRing Up For Success After School project is designed to address these barriers and inequalities through the activities and interventions presented in Table 1.1.

1.2 Project Theory of Change and assumptions

The project's Theory of Change focuses on the three key Girls' Education Challenge-Transition (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 or alternative learning pathways
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

These output areas are designed to contribute to the intermediate outcomes of the project, including improved attendance rates, retention and completion rates, life skills development and self-esteem among girls. In addition, the output areas are designed to contribute to the overarching outcome areas of learning, transition, and sustainability, as summarised below:

- **Learning:** Improvements in girls' literacy and numeracy learning assessment scores and O-Level (lower secondary UCE) 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

[10] UNICEF, 2015, Situation Analysis or Children in Uganda: https://www.unicef.org/uganda/UNICEF_SitAn_7_2015_(Full_report).pdf
[11] UNICEF, 2015, Situation Analysis or Children in Uganda
[12] PEAS schools UCE data in 2018 and 2019 suggest that female students have a slightly higher average aggregate score. 2018: male 52.03 and female 56.52, 2019: male 48.09 and female 51.56

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 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 visual breakdown of the project Theory of Change is included in the Monitoring Evaluation and Learning (MEL) Framework in Annex 10.

1.2.1 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:
    - There is a lack of community support for girls' education.
    - Schools are not promoting gender equality.
    - Schools do not feel safe for girls to attend or learn.
- Teaching and learning:
    - There is a lack of essential literacy and numeracy skills.
    - Curriculum is irrelevant to the local economic context or future lives of girls.
    - Teachers lack the 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:
    - There is a lack of accessible A-Level provision.
    - The cost of education is prohibitive.
    - There is a lack of advice on post-school pathways.
    - There is a lack of access to affordable higher education.

Project 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 GEARRing Up For Success After School project will also continue to focus on barriers to girls' transition through enhanced access to A-Level and the introduction of a livelihoods component. Table 1.1 provides further detail of project activities that will be delivered to address the above barriers. Chapter 2

explores the barriers identified by the evaluation and reviews these findings in relation to the barriers identified by the project and the interventions intended to address them.

1.2.2 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 assumptions:
    - Uganda avoids serious political instability.
    - Low-cost private schools maintain current levels of public support.
    - Government standards and curriculum requirements for A-Level do not change significantly.
    - Higher education bursaries remain available, whereby girls continue to be able to apply for bursaries to college/university following secondary completion.
- School-level assumptions:
    - 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-level assumptions regarding costs:
    - Construction costs do not rise at a considerably higher rate than current trends.
    - The value of GBP against UGX does not significantly worsen.

1.2.3 Key project activities

The project implements a range of activities through the GEC-T project to address the barriers described above and contribute to the intended outcomes. At the system level, the project engages in government advocacy for affordable education. At the school level, there are a range of activities, including:

- Delivering Gender Responsive Pedagogy teacher training.
- Embedding Child Protection (CP) policy and reporting framework, and conducting CP training for PEAS and school staff.
- Delivering Continuing Professional Development (CPD) for teachers
- Embedding girls' clubs in all schools.
- Designing and embedding a livelihoods programme with specific literacy and numeracy components.
- Embedding the life skills curriculum in all PEAS schools.
- Providing contextually relevant learning materials.
- Delivering annual school improvement and school leadership development programming.

- Designing and delivering A-Level specific school leadership development for A-Level school leaders.
- Strengthening Parent Teacher Associations (PTAs) and Boards of Governors (BoGs) to effectively supervise service delivery.
- Improving and expanding A-Level provision in PEAS schools.
- Providing safe accommodation for girls.
- Improving guidance on post-school pathways.
- Facilitating access to higher education scholarships.

At the community level, the project delivers targeted information and marketing to promote girls' education. This is particularly through working closely with the PTAs and Boards of Governors. Table 1.1 provides further details regarding the activities and interventions, and how they are designed to contribute to the intermediate and overall outcomes of the project.

Table 1.2 Project design and intervention

Intervention	Description	Contribution to Intermediate Outcomes	Contribution to Outcomes
Community information and marketing to promote girls' A-level education	This intervention includes a series of targeted outreach activities to encourage girls' enrolment in PEAS A-level centres. Activities include: holding community open days at existing and new PEAS A-Level centres; conducting outreach in feeder schools; and delivering radio messages encouraging girls' enrolment.	Intermediate Outcome (IO) 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 seek to directly contribute to the achievement of the transition outcome by encouraging more girls to transition from O-level to A-level.

Gender Responsive Pedagogy teacher training	Gender Responsive Pedagogy training is delivered through termly in-service training (INSET) sessions for teachers.	IO 1 (attendance), IO 2 (retention and completion), IO 4 (teaching quality): 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 seek to directly contribute to the achievement of the transition and learning outcomes. If girls feel well supported in the classroom, they are likely to both learn more and want to continue their studies.
Child Protection Policy	This intervention includes embedding PEAS' Child Protection (CP) policy and reporting framework in all schools, and ensuring 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.	IO 1 (attendance), IO 2 (retention and completion) and IO 4 (teaching quality): 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 seek to directly contribute to the achievement of the transition and learning outcomes. If girls feel safe at school, they are likely to both learn more in the classroom and want to continue their studies.

Girls' clubs	Extra-curricular Girls' Clubs are expanding to all PEAS schools. To ensure that they are running effectively, example activities include designing a peer-to-peer support programme for girls, organising inter-school Girls' Club competitions, and delivering specific CPD for SWTs who run the clubs.	IO 3 (life skills): through creating a safe space for girls to interact with their peers and receive mentoring from female role models, the clubs are intended to 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.	The activities seek to directly contribute to the achievement of the transition outcome by helping girls build the confidence and skills they will need to transition into successful post-school pathways.
Alumni engagement	PEAS alumni events are organised to encourage former students to come back to school to inspire, support and/or mentor current students.	IO 2 (retention and completion) and IO 3 (life skills): 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 seek to directly contribute to the achievement of 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.
Training of teachers in the 'Great Teacher Rubric'	This intervention includes the design and delivery of teacher training in the Great Teacher Rubric for PEAS teachers.	IO 1 (attendance), IO 2 (retention and completion) and IO 4 (teaching quality): through ensuring the quality of classroom instruction is strong, this will encourage girls to attend regularly and complete their course of study.	The activities seek to directly contribute to the achievement of the learning outcome by improving the quality of teaching at O-level and A-level. These subjects are

Livelihoods programme	This intervention includes the design, pilot and roll-out of a livelihoods curriculum supplement programme across all PEAS schools.	IO 3 (life skills): the livelihoods programme will focus on helping students develop entrepreneurial and workplace skills through hands-on learning opportunities, such as setting up and running school businesses.	The activities seek to directly contribute to the achievement of the transition outcome through helping girls develop the skills they need to be successful in life after school.
Life skills curriculum	Continued support is provided for teaching the PEAS life skills curriculum in all schools. This includes providing refresher teacher training, conducting lesson observations and providing feedback, refreshing curriculum materials, etc.	IO 3 (life skills): curriculum to develop useful life skills for girls' life after school.	The activities seek to directly contribute to the achievement of the transition outcome through helping girls develop the skills they need to be successful in life after school.
Learning materials	This intervention includes conducting a needs assessment of textbooks and lab equipment across all schools, and procuring needed learning materials to ensure all schools have a sufficient supply of contextually relevant texts and science supplies.	IO 1 (attendance), IO 2 (retention and completion), and IO 4 (teaching quality): through ensuring schools have adequate and relevant teaching materials, this will encourage girls to attend school regularly and complete their course of study.	The activities seek to directly contribute to the achievement of 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	This includes a range of annual activities, which intend 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) delivering the school leadership development programme involving targeted training and mentoring for all PEAS school leaders.	IO 1 (attendance) and IO 2 (retention and completion): through ensuring schools are high quality and focused on continuous improvement, this will encourage girls to attend school regularly and complete their course of study.	The activities seek to directly contribute to the achievement of both the learning and transition outcomes through helping to deliver improved learning environments, so girls learn more while at school and are encouraged to continue their studies.
A-level specific school leadership training	This includes the development of a standard approach and school guidelines for delivering A–level education, and embedding this approach in existing schools teaching A-level and rolling it out to new A-level centres to help schools be successful.	IO 1 (attendance) and IO 2 (retention and completion): through ensuring A-level instruction is high quality, this will encourage girls to attend school regularly and complete their course of study.	The activities seek to directly contribute to the achievement of both the learning and transition outcomes through helping to deliver high-quality A-level learning environments, in order for girls to learn more while at school and are encouraged to continue their studies to A-level.

Strengthen Parent Teacher Associations and Boards of Governors	This includes the delivery of on-going training to PTA and BoG members to support them in holding schools to account, including conducting orientations for all new members and regular refresher training, for example.	IO 1 (attendance) and IO 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 their completion of upper and lower secondary.	The activities seek to directly contribute to the 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	This includes 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, and (iii) introducing mock exams for A-level students.	IO 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 adequately supported.	The activities seek to directly contribute to the achievement of 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	This includes the delivery of a series of activities that focus on helping students to define and pursue their desired post-school pathway, including: (i) designing and deliver training for 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 education course and scholarships.	IO 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 seek to directly contribute to the achievement of 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.

1.3 Changes to the logframe and Theory of Change since the baseline

1.3.1 Changes to the logframe

The logframe has undergone a number of changes since the baseline in conversation with the Fund Manager (FM), which are summarised below:

- **Intermediate Outcome (IO) 4:** At the request of the FM this IO was changed from self-esteem to teaching quality. New indicators were added to this IO to triangulate data from the average learning walk scores. For indicators measured through qualitative data, quantitative proxy measures were identified in the surveys for triangulation in data analysis.
- **IO 3 (life-skills):** This was updated to include one indicator from the self-esteem intermediate outcome.
- **The life skills index for IO 3.1:** This was updated to only include questions with high variability at baseline and with less than 90% of treatment girls at baseline responding affirmatively in the life skills and self-esteem indexes. A new life skills baseline score was calculated using the questions in the revised index and new targets for midline and endline created based on this.
- **Outcome 3 (sustainability: system)**: Indicator 2 was removed at the request of PEAS due to the Government of Uganda phasing out the USE subsidy. At the end of 2018, PEAS agreed with the FM to remove "government advocacy for affordable education

through an improved PPP" from the original PPP. As such, indicator 3 at baseline is now indicator 2.

- **Output 3.3 (average learning walk scores):** This was promoted to a new intermediate outcome measuring teaching quality (new IO 4).
- An extra output indicator (1.5) was added to capture the percentage of girls who feel safe in school.

The Theory of Change remains as it was at baseline with one exception to reflect the removal of PPP. Further details regarding the changes made since baseline are included in Annex 3.

1.3.2 Target beneficiary groups and beneficiary numbers

Box 1. Project 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.

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.

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 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.

In terms of students with Special Educational Needs (SEN), PEAS' target group includes students with mild to moderate impairments. In order to progress to secondary school, students in Uganda need to pass their Primary Leaving Examinations. Due to the additional challenges faced by children with Special Educational Needs, very few successfully complete primary school in Uganda. In 2019, 0.19% of students that registered for PLE, were classed as having SEN. Overall, of students that registered, 89% of students passed. Assuming 89% of SEN students passed, 0.17% of students that passed had SEN[13]. This factor, which is outside PEAS' control, severely limits the numbers of SEN students able to enrol in PEAS secondary schools.

[13] Results are not publically available regarding the percentage of SEN students that passed. Unfortunately it is most likely that less SEN students passed than the national average. The figure of 0.17% is therefore likely to be an over-estimation.

PEAS enrols a greater proportion of students with SEN than the national percentage of those that successfully complete primary school at and are therefore eligible to enter secondary school.

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 continue to be tracked throughout the project, using the PEAS School Tool school management information system, as well as annual spot checks by the external evaluator. The enrolment figures at the point of evaluation were as follows:

Table 1.3 Enrolment figures in PEAS schools

School	Total number of students	Girls	% girls
Onwards and Upwards Secondary School	962	540	56%
Kiira View Secondary School	372	194	52%
Sarah Ntiiro Secondary School	504	250	50%
Green Shoots Secondary School	395	179	45%
Hibiscus High School	536	300	56%
Pioneer High School	232	120	52%
Lamwo Kuc Ki Gen High School	395	177	45%
Bwesumbu PEAS High School	347	150	43%
Kithoma PEAS High School	335	161	48%
Samling-Toro PEAS High School Kazingo	602	355	59%
Forest High School	386	178	46%
PEAS Bridge High School	679	388	57%
Kigarama PEAS High School	393	189	48%
Ngora PEAS High School	624	325	52%
Samling Kichwamba High School	530	331	62%
Nangonde PEAS High School	453	223	49%
Malongo PEAS High School	477	218	46%
Nyero PEAS High School	554	291	53%
Mukongoro PEAS High School	796	393	49%
Kityerera PEAS High School	504	262	52%
Akoromit PEAS High School	702	304	43%
Apeulai PEAS High School	308	146	47%
Toroma PEAS High School	662	331	50%
Ndeija PEAS High School	352	197	56%
Noble PEAS High School	551	315	57%
Aspire PEAS High School	501	284	57%
Frontiers PEAS High School	285	148	52%

Samling Nama	389	227	58%
Total	**13,826**	**7,176**	**52%**

Annual spot checks gather information manually recorded by the school to verify School Tool information. The spot checks also gather information on retention and attendance to understand and estimate the level of participation in GEARRing Up for Success After School project 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 has been collected at each evaluation point thus far in order to provide an approximate percentage of beneficiaries who are disabled and at risk of dropping out of 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 have been 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. The midline evaluation aimed to re-contact girls who participated in the baseline study and replaced learning cohort girls who were no longer in the same school. Full replacement strategy is outlined in Annex 3.

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 FM.

Table 1.4: Beneficiaries' grades and ages

Beneficiary grades and ages		
	Baseline	*Midline*
Grade	S1 S2 S3 S4 S5 S6	S3[14] S4 S5 S6 OOS
Age	11 to 25 years	13 to 27 years

[14] One student surveyed at midline had been held-back a year and as such was still in S2.

1.4 Key evaluation questions and role of the midline

1.4.1 Role of the midline evaluation

The role of the midline is to gather data and information that will facilitate an assessment of the effectiveness and impact of the GEARRing Up for Success After School project in PEAS schools. The midline evaluation provides a midpoint assessment of progress against the baseline and project output and outcome indicators. This helps the project understand the distance travelled and the change required in order to meet the endline targets. Measurement has taken 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 midline evaluation combines both quantitative and qualitative data collection and analysis 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 midline evaluation is designed to identify progress since the baseline data was collected. The midline evaluation will be used to review this progress, as well as the ongoing validity of the logframe indicators, re-assess the relevance of the project's Theory of Change and project design, and provide a series of recommendations for the remaining project implementation.

1.4.2 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 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:

Overarching evaluation questions: These questions 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.

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?

Project-level evaluation questions: These questions 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.

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?

Fund-level evaluation questions: These questions are designed to evaluate key success areas and best practice at the fund level. The evaluation has, and will be conducted at four stages, as listed in Table 1.3.

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 the 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?

Table 1.5: 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**	Endline evaluation
Activities	• August 2017: transition benchmark • August 2017: attendance spot checks • September to October 2017: baseline	• August 2018: attendance spot checks	• **August 2019: attendance spot checks** • **September to October 2019: midline evaluation research phase**	• September to October 2020: endline evaluation research phase • March 2021: endline report

	evaluation research phase • March 2018: baseline report		• **March 2020: midline report**	

2. Context, educational marginalisation and the intersection between barriers and characteristics

This section aims to validate the Theory of Change. The evaluation process aims to understand which girls are educationally marginalised in this project context; the barriers to their learning and transition, and their experience of learning and transition. This section disaggregates results based on various characteristics or subgroups.

The beneficiaries of this project 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 government or other low-cost private schools. PEAS school girls are particularly marginalised due to the following factors:

- All PEAS school girls come from rural communities
- 16% of PEAS girls come from households living under $1.90 a day[15]
- 81% of PEAS girls' parents/caregivers are in informal employment or are unemployed[16]
- 54% of PEAS students' parents/caregivers did not complete O-Level and 74% did not complete A-Level[17]
- As found at baseline, 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.

The key barriers targeted by the project are summarised in Table 2.1 below.[18]

Table 2.1 Key barriers targeted by the project

Barriers	Description
Environment for Learning	• There is a lack of community support for girls' education. • Schools are not promoting gender equality. • Schools do not feel safe for girls to attend or learn.
Teaching and Learning	• There is a lack of essential literacy and numeracy skills. • Curriculum is 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 & skills development.
Conditions for Learning	• There is a lack of accessible A-Level provision. • The cost of education is prohibitive. • There is a lack of advice on post-school pathways. • There is a lack of access to affordable higher education.

[15] Calculated as percentage of total treatment students across transition and learning cohorts who live in households with a PPI score 30 or under, which indicates a 54.4% likelihood that they are living on $1.90 a day.
[16] Calculated as percentage of treatment girls (across both transition and learning cohorts) who reported that their main financial supporter was in informal employment or unemployed.
[17] Calculated as percentage of total treatment students across transition and learning cohorts who reported the highest level of education completed by their main financial supporter.
[18] As outlined in the MEL Framework's Theory of Change Diagram, p.3.

The midline explores a range of characteristics identified as key at baseline including: girls who have repeated school years, girls living without parents, girls living in large families, and girls living in households in poverty (calculated by Progress out of Poverty Index (PPI)). The key barriers to education explored at midline are: high chore burden, lack of family support, girls not feeling welcome in the classroom, high levels of non-attendance, and girls' perception of the likelihood of completing lower secondary school.

2.1 Intersection between barriers and characteristics

Table 2.2 highlights the intersection between barriers and characteristics at midline compared to baseline, including the midline treatment and comparison figures. The baseline figures combine treatment and comparison schools, which are separated into distinct figures at midline to demonstrate the differences in the intersections of barriers and characteristics between the treatment and comparison schools. The baseline cell under each figure has been coloured to denote the change at midline from the baseline figure: green denotes that the treatment percentage has decreased, red denotes that the treatment percentage has increased, and grey denotes no change has taken place. Figures marked with an Asterix denote a statistically significant change at the 95% confident level.

Table 2.2: Barriers to education by characteristic in the learning cohort at midline compared to baseline

Characteristic								
	Girl has repeated years of school	Girl has not repeated years	Girls lives without parents[19]	Girl lives with parents	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:								
Barriers:								
High chore burden (5+ hours per day, %), reported by girl (N.B. this was reported by the carer at baseline)	Treatment: 6% Comparison: 5%	Treatment: 4% Comparison: 6%	Treatment: 6% Comparison: 13%	Treatment: 5% Comparison: 4%	Treatment: 5% Comparison: 6%	Treatment: 4% Comparison: 1 %	Treatment: 11% Comparison: 4%	Treatment: 0% Comparison: 7 %
Baseline[20]	*8%*	*16%*	*11%*	*9%*	*11%*	*5%*	*11%*	*7%*
Girl does not agree that she gets the same support from her family to stay in school and do well (%)	Treatment: 4% Comparison: 9%	Treatment: 4% Comparison: 9%	Treatment: 3% Comparison: 16%	Treatment: 4% Comparison: 8 %	Treatment: 4% Comparison: 10%	Treatment: 5% Comparison: 6 %	Treatment: 10% Comparison: 9%	Treatment: 0% Comparison: 9%

[19] Defined as girls who did not refer to their mother or father both in regards to "who is your head of household", "who is your main carer" or "who is your main financial supporter".
[20] At baseline, this figure was calculated from the household survey. In section 7.2.1, the baseline report recommended that questions on household level barriers should be moved from the household survey to student surveys as conducting surveys in a large sample of households is not within the scope of the evaluation. Therefore, midline household level barrier questions exploring girls' domestic responsibilities and chore burden were moved to the student surveys. As such, this is not a true comparison between baseline and midline figures.

Baseline	*5%*	*5%*	*10%*	*5%*	*5%*	*5%*	*7%*	*3%*
School Level:								
Girl does not agree teachers make her feel welcome (%)	Treatment: 2% Comparison: 4%	Treatment: 2% Comparison: 1%	Treatment: 0% Comparison: 10%	Treatment: 2% Comparison: 2 %	Treatment: 1% Comparison: 3%	Treatment: 4% Comparison: 1%	Treatment: 5% Comparison: 2%	Treatment: 0% Comparison: 3%
Baseline	*7%*	*5%*	*7%*	*6%*	*6%*	*6%*	*6%*	*6%*
Girl reports typically taking 2 or more days off school per week (%)	Treatment: 28% Comparison: 33%	Treatment: 16% Comparison: 19%	Treatment: 15%* Comparison: 23%*	Treatment: 21% Comparison: 27%	Treatment: 23% Comparison: 27%	Treatment: 14%* Comparison: 25%*	Treatment: 51%* Comparison: 28%*	Treatment: 0%* Comparison: 25%*
Baseline	*15%*	*15%*	*19%*	*15%*	*16%*	*12%*	*21%*	*10%*
Girl does not agree that she will be able complete lower secondary (%)	Treatment: 6% Comparison: 5%	Treatment: 2% Comparison: 5%	Treatment: 9% Comparison: 13%	Treatment: 3% Comparison: 4%	Treatment: 3% Comparison: 5%	Treatment: 5% Comparison: 7%	Treatment: 9% Comparison: 8%	Treatment: 0% Comparison: 3%
Baseline	*8%*	*7%*	*18%*	*7%*	*8%*	*6%*	*8%*	*6%*

As demonstrated above, compared to baseline (see Annex 4), the midline sample shows that a small percentage of girls are facing the barriers as described above. However, girls who reported typically taking two or more days off school per week has increased across the intersections, which suggests that regular attendance is a key barrier faced by the sub-groups. In most cases the treatment percentages are lower than comparison percentages, indicating that the key barriers to education for girls are better addressed through the project activities than in comparison schools.

However, comparability to baseline is limited due to the high percentage of replacements in the learning cohort and the migration of household barrier questions from the caregiver survey to the learning cohort student survey. Due to this, it cannot be fully determined if there have been any major changes to barriers or characteristics since baseline that may impact the project's intermediate outcomes and outcomes.

The main findings for the treatment learning cohort are as follows:

- The high chore burden of five hours per day is between 4% and 6% for girls who have repeated years of school, living without parents and living in large families, and is marginally higher than girls who have not repeated years of school, living with parents and living in smaller families, although this is not a statistically significant difference. This is a reduction from the baseline levels.
- The chore burden is highest for girls living in households with a PPI score lower than 45, with 11% experiencing a high chore burden. This is the same level as at baseline. This is in stark contrast to girls living in households with a PPI score of 45 or above, none of whom experience a high chore burden.
- Lack of family support is between 3% to 5% across the characteristics of repeated years, living without parents and large family size. Lack of family support is highest, at 10%, for girls living in families with a PPI score of 45 or lower, in contrast to zero percent in households with a PPI score of 45 or above.
- The barrier of girls not being made to feel welcome in the classroom by teachers is between 0% and 4% for the characteristics of repeated school years, living without parents and large families. It is highest for girls living in households with a PPI score of lower than 45, at 5% and is zero percent for girls living in households of PPI score of 45 or below. This is a reduction from baseline.
- Girls reporting typically being unable to attend school for 2 or more days a week is also highest among girls living in households with a PPI score of below 45, at 51%. This is in stark contrast to girls living in households with a PPI score of 45 or above, where zero percent of girls reported missing such a large amount of school. The level of girls missing 2 or more days of school is also high across the other characteristics, with 28% of girls who have repeated years, and 23% of girls in large families. Interestingly, the barrier is higher among girls living with parents (21%) compared to girls living without parents (15%). This is an increase compared to baseline. A comparison of key characteristics for both treatment and comparison schools is displayed in Figure 2.1.

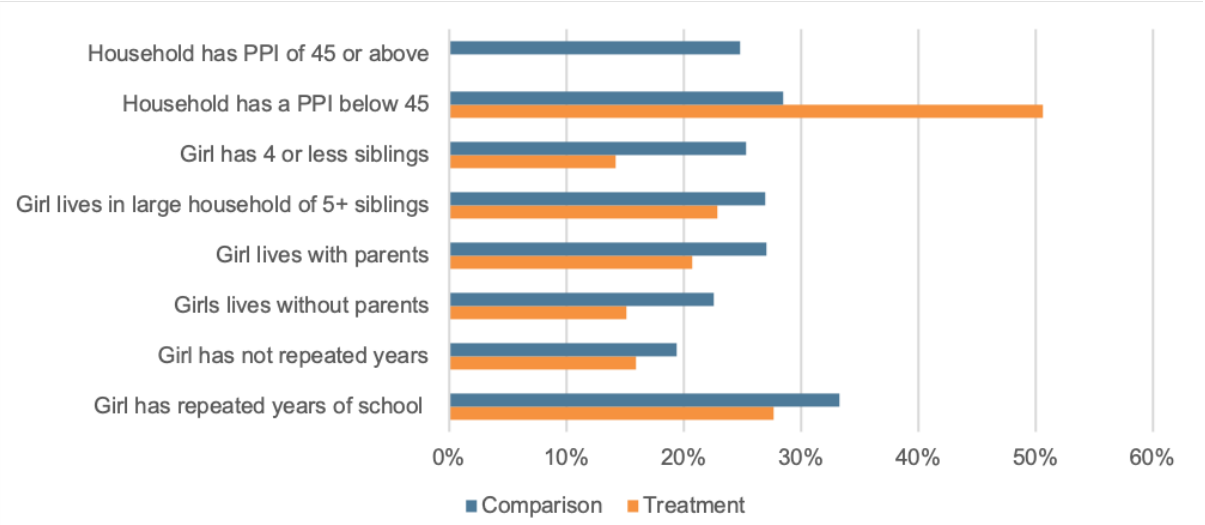


Figure 2.1: *Girls reporting typically taking two or more days off school per week*

- Girls who do not think that they will be able to complete lower secondary is highest among girls living without their parents (9%) and girls living in households with a PPI score lower than 45. No girls in households with a PPI score of 45 or above believe this, and the remaining barriers are between 2%-6% for the other characteristics.

The greatest barrier affecting girls across the characteristics is missing school for 2 or more days a week, even if the girl wants to attend school. The percentage of girls experiencing this across the characteristics was extremely high. Girls living in households with a PPI score of below 45 had the highest percentage of girls experiencing all barriers, which underscores that poverty is the main characteristic affecting access to girls' education.

The main barriers to girls' education which emerged through the qualitative data were: school fees, sickness and menstruation, family difficulties (such as illness or death of a family member or divorce) and long distances to school. At the core of the barrier of school fees is the issue of poverty, as students and caregivers both reported that lack of financial resources prevent the payment of school fees.

Girls with disabilities, married girls and young mothers are all key characteristics for the project but are not included in Table 2.3 due to small sample sizes. Separate analysis of the barriers experienced by these groups in the learning cohort is presented in Table 2.3. However, results are not disaggregated by treatment or comparison, nor cross referenced with characteristics due to small sample sizes. The results reveal that missing two or more days per week is also the highest barrier experienced by girls with marginalisation characteristics.

2.1.1 Regression correlations between marginalisation and barriers

Correlations between marginalisation characteristics and barriers to education from the regression analysis demonstrate variables which are inherently linked (e.g. very high correlation between parental education level and level of household income) reinforcing the marginalisation of students, rather than indicating more about the relationship between education and marginalisation. The high level of inclusion (of those with barriers and marginalisation

characteristics) in PEAS schools may in fact pose a challenge to measuring the effect of the educational inputs in light of the complex needs of students. In relation to specific marginalisation characteristics around disability in particular, a greater sample size is required for further regression analysis.

Table 2.3 demonstrates the barriers to education faced by girls with disabilities and girls who are married or have children. The main barrier to education across these marginalisation characteristics is having to take two or more days off school per week, particularly for mothers.

Table 2.3: Barriers to education disaggregated by marginalisation characteristics

Barrier to education	Girls with disabilities (n=7)	Married (n=1)	Mother (n=8)
High chore burden (5+ hours per day)	0	0	0
Does not get the same support from her family to stay in school and do well	1	0	0
Does not agree that teachers make her feel welcome	1	0	0
Girl reports taking 2 or more days off school per week	2	1	5
Does not agree will complete lower secondary	0	0	0

2.1.2 Differences in barriers between treatment and comparison groups

Table 2.4 demonstrates the differences in barriers between treatment and comparison groups. For the majority of barriers outlined below, a higher percentage of comparison girls face the barrier than treatment girls.

Table 2.4: Differences in barriers between treatment and comparison groups

Barrier	**Treatment (%)**	**Comparison (%)**
Fairly or very unsafe travel for to schools in the area (household survey)	23	23
High chore burden (5+ hours per day)	5	5
Misses 2 or more days off school per week	20	27
Doesn't feel safe in school	4	7
Disagrees that teachers make them feel welcome	2	3
Agree teachers treat boys and girls differently in the classroom	7	11

Agrees teachers often absent from class	12	15

The comparison of barriers in treatment and comparison schools is also displayed in Figure 2:

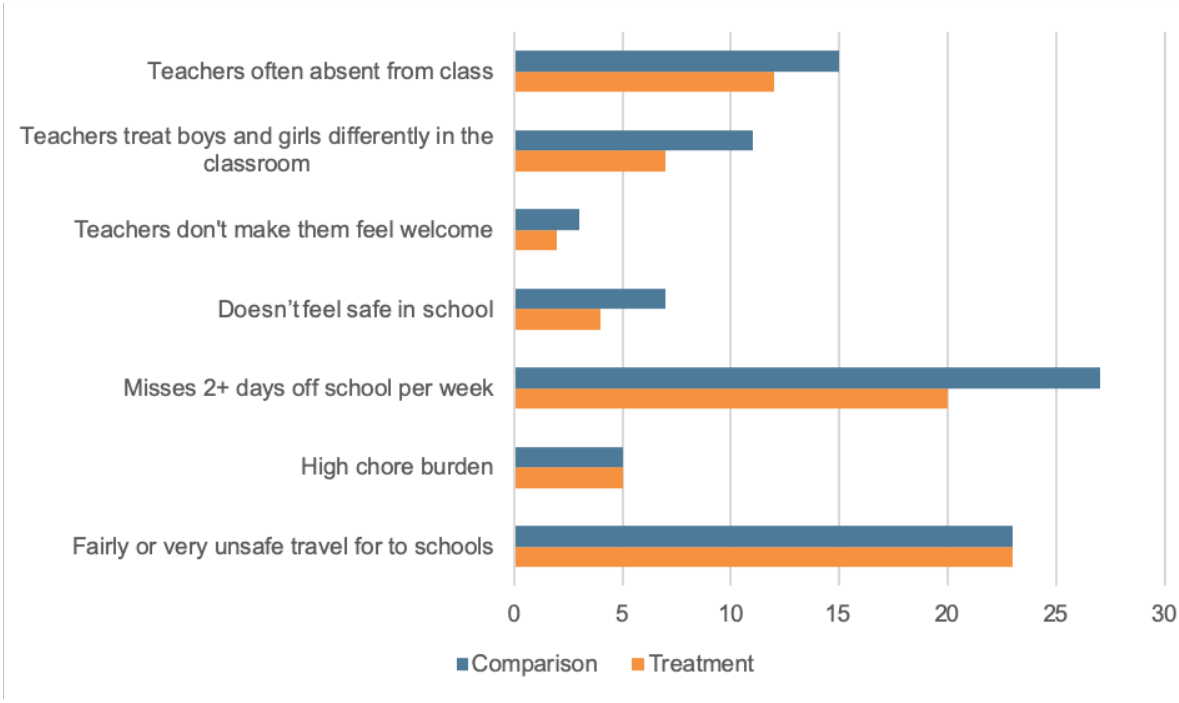


Figure 2.2: *Barriers in the learning cohort*

The same percentage of treatment and comparison girls feel fairly or very unsafe travelling to school (23%) and have a high chore burden of five or more hours a week (5%). For high chore burden, as seen in Table 2.2 there has been an increase in the intersection of this barrier and other characteristics, suggesting that attendance is a common problem shared by vulnerable subgroups that continues to persist.

Due to the small sample sizes and mostly insignificant differences in percentages of treatment and comparison students facing barriers, it can be argued that treatment and comparison students mostly face the same barriers to education at midline.

Qualitative data collected from students, teachers and caregivers did not reveal major differences in the barriers to attending and completing school faced by treatment and comparison students. The main barriers to education which emerged from the qualitative data were school fees, sickness and menstruation, and travelling long distances to school. Qualitative data collected from students focused on exploring intermediate outcomes, rather than learning and transition outcomes.

2.1.3 Intermediate outcomes and outcomes

A wide range of analysis on potential contributing factors to both learning and transition outcomes was conducted, but the explanatory power of these calculations are limited, and if anything obfuscated rather than clarified the findings. For example, in relation to attendance, girls were

disaggregated into three categories, of highest, middling and lowest attendance. There is no clear pattern of higher or lower literacy and numeracy scores based on the rate of attendance, which is demonstrated in table 2.5 by the lack of divergence from the mean of each subcategory (in all cases less than 2%). Thus, this does not demonstrate a correlation between attendance and learning outcomes.

Similarly, in relation to the life skills index and confidence levels, those with scores above the mean were compared to those below the mean in terms of both learning outcomes (literacy and numeracy aggregate scores) and successful transition rates. As with attendance, these are expressed in relation to their divergence from the mean. Again, the findings do not clarify the broader analysis significantly, however it may be seen that a slight, but significant, improvement on successful transition correlates with higher life skills index scores.

Above average self-reported confidence[21] also correlate with higher learning outcomes, however it was not clear that this was significantly due to the programme, as control students with higher than average confidence also achieved higher learning scores. Further variables around student characteristics may indicate however that the effect correlates with other environmental factors or is inherent to the students with above average confidence, rather than denoting a relationship to programme activities.

Table 2.5: Analysis of intermediate outcomes

Attendance & learning (in percentage from mean)	**Treatment (%)**	**Comparison (%)**
Literacy scores of girls with highest attendance	-1.1%[22]	0.7%
Numeracy scores of girls with highest attendance	0.6%	-1.0%
Literacy scores of girls with middling attendance	0.7%	-0.6%
Numeracy scores of girls with middling attendance	0.9%	1.4%
Literacy scores of girls with lowest attendance	0.2%	1.8%
Numeracy scores of girls with lowest attendance	-1.3%	-0.3%
Life skills index in relation to learning (in percentage from mean)	**Treatment (%)**	**Comparison (%)**
Literacy scores of girls with above average LSI	1.2%	-0.7%
Numeracy scores of girls with above average LSI	-1.6%	0.8%
Literacy scores of girls with below average LSI	-1.0%	1.1%
Numeracy scores of girls with below average LSI	1.3%	-0.6%

[21] Percentage of girls who answered “agree” to “I feel confident answering questions in class” in the learning cohort student survey.
[22] These figures are expressed in relation to the mean, therefore -1.3% reflects that treatment students with the highest level of attendance received literacy scores 1.3% worse than the average.

Life skills index in relation to transition (in percentage from mean)	Treatment (%)	Comparison (%)
Successful transition rates of girls with above average LSI	2.1%	0.3%
Successful transition rates of girls with below average LSI	-1.9%	-0.2%
Confidence scores in relation to learning (in percentage from mean)	**Treatment (%)**	**Comparison (%)**
Literacy scores of girls with above average confidence scores	2.4%	2.0%
Numeracy scores of girls with above average confidence scores	1.9%	2.2%
Literacy scores of girls with below average confidence scores	-2.2%	-2.1%
Numeracy scores of girls with below average confidence scores	-1.5%	-2.4%
Confidence in relation to transition (in percentage from mean)	**Treatment (%)**	**Comparison (%)**
Successful transition rates of girls with above average confidence scores	1.4%	-0.9%
Successful transition rates of girls with below average confidence scores	0.5%	-1.0%

As demonstrated in Table 2.5, the divergence from the mean for the various subsamples is minimal, and does not fit a clear pattern which would suggest a clear and significant direction of travel based on specific inputs. This confirms other findings throughout the analysis that clear differences between the treatment and comparison groups are not supported by the data.

2.2 Appropriateness of project activities to key barriers and characteristics

2.2.1 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.[23]

The project targets girls living in poverty, which is supported by the characteristics of the sample, which show that 64% of treatment girls in the learning cohort are living in households with a PPI score below 45, and 8% are living in households with a PPI score below 40%. This strongly suggests that the project activities targeting poverty-related barriers to access to education are

[23] GEC-T, "What we are learning about learning", https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

appropriate to the characteristics of the project beneficiaries, and should continue to be at the centre of PEAS' approach.

The baseline and midline evaluations found that girls generally perceived their family to be supportive of their education, and to value their education. Household survey respondents and care caregiver focus groups also demonstrated predominantly positive attitudes towards girls' education. However, some caregivers expressed gender inequitable views in the discussion that demonstrate that some do not equally value or support girls' education compared to boys' education. This is explored in Chapter 5.

PEAS schools were generally found to have gender-positive, supportive environments, likely resulting from GEC-1 successes and PEAS school policies and values. Gender responsive pedagogy was observed in lesson observations and girls reported high level of agreement that they are made to feel welcome, are treated the same as boys in class and are encouraged to continue their education. The consensus across the focus groups was that boys and girls are treated equally: all six focus groups with treatment students cited gender equitable practices in the classroom, and five of the six groups agreed that all teachers treat boys and girls equally (the remaining group said "some teachers" did). Table 2.5 outlines the gender equitable and non-equitable teacher practices cited by treatment students in focus groups:

Table 2.6: Gender equitable and non-equitable teacher practices cited by treatment students in FGDs

Equitable practices	Number of FGDs referenced in	Non-equitable practices	Number of FGDs referenced in
Encouragement of equal participation in the classroom	6	Negative teacher attitudes towards girls' capacity, trustworthiness, inferiority and laziness	1
Girls feel safe at school	4		
Gender sensitive language	2		
Equal opportunity for teacher support	1		
Boys and girls given the same punishment	2		
Boys and girls eat the same meals at school	2		
Boys and girls pay the same student fees	2		

Boys and girls sit the same exams	2	

Only one example of non-gender equitable practice was cited in a treatment focus group. Safety within PEAS schools was largely found to be good, although concerns around hygiene, food, dormitories and physical punishment were voiced as issues by a minority of students.

The midline findings therefore support the continued infrastructure improvements of schools to improve safety, and continued teacher training on gender responsive pedagogy. The findings also support continued emphasis on safeguarding and implementation of the Child Protection Policy and the 'No Physical Punishment' policy.

PEAS also utilise the 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 and develop girls' life skills.

2.2.2 Teaching and learning

Reducing barriers around teaching and learning are defined as approaches that accelerate girls' learning through effective and supportive teaching by skilled teachers.[24]

The learning outcome findings demonstrate an improvement in literacy and numeracy skills from baseline, but that this increase in skills is not as great as expected. Skill-gaps in writing, algebra and word problems persist at midline. The target for Learning Outcome 3 was exceeded at midline. The percentage of S4 students passing the UCE exam has increased from 94.4% at baseline to 96.5% at midline. The average division remains at 3, in line with the average division across the districts PEAS is operating in. This suggests that there is scope to increase the division scores among the high rate of students passing the UCE exam in PEAS schools.

The midline findings underscore the importance of continuing support for girls 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 therefore 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 skills required for learning, although this report includes recommendation of how this approach can be improved, as the desired impact of additional classes has not been found at midline.

Teachers demonstrated awareness in focus groups of the barriers facing girls and were observed to be implementing gender-responsive language and teaching practices. However, as detailed above in Table 2.5, there remains some room for improvement in the implementation of gender responsive pedagogy. Therefore, gender responsive pedagogy teacher training and on-going support is appropriate and it is recommended that implementation is supported by in-classroom support, peer-to-peer support and regular observation.

[24] GEC-T, "What we are learning about learning", https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

Intermediate outcome analysis reveals a high level of self-reported life skills at midline and an increase from baseline. The majority of girls agree that they can stay focused on a goal, stick to a plan, describe their thoughts, pay attention to body language and confidently answer questions in class. Furthermore, the majority of girls agree that they can read and write as well as their friends and have trusted friends and adults to talk to. The data also reveals that treatment students have a higher level of self-reported basic life skills than comparison students, particularly in their ability to describe their thoughts, confidence reading and doing maths in front of others and confidence answering questions in class. The percentage of girls who agree that the choices they make today can affect their future is noticeably lower than the other life skills questions, marking it as an area of weakness for both treatment and comparison students. This was the lowest scored life skills question at baseline and despite improvement continues to be among the lowest scored at midline. This may demonstrate a disconnect for some girls between their studies and future aspirations, or pathways they perceive to be open to them. The qualitative data from focus groups with learning cohort students revealed that there was little connection drawn between life skills learnt in school and those needed for the future, which would support this finding. Qualitative evidence also revealed that livelihoods skills and life skills are often conflated by most girls.

A continued life skills curriculum is found to be appropriate to continue to equip girls with soft and practice skills and learning on health, personal development, decision-making and wellbeing. It would be appropriate to integrate this into the curriculum more clearly, and explicitly link the skills learnt with girls' future aspirations.

2.2.3 Leadership and management

High quality leadership and school management is imperative to ensuring positive learning environments and improve the life chances of girls. Quality leadership is defined as leaders with a clear vision and high aspirations.[25]

Overall, PEAS schools were found to have good quality school management structures and teachers have supportive, positive attitudes towards, and aspirations for, girls' education. At midline, however, it is found that high staff turnover at the teacher and school management levels may undermine progress towards good quality school management and gender equitable classroom practices. This is because the new staff recruited must be trained in PEAS policies and pedagogical approaches, which takes time to reach the desired standards. The sustainability of GEC-T activities at the school level demands investment in school leaders to continue to foster and further positive aspirations for girls' education 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 changes.

2.2.4 Conditions for learning

[25] GEC-T, "What we are learning about learning", https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

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.[26]

One of the primary barriers identified at both baseline and midline for girls was lack of money, which is not explicitly addressed by GEC-T activities. While PEAS schools endeavour to set reasonable tuition fees, comparable to local government schools, both girls and caregivers perceived lack of money to be the main barrier to attendance, completion and successful transition. Awarding scholarships is not part of the PEAS approach as it has been identified as an unsustainable model. Instead, community campaigns are used to improve awareness of the value of girls' education and increase willingness to invest in girls' education. Lack of money for school fees remains a significant barrier to girls' education, which has worsened since baseline due to the necessary school fee increases since the phase of the USE subsidy due to the loss of the PPP with the Government of Uganda. This has been linked by PEAS staff as a cause of decreased enrolment and high drop-out, as girls have moved to government schools with lower exam and school fees. 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. The threat of predatory behaviour from bodaboda drivers emerged as a strong theme in the qualitative data collected from students, teachers and caregivers. 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.

Another challenge which has emerged at midline in this area is the rollout of A-Level centres. The data reveals that the majority of girls aspire to enrol in upper secondary school or TVET after finishing lower secondary school. The rollout of A-Level centres across the PEAS network has faced challenges since baseline, namely lower than expected enrolment. The primary barrier to enrolment is identified as high school fees. It is therefore appropriate for the A-Level centre strategy to continue, but in its adapted form to address the barriers to enrolment.

2.3 Validity of the Theory of Change

Overall, the Theory of Change is found to be appropriate and based on sound logic. However, it requires some revision to reflect the loss of the PPP agreement between PEAS and the Government of Uganda. Recommendations to strengthen activities and the gathering and use of evidence are made in Chapter 7.

[26] GEC-T, "What we are learning about learning", https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/548688/GEC-learning-about-learning.pdf

Box 2: PEAS comments in relation to education barriers at midline

PEAS notes with interest, the report findings relating to the areas of the Environment for Learning; Teaching and Learning; Leadership and Management; and Conditions for Learning. The evaluation findings in terms of existing barriers and effects of interventions suggest that the overall project Theory of Change remains largely sound in terms of responding to the existing need.

The midline evaluation confirms that PEAS students continue to tend to be poorer than students in other schools. This is in line with PEAS internal 2019 demographic data which shows that 30.1% of students come from households who live below the international poverty line of $1.90, and 62.8% live in households living below $3.10 a day. The External Evaluator therefore strongly suggests that project activities targeting poverty-related barriers to access education are appropriate to the characteristics of the project beneficiaries, and should continue to be at the centre of PEAS' approach. Reaching the poorest and most under-served students in rural areas is a key priority for PEAS and will continue to be a guiding principle in the programme.

Community support for girls' education appears to be high. However, contextual changes since baseline have increased the barriers to girls' secondary education to some extent. The withdrawal of USE support means families of new girls enrolling in PEAS schools face an increased financial burden. PEAS continues to set fees as low as possible, benchmarking against neighbouring schools, whilst also keeping an eye to progressing toward financial self-sufficiency at the school level by 2025.

In terms of teaching and learning the findings appear to be positive in comparison to baseline, both in terms of the quantitative and qualitative data. This suggests that the gender responsive pedagogy teacher training and on-going support is proving effective and will therefore be continued by the programme.

Leadership and management is noted by the evaluation to be of good quality, but teacher retention is highlighted as a key existing barrier. PEAS is aware of the issue of teacher retention and its potential implications on the programme. Government schools pay higher salaries and have regular recruitment drives, for which PEAS teachers are seen as attractive as have a reputation of being high-performing. PEAS is unable to predict government plans in terms of recruitment. Achieving school financial sustainability is a key objective for PEAS and the provision of teacher incentives/higher teacher salaries would compromise progress towards this objective. It is necessary to take a balanced approach. Whilst we aim to limit teacher attrition as much as possible and will work with School Leaders to do so, we also acknowledge this to be out of PEAS' control to some extent and instead choose to focus on mitigation strategies. Such strategies include a thorough induction process for all new teachers; and ongoing support and supervision mechanism to monitor teacher performance and provide regular feedback for professional development.

The evaluation notes barriers in relation to girls' safety on their respective journeys to school, particularly due to the perceived threat of bodaboda drivers. PEAS will communicate this finding to the community through PTAs, whilst also continuing to promote boarding as an option that avoids the daily journey. Safety within PEAS schools is noted by the evaluation as good which suggests to PEAS that the interventions aimed at strengthening child protection in schools are proving effective and will be continued.

In general, the evaluation finds the barriers to girls' education identified at baseline to persist at midline, with some improvements linked to PEAS' activities. PEAS therefore considers the majority of project interventions to remain relevant.

3. Key outcome findings

This section presents key findings regarding the learning outcomes, including the results of the literacy and numeracy learning assessments disaggregated by characteristics and barriers.

3.1 Learning outcomes 1 and 2

Learning outcomes are measured through two learning assessments: Secondary Grade Reading Assessment (SeGRA) and Secondary Grade Mathematics Assessments (SeGMA). The learning assessment subtasks were updated according to FM's MEL Guidance and discussions with PEAS and the FM to ensure comparability at each evaluation point. An aggregate learning score is calculated to compare overall learning levels in intervention and control groups and track learning progress over time. The score ranges from 0 to 100 points and aggregates scores from all the subtasks used in the learning assessment. Scores are calculated to weight each subtask equally. Each subtask's score is calculated by the number of correct answers over the number of available marks for that subtask. As the learning assessment questions are designed to measure progress from S1 (at baseline) to S4 (at endline), students in S3 at midline are not expected to be able to correctly respond to all questions. At midline, however, it is expected that the proportion of students scoring zero (non-learners) will reduce, and the proportion of students scoring in the upper ranges (emergent to proficient learners) will increase from baseline. At baseline, there was a floor effect (indicated by a high percentage of zero scores) in SeGRA subtask 3, SeGMA subtask 2 and SeGMA subtask 3. Time management and increased subtask difficulty were attributed as the main underlying causes of the floor effect. The learning assessments designed for midline did not change the time allocation per subtask or the subtask difficulty in order to ensure comparability with the baseline results. As such, the midline learning assessments did not eliminate the floor effects. These floor effects, which are particularly pronounced on the same subtasks mentioned above at baseline, limit what can be said about improvements in learning outcomes. This is because the distribution of results is not a normal distribution, which skews aggregate results. Furthermore, high rates of zero-scores raise the concern that the testing level is not well matched to the subject matter taught. The approach of retaining the difficulty level of the baseline was approved by the project and the Fund Manager, in anticipation that improvements since baseline would minimise these floor effects.

SeGRA and SeGMA were self-administered on paper by the students. They were assigned 30 minutes per test, as this was the methodology used at baseline. However, students could choose how to divide their time between the subtasks.

Results from baseline have been included as they appear in the baseline report. According to the difference-in-difference analysis presented, the targets from improvement in the treatment cohort over the comparison mean have not been met. However, it should be noted that comparability to baseline is limited by:

- The challenges faced in the data collection process which led to changes to the sampling approach, as discussed in the methodology annex (Annex 3).
- High rate of turnover in students and teachers, undermining the comparability of the sample between baseline and endline.

- Lack of parallel trends between treatment and comparison at BL and EL, which the difference-in-difference (DiD) methodology requires as a fundamental assumption.
- Uncertainty about potential (unrelated) activities that affected learning outcomes in comparison schools (it is likely that comparison schools have had some external inputs from other NGOs, etc but this was beyond the scope of the research to examine this in any detail).

At midline, after data cleaning there were 871 SeGRA/SeGMA tests with matching student and/or household surveys.

For both SeGRA and SeGMA learning assessments, the tests were composed of three subtasks of increasing difficulty. The following table outlines the subtasks for the learning assessments.

Table 3.1: SeGRA and SeGMA subtasks

Task		Description	Marks available	Time given
SeGRA				
1.	Basic reading comprehension	Analytical questions about a short, simple non-fictional passage	8	30 minutes
2.	Advanced reading comprehension	Combination of analytical and inferential questions about a short, complex fictional passage	8	
3.	Written task	Short written task	10	
SeGMA				
1.	Basic mathematics	Application of addition, subtraction, multiplication, division, BODMAS and fractions	8	30 minutes
2.	Algebra	Application of basic and more complex algebraic skills, such as factorisation and simultaneous equations	10	
3.	Word problems and data interpretation	Simple word problem; set of questions testing interpretation of simple table of data, with increasing difficulty	8	

Further details of the learning assessment pilot conducted by the evaluation team can be found in Annex 14.

The following table presents the overall literacy and numeracy aggregate scores in the dataset, treatment and comparison students combined.

Table 3.2: Literacy and numeracy aggregate scores

Evaluation point	Literacy	Numeracy
Baseline	40.5	24.9
Midline	50.4	38.6

The following table outlines progress against targets at midline.

Table 3.3: Literacy and numeracy targets

	Literacy (SeGRA)	Numeracy (SeGMA)
Target at midline	8.5 points over and above the comparison mean	8.25 points over and above the comparison mean
Difference-in-difference	-0.85	+1.54
Target achieved?	No	No

3.1.1 Literacy

Overall, students scored an average aggregate score of 50.4 in the SeGRA learning assessment. This is an increase from the average aggregate score of 40.5 at baseline. Scores were marginally higher in comparison schools, at 50.5 compared to 50.3 in treatment schools. However, there was no statistically significant difference found at the 95 percent confidence interval. Table 3.4 outlines the mean scores by treatment group at midline.

Table 3.4: Literacy (SeGRA) mean scores

Grade	Treatment Group Mean	Comparison Group Mean	Standard Deviation in the treatment group
S3	50.3	50.5	14.94

There has been an increase of 9.6 for the mean aggregate score of treatment students and 10.45 for comparison students from baseline to midline. Although this indicates a decrease of 1.6% in the scores of treatment students relative the comparison students, this lies within the expected range of error and below the minimum detectable effect (MDE), indicating an effect which is not statistically significant. The midline average aggregate results reveal that the midline target has not been achieved.

Figure 3.1 below demonstrates the distribution of midline scores for treatment and comparison students. The distribution of scores is normal for treatment students, while the distribution of

comparison student scores shows some irregularity at the lower end, consistent which may be affected by the relatively high number of zero-scores on the third subtask (writing).

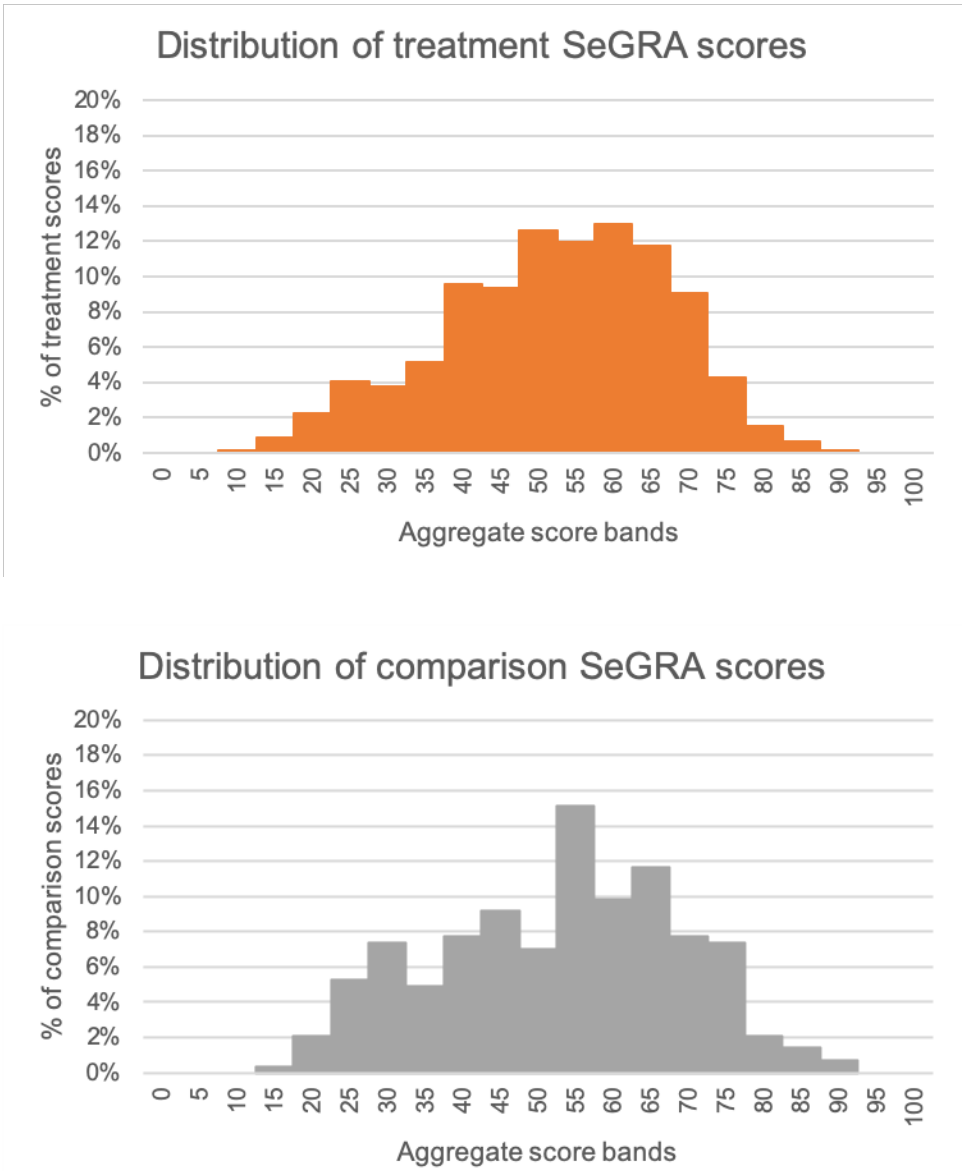


Figure 3.1: *Distribution of SeGRA scores*

Analysis by subtask showed that there were statistically significant differences between the treatment and comparison average aggregate scores in Subtask 2 (advanced reading comprehension) and Subtask 3 (written task). This is demonstrated in Table 3.5 below.

Table 3.5: SeGRA subtask analysis

	1: Basic reading comprehension	2: Advanced reading comprehension	3: Written task

Treatment			
Average	64.89	47.28	38.72
Percent zero	0.34	0.85	8.35
St dev	15.33	14.80	13.94
Count	871	871	871
Alpha	0.05	0.05	0.05
CI	1.018	0.983	0.925
CI 95 -	63.87	46.30	37.80
CI 95 +	65.90	48.27	39.65
Comparison			
Average	66.02	51.47	34.15
Percent zero	0.00	0.00	17.61
St dev	16.13	16.13	14.47
Count	871.00	871.00	871.00
Alpha	0.05	0.05	0.05
CI	1.071	1.071	0.961
CI 95 -	64.95	50.40	33.19
CI 95 +	67.09	52.55	35.12
Significance			
	N	**Y**	**Y**

The final subtask received the lowest aggregate scores in both treatment and comparison schools, suggesting that students found this the most challenging subtask. As the final subtask in the SeGRA assessment, the written task has the highest level of difficulty. This subtask has higher zero scores than the other subtasks, particularly for the comparison students: 8.35% zero scores for treatment students and 17.6% for comparison students. The lower score may also be explained by poor time management by students, who may have spent longer on the first two subtasks and run out of time to complete Subtask 3. It is notable that treatment students were apparently better at completing all three tasks, suggesting that despite the nearly indistinguishable score results, test-taking skills around time-management and pacing have improved. This indicates that a minor floor effect may be present in Subtask 3. The percentage of zero scores is

significantly reduced from baseline (21.4% of treatment students and 24.9% of comparison students), which suggests that students have increased in ability and time management skills.

At baseline, girls were sampled from S1 and are expected to be in S3 at midline if the girls have not repeated school years or missed experienced interruptions in enrolment. All replacement girls were sampled from S3. Overall, only one re-contacted treatment school student is in S2 rather than S3. As such, the mean score by grade for S3 is the same as the mean score for the entire learning assessment sample, so grade disaggregation is not relevant.

3.1.2 Literacy Difference-in-Difference analysis

This section presents the difference-in-difference (DiD) analysis of the literacy learning assessment. Table 3.6 presents the literacy scores and treatment-control difference.

Table 3.6: Literacy scores from Baseline to Midline

Cohort	Baseline literacy treatment	Midline literacy treatment	Difference baseline to midline	Baseline literacy control	Midline literacy control	Difference baseline to midline	Difference in difference (treatment – control difference)
S3	40.70	50.30	+9.6	40.10	50.55	+10.45	-0.85

The difference-in-difference findings demonstrate no significant distinction between the treatment and comparison, groups as both show the same level of improvement. This suggests that the scores at midline (which includes some change in the cohort) have not improved over the baseline scores in relation to literacy outcomes.

Table 3.7: Literacy results

Result	Regression without controls	Regression with controls	Comments
Literacy Baseline - Midline	Beta = -.864 p-value = .56 Target = .25SD (+8.5) Performance against target = -17% (not significant) N=1733	Beta = -.919 p-value = .38 Target = .25SD (+8.5) Performance against target = -15% (not significant) N=1183	Although the performance against target is negative, this reflects the same level of performance between treatment and comparison, when statistical significance is accounted for. The regression controls for student grade, district name, orphan status and household economic status.

The table below outlines the percentage of treatment and comparison students in each band at midline with the change from baseline in brackets. These findings reveal that changes in the bands follow the same trend for comparison students as treatment students: an increase in the percentage of students in the “proficient learners” and “emergent learners” bands and a decrease in the “non-learner” and “established learner” bands.

Table 3.8: Foundational literacy skills gaps, treatment and comparison

SeGRA ML (change)	1: Basic reading comprehension		2: advanced reading comprehension		3: Written task	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Non-learner 0%	0.3 (-0.6)	0 (-0.7)	0.9 (-6.5)	0 (-7.2)	8.3 (-13.1)	17.6 (-7.3)
Emergent learners 1-40%	21.5 (7.2)	17.6 (3.9)	42.2 (-13.2)	37 (-19.7)	49.2 (-10.9)	47.5 (-13.3)
Established learners 41-80%	46.2 (-20.3)	50.7 (-20.6)	52.8 (15.8)	52.8 (18)	42.4 (23.9)	34.9 (20.6)
Proficient learners 81-100%	32 (13.7)	31.7 (17.4)	4.1 (3.9)	10.2 (8.8)	0 (0)	0 (0)
	100%	100%	100%	100%	100%	100%

Table 3.9 outlines the literacy grade achieved conversion grid.

Table 3.9: Literacy grade achieved conversion grid

	Relevant subtasks	Literacy	Percentage achieving grade level
Grade 7 achieved (primary 7)	Subtask 1 (SeGRA)	Established in basic reading comprehension	46% treatment 51% comparison
Grade 8 achieved (secondary 1)	Subtask 1 (SeGRA)	Proficient in basic reading comprehension	32% treatment 32% comparison
Grade 8 achieved (secondary 1)	Subtask 2 (SeGRA)	Established in advanced reading comprehension	53% treatment 53% comparison
Grade 9 achieved (secondary 2)	Subtask 3 (SeGRA)	Established in Short Essay construction	42% treatment 35% comparison

This table matches up the subtasks testing various literacy skills with approximations of the grade levels expected in the Ugandan national curriculum. Unfortunately, SeGRA benchmark scores for attainment and proficiency are not set at the national level in Uganda by the MoES, so this framework can only be taken as an approximation. Relevant resources informing the benchmarking exercise include MoES published statistics[27] and academic research on

[27] http://education.go.ug/files/downloads/FACT%20%20%20SHEET%202016.pdf

benchmarking.[28] The benchmarks used suggest that many students are not literate at grade level, and that literacy drops off in the upper years of secondary school. Some of the basic literacy skills were not tested, since early primary students were not included in the sample. This means that it is not possible to assess the percentage of students who have achieved literacy at grade 1 & 2 level. However, the relatively high level of achievement at grade three level suggests that this would not have been necessary.

3.1.3 Numeracy

Overall, students scored 38.6 in the SeGMA test. This is higher than the average aggregate score of 24.9 at baseline. Scores were marginally higher in treatment schools, at 39.0 compared to 37.8 in comparison schools. However, there was no statistically significant difference found at the 95 percent confidence interval. Table 3.10 outlines the mean scores by treatment group at midline.

Table 3.10: Numeracy (SeGMA) mean scores

Grade	Intervention Group Mean	Control Group Mean	Standard Deviation in the intervention group
S3 (learning cohort)	39.0	37.8	12.81

The increase of 14.23 for the treatment students from baseline to midline represents a potential positive impact of 1.54, or 10.8% improvement on the change (+12.69) in comparison students. This difference in the differences may be an indicator of the effect of the programme, or a 4.1% improvement on mean scores. This improvement does not, however, meet criteria for statistical significance.

The midline average aggregate results reveal that the midline target has not been achieved. The treatment students scored a marginally higher average aggregate score than comparison students, but is not large enough to be statistically significant.

Figure 3.2 demonstrates the distribution of aggregate scores for SeGMA for both treatment and comparison students. The distribution of aggregate scores is normal for both treatment and comparison students.

[28] https://www.riseprogramme.org/sites/www.riseprogramme.org/files/inline-files/Atuhurra_1.pdf

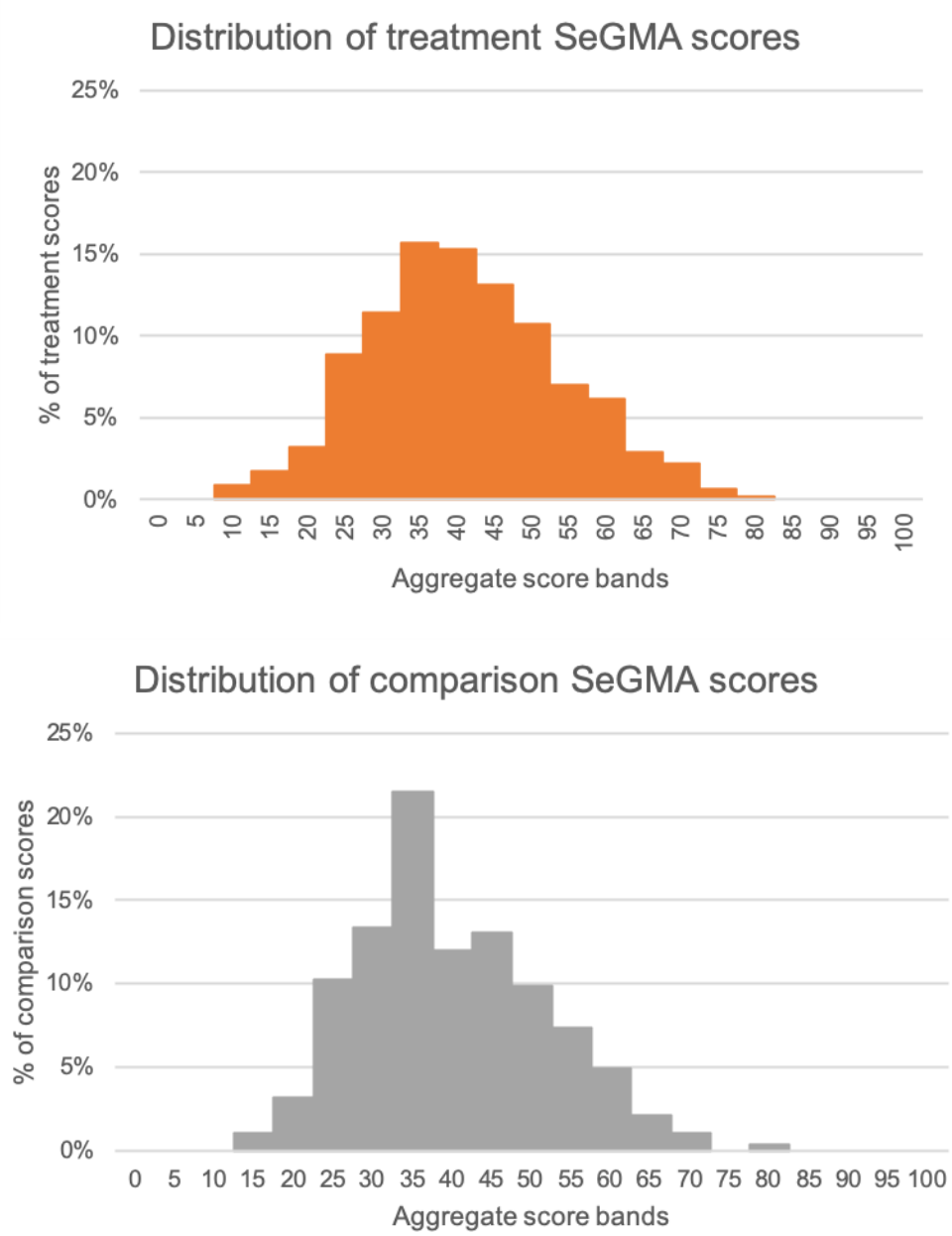


Figure 3.2: *Distribution of SeGMA aggregate scores*

Analysis by sub-task revealed that there was no significant difference at a confidence interval of 95 percent for any sub-task between treatment and comparison average aggregate scores. This is demonstrated in Table 3.11 below:

Table 3.11: SeGMA analysis by subtask

	1: Basic sums	2: Algebra	3: Word problems

Treatment			
Average	68.77	15.55	32.77
Percent zero	0.00	45.83	7.16
St dev	12.81	11.99	12.01
Count	871	871	871
Alpha	0.05	0.05	0.05
CI	0.850	0.796	0.798
CI 95 -	67.92	14.75	31.97
CI 95 +	69.62	16.34	33.57
Comparison			
Average	67.58	14.10	31.69
Percent zero	0.35	52.11	8.80
St dev	11.48	11.37	10.95
Count	871	871	871
Alpha	0.05	0.05	0.05
CI	0.762	0.755	0.727
CI 95 -	66.82	13.35	30.96
CI 95 +	68.35	14.86	32.42
Significance			
	N	**N**	**N**

Students in both treatment and comparison schools found Subtask 2 (Algebra) the most challenging, and scored the lowest average aggregate scores of 15.5 in treatment schools and 14.1 in comparison schools. Across all learning assessment subtasks, SeGMA Subtask 2 has the highest percentage of zero scores, with 45.8 in treatment schools and 52.1 in comparison schools. This suggests a floor effect and particular issues with teaching and learning of Algebra, as expected grade levels in other numeracy metrics, suggest that this is not a direct reflection of mathematical achievement, as discussed below in the section on 'grade level achieved'. At baseline there was also a high percentage of zero scores (61.2% of treatment and 65.0% of comparison students) for Subtask 2, which demonstrates that there has been improvement in girls' algebraic skills at midline.

At baseline, there was a significant floor effect in Subtask 3, with 35.6% of treatment and 35.0% of treatment students scoring zero. This was attributed to poor time management and the subtask

being of the highest level of difficulty. At midline, zero scores have reduced significantly to 7.16% of treatment students, which suggests that students have improved their time management or their ability to complete word problems, or both. It is not clear which is the most significant factor in the reduction of zero scores.

At baseline, girls were sampled from S1 and are expected to be in S3 at midline if the girls have not repeated school years or missed experienced interruptions in enrolment. All replacement girls were sampled from S3. Overall, only one re-contacted treatment school student is in S2 rather than S3. As such, the mean score by grade for S3 is the same as the mean score for the entire learning assessment sample.

3.1.4 Numeracy Difference-in-difference analysis

This section presents the difference-in-difference (DiD) analysis of the numeracy learning assessment. Table 3.12 presents the numeracy scores and treatment-control difference.

Table 3.12: Numeracy scores from baseline to midline

Grade	Baseline numeracy treatment	Midline numeracy treatment	Difference baseline to midline	Baseline numeracy control	Midline numeracy control	Difference baseline to midline	Difference in difference (treatment – control difference)
S3	24.80	39.03	+14.23	25.10	37.79	+12.69	1.54

The difference-in-difference findings demonstrate no significant distinction between the treatment and comparison, groups as both show the same level of improvement. This suggests that the scores at midline (which includes some change in the cohort) have not improved over the baseline scores in relation to numeracy outcomes.

Table 3.13: Numeracy results

Result	Details		Comments
Numeracy Baseline - Midline	Beta = 1.5 p-value = .235 Target = .25SD (+8.25) Performance against target = -13% (not significant) N=1732	Beta = 1.21 p-value = .26 Target = .25SD (+8.25) Performance against target = -12% (not significant) N=1182	Although the performance against target is negative, this reflects the same level of performance between treatment and comparison, when statistical significance is accounted for. The regression controls for student grade, district name, orphan status and household economic status.

The table below outlines the percentage of treatment students in each band at midline with the change from baseline in brackets. These findings reveal that comparison students have experienced the same changes as treatment students: an increase in the percentage of students

in the “established learners” and “proficient learners” bands and a decrease in the “non-learner” and “emergent learner” bands.

Table 3.14: Foundational numeracy skills gaps, treatment and comparison

SeGMA ML (change)	1: Basic sums		2: Algebra		3: Word problems	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Non-learner 0%	0 (-1.4)	0.4 (-0.3)	45.8 (-15.4)	52.1 (-12.9)	7.2 (-28.4)	8.8 (-26.2)
Emergent learners 1-40%	8.2 (-30.6)	4.9 (-31.2)	46.2 (7.4)	41.2 (6.5)	73.9 (18.2)	76.4 (17.9)
Established learners 41-80%	65.8 (15.3)	74.6 (22.2)	8 (8)	6.3 (6)	18.7 (10)	14.8 (8.7)
Proficient learners 81-100%	26.1 (16.8)	20.1 (9.2)	0 (0)	0.4 (0.4)	0.2 (0.2)	0 (-0.3)
	100%	100%	100%	100%	100%	100%

The table below outlines the numeracy grade achieved.

Table 3.15: Numeracy grade achieved conversion grid

	Relevant subtasks	Literacy	Percentage achieving grade level
Grade 7 achieved (primary 7)	Subtask 1 (SeGMA)	Established in basic sums	66% treatment 75% comparison
Grade 8 achieved (secondary 1)	Subtask 1 (SeGMA)	Proficient in basic sums	26 %treatment 20% comparison
Grade 8 achieved (secondary 1)	Subtask 2 (SeGMA)	Established in Algebra	8% treatment 6% comparison
Grade 9 achieved (secondary 2)	Subtask 3 (SeGMA)	Established in Word Problems	19% treatment 15% comparison

The data on grade-level in numeracy indicates comparative shortcomings in algebra, skewing the results for achievement of grade 8 level in maths. Thus, the use of “proficient in basic sums” as an indicator of grade level achieved has been used to mitigate this for a more generalised understanding of numeracy. Nonetheless, it is clear that the vast majority of students, both treatment and control, are not achieving at grade level. Given this overall picture, there is a slight indication of treatment students performing better than comparison students in relation to the

subtasks most relevant to their grade-level. Nonetheless, the relatively poorer performance on the fundamental arithmetical skills is a cause for concern.

3.2 Subgroup analysis of learning outcomes 1 and 2

This sub-section explores the literacy and numeracy outcomes by region, key characteristic subgroups and barriers, as identified in Chapter 2. As only girls are included in the sample, there is no disaggregation by gender.

3.2.1. Age differences

Students in the learning cohort who sat the learning assessment range in age from 14 to 23 years old. The majority of students in the sample are aged between 16 and 18 (78.5% of sample). Average aggregate scores for literacy and numeracy vary slightly across the age range, as demonstrated in Table 3.16. Note that students who are aged 21, 22 and 23 are not included in Table 3.16 as the sample was too small to calculate average scores.

Table 3.16: Learning average aggregate scores by age

Age	Literacy		Numeracy	
	Treatment	Comparison	Treatment	Comparison
14	57.50	59.72	47.17	41.25
15	56.50	52.22	40.25	41.20
16	54.18	52.60	41.12	38.27
17	49.13	51.22	37.72	38.01
18	48.25	50.49	40.04	37.37
19	44.38	46.58	35.07	36.38
20	43.80	40.46	37.92	33.19

Fourteen-year olds scored the highest average aggregate score in both literacy and numeracy learning assessments in treatment and comparison schools. This is indicative of a downward trend across the ages, with the younger students scoring higher average scores than older students. This is demonstrated in Figure 3.3.

Figure 3.3: *Age comparison of average aggregate scores for SeGMA and SeGRA by school type*

The overall trend of decreased average scores with increased age is present for both literacy and numeracy scores in treatment and comparison schools. In treatment schools, the difference between the average aggregate literacy score between 14-year olds and 20-year olds is 13.7. For numeracy, the difference is smaller at 9.25. At baseline, the same trend was found, although age was not found to correlate with overall scores. A slight negative relationship between age and scores (i.e. younger girls scoring better than their older classmates) at midline may be indicative of external circumstances which contribute (at a rate of 1-2% per year) to improved outcomes independently of age itself. Nonetheless, this relationship is shared across treatment and comparison samples, and further data on the reasons for this potential correlation would require additional data and analysis to understand the potential confounding variables.

As age does not positively correlate with overall scores in a clear manner, it is not possible to determine why this trend was found at both baseline and midline. The trend, suggests, however the older girls may find learning or exam settings more difficult and are perhaps more likely to have been held back from school or repeated years. Older girls may also face greater barriers to education and studying due to increased responsibilities in their lives outside of school, such as caring for younger siblings or working alongside studying.

3.2.2 Regional Differences

Table 3.17 shows the average aggregate scores for both literacy and numeracy by region.

Table 3.17: Learning average aggregate scores by region, compared to baseline scores in brackets

Region	Literacy		Numeracy	
	Treatment	Comparison	Treatment	Comparison
East	52.57 (40.6)	56.50 (37.4)	42.07 (25.5)	40.77 (22.4)
West	48.99 (44.7)	47.98 (46.8)	38.55 (26.8)	35.89 (30.1)
Central	47.12 (34.2)	46.59 (37.3)	31.10 (20.8)	36.27 (23.5)

In both SeGRA and SeGMA in treatment schools, girls in the Central region performed worst at both baseline and midline. Among comparison schools, girls in the Western region scored lowest for numeracy and girls in the Central region scored lowest for literacy. At midline, girls in the Eastern region performed the highest for both literacy and numeracy across both school types. Figure 3.4 demonstrates that average literacy scores are higher than numeracy across the three regions.

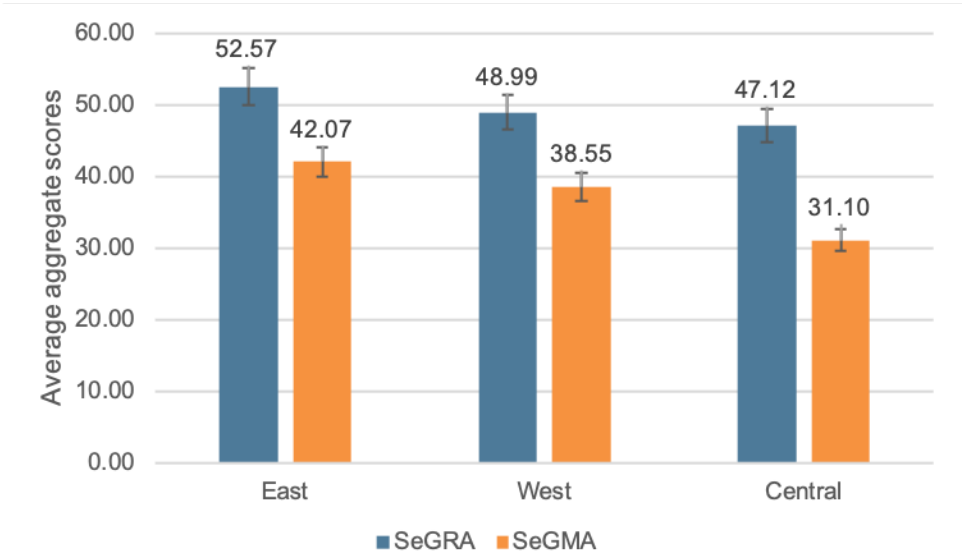


Figure 3.4: *Regional comparison of treatment aggregate scores for literacy and numeracy.*

3.2.3 Key characteristics

Disaggregation by key characteristics is conducted to identify subgroups which might be left behind or excel in terms of learning. These findings support the project to identify adaptations to intervention design required to ensure the inclusion of girls with particular characteristics. Tables 3.18 and 3.19 provides an overview of learning scores and the change from baseline for key subgroups of treatment students. It should be noted that the sample size is particularly small for some characteristics, and therefore generalised conclusions about this group's learning cannot be drawn. These are highlighted in red in the table.

Table 3.18: Learning scores of key subgroups in treatment sample

	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Characteristics:				
All girls (treatment)	**50.30**	**+9.6**	**39.03**	**+10.45**
Girl has repeated at least one year of education	49.14	38.9 (+10.24)	39.34	24.7 (+14.64)
Girl has repeated no years of education	51.01	42.4 (+8.61)	38.84	25.2 (+13.64)
Living without both parents	51.54	44.2 (+7.34)	35.05	26.0 (+9.05)
Living with at least one parent	50.22	40.2 (+10.02)	39.27	24.8 (+14.47)
Disabled	42.22 (n=5)	Not reported in baseline	31.5 (n=5)	Not reported in baseline
Without disability	50.38	Not reported in baseline	39.09	Not reported in baseline
Serious illness in the last year	50.32	40.6 (+9.72)	39.02	25.5 (+13.52)
No serious illness in the last year	50.29	40.4 (+9.89)	39.03	24.7 (+14.33)
Mother	43.54 (n=4)	14.6 (+28.94)	36.77 (n=4)	6.3 (+30.47)
Day student	47.70	39.1 (+8.6)	35.93	23.6 (+12.33)
Boarding student	51.84	42.4 (+9.44)	40.87	26.8 (14.07)

The above table demonstrates that for some key subgroups in the treatment sample, there is some variation in average aggregate scores. For all subgroups that were measured at baseline, there has been an increase in average aggregate literacy and numeracy scores. However, based on the regression analysis of aggregated findings from treatment and comparison schools, no correlation was found between characteristics and literacy and numeracy scores. As such, it cannot be concluded that the characteristics of subgroup cause higher or lower literacy or numeracy scores.

On average, treatment girls in the learning cohort who repeated school years repeated 1.19 school years. This is slightly higher than girls in the comparison cohort, who repeated an average of 1.15 years. Of treatment girls who had repeated school years, 83% had only repeated one year and 15% had repeated two years. Girls who have not repeated school years scored higher in literacy and slightly lower in numeracy than girls who have repeated school years. This suggests that the repetition of school years may not be a significant factor in a girl's academic performance at this stage of her education. More specifically, this affirms the choice to define successful transition adaptively in this context as a repeated school year may not be a reflection of a lack of 'success' in continuity, but an appropriate reaction to other circumstances interrupting education. This also therefore indicates that progressing at the expected pace in school may not lead to the highest learning outcomes for girls. Girls who live without their parents score approximately five points lower in the numeracy test than girls who live with both their parents, although they scored slightly higher in the literacy test. This inconsistency also suggests that living with or without their parents may not be a significant factor in learning outcomes. Although, it should be noted that the impact of living without parents may be mitigated by boarding at school, which 52% of the learning cohort do.

The data reveals that there are differences between day and boarding students. Treatment boarding students score higher in both literacy and numeracy than day students, as demonstrated in Figure 3.5:

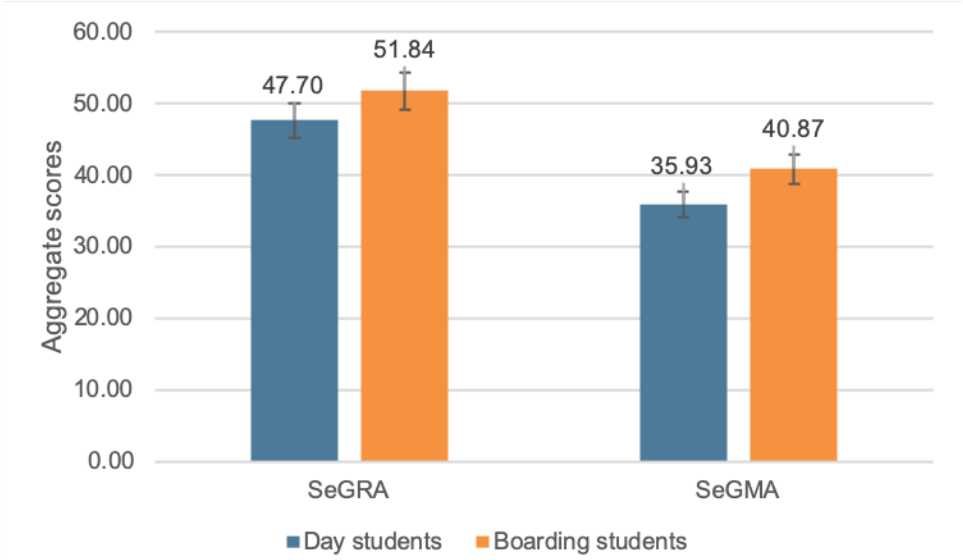


Figure 3.5: *Comparison of treatment average aggregate scores by day and boarding students*

While the data does not explore why this may be the case, it can be assumed that boarding students face fewer barriers to learning. These include: higher attendance, not having to travel long distances to school every day, lower chore burden, and more peer-to-peer support from other boarding students.

Table 3.19 presents learning scores for subgroups with key household characteristics.

Table 3.19: Learning scores of key household characteristics subgroups in treatment sample

	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Characteristics:				
All girls (treatment)	**50.30**	**+9.6**	**39.03**	**+10.45**
Living in female headed household	50.02	39.3 (+10.72)	37.45	23.7 (+13.75)
Living in a male headed household	50.05	40.2 (+9.85)	39.57	25.1 (+14.47)
Head of Household (HoH)[29] completed no formal education	47.68	Not reported in baseline	37.67	Not reported in baseline
HoH completed lower or upper secondary as their highest education	48.63	Not reported in baseline	36.54	Not reported in baseline
HoH completed higher education	48.61	Not reported in baseline	44.44	Not reported in baseline
HoH[30] unemployed or informal employment	49.77	39.9 (+9.87)	38.54	24.7 (+13.84)
HoH in formal employment	52.60	43.5 (+9.1)	41.48	26.0 (+15.48)
Eldest female in household is illiterate	49.11	37.9 (+11.21)	40.03	24.9 (+15.13)
Eldest female in household is literate	50.78	41.7 (+9.08)	38.71	24.8 (+13.91)
Large family size (9 or more in household)	49.87	39.3 (+10.57)	39.24	24.2 (15.04)

[29] The “head of household” referred to here is the main financial supporter of the girl’s household.
[30] The “head of household” referred to here is the main financial supporter of the girl’s household.

Small family size (4 or less)	49.73	42.4 (+7.33)	36.30	26.7 (+9.6)
PPI score under 30	49.81	36.9 (+12.91)	40.38	22.8 (+17.58)
PPI score over 45	51.86	42.5 (+9.36)	38.92	25.6 (+13.32)
East Region	52.57	39.5 (+13.07)	42.07	24.4 (+17.67)
Central Region	47.12	35.6 (+11.52)	31.10	22.0 (+9.1)
West Region	48.99	45.2 (+3.79)	38.55	27.6 (+10.95)

Table 3.19 also reveals that there are several household characteristics that result in higher literacy or numeracy scores. For all subgroups that were measured at baseline, there has been an increase in average aggregate literacy and numeracy scores. However, based on the regression analysis of aggregated findings from treatment and comparison schools, no correlation was found between key household characteristics and literacy and numeracy scores. As such, it cannot be concluded that the household characteristics of subgroup cause higher or lower literacy or numeracy scores

Girls living in households where the head of household is in formal employment scored higher in both literacy and numeracy than those informally employed or unemployed. Girls living in a male headed household scored marginally higher numeracy scores than girls in female headed households, although there is a negligible difference in literacy scores. Similarly, girls whose head of household completed higher education (diploma, undergraduate degree or postgraduate degree) scored approximately 6 points higher in the numeracy test than girls whose head of household had no formal education, although the difference is marginal for literacy. PPI did not significantly impact literacy or numeracy scores positively, and the literacy of the eldest female in the household corresponded with a marginally higher literacy score only.

3.2.4 Key barriers

Disaggregation by barriers supports the identification of barriers having the most or least impact on levels of learning. Moreover, the project can check whether the intervention is addressing the right barriers to girls' learning. Table 3.20 below outlines the learning scores by key barriers for treatment students.

Table 3.20: Learning scores of key barriers of treatment sample

	Sample size	Average literacy score (aggregate)	Change in average literacy score since baseline	Average numeracy score (aggregate)	Change in average numeracy score since baseline
Barriers:					

All girls (treatment)	587	50.30	40.4 (+9.9)	39.03	24.9 (+14.13)
Doesn't feel safe at school	22	55.78	44.0 (+11.78)	40.00	27.6 (+12.4)
Doesn't feel safe travelling to/from school	47	48.99	38.0 (+10.99)	37.10	23.1 (+14.0)
Doesn't feel safe in the boarding house (boarding students)	30	51.54	45.9 (+5.64)	41.06	27.0 (+14.06)
Disagrees teachers make them feel welcome	5	52.67	33.8 (+18.87)	41.83	23.0 (+18.83)
Agrees teachers treat boys and girls differently in the classroom	41	45.77	36.9 (+8.87)	36.75	25.4 (+11.35)
Agrees teachers often absent from class	68	50.61	38.9 (+11.71)	39.42	23.6 (+15.82)
Disagrees that they get the support they needs from family to stay in school	4	51.46	36.0 (+15.46)	40.83	21.4 (+19.43)
Disagrees that their family gives them the same amount of support as their brother for school	7	45.00	38.4 (+6.6)	36.96	24.4 (+12.56)

These learning scores demonstrate that across these vulnerable groups, there are positive gains in literacy and numeracy. There has been an increase in literacy and numeracy scores for each group facing these barriers. The majority of these are notably above the average gains of the full treatment sample, aside from "Doesn't feel safe in the boarding house (boarding students)" and "Disagrees that their family gives them the same amount of support as their brother for school".

The sub-groups with the lowest literacy score are girls who feel that their family does not give the same support as their brother (45.00) and those who feel that their teachers treat girls and boys differently in the classroom (45.77). These groups also had some of the smallest increases in score from baseline, with an increase of 6.6 and 8.87 respectively. The same subgroups also scored the lowest average numeracy scores, which suggests that family support and teacher treatment are some of most significant barriers to girls' learning.

A number of sub-groups scored higher than the treatment sample average in both literacy and numeracy scores. For both literacy and numeracy these include: girls who do not feel safe at school and in the boarding house, girls whose teachers do not make them feel welcome and girls whose families do not support them to stay in school. The sample sizes for these barriers range from 10-40, meaning that the small sample sizes may have skewed the average scores to be higher than expected.

3.2.5 Re-contacted girls

The midline learning assessment cohort is made up of girls re-contacted from baseline and replacement girls for those who could not be tracked at midline. For the treatment learning cohort, there are 248 re-contacted girls and 339 replacement girls. When the treatment learning assessment results are disaggregated by re-contacted and replaced girls, replaced girls scored marginally higher average aggregate results than re-contacted girls for both SeGRA and SeGMA. For treatment re-contacted girls, the average aggregate literacy score is 49.3 and replaced girls scored approximately two points higher, with an average aggregate score of 51.0. For numeracy, the average aggregate score for re-contacted girls is 37.6 compared to an average of 40.0 for replaced girls, a difference of 2.4 points. This is not a statistically significant difference. Figure 3.6 shows the comparison of scores for both SeGRA and SeGMA:

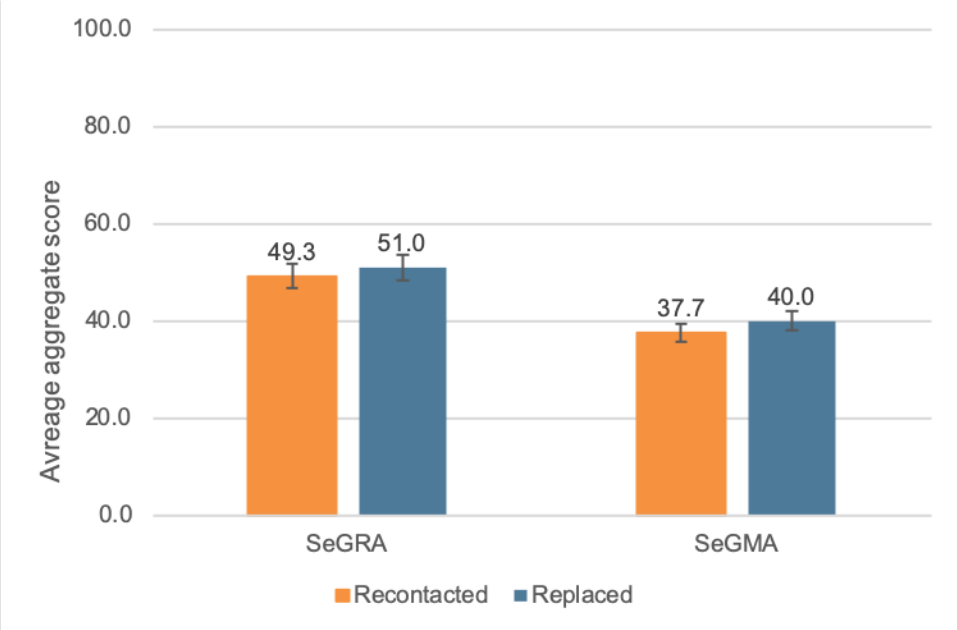


Figure 3.6: *Average aggregate treatment learning scores by re-contacted and replaced girls*

3.2.6 Treatment schools

Disaggregation by treatment schools reveals a wide range of average aggregate scores. Average literacy scores are higher than numeracy scores in each school. For SeGRA, there is a difference of 17.5 points between the highest scoring school and the lowest scoring school. For SeGMA, the difference is 24.2 points. Akoromit PEAS High School students have the highest average aggregate score for the both literacy and numeracy assessments, with scores of 57.8 and 46.8 respectively. The school with the lowest average aggregate score for literacy is Malongo Ark PEAS High School (40.2) and for numeracy is Forest High School (22.6). Table 3.21 outlines the average aggregate scores for SeGRA and SeGMA for each treatment school in the midline evaluation sample, as well as the highest aggregated score achieved an individual student:

Table 3.21 Learning assessment average scores by treatment schools

School	Student sample	SeGRA average aggregate score	SeGRA highest score	SeGMA average aggregate score	SeGMA highest score
Apeulai High School	24	46.8	69.2	38.4	70.0
Bwesumbu PEAS High School	22	40.8	65.0	34.1	63.3
Forest High School	30	51.5	80.0	22.6	43.3
Hibiscus High School	77	45.6	79.2	42.2	70.0
Kiira View High School	13	42.8	70.8	40.4	73.3
Malongo Ark PEAS High School	28	40.2	71.7	31.9	61.7
Ndeija High School	40	49.1	77.5	43.5	70.0
Ngora PEAS High School	52	53.1	75.0	39.8	61.7
Nyero Ark PEAS High School	54	50.1	80.8	39.1	61.7
PEAS Noble High School	70	51.3	74.2	34.7	64.2
Pioneer PEAS High School	13	56.2	80.8	39.7	63.8
Samling Kazingo High School	36	56.7	74.2	35.4	56.7
Akoromit PEAS High School	60	57.8	90.0	46.8	78.3
Mukongoro PEAS High School	68	51.6	82.5	43.3	74.2

3.3 Learning outcome 3

The following section presents the midline results for the third learning outcome: UCE exam results. At baseline, the 2017 UCE exam results were used. At midline, the 2018 and 2019 UCE exam results are were made available for treatment and comparison schools. The following table outlines progress against targets at midline.

Table 3.22: Learning outcome 3 midline targets

	2018	2019
Target at midline	Average UCE division result: +0.1 points over and above comparison mean	Average UCE division result: +0.15 points over and above comparison mean
Target achieved?	Yes	Yes

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' score 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 for both 2018 and 2019 compared to the 2017 results from baseline. The total number of students represent all S4 girls who sat the UCE exam in each year in the study schools. Exam results from 2018 and 2019 in comparison schools are provided as a point of reference. At the time of writing, the UNEB national datasets were not available, however the datasets for schools in districts in which PEAS operates were available for 2018 and 2019. These results are shown as a point reference for the treatment and comparison results.

Table 3.23: UCE results comparison

	2017 Treatment (Baseline)	2018 Treatment	2018 Comparison[31]	Districts average 2018	2019 Treatment	2019 Comparison	Districts average 2019
Grade	S4	S4	S4	S4	S4	S4	S4
Students	612	1127	734	97849	1053	782	111667
Average UCE aggregate score	55.2	50.4	51.0	51.0	50.0	55.0	50.2
Standard deviation	9.7	12.8	13.3	15.4	12.1	13.22	14.65
Div 1 (%)	2.0	3.0	3.4	11.2	3.9	1.9	10.1
Div 2 (%)	12.4	16.0	11.7	18.0	21.7	12.3	19.2
Div 3 (%)	29.7	25.4	20.3	21.6	33.2	24.6	23.3
Div 4 (%)	50.3	44.4	58.6	38.2	37.7	49.9	40.1
Pass	94.4	88.7	84.1	89.0	96.5	88.6	92.7
Div 7/9 (%) (fail)	5.6	9.8	15.9	11.0	1.9	11.4	7.3
Average Division[32]	3.5	3.4	3.6	3.2	3.1	3.5	3.1

[31] UNEB 2018 district level data did not include Kakungube Secondary School.
[32] To calculate the average division, the following formula is used: (# Div 1 * 1 + # Div 2 * 2 + # Div 3 * 3 + # Div 4 * 4 + Fails * 5)/Total takers

The data demonstrates that the pass rate of UCE exams in treatment schools reduced between 2017 and 2018, and increased again in 2019. The UCE pass rate is higher in treatment schools than comparison schools and the fail rate was significantly lower treatment schools, in both 2018 and 2019. The UCE pass rate in treatment schools was higher than the district-level average in 2019, by approximately 4%. The average division in treatment schools has improved by 0.4 points from 3.5 in 2017 to 3.1 in 2019. The average division remains in the Division 3 score range, showing that average marks have not changed significantly enough to change divisions. This is in line with the district-level average division, which was in Division 3 in both 2018 and 2019. Comparing the 2018 treatment and comparison average divisions of 3.4 and 3.6, respectively, reveals that treatment schools have a higher average division by 0.2 marks. This means that the midline target of treatment average UCE division result as +0.1 points over and above the comparison mean has been met and exceeded in 2018 and the 2019 target of +0.15 was also met and exceeded.

The third learning cohort outcome will be measured at the endline 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. Transition outcome

4.1 Transition pathways

The transition outcome tracks the rate of successful transition at the midline stage. This section presents an overview of the pathways and rates of successful and unsuccessful transition in learners, and the different types of transition. Sub-group analysis of the transitions then provides insight into factors that may contribute to successful transition, including a selection of contextual and environmental factors. The forward-looking target setting for the endline concludes the transition section, however in the case of this evaluation, this cohort has been removed due to the limitations of contacting these girls and women.

The transition rate target for treatment students at midline (set from baseline) is 12 percentage points above the comparison school students. Analysis of the entire midline sample across ages shows that 57% of treatment school students have a successful transition status at midline, and 38% of comparison school students. The rate of transition of the treatment group is therefore 19% greater than the comparison, exceeding the original target (12%) set at baseline.

Table 4.1 shows potential transition pathways by age bracket and classifies them as 'successful' or 'unsuccessful' pathways.

Table 4.1: Transition pathways

Group tracked for transition	Successful Transition	Unsuccessful Transition
Ages 13 to 17	• In-school progression • Alternative learning programme • Repeats grade • Gainful Employment after completing schooling (or equivalent alternative)	• Drops out of school • Gainful Employment but incomplete schooling • Any other employment in lieu of school
Ages 18 and older	• In-school progression • Alternative learning programme • Repeats grade • Gainful employment	• Drops out of school • Any other employment status
Out of school (OOS)[33]	• Re-enrol in appropriate grade level • Alternative learning programme	• Does not re-enrol in school

The target set at baseline for treatment school students was for a difference of 12 percentage points higher than comparison school students. Analysis of the entire midline sample shows that 57% of treatment school students have a successful transition status at midline, and 38% of comparison school students. This overall average across age ranges masks a sharp divergence between students in the 13 to 17 age bracket and those in the 18+ bracket.

[33] Out of school students may be of any age, thus the OOS category overlaps with the age categories above it. Note that all students would have been in school at baseline, therefore the categorisation of transitions as successful or not pertain in some cases to transition pathways more relevant from midline to endline than from baseline to midline.

While the 12 percentage point target has been exceeded at both the younger age bracket and the older age bracket, there is a greater difference among older students, who represent the largest proportion of the sample. However, among both the comparison and treatment samples, the transition rate of those who are in the 'out of school' category is identical.

Table 4.2: Transition pathways at midline by age bracket

Brackets (age at midline)	Treatment (total)	Treatment successful transition	Treatment (% successful)	Comparison (total)	Comparison successful transition	Comparison (% successful)
Age 13 to 17	129	112	**87%**	55	40	**74%**
Age 18 and older	507	251	**50%**	302	96	**31%**
OOS	276	126	**46%**	221	103	**46%**

Further examination of the contributing transition pathways demonstrates how control and treatment cohorts differ in the nature of the transitions, despite the equal overall rates. This is notable in vocational training and training colleges, both significantly higher among the treatment sample at 54% and 40% respectively, compared to just 6% and 24% in the comparison sample. These are out of school (OOS) transition pathways which provide qualifications and more secure employment, and longer-term prospects relative to immediate employment, which is higher among the control OOS sample.

Table 4.3: Pathways for successful transition among treatment and comparison students

Sample	Vocational training	Non-formal education	Training college	Employment	In-school progression[34]
Treatment[35]	54%	4%	40%	3%	45%
Comparison	6%	6%	24%	6%	26%

The PEAS programme seems to do well in making students aware of non-traditional learning opportunities such as: vocational education, non-formal education, and employment. There are 5 students enrolled in non-formal education, 61 students in vocational training 45 in training colleges. There are also 2 treatment students enrolled at university.

4.1.1. Barriers to transition

A selection of the reasons for children to be OOS is in Table 4.4. The most common reasons for a secondary treatment child to be out-of-school are linked to family status: due to marriage (3), motherhood or pregnancy (2). This is equalled by those reporting a lack of money to pay for schooling costs (5), which is discussed separately in relation to sustainability. Perceived

[34] Note that the in-school progression figures reflect some inconsistency in responses, as some OOS girls chose 'student' as their out of school activity, so there may be a communication gap regarding definition of "out of school' - or this may be a case of students unknowingly referring to non-formal/TVET educational institutions as "schools".
[35] Students were able to choose multiple options, thus the totals are greater than 100%.

cost is relevant as a barrier, but the expectation in interactions that external evaluators may be gatekeepers for funding casts doubt on the prominence of this theme here, given the additional FGD data. The reasons not presented in the table returned no significant results.

The qualitative data supports the idea that motherhood or pregnancy is a barrier to transition. In the majority of student focus group discussions (FGDs), participants said either that pregnancy was one of the main reasons why girls stopped attending school altogether, or (in the student FGDs) that becoming pregnant is something that could cause them to drop out in the future.

Secondary school students in a number of FGDs, as well as caregivers in household surveys across different districts mentioned financial constraints as a barrier to transition. Parents not being able to afford uniforms or school materials was expressed as a reason that children in their community struggle to attend school, and lack of resources was seen by some as a reason that would cause them to drop out of school in the future. Poverty or lack of resources was also mentioned in several caregivers FGDs as either a barrier that prevents children from attending school, or as a challenge they face in sending their own children to school. These responses underscore the extent to which PEAS includes those from the most financially marginalised populations, however this does remain a barrier to continued enrolment.

Table 4.4: Reasons that children are out-of-school

Reason	Treatment (number of caregivers of OOS children)	Comparison (number of caregivers of OOS children)
There isn't enough money to pay the costs of child's schooling	5	3
Child needs to work, earn money or help out at home	2	3
It is unsafe for child to travel to/from school	2	1
School is too far away	3	2
No one available to travel with child to/from school	4	2
Transport services are inadequate	1	1
Child was refused entry into the school	3	3
The school does not have a program that meets child's learning needs	2	1
Child has a health condition that prevents (him/her) from going to school	1	1
Child is married or about to get married	3	3

Child has a child or is about to have a child	2	3
Child is not interested in going to school	3	2
School does not help child in finding a good job	1	3

Of the OOS girls, 83% of treatment girls said that they intend to return to school, and 76% agree that it is important for children to go to school. This underscores the finding that it is not a lack of motivation preventing enrolment at school.

Despite the barriers to transition, 91% of treatment students would like to keep studying in the next school year, and 94 of those believe it is 'very likely' that they will be able to do this. Among the treatment transition cohort, 49.3% plan to enrol in A-Level after finishing lower secondary and 32.2% do not plan to enrol. This is much lower than the percentage at baseline, where 69% planned to enrol in A-Level. For comparison students, 46.2% plan to enrol into A-Level, which is also a decrease from 68% at baseline. For treatment students planning to enrol in A-level, 72.3% believe it will be possible compared to 69.8% of comparison students. This is higher than at baseline, where 68% of treatment students and 66% of comparison students planning to enrol thought it would be possible. Therefore, at midline there is a higher percentage of girls aspiring to study at A-Level, and a higher perceived rate of success in enrolling.

Girls planning to enrol in A-Level were asked what barriers they anticipate preventing them from enrolling in upper secondary. Only 5 treatment girls said that they anticipated no barriers to enrolling in upper secondary. The most commonly anticipated barrier was lack of money, by 93.3% of treatment and 98.4% of comparison students. This was followed by low exam grades (22.3% of treatment and 28.6% of comparison students) and pregnancy (12.8% treatment, 25.4% comparison).

The desire to enrol in A-level was prominent in focus groups with transition students, despite most focus groups being conducted in schools which do not provide A-Level courses. The majority of transition students in S4 aspire to enrol in A-Level courses after finishing lower secondary. Those who did not anticipate enrolling in A-Level cited the barrier of school fees rather than a lack of interest or desire to enrol. The lack of A-Level spaces as a barrier to A-Level did not emerge as a prominent theme in the qualitative data. Transition students revealed, however, that enrolment in TVET after S4 to study nursing or teaching is the favoured approach of many caregivers as it is cheaper and seen as more profitable.

For the endline, it is recommended to add domestic activity and an 'other' option to the questions on current activities of children that are OOS to capture complete data. It is also recommended to include poor attainment as a reason for children being out-of-school.

4.1.2. Future plans

Out of school transition cohort girls were also asked what their future plans are. The most popular options among treatment students were "get a job / seek employment" (49.3%), "enrol in a technical or vocational course" (48.2%) and "start my own business" (39.9%). For comparison students, these were also the most commonly selected responses, although "enrol in a technical or vocational course" was the most popular with 43.0%, followed by "get a job / seek employment" (40.3%) and "start my own business" (34.4%). This in contrast to

the predominantly further education aspirations of in-school students. Out of school girls are most focused on pursuing options that increase their income generation possibilities, which is most likely due to their experiences of facing more palpably their present and future financial needs since leaving school. This is undoubtedly linked to the same environment of extreme cost-sensitivity which leads girls to cite lack of money for fees as a reason for dropping out of school.

Table 4.5: Out of school transition girls' future plans

What do you want to do in the future?	Out of school transition cohort girls (%)	Treatment (%)	Comparison (%)
Enrol in a technical or vocational course	45.9	48.2	43.0
Get a job / seek employment	45.3	49.3	40.3
Start my own business	37.4	39.9	34.4
Get married	9.3	8.3	10.4
Have children	7.6	7.6	7.7
Stay at home and help my family	4.4	7.2	0.9
Enrol in A-level	8.0	10.5	5.0
Enrol in university	15.5	15.6	15.4
Other	2.2	1.8	2.7
Don't know	0.6	0.7	0.5

In contrast to in-school transition students, more out of school transition girls want to get married and have children (8.3% and 7.6% of treatment girls, respectively). This is most likely accounted for due to the older age of some transition girls and a reduced number of girls planning to return to education.

The majority of out of school transition girls who know what they want to do in the future could articulate a plan of how they could achieve it. Of treatment girls, 97.1% could articulate a plan and 97.3% of comparison girls. In the transition cohort, when asked about their aspirations for the future, none of the focus group participants mentioned starting a family or supporting their family as their main goal. All the transition student participants wanted professional jobs, such as nurse, doctor or lawyer, which would require further education. This supports the findings from the survey about the desire of students to pursue education over starting a family. There was awareness across the transition student focus groups that they would face barriers in achieving their goals. The main strategies suggested by students were "working hard" and "taking time out to raise funds".

However, in qualitative responses transition students demonstrate a lack of awareness of the broader challenges they face in attending further education and pursuing professional careers. There was no difference between treatment and comparison students in this regard. Some students cited more tangible solutions, such as: joining debating club to improve English language skills, gaining work experience and avoiding getting pregnant. Furthermore, there

was not a clear linkage in the participants' articulation of the life skills they have gained in school and the skills needed the professional jobs they aspire to. Further analysis of this is included in Chapter 6.

4.2 Subgroup analysis of the transition outcome

The sub-groups analysed in relation to transition outcomes include age, region, project activities and family support. Further analysis of characteristics and barriers can be inferred from the more detailed descriptions in Chapter 2.

4.2.1. Age

If transition rates are further disaggregated from the clusters used in reporting to year-by-year age, the distribution follows a normal distribution with the apex of the curve at 19 years old, with slightly steeper drop off for older girls. This drop off is especially noted in the comparison group. Figure 1 (below) shows the distribution by age, overlaid with the percentage of successful transition. Note that only the ages 16-23 are included, as fewer than 3 students were in each of the other ages. The rate of successful transition decreases in proportion to age, reflecting particularly the lower rate of in-school transition as respondents progress beyond expected school age.

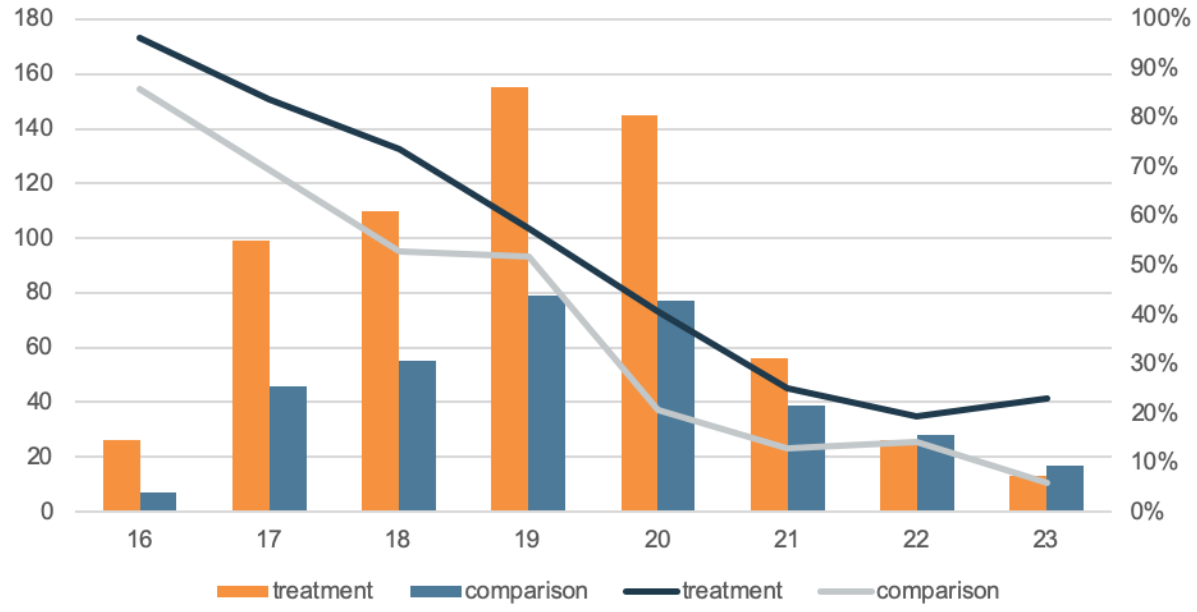


Figure 4.1: *Rate of successful transition (spark lines, scale in percentages to right), by distribution of transition cohort by age (histogram, scale in absolute number of transition survey respondents to left)*

As discussed in the age brackets previously, the transition rates are significantly higher for the students of younger ages, and this pattern is linear, with a correlation to age rather than being highly related to the slightly differing criteria for successful transition criteria in the 18+ category. There are two main anomalies to the linear trend at ages 19 and 23. Among 19-year old comparison students, an increase in successful transitions does not match the linear trend, nor is it mirrored in the treatment group of the same age. This may be a reflection of the flatter curve of age distribution for comparison students, such that 19 is not as salient as a "peak year" for the comparison as it is for the treatment. This line of reasoning would suggest that

greater engagement with older students by PEAS (in particular 19-year olds), relative to the comparison group, is reflected in the data by lower relative rates of transition.

However, the second divergence from the linear trend suggests that the case of 19-year olds is exceptional, because there is also a slight increase in successful transition for 23-year old treatment women. This suggests that among the oldest students, PEAS is able to provide much better support for successful transitions. This is particularly key for those over 21, as this age is when there are the fewest routes available for successful transition.

4.2.1. Region

The regional distribution of transition students demonstrates some difference between treatment and comparison. The introductory chapter on the context demonstrates some of the impact this may have, given the regional differences in the country, but broadly speaking, the distribution demonstrates that PEAS programming focuses on the more marginalised Eastern and Western regions, over the relatively wealthier Central region.

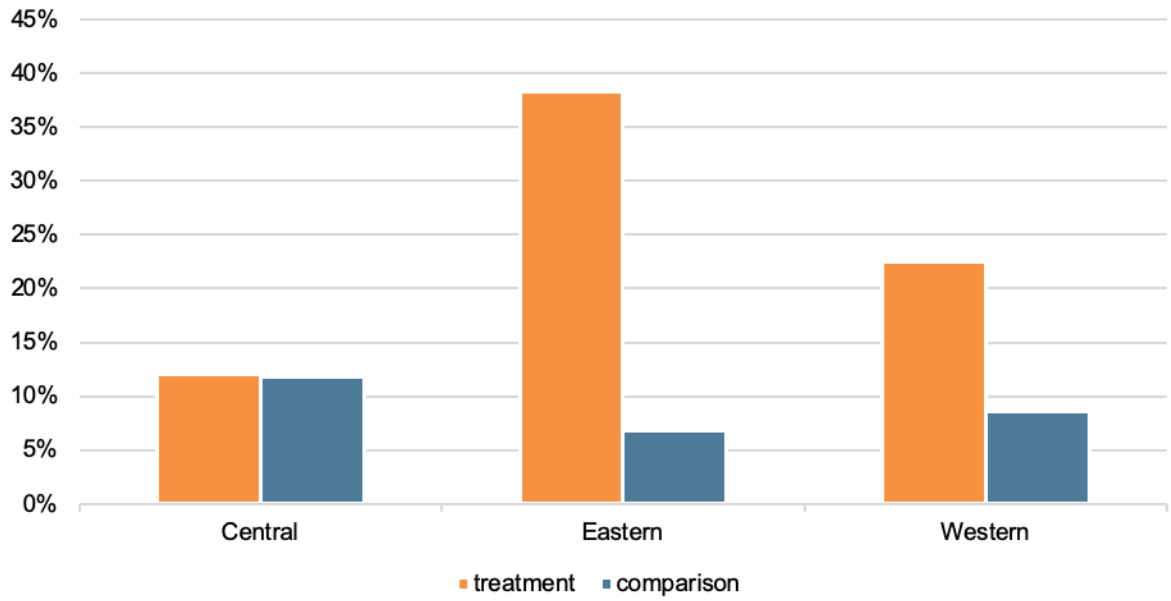


Figure 4.2: *Rates of successful transition by region*

As can be seen in the treatment distribution, the Central region has the smallest proportion in transition, affecting the expected transition rates negatively.

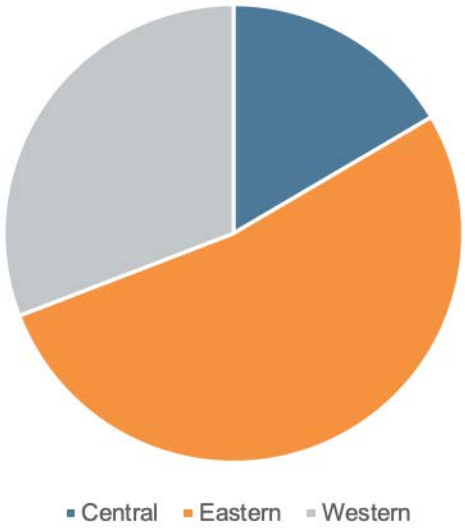


Figure 4.3: *Treatment students with successful transition by region.*

By contrast the eastern region is not as well-represented in the transition data for comparison schools, which may contribute to an inflation of transition rates. As shown in section 3.2.2 (table 3.17) students from the Eastern province had significantly higher literacy and numeracy outcomes than those in the Central and Western regions.

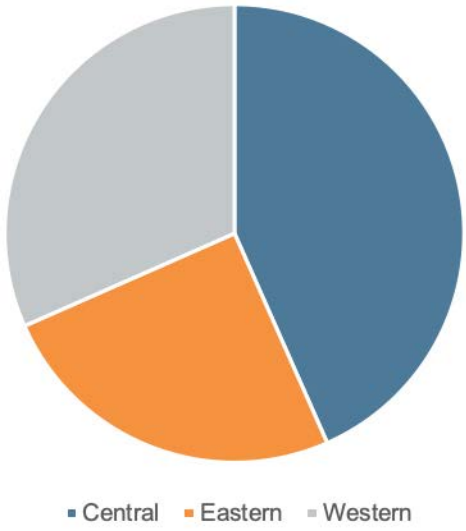


Figure 4.4: *Comparison students with successful transition by region.*

Given that the eastern province has these higher learning assessment scores, it is not surprising that in-school transition rates in the eastern province are also higher than in other regions. There was a particularly notable contrast between treatment and comparison students transitioning in school in the Eastern region. Fifty-five percent of treatment students in the Eastern region transitioned successfully through in school progression, as opposed to only 10% of comparison students in the Eastern region. In the other regions, the rates of in-school transition between treatment and comparison groups were much more similar.

4.2.2. Family support

In addition to environmental factors, such as region and natural factors of age, the enabling environment of family attitudes can have a profound impact on transition outcomes. The majority of students in the transition cohort agreed that their families think it is important for girls to go to school, and that they feel supported by their caregivers to attend and complete school. However, students also cited some attitudes and actions of caregivers demonstrating that in practice some caregivers may give more support to boys' education. For example, some students revealed that their caregivers would not support their enrolment beyond lower secondary, with some saying that their caregivers prefer enrolment in TVET or that they would not provide financial support for upper secondary. For example,

"My parents told me that after S4, I will go to the nursing school. But I would like to join A-Level." (Noble High School, transition cohort student focus group)

In key informant interviews with headteachers, it was found that caregiver support of students has increased. Headteachers cited that more caregivers are paying school fees and are providing scholastic materials as well as more menstrual hygiene resources for girls. In some schools, headteachers linked this increased support with higher enrolment. However, headteachers reported that there is still room for improvement in terms of caregiver support of girls' education. Teachers in both treatment and comparison schools also reported that there have been improvements in community attitudes towards girls' education and caregiver support.

This qualitative insight supports the findings from the survey questions regarding family support, agreeing with the statement: "My family thinks my education is equally important as boys' education…" 98% of treatment students in the transition cohort agreed, and 97% in the comparison transition cohort. Because these are both very high numbers, there was not a sufficient comparative group to be able to demonstrate the change this had on transition outcomes.

4.2.3. Life skills

Life skills classes are a particular emphasis for improving transition outcomes in the GEARRing Up for Success After School project as they are equipping girls with useful skills for their life after school. As such are an important area to consider in disaggregation. The Theory of Change would suggest that the students who receive the life skills inputs would be more resilient and better prepared for successful transitions[36].

Of the treatment cohort, 49% received "lessons in school that teach… life skills, like how to stay healthy and be safe?" while only 26% of comparison students said they had received these skills. 98% of treatment students stated that they found these lessons useful, while none of the comparison students said that this was useful.

All of the students who received the life skills inputs from the PEAS programme had remained in school, and thus transitioned successfully. The comparison students who responded to this question were also in school, however, and they therefore also had successful in-school transitions.

[36] It should be noted that not all girls attend life skills programming – this is demonstrated fully in the IO3 spreadsheet.

As mentioned in section 2.1.3 there are slight correlations between above average Life Skills Index scores and successful transition rates, suggesting that this element does have a positive influence on transition outcomes[37].

4.2.4. Livelihoods

Similarly, livelihoods form an important component of the transition inputs, for the same reasons as the life skills inputs. In the treatment cohort, 21% of students participated in the livelihoods programme, while none of the comparison cohort did. Ninety-seven percent of treatment students found these inputs helpful and all of the students who participated in the programme transitioned successfully.

4.3 Target setting for the transition outcome

The transition cohort will not be tracked at endline, so it will not be necessary to set new targets.

[37] Further correlations suggesting whether these programmes are successful can be found in section 6.3 on the life skills outcome.

5. Sustainability Outcome

The following section outlines key findings regarding the sustainability of the GEARRing Up For Success After School project. Sustainability is a key outcome at midline to inform recommendations for project implementation to endline. Table 5.1 presents key sustainability indicators and midline scoring against community, school and system-level sustainability using the Sustainability Scorecard.[38] At midline, there was no specific target on the Scorecard, rather an expectation of "growing evidence" of community, school and system-level sustainability.

Although, there is evidence of improvements and sustained changes at midline, achieving project sustainability has faced a number of challenges since baseline. This is particularly the case for financial sustainability, which has been affected by the loss of a public private partnership (PPP) with the Government of Uganda. This has required adaptation to PEAS' GEARRing Up for Success After School project sustainability plan.

The findings in this section are elicited from qualitative data collection, project monitoring data and the household and student surveys where applicable. The qualitative data collection included interviews with headteachers, PEAS staff and district education officers (DEOs) as well as focus groups with students, caregivers and teachers. There are four scores available on the Sustainability Scorecard: latent, emerging, becoming established and established. For each level of sustainability, analysis is grouped under the FM's criteria for the assigned score (in bold text).

The sustainability indicators in the logframe were adapted from baseline. For the full details and rationale of changes, refer to Annex 3. The main changes are summarised below:

- Indicator 3.2 has been removed: "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)". This is to reflect the change in circumstance from baseline as the PPP is no longer viable.
- School level indicator 2b has been added: "% of per pupil operating costs that are covered through local, renewable income sources ". This is to reflect the project's commitment to find alternative means of subsidising girls' education within Uganda in light of the loss of the PPP.

Table 5.1: Sustainability indicators

	Community (weighted 20%)	School (weighted 60%)	System (weighted 20%)
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'	School leaders and teachers believe project activities have led to positive changes for girls and are desirable to continue	Local and national government stakeholders support the gender-focused activities of PEAS schools and want them to continue *Source: DEO KIIs, PEAS staff KIIs*

[38] The full Sustainability Scorecard is available in the FM's Midline MEL Guidance, Part 2.

	personal circumstances or abilities *Source: Caregiver FGDs, Caregiver survey*	*Source: Teacher FGDs, Headteacher KIIs*	
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, Caregiver survey*	2a - Limited or no outside investment is needed to continue the project activities at the school level *Source: Headteacher KIIs, review of activity costs* 2b - % of per pupil operating costs that are covered through local, renewable income sources. *Source: year-end finances*	Local and/or national government stakeholders are developing plans to scale project activities to other schools or locations outside the PEAS network *Source: DEO KIIs, PEAS staff KIIs*
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, Caregiver survey*	School staff have sufficient capacity and resources to continue the project activities at their school *Source: Teacher FGDs, Headteacher KIIs*	N/A
Baseline Sustainability Score (0-4)	2 - Emerging	2 - Emerging	2 - Emerging
Overall Sustainability Score (0-4, average of the three level scores)	**Baseline: 2 - Emerging**		
Midline sustainability Target (0-4)	"Growing evidence of this view through qualitative interviews and focus groups"	"Growing evidence of this view through qualitative	"Growing evidence of this view through qualitative interviews and focus groups"

		interviews and focus groups"	
Midline score (0-4)	2 - Emerging	3 – Becoming established	2 - Emerging
Overall sustainability Score (0-4, average of the three level scores)	**3 – Becoming established**		

5.1 Community-level sustainability

At the community level, sustainable support for girls' education and transition remains "emerging". Associated findings are presented below in three defining areas of community-level sustainability regarding evidence of improved practice and support for girls' education, the extending support for the project, and activities that mobilise funding and other resources.

There is evidence of improved practice and support for girls' education in specific ways being targeted by the project.

Caregivers view girls' education as important and impactful for girls' futures. When asked "how important do you think [GIRL's] education is", 93% of head of households (HoH) and 94% of primary caregivers who responded selected "very important" and that education is "very important" for the girl's future. To further support these findings, 89% of caregivers who responded to "even when funds are limited it is worth investing in [GIRL's] education" selected "strongly agree" and a further 10% selected "agree". The majority of caregivers also agreed that a girl is just as likely to use her education as a boy, with 99% selecting either "strongly agree "or "agree".

Caregivers have high educational aspirations for girls. When asked what level of education they would like their daughter to achieve, 65% of caregivers who answered selected "university" (64% of treatment caregivers and 68% of comparison caregivers) and 18% selected "College (Tertiary)" (20% of treatment caregivers and 18% comparison caregivers). "Upper secondary" was only selected by nine percent of caregivers who answered the question. Moreover, 56% of caregivers who answered "to what age do you think that [GIRL] should stay in school" selected "until she completes the highest level of education" (53% of treatment and 60% comparison caregivers) and a further 40% of caregivers selected "20 to 25" (42% of treatment and 38% of comparison caregivers). This supports the aspirations of girls who want to study beyond lower-secondary, to upper secondary, TVET or university and their aspirations to have professional jobs requiring further training. Some girls reported in the focus groups that their caregivers would support them for TVET or employment after lower secondary rather than continuation to A-Level. For example,

"*My parents told me that after S4, I will go to the nursing school. But I would like to join A-Level"* (Student, Noble High School)

"*My parents want me to branch for a course [enroll in TVET] that they don't have money to continue paying me A level*" (Student, Ngora High School).

One caregiver explained why TVET courses are the preferred further education option by some caregivers:

"*Several parents have taken up the option of sending girls for nursing because it's a short course and comes with assurance of immediate employment*" (Caregiver, Samling Kazingo PEAS High School).

There is some evidence that adults in the community demonstrate preparedness to challenge non-gender equitable views amongst other community members. Eighty percent of caregivers stated that they would tell a man to stop insulting a woman (81% treatment and 79% comparison) and 79% said they would tell a woman to stop insulting a man (80% treatment and 79% comparison). However, more nuanced non-gender equitable views about girls' education and girls' domestic responsibilities were prevalent throughout the caregiver 'and student focus groups, as explored below.

Change is not universally accepted among targeted stakeholders, but support is extending.

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. 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. The GEI statements were adapted to a 1-3 scale response: Disagree (1), Neither (2), or Agree (3). The highest score available is therefore 27 for girls and 24 for caregivers (due to the omittance of one question). Across both transition and learning cohorts and both school types, the average gender equity score for caregivers was 19.1. Treatment caregivers scored slightly higher with 19.4 compared to comparison caregivers with 18.7. This is a decreased score from baseline where treatment caregivers scored 22.6 and comparison caregivers score 22.8. Across all households, 31% scored a perfect gender equity score of 24. This is lower than the percentage of perfect scores at baseline, 41% for treatment and 46% for comparison. This suggests that attitudes at the community level towards gender equity are more difficult to sustain.

There is evidence of caregiver commitment to supporting girls' education but there remain challenges in the treatment of girls' learning and transition in an equitable manner with boys**.** Table 5.2 demonstrates that there are some non-gender equitable cultural beliefs that remain prevalent in the community.

Table 5.2: Gender Equity Index statements, % of agreement

GEI Statement	Overall agree	Treatment agree	Comparison agree
Girls have the same right to go to school as boys	85%	86%	82%
Men and women have the same right to enrol in higher education	83%	85%	80%
When a girl gets married or starts a family, it is important for her to continue her education	64%	64%	66%

The average GEI score for students was 25.7 (out of 27), with minimal difference between treatment and comparison students, with 25.7 and 25.8 average scores, respectively. This is a slight increase from the baseline average score of 24.8 and comparison score of 24.4. In both cohorts and across both school types, 52% of students gave a perfect GEI score of 27. This is a significant increase from baseline where 24% of treatment students and 23% of comparison students had a perfect score, suggesting that changes in attitudes towards gender equity are improving.

Focus groups with caregivers included an activity about gender equitable attitudes. Caregivers were asked to raise a card denoting, "agree", "disagree" or "neither agree nor disagree" to the following statements:

- *Women have the right to hold leadership positions in the community.*
- *Girls have the same right to go to school as boys.*
- *When a girl gets married or starts a family, it is important for her to continue her education.*

Enumerators then facilitated a discussion to gain further insight into caregivers' responses to these statements. Through this activity, caregivers demonstrated an awareness of gender equitable views and largely agreed with the statements in the activities. A summary of responses is summarised in the table below:

Table 5.3: Summary of response to gender equity focus group activity with caregivers

Gender equity statement	Summary of response
Women have the right to hold leadership positions in the community	Of the six focus groups with caregivers, five had 100% agreement with this statement and one had one participant who neither agreed nor disagreed. Caregivers cited both women's equal right to leadership positions as well as their ability.
Girls have the same right to go to school as boys	Of the six focus groups with caregivers, five had 100% agreement with this statement and one had one participant who disagreed. Caregivers cited girls' equal right to education and the benefits to the family and community: *"Once a woman is educated so is the Nation, women are the mothers of the nation they are the first teachers children meet."* (Wiggins High School, Caregiver FGD)
When a girl gets married or starts a family, it is important for her to continue her education	Of the six focus groups with caregivers, five had 100% agreement with this statement and in one group the caregivers were split between agree and disagree.

Caregivers shared a number of positive reasons for why they feel girls' education is important and why they want girls to continue in education, including:

- Women's right to be any kind of leader
- Women's ability is the same as men

- Reference to female politicians
- Education valued as a route into professions
- Education to enhance women's status in the community and ability to educate those around her
- Women become more confident

However, some caregivers expressed gender inequitable views in the discussion that demonstrate that some do not equally value or support girls' education as compared to boys' education. For example, the theme that boys and girls have innate qualities that make them better suited to different roles and skills emerged in this discussion. While the majority of caregivers agreed that girls' education is important, many caregivers linked the benefits to an improved ability of girls to care for their family. For example, one caregiver responded thus when asked why they thought girls' education is important: "*The girl child will always think about her parents compared to boys*" (Kiira View High School, Caregiver FGD). Another replied, "*A girl with a degree can be able to help the parents when she gets a job by taking care of them*" (Forest High School, Caregiver FGD). Some caregivers therefore associate the benefits of girls' education with wider benefits for the family and community.

Several research studies in Uganda and beyond show that value is placed on the intergenerational benefits of girls' education, such as increased health and income for families.[39] Thus, in this sample of caregivers, some articulate the benefit of girls' education is linked to the fulfilment of an expectation of familial care, which could be seen as a gendered expectation and potentially conditional support of girls' education. While it can be argued that boys face familial care expectations to financially support families when they gain employment, it is noteworthy that some caregivers link the importance and benefit of girls' education to their ability to fulfil a familial role rather than a fulfilment of a girl's innate right to education or the improvement of the girl's own quality of life. There is scope to further explore this at endline and examine caregivers' rationale for supporting girls' education in greater depth.

Project staff and resources play key roles in driving change, although there are activities in place to mobilise funding/other resources

Within the community there is widespread appreciation for PEAS activities, however caregivers in FGDs rarely articulate specifically the activities girls are benefitting from. This suggests that project staff and resources remain the key driving force for change in the community. There is consensus among caregivers that PEAS activities are good and should continue. This is supported by the evidence from the caregiver survey. Of the caregivers of treatment school girls who answered the question, 87% "agree a lot" that they support the activities of PEAS schools that focus on girls and a further 68% "agree a lot" that other adults in their community also support these activities. Of these caregivers, 92% "agree a lot" that they want the PEAS activities that focus on girls to continue. However, in focus groups with caregivers, there was a lack of awareness of PEAS gender-focused activities, with most caregivers unable to articulate specific activities their daughters had benefited from. This demonstrates that there needs to greater awareness of gender-specific activities at the community level, in order to increase and sustain community-level change.

Teachers report that there are improvements in the community around attitudes towards girls' education, for both treatment and comparison schools. When teachers in PEAS schools were

[39] https://www2.ohchr.org/english/issues/development/docs/girlseducation.pdf
and http://www.ungei.org/resources/files/Missed-opportunities-high-cost-of-not-educating-girls-World-Bank-July-2018.pdf

asked to describe how these improvements were made, they cited the schools' efforts to reach out and engage with community leaders and parents on a regular basis. However, teachers alluded to continued tensions and misinformation in the community around issues such as school fees and PEAS policies, particularly the no-physical punishment policy:

- "Forest High school does not encourage physical punishment especially of spanking learners, this does not go well with a community that believes in beating or inflicting pain on a child as a corrective measure." (Teacher, Forest High School)
- "The community believes in physical punishment of students or children as a corrective measure yet PEAS has put in place a none physical punishment policy, as such, parents have changed their children's school." (Teacher, Hibiscus High School)
- "Some parents no longer send students to Forest High school because of the increment in school fees, competition from neighboring schools that are giving bursaries yet the bursaries were scrapped from Forest High school." (Teacher, Forest High School)
- "A section of the community believes that the school is owned by foreigners who have donated or given the school for charity therefore whenever girls are sent for school fees, there is always tension that raises from the community thinking girls should be studying free of charge and believing that the administrators are exploiting and stealing from them." (Teacher, Forest High School)
- "The community is mainly Islamic and the community has issues with entertainment activities that involve Music and dance. The community complains saying that girls are being exposed to pervasive things". (Teacher, Forest High School)

These quotes show that there is scope for further community sensitisation to the PEAS approach to physical punishment and school fees in order to increase the sustainability of changes in community attitudes.

All schools (comparison and treatment) have a PTA that engages the community, although there was variation across the sample of the degree of community involvement. In PEAS schools, PTAs were involved in holding the school accountable to implementing policies, reaching out to the community and chasing late fees. In all but one comparison school, headteachers reported that the school was interacting with caregivers and the community in a largely positive manner, whilst acknowledging the existence of tensions.

5.2 School-level sustainability

At the school level, sustainability has been scored as "becoming established". Associated findings are presented below in two defining areas of school-level sustainability regarding headteacher and school staff perceptions of project benefits, and existing financial and other resources.

Headteachers and a critical mass of school staff and stakeholders are convinced of the benefits and have the capacity to deliver changed practice independently.

Data collected through learning walks and lesson observations reveal that there are some improvements in classroom practice in line with PEAS teacher training approaches. Average learning walk scores have increased from baseline, though remain within the amber score range, which demonstrates continued pedagogical practices from baseline and room for greater application of pedagogical practices. Three treatment school classes were observed during the midline evaluation, and all teachers were observed to be using pedagogical

practices covered in the Gender Responsive Pedagogy training and the Great Teacher rubric. This suggests that some teachers are implementing elements of the Gender Responsive Pedagogical approach, although this cannot be generalised to all teachers in treatment schools due to the small sample.

Girls reported good classroom practice by their teachers. Ninety nine percent of girls responded that their teachers asked questions to both boys and girls equally. Similarly, when respondents were asked if they thought their teachers asked more difficult questions to boys or girls, 98% of girls responded that their teachers asked difficult questions to both boys and girls equally. Learning cohort and in-school transition cohort girls were all asked whether their teachers supported them to continue their education. Ninety eight percent of all respondents agreed. When asked if teachers suggest ways for them to continue their studies, 98% of girls reported that they agreed. One area of school practice that remains problematic is the prevalence of physical punishment, which is not allowed under PEAS policy. More girls in comparison schools responded that their teachers disciplined or punished the students (56%) compared to treatment schools (32%). Out of the girls who answered 'yes' to this question, 82% of comparison school girls reported that this punishment was physical. While this is higher than in treatment schools, the level of girls in treatment schools reporting physical punishment remains high (60% of those 32% of girls who answered 'yes' that their teachers discipline or punish students). This may be because girls consider the use of chores/manual labour to be physical punishment, but also reveals that there is not universal application of the PEAS no physical punishment policy at the school level.

Teachers believe the project activities have led to positive changes for girls. Across all teacher focus groups, in both comparison and treatment schools, teachers reported girls' confidence increasing. In treatment schools, teachers explicitly linked PEAS activities, such as girls' clubs and improved pedagogical approaches, with increased girls' confidence. Teachers also reported that there are improvements in the community around attitudes towards girls' education, citing PEAS school efforts to reach out and engage with community leaders and parents on a regular basis as a cause for improvement. However, as outlined above, some teachers also alluded to continued tensions in the community relating to school fees and the PEAS physical punishment policy.

Headteachers reported that project activities are helping to address barriers to girls' education although they acknowledged the need for greater improvement. Headteachers also reported that PEAS activities have increased attendance and improved literacy, numeracy and life skills, although this was presented as their perception of change without statistical evidence to support this.

There is evidence that teachers support the continuation of project activities. The majority of teachers partaking in the focus groups expressed that they support the continuation of gender-focused activities in the schools. A very small minority of teachers expressed disagreement with the focus on supporting girls and advocated for greater support for boys. All headteachers of PEAS schools interviewed reported planned activities for the future to address barriers to girls' education and appeared to be committed to continuing to support girls' education. These ranged from expanding current activities such as livelihoods training to providing girls with menstrual hygiene management resources, as well as introducing new activities. It was not clear if new activities were aspirational or concrete plans, or how headteachers anticipated funding new activities.

School sustainability is however undermined by the high level of staff turnover experienced across treatment schools. Interviews with PEAS staff highlighted that staff turnover is high across the PEAS network. The reasons for this are varied, however a number of staff reported

that government schools hire en masse, per subject, and offer higher salaries, meaning that PEAS schools can often lose large numbers of teachers at a time. PEAS is therefore repeatedly training new staff in PEAS policies and pedagogical approaches, which takes time to change classroom practice. One of the sustainability goals of PEAS is to embed best practice and PEAS policies throughout all school systems, which is undermined by high staff turnover at the classroom and management levels. The combination of higher school fees and lower teacher salaries may be encouraging both students and teachers to move to government schools, which again undermines the sustainability of the PEAS approach.

To the extent possible, existing financial and other resources are being used or mobilised. Project staffing and resources still play a role but there is potential for this to be phased out.

The financial sustainability plan for the GEARRing Up for Success project has changed significantly from baseline, where the three pillars of sustainability were school fees, the USE subsidy, and an endowment fund. The USE subsidy is being phased out and funding for the endowment fund was not secured. At midline, school fees are the main sources of financial income for PEAS schools and the foundation of the financial sustainability plan. The data demonstrates that PEAS' schools are utilising financial resources to work towards financial sustainability, and that at present the project staff and resources still play a role.

Indicators 2.2a and 2.2b explore school finances. The review of activity costs reveals that 94% of school costs are covered by locally renewable sources, including fees. The per pupil operating costs covered by local, renewable income sources was 57% in 2018, 1% above the midline target. 2019 figures are not available. The total annual cost of education per pupil in 2018 was £260, of which school revenues cover £148.20 (57%). The remaining £112 is covered through a subsidy per child from PEAS. This demonstrates that PEAS schools meet the criteria that financial resources are being used but that project resources remain vital as a source of funding, although this is planned to be reduced until schools are fully financially sustainable in 2025. PEAS plan to develop "alternative sources leveraged from sharing PEAS skills, experiences and assets", although this is still at the business planning stage and therefore its impact on financial sustainability cannot be ascertained. During the midline data collection phase, PEAS implemented their NextGen approach, which has led to some operational changes to make cost savings. Through their dual strategies of reduced expenditure and additional income sources, PEAS is working to strengthen its financial sustainability. As this approach only began during the course of the midline evaluation, it is not possible to yet assess its effectiveness. This will be further considered at endline.

The school level finances show that headteachers rely on PEAS funding to cover the shortfall between school revenues and the total cost of education per child. Headteachers in PEAS schools are committed to continuing to support girls' education and cited examples of how they will do this: sponsoring out-of-school girls (Malongo), improving security for girls by fixing the school fence and bringing in security personnel (Nyero), building more dormitories for boarding students (Nyero), transportation for girls travelling a long distance to school (Nyero), community sensitisation on child protection (Nyero), and more guidance and counselling sessions (Ndeija). Two headteachers had a plan to finance these efforts: lobbying organisations for funding and asking parents to make a financial contribution. It is encouraging to see this early planning however it is not clear how feasible these strategies are and whether it is sufficient to sustain the activities. This suggests that there needs to be more financial planning towards sustainability at the school level, including strategies for income generation that do not include school fee increases. Headteachers at PEAS schools reported that schools have not taken out loans and rely on PEAS financial support and school fees as their main sources of income. Some headteachers reported that there is some income at the school-

level from the livelihoods programme, this was not considered a viable source of income to base financial sustainability upon.

PEAS staff are positive about schools' ability to achieve financial sustainability with limited outside investment. PEAS staff discussed the ability of schools to absorb the increased cost per beneficiary, as a result of losing the USE government subsidy, reporting that schools were able to absorb more costs than anticipated alongside the increase in school fees. This view is in contrast to headteachers at the school-level, who articulated that PEAS financial support and school fees are the main strategy for ongoing financial sustainability. This suggests that there remains more work to be done at the school level to achieve sustainability without external investment.

Looking beyond purely financial sustainability, the reliance on school fees for school level sustainability is potentially problematic. The main barrier to girls' education is poverty and lack of funds to pay for school fees, as evidenced by both the quantitative and qualitative data. This is particularly relevant in the context in which PEAS operates, as schools target poorer rural areas and therefore poverty levels are high across PEAS project beneficiaries. PEAS had to increase fees in 2019 due to the loss of the USE subsidy. In 2019, average non-USE subsidised day and boarding fees were increased by three percent and eight percent, respectively. Day fees were only adjusted for inflation in order to keep day fees as low as possible, whereas it was assumed that boarders are able to absorb slightly higher increases.

Despite the obvious challenge increasing fees has on poorer community members, it is understood by PEAS and an independent evaluation in 2018 that PEAS school fees remain on a par with, or below, other schools in their geographic areas. The specific amount by which fees changed in each PEAS school varied, based on a process of benchmarking against other schools in the districts PEAS operates in. As such, in some districts, PEAS schools may have higher school fees than government schools. An external evaluation by EPRC in 2018 found that total costs for a household to send a child to a PEAS school was lower than both government and private schools for day, boarding, USE and non-USE students at O-Level and for students at A-Level.[40] It is important to note that government schools often charge costs and fees beyond school and exam fees.

As there is currently no evidence of other income generating activities at school level, it is a potential risk that fees could be increased further to meet school funding requirements. It is therefore a concern that school fees are relied on for school level sustainability, which could undermine access to affordable education for girls. As explored in detail in 6.1.1, the triangulation of data provides a conflicting picture of the impact of school fee increases on enrolment. Anecdotal evidence and the perception of PEAS staff, captured in key informant interviews, was that fee increases have decreased enrolment significantly across the PEAS network, which strongly suggests that there is potentially a trade-off between financial sustainability and sustainable access to affordable education for girls. PEAS enrolment data shows this drop be significantly smaller than suggested at 4%. Another contributing factor to reduced enrolment may be stricter enforcement of boarding student capacity, as some schools were found to be enrolling boarding students beyond school capacity. As such, it is recommended that the link between fees and enrolment is explored in greater detail at endline.

Teachers report feeling supported by the project, but remain under-resourced in scholastic materials. In teacher focus groups, teachers cited multiple activities funded under the GEARRing Up for Success After School as sources of school support: teacher training,

[40] EPRC, 2018, Evaluation of the PEAS network under the Uganda Universal Secondary Education Programme: Endline Evaluation Survey Report.

training on gender responsive pedagogy and learning methods, continuous professional development and infrastructural improvements. When asked what further support schools could provide, there was a consensus among teachers that they need more teaching aid materials (mostly textbooks) as the ratio of materials to students is low. Headteachers also reported that more teaching materials are needed. Some teachers also requested more accommodation for staff. It is expected that PEAS will invest more resources into teaching materials and revise strategies to support schools to sustainably budget for scholastic equipment, once the Government of Uganda confirms whether it will be introducing a revised national curriculum, as was suggested in 2019.

5.3 System-level sustainability

At the system level, there is evidence of sustainability at the emerging level. Associated findings are presented below in two defining areas of system-level sustainability regarding evidence of improved capacity of local officials to support girls' education, and examples of support for project schools.

There is evidence of improved capacity of local officials to support girls' education through existing functions, adopting new approaches

All three District Education Officers (DEOs) interviewed articulated that they and other school leaders see PEAS as having a role in benchmarking and setting the example of best practice in terms of safeguarding policies and approaches to learning. They articulated that PEAS' practice is influencing the design and implementation of government policy. All DEOs felt that the project is good value for money considering its impacts. Two DEOs felt that the project activities and impacts are sustainable, but one DEO said that government funding is moving to SEED schools, insinuating that this would impact negatively on the sustainability of PEAS schools. Only one DEO said that their district provides funding for gender-focused activities for non-state schools and the other said this was outside of their budgets. One DEO was particularly worried about the exit plan for PEAS and identifying who would take on ownership of the schools after PEAS leaves. This suggests that more engagement is needed with DEOs to understand the sustainability model of PEAS schools remaining low-cost private schools beyond the project, and ensuring that it is clear to DEOs that there is not an exit strategy involving government handover. Examples of government policies targeting barriers to girls' education, as modelled by PEAS, were raised by all DEOs, including Affirmative Action, Senior Women Teachers and safeguarding.

One example, provided by PEAS staff and DEOs, of improved capacity of local officials through PEAS, is the Inspect and Improve project. This project is the keystone of PEAS' system-level sustainability approach introduced in February 2019. The project is an 18-month pilot conducted in partnership with the Directorate of Education Standards (DES), with the aim of collecting evidence about how to improve quality in Ugandan schools. The Inspect and Improve project has adapted components of the PEAS support and supervision model and is being implemented in ten government schools. As such, PEAS is engaging in system-wide reform to improve the quality of education in Uganda, and is supporting the DES-led development of a national school improvement model. It is the aim of the Inspect and Improve project to improve the capacity of local officials to support girls' education. The impact of this towards system-level sustainability will be explored at endline, after the completion of the pilot.

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.

On the whole, the DEOs were positive about the impact of PEAS projects, all emphasising different aspects of the project activities: safeguarding, teacher training and life skills education. All three DEOs said there had been minimal change to the barriers to girls' education in the last two years, but attributed the change to PEAS' and other NGOs' efforts to sensitise the wider community.

Only one of the DEOs has been in place since the beginning of the GEC-T GEARRing Up For Success project. All of the DEOs exhibited a degree of confusion between general PEAS activities and the GEC-T funded project. The DEOs appeared to be fairly well informed on these aspects of the PEAS approach to schooling, however exhibited gaps in their knowledge when considering funding mechanisms, exit strategies and future plans.

5.4 Summary of sustainability findings

Overall, the project was scored as "becoming established" on the Sustainability Scorecard. In the logframe, community and system-level sustainability are each weighted at 20% and school-level sustainability is weighted at 60%. As such, scores of "emerging" sustainability at community and system levels combined with the "becoming established" score for school-level sustainability produce an overall score of "becoming established", once weighting is taken into consideration. This is an increased score from baseline. There is a high level of agreement at the community level of the importance of girls' education, examples of improved pedagogical approaches that incorporate gender responsiveness, and a high level of buy-in to project goals and the PEAS approach from DEOs. There is evidence that schools are working towards becoming financially sustainable, although at present schools still rely on funding from PEAS. There is concern that financial sustainability at the school level is primarily reliant on school fees, which are one of the main barriers to girls' education. It is recommended that school funding sources are diversified to avoid a reliance on school fees which may decrease access to affordable education.

5.5 Changes needed for sustainability – contributed by PEAS

The following section was written by the project in response to the EE's sustainability findings. An overview of changes needed for sustainability to be achieved are outlined in Table 5.4.

Table 5.4: Changes needed for sustainability

	Community	School	System
Change that 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 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 with limited support from the project and have allocated and mobilised financial resources 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 partnership between schools and District Officials.
Activities aimed at this change	Community leaders, PTAs and BoGs have strengthened capacity for community-wide messaging, with the aim of mobilising support 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 engagement with national and local government officials to promote evidence sharing and learning.
Relevant stakeholders	Caregivers and community members; community leaders; school leaders; PTA members; BoG members; PEAS staff.	School Leaders; school management; teachers; PTA members, BoG members; PEAS staff.	MoES officials, District Education Officers; PEAS staff; school leaders.
Factors that are hindering or helping achieve changes	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 beyond the life of the GEC-T programme. 3. PEAS works in communities living in poverty – the mobilisation of additional financial resources is likely to be particularly challenging in these communities.	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. PEAS' existing strong relationship with the Ministry of Education, including District Education Officers is critical to success in this area.

Sustainability has always been and remains a 'pillar of impact' for PEAS (alongside access to and quality of, education). PEAS has continued to focus on initiatives that drive long-lasting change at a school, community and system level. At a school level, school leaders and teachers have been the protagonists of much of the work, and have a thorough understanding of the approaches taken. At a community level, PEAS has continued to tackle challenging topics such as corporal punishment, girls' transition, and boarding compliance directly with community stakeholders and is slowly achieving a changing mindset. At a system level, PEAS' work with the Directorate of Education Standards in Uganda is a starting point to enable us to take learnings from the GECT project and incorporate those in government schools. The evaluation suggests that some progress is being made in all these areas, whilst offering insights into areas on which the project can continue to build.

Community level

As detailed above, the majority of caregivers agreed that education is very important for a girls' future and that even when funds are limited it is worth investing in girls' education. On this basis it is clear to the project that supportive attitudes towards girls' education are becoming established in the community. The report notes some caregivers' comments regarding potential benefits of girls' education to the family and wider community. This does not appear to be cited in the qualitative data as a benefit felt to be of greater importance than the benefit to the girl herself. The project intends to encourage the messages that educating a girl benefits people beyond only the girl herself.

The evaluation highlights community views as reported by teachers. Whilst the data suggests the majority of views are positive, some concerning views evidently persist. Of particular concern is the need for physical punishment in schools. PEAS is aware of this and anecdotal evidence suggests it may even be impacting enrolment to a limited extent. Nonetheless, the project will of course continue to take an uncompromising approach to child protection in the school environment. It is beyond the scope of this project to embed long term attitudinal change in relation to all barriers to children receiving a safe and effective education. However, PEAS will continue to strengthen the relationship with PTAs and school BOGs and to use the channel to disseminate key messages out to the wider community. These messages will continue to include issues such as the importance of child protection and the reasons for child protection measures. The project is confident that attitudes will continue to change as the positive effects are increasingly seen of education and an approach that prioritises a safe and fulfilling learning environment.

School level

Head Teachers and teachers have demonstrated the capacity to deliver changed practice, as evidenced by learning walk scores that improved between baseline and midline, and lesson observations and the girls' survey showing teachers are utilising pedagogical practices covered in the Gender Responsive Pedagogy. The evidence appears to suggest that these skills and practices are becoming embedded in the schools and staff practices. The related activities are of course directly contributing to achievement of the Intermediate Outcome of teaching quality, and expect to aid improvement in learning outcomes. The project will therefore continue with support and supervision activities in the school with the expectation that further improvements will be seen by endline.

PEAS is encouraged to note the progress reported on the area of safeguarding referenced in the report. It is positive to note that the vast majority of students feel safe in PEAS schools, and that PEAS schools are noted as having significantly better safeguarding provision and outcomes than the comparison schools. Nonetheless, the project recognises that further progress can be made. Of the 32% of girls that confirmed their teachers practice some form of punishment, and 60% of those said it included physical punishment. Therefore, 18% of girls reported that their teacher practices physical punishment. PEAS will continue to work to bring this percentage down to zero. As noted elsewhere, teacher retention rates are relatively high. It can take time for training to lead to behaviour change. PEAS will ensure that child protection continues to be emphasised as a training priority for new teachers and that their actions in the classroom will be closely monitored. As the current approach is recognised to be having an impact in schools, the related activities will be continued. As noted above, it is possible that this may have a negative impact on enrolment. However, the impact on attendance and learning is expected to be positive.

The report notes the challenges encountered by the project due to the withdrawal of the PPP by the Government of Uganda. The project made a shift to focusing on alternative sustainability strategies that have been fully developed and are currently being implemented. These strategies focus on increasing automation and standardisation driven by a rigorous focus on cost of education per child, strengthening efficiency across PEAS Uganda alongside higher expectations of fee collections, and exploring alternative income sources leveraged from sharing PEAS skills, experience and assets. The evaluation notes that the project took the decision to raise school fees slightly since baseline. As noted by the evaluation, poverty continues to be the greatest barrier to education and PEAS aims to reach the poorest children. Efforts were therefore made to ensure that fees remained as low as possible.

Internal monitoring shows steady improvement on financial sustainability at school level. This has been achieved through streamlining practices in financial management, setting high goals for driving this change, supporting improvements in the balance sheet position of the schools, and strengthening compliance. PEAS will continue with this approach and remains confident in the target of schools being self-sustaining by 2025.

System level

As noted in the report, in line with the aim to achieve systemic change, PEAS is implementing a project called ‘Inspect and Improve’, in partnership with the Uganda government. PEAS considers the related change as becoming embedded as the initiative has already started to generate useful resources and learnings in relation to the school inspection process. For many government school leaders, this was the first time that they had been given such comprehensive support. Boards of Governors have also responded positively to the school improvement planning process.

PEAS and DES are working together to consider how to build on the initial success and strength of the Inspect & Improve pilot project going forward. This could involve expanding the project to further schools, as well as using the learnings from this project to contribute to the ongoing, system-wide work to strengthen secondary inspections and follow-up support offered to schools. The collaboration will continue in order to ensure meaningful school improvements that benefit thousands of students across Uganda.

PEAS’ close partnership with the Government of Uganda means that we are already well placed to share the lessons we are learning about how to deliver affordable, low-cost education in Uganda to disadvantaged students, especially girls, so national actors can transfer these learnings to government schools and improve national education policy. PEAS

will also be participating in national and international meetings, events, and publications in which PEAS will share learning from the programme in order to positively influence national and international education policy and planning.

6. Key Intermediate Outcome findings

6.1 Attendance

Table 6.1: Intermediate outcome 1 indicators as per the logframe

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
1. Attendance	1.1 Percentage improvement in attendance rates for girls	76.8%	77.8% (1 percentage-point improvement on BL)	89.7%	Y	78.3% (1.5 percentage-point improvement on BL)	Y
Main qualitative findings							
IO 1.2 *Girls feel it is possible for them and their peers to regularly attend school (due to the project):* The majority of students in both learning and transition cohorts assessed their ability to attend highly, but raised a number of barriers which were consistent across the student focus groups. The main barriers to attendance which emerged through the focus groups were lack of school fees, sickness and menstruation, and travelling long distances to school. Across the student focus groups, there was consensus that most caregivers and teachers support the students to attend school. While there was some discussion around the differences in girls' and boys' attendance, this was not a strong theme in the data. PEAS staff acknowledged that enrolment and retention has decreased as a result of an increase in school fees necessitated by the loss of the government Universal Secondary Education subsidy.							

6.1.1. Percentage improvement in attendance rates

Attendance data was collected during spot check visits in June 2019 (during Term 2) in the twelve treatment schools. There was no data collected from comparison schools. Attendance rates were recorded by visiting each class and noting the girls and boys present in the class at the time of the visit. On average, 88% of enrolled students were present in the class, and average rates were slightly higher for girls than boys. This is a 14% increase in spot check recorded attendance from 2017 to 2019, as demonstrated in Table 6.2.

Table 6.2: Students in attendance on the day of spot check visit, as percentage of number of students enrolled

	2017 spot check (%)			2018 spot check (%)			2019 spot check (%)		
	M	F	All	M	F	All	M	F	All
Total	71	77	74	73	75	74	86	90	88

Overall, attendance was highest in schools in the East region and lowest in the West region, where there was also a higher rate of absence among boys than girls. In the Central region, boys had a slightly higher rate of attendance than girls. Table 6.3 outlines the number of lower secondary students in attendance on the day of the spot check, as a percentage of number of students enrolled:

Table 6.3: Spot check lower secondary attendance as percentage of enrolment

Region	2017 spot check (%)			2018 spot check (%)			2019 spot check (%)		
	M	F	All	M	F	All	M	F	All
Central	74	81	77	58	64	61	90	85	88
East	71	75	73	77	81	79	92	92	92
West	68	76	72	82	81	82	81	90	86
Total	**71**	**77**	**74**	**73**	**75**	**74**	**86**	**90**	**88**

Student attendance was similar across all grades, ranging from 87% in S4 to 90% in S5. There were no major differences between girls' and boys' attendance in any of the four lower secondary grades, although female students have marginally higher attendance. Due to the limited representation of A-level schools in the sample (two schools) and the small number of students enrolled, gender comparison is not conclusive.

Learning cohort students are primarily in S3 (having been sampled from S1 at baseline), and had an average of 88% attendance across the regions, which is an increase from 77% of S3s sampled at baseline. The attendance of S3 girls has increased from 83% of S3 girls in the 2017 spot check to 90% in 2019. Table 6.3 shows the number of S3 students in attendance on the day of spot check, by region.

Table 6.4: Student attendance, as a percentage of number of students enrolled

	Male (%)	Female (%)	All (%)
Central	94	83	89
East	88	101[41]	94
West	81	88	85
Total	**86**	**90**	**88**

In addition to spot check data, School Tool information was gathered to assess overall attendance rates during the spot check visits. Averages from the data collected during the spot checks conducted in 2017, 2018 and 2019 are presented below in Table 6.4. Note that 2019 averages represent attendance for Terms 1 and 2 due to the timing of the spot check visit. Only six schools provided School Tool data, of which four included the export of 2019 attendance, as such this is a small sample that includes three schools in the West region, one in Central and one in the East.

[41] This number is not deemed to be accurate due to inconsistent records in Ngora PEAS High School, where 25 S3 girls were recorded as enrolled in 2019 and 71 were reported as attending during the spot check. The evaluation team checked the figures and reported that the inconsistencies are due to the school's failure to find the class registers for all streams.

Table 6.5: School Tool attendance rates, as a percentage of enrolment

Region	2017 spot check (%)			2018 spot check (%)			2019 spot check (%)		
	M	F	All	M	F	All	M	F	All
Central	94	95	94	96	97	96	95	97	96
East	90	92	91	94	95	94	-	-	-
West	98	98	98	97	97	97	74	98	98
Total	94	95	95	96	96	96	97	98	98

Compared to spot check records, schools potentially over-report student attendance. For example, in 2018 the School Tool average attendance was 95% compared to the average 74% attendance found during the spot check. In 2019, the difference is 10%. Hibiscus High School and Ndeija Secondary School both report 99% attendance rates in 2019. The 2019 spot check found that attendance is high, but between 5% and 8% lower: 94% and 92%, respectively. Furthermore, 14% of treatment learning cohort girls report missing two or more days of school a week, which is not reflected in the school attendance data. Discrepancies could be caused by inaccuracies in school attendance records and the timing of the spot checks, which happened during rainy season.

The spot check found there are challenges in keeping the School Tool regularly updated, which leads to inaccuracies in the data provided. The spot check found that class registers are irregularly updated and that the majority of schools visited do not regularly update the class attendance. Class teachers are responsible for updating the class registers and often have to remember who was in attendance or leave the register unmarked for the whole term, as was found to be the case in Malongo, Pioneer and Forest high schools. This undermines the credibility of attendance data collected at the school level. Five of the schools visited also reported challenges with power outages, which affects the schools' ability to use the School Tool. In some schools, this has meant that the School Tool data was completely out of use at the time of the spot check, including Apeulai, Nyero, Kazingo, Noble and Pioneer high schools. Two schools also reported that they are waiting for PEAS teams to fix technical issues. This is a combination of power outages and technical issues.

Due to the challenges in keeping the School Tool regularly updated, spot check data is used to measure the attendance rate. Overall, the spot check data reveals a continued trend of increased attendance for both boys and girls since baseline. This trend appears across all regions and spot check data points.

Regression analysis does not demonstrate a correlation between attendance and learning outcomes.

6.1.2 Girls feel it is possible for them and their peers to regularly attend school (due to the project)

In the survey, learning cohort students were asked how much time in a typical week they miss school. In the baseline, the majority (73%) of treatment school students reported 'none'. In the midline, however, this lowered to 60%. Treatment school girls were more likely to select 'none' than comparison school girls (60% compared to 48% respectively). In the baseline, 26% of treatment school students reported that they are typically absent for at least some school during a week: three percent for one to four hours a week; eight percent for one day a week;

eight percent for two to four days a week; and seven percent five days a week. This rose to 40% in the midline: seven percent for one to four hours a week; 13% for one day a week; 14% for two to four days a week; and six percent five days a week. Comparison school respondents were more likely to miss school than treatment school students, with 43% of students answering more than one day per week in comparison to 33% of treatment school students. Figure 6.1 presents time missed from school as cited in the midline data by treatment and comparison school respondents.

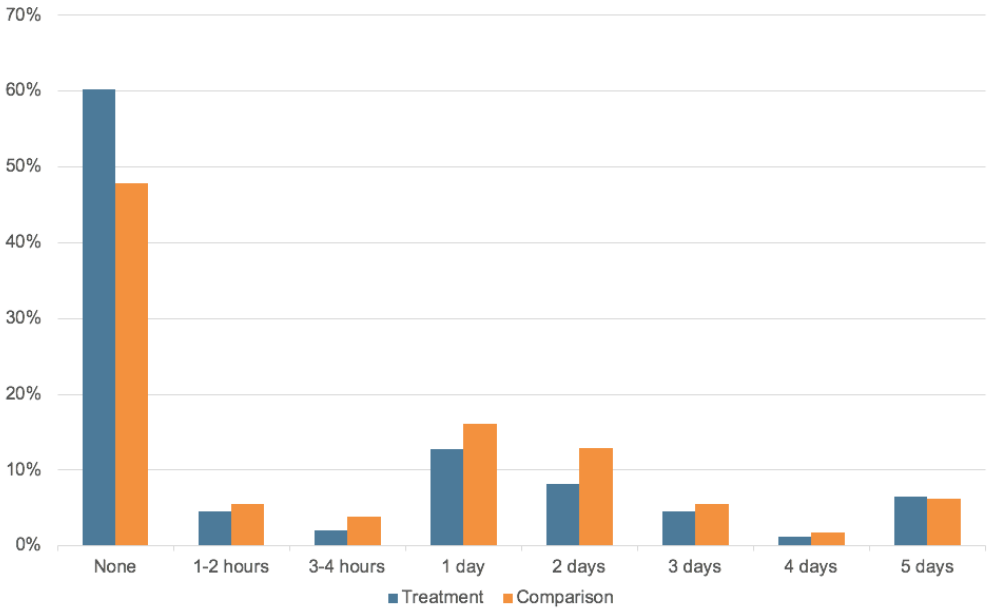


Figure 6.1: *Time missed from school in treatment and comparison schools*

Time missed from school was explored in relation to specific barriers and characteristics of treatment school girls (e.g. region, age, teacher absence, etc.). Noteworthy trends regarding these barriers and characteristics and the time missed from school are presented below:

- The **region** where they attend school: In line with baseline data, which reported that absence in schools was lowest in the West region for treatment schools, midline data shows that 78% of girls in the West region reported that they did not miss any school in comparison to 51% of girls located in the Central region and 47% of girls located in the East region. Similarly, 12% of girls located in the East region reported that they missed the full five days of school in comparison to two percent of girls in the Central region and two percent of girls in the West region.

- Whether the girl was a **boarding or a day student**: 69% of boarding students in treatment schools reported that they did not miss any school in comparison to 45% of day students.

- The **employment of the head of household** (HoH): 82% of treatment school students whose HoH was recorded as a 'student / other / I don't know' reported that they did not miss any school in comparison to 60% of girls whose HoH had informal employment and 61% of girls whose HoH had formal employment.

- The **literacy of the eldest female** in the household: 64% of treatment school girls whose eldest female in their household was recorded as being literate reported that

they did not miss any time from school in comparison to 49% of girls whose eldest female in their household was illiterate. Similarly, 11% of treatment school girls whose eldest female in their household was recorded as being illiterate responded that they missed the full five days of school in a typical week, compared to five percent of girls whose eldest female in their household was recorded as being literate.

- Whether the girl **felt unsafe in school**: Learning cohort students were asked if they ever feel unsafe at school. Overall, 95% of students said that they did not feel unsafe at school, with minimal difference between treatment students (96%) and comparison students (93%). This maintains the high percentage from baseline of 95% of students who feel safe in school. Of treatment students who said they felt unsafe some or most of the time, the main reasons given were "teasing/bullying" (27%), "hygiene" (23%) "other, non-abusive" (23%) and "other, abusive" (23%). Interestingly, 77% of treatment school girls who felt unsafe in school some or more of the time reported that they missed no school in comparison to 60% of girls who reported that they rarely or never felt unsafe in school. This was similar to **safety while boarding**: 77% of boarding students who had felt unsafe some or most of the time also reported that they did not miss any school in comparison to 59% of boarding students who rarely or never felt unsafe. These trends are in contrast, however, to whether the girl felt **unsafe while traveling to school**. Thirty six percent of girls who felt unsafe while traveling to school reported that they did not miss any school in comparison to 62% of girls who rarely or never felt unsafe traveling to school.

- The **PPI** appeared to make a difference to whether the student missed school: 71% of treatment school students with a PPI of 50 or more reported that they did not miss any school. This lowered as the PPI lowered with 56% of students with a PPI between 45 and 49 reporting that they did not miss school, 42% of students with a PPI between 30 and 44 reporting that they did not miss school, and 33% of students with a PPI under 30 reporting that they did not miss school.

- Whether they received **support from their family to stay in school**: 61% of treatment school girls who felt that they received support from their family to stay in school reported that they did not miss any school in comparison to 44% of girls who felt that they did not have this support. Similarly, 89% of girls who reported that their family thinks that their education is equally as important as their brother's reporting that they did not miss any school compared to 60% of girls who reported that their brothers get more support for school from their family. However, the number of girls who reported that their brothers get more support for school was much lower so this may have skewed the data.

In treatment schools, the most cited reasons for absence from school in the baseline were lack of money (selected by 46% of girls who had said that they missed some time from school), sickness (44%), domestic chores (12%) and menstruation (10%). In the midline this stayed relatively similar although rose slightly in percentages with 57% of girls who had said they missed some time from school selecting lack of money and sickness as the reasons for their absence. Other notable factors for treatment school students missing school presented in the midline data include menstruation (18%) and domestic chores (16%). This was a similar order as comparison school students in the midline, although comparison school students selected more options than treatment school students, which resulted in higher percentages for each possible reason for missing school. Interestingly, comparison school students were much more likely to select money than sickness (62% and 45% respectively) whereas these were selected by an identical number of treatment school students (both at 57%). This is also in stark contrast to the baseline, where comparison school students were much less likely to

select lack of money as a reason for their absence (29% compared to 46% of treatment school students in the baseline). Comparison school students were also more likely to select menstruation (25%), domestic chores (26%), and caring for family (15% compared to six percent in treatment schools) than treatment school students, which is a similar distribution to baseline findings. Figure 6.2 presents reasons for absence as cited in the midline data by treatment and comparison school respondents.

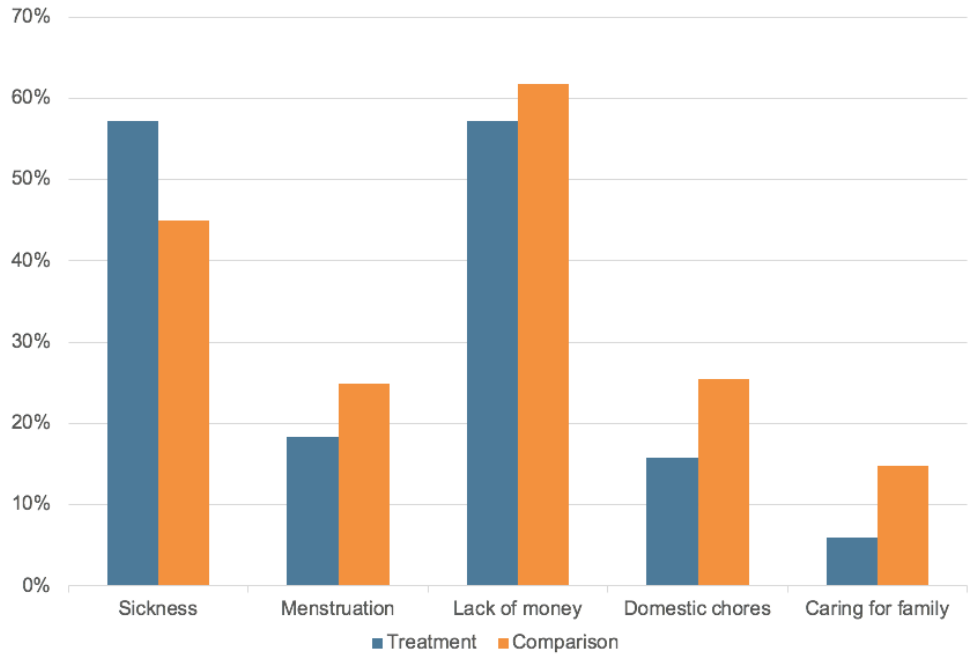


Figure 6.2: *Reasons for absence from school in treatment and comparison schools*

Learning and transition cohort girls were asked what chores they were responsible for at home. The most cited chores by treatment school students were housework (90%) and fetching water (80%), with caring for family (34%) as well as agricultural chores (32%) also being highly cited. Six percent of girls reported that they had no chores, which was relatively similar across learning and transition cohorts as well as in comparison schools. Comparison school students were more likely to select agriculture (46%) and caring for family (55%) than treatment school students, however. When asked for the amount of time they typically spend on these chores, 58% of treatment school respondents reported they spend either less than an hour or no time. The second most selected response was one to two hours (27%). Approximately four percent of treatment school respondents selected over five hours of chores. For comparison school students, they were less likely to report that they spend either less than an hour or no time on their chores (33%), and much more likely to select one to four hours than treatment school students (62% compared to 38% respectively). Approximately six percent of comparison school respondents selected over five hours of chores. When girls were asked whether their chores stop them from attending school as much as they could, 95% of treatment school respondents and 92% of comparison school respondents disagreed.

In attempting to identify possible barriers to attendance, learning and transition cohort girls were asked whether they had any serious illnesses in the last year. The majority of girls (68%) responded that they had not. This was nearly identical across learning and transition cohorts (69% and 68% respectively) and across treatment and comparison schools (69% and 68% respectively). Learning cohort girls were also asked whether they ever feel unsafe at school:

95% of respondents responded no, with most other respondents (four percent) responding 'yes, some of the time'. This was similar across treatment (96% responded no) and comparison schools (93% responded no). Focus groups similarly explored girls feeling safe in school. The qualitative data supports the finding that most students feel safe at school. Most participants reported feeling safe however a small number of students said that they did not feel safe, mostly at one school in particular, which is not cited for child protection reasons. For those who did not feel safe at school, the most common factors were to do with school infrastructure, the behaviour or attitudes of some teachers, and lack of good food provided by the school. Table 6.6 captures factors students cited which made them feel safe or unsafe in treatment schools:

Table 6.6: Factors cited by treatment students as making them feel safe or unsafe at school

Factors cited as making girls feel safe	Factors cited as making girls feel unsafe
• Security guards • School is fenced • Matrons in dorms • Teachers check classrooms at night • Good security • Fire extinguisher available • "Our teachers are good to us"	• Broken beds in dormitories (risk of falling) • "Floors are terrible" (could post health risk) • "Broken fence" (security concern) • "We have a quarrelsome headteacher who makes you feel unsafe" • "The sauce is very watery and boiled with a lot of weevils" (food safety and health risk)

When PEAS staff were asked about safety in schools, staff reported that this has improved since baseline due to the introduction and enforcement of a Child Protection policy which promotes safety for girls in school. Staff emphasised that behaviours that make students feel unsafe such as harassment, abuse and physical punishment are not tolerated and that a number of teachers not following the Child Protection policy have been removed since baseline. This was reiterated by headteachers who articulated new safeguarding measures in their schools. DEOs raised the effectiveness of the safeguarding procedures in PEAS schools as one of the main impacts of the GEARRing Up For Success After School project. Staff also cited improvements to school infrastructure, such as school buildings and girls' dormitories, as PEAS-led efforts to make safer school environments for girls.

Learning and transition cohort girls were asked whether they agreed that a girl should attend school when she is menstruating: 91% of the learning cohort and 95% of transition cohort girls agreed. This was similar across treatment (94% agreed) and comparison schools (92% agreed). Noteworthy trends for responses to this question relating to the characteristics of treatment school girls and possible barriers for attendance during menstruation are included in bullet points below:

- The **literacy of the eldest female in the household**: 96% of transition cohort treatment school girls who reported that the eldest female in their household was literate agreed that girls should attend school when she is menstruating. This is in comparison to 60% of girls who reported that the eldest female in their household was illiterate.

- Support from family: 96% of transition cohort treatment school girls and 92% of learning cohort treatment school girls who reported that they had **support from their family to stay in school** agreed that girls should attend school while menstruating. This is in comparison to 83% of transition cohort girls and 75% of learning cohort girls who reported that they did not have support from their family to stay in school. Furthermore, 93% of learning cohort girls who reported that their **family thinks their education is equally as important as their brothers** agreed that girls should attend school when they are menstruating in comparison to 67% of girls who reported the opposite.

- Whether their teachers made them feel welcome in class and teacher absence: 92% of learning cohort treatment school girls who responded that their **teachers made them feel welcome in class** agreed that girls should attend school when they are menstruating. This is in comparison to 64% of girls who stated that their teachers did not make them feel welcome. Similarly, 67% of girls who reported that their **teachers were absent** all of the time agreed that girls should attend school when they are menstruating in comparison to 88% of girls who reported their teachers were absent some of the time, and 93% of girls who reported that their teachers were not absent from school. Teacher support and absence is discussed further in section 6.4.3.

Qualitative evidence

During the spot check visits, school management were interviewed and asked why students were missing. The main cause of absence reported was sending students home for school fees. This was a major cause of absence identified at baseline and in the 2018 spot check. Since baseline, PEAS have introduced School Pay, a mobile payment system, to address this cause of absence. Through School Pay, parents can pay school fees through their mobiles and can pay in flexible instalments. Teachers also commented that students tend to skip Term 2 as farmers are not yet selling produce and their families are not making enough income to afford school fees. Another commonly reported factor for student absence was sickness, though teachers did not specify if this is more common among boys or girls. This supports the finding from the survey that money and sickness are the main barriers.

Qualitative data was also collected through focus groups with students, caregivers and teachers and explored whether girls feel it is possible for them and their peers to regularly attend school. The majority of students rated their ability to attend school as high, but raised a number of barriers which were consistent across the student focus groups and support the survey findings. The main barriers to attendance which emerged through the focus groups were lack of school fees, sickness and menstruation, and travelling long distances to school. These are the same barriers which emerged in the baseline qualitative data and are the same for both treatment and comparison students.

One barrier to emerge from the qualitative data was the threat from bodaboda drivers, particularly for girls with a long distance to travel to school. Respondents repeatedly associated this threat with the seduction of girls and distracting them from attending school, ultimately resulting in pregnancy or marriage. Teachers corroborated the girls' opinion that long distances to school are dangerous due to harassment from bodaboda drivers:

"Long distances from school [are a barrier to attendance] especially for day learners. The learners suffer from distractions from bodaboda drivers who transport them to and from school, deceive them with gifts thus compromising the girls' attention and interest of school. It ends up with marriage and early marriage. [...] Parents have resorted to taking their girls in

boarding section to stop girls from missing school and being misled to leave school." (Teacher, Forest High School)

The perception of the threat of bodaboda drivers specifically related to pregnancy and marriage emerged as a strong theme in the qualitative data as well as anecdotal data during data collection. This perception was also found at baseline.

The students also reported that their domestic responsibilities and chores could affect attendance, although this was a weaker theme in the midline data compared to baseline. Where chores were mentioned by students, it was acknowledged that girls have a greater chore burden than boys and are more likely to miss school as a result. Across the student focus groups, there was consensus that most caregivers and teachers support the students to attend school. While there was some discussion around the differences in girls' and boys' attendance, this was not a strong theme in the data.

Triangulation of data collected across the evaluation presents a conflicting picture of enrolment figures and trends. Key informant interviews were conducted with PEAS staff to explore the programmatic perspective on attendance. PEAS staff acknowledged that enrolment and retention have decreased as a result of an increase in school fees necessitated by the loss of the government USE subsidy. However, perception of the size of drop in enrolment is bigger than found in the PEAS enrolment data, which presents a more positive picture of enrolment. Analysis of Term 1 enrolment in 2017 and 2019 school years across the whole PEAS network found that there was a 4% drop, equivalent to 537 students. For girls specifically, there was a 3% drop in enrolment, equivalent to 222 students. The biggest drop in enrolment was in S1 of 14% whereas enrolment in upper secondary increased by 146 students, an increase of 51.6%. PEAS updates on the Sustainability Plan noted that school income in 2019 is 26% lower than forecast, based on aspirational enrolment targets. In light of this disparity, it is worth further investigation of enrolment data at both endline and for internal learning of the programme.

6.2 Retention

Table 6.7: Intermediate outcome 2 indicators as per the logframe

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
2. Retention and completion	2.1. Percentage improvement in between-year retention rates at O-level	83.2 %	84.2% (1 percentage-point improvement on BL)	90%	Y	84.7% (1.5 percentage-point improvement on BL)	Y

	2.2. Percentage improvement in O-level completion rates	54.4%	55.4% (1 percentage point improvement on BL)	44%	N	55.9% (1.5 percentage-point improvement on BL)	Y
	2.3. Transition rate between S4-S5 in PEAS schools offering A-level	7.5%	12.5% (5 percentage-point improvement on BL)	Insufficient data[42]	N	17.5% (10 percentage-point improvement on BL)	Y
	2.4. Percentage improvement in between-year retention rates at A-level	100%	98-100%	Insufficient data[43]	Unknown	98-100%	Y
	2.5. Percentage improvement in A-level completion rates	100%	98-100%	Insufficient data[44]	Unknown	98-100%	Y
Main qualitative findings							
IO 2.6 Girls feel it is possible for them to stay in and complete secondary school (due to the project): Students in the transition cohort were more likely to be more positive about their own ability to complete secondary school than their friends. However, transition students identified the same barriers facing themselves and their friends to complete secondary school. The barriers that emerged through qualitative data analysis were: lack of money to pay school fees, family difficulties, poor academic performance, marriage, pregnancy and							

[42] Data from one school only
[43] Insufficient data available due to the low number of schools providing A-Level courses
[44] Insufficient data available due to the low number of schools providing A-Level courses

illness. The majority of learning cohort students similarly articulated that their ability to stay in and complete secondary school was greater than their friends. Across both student cohorts, there was consensus that students are supported by teachers and caregivers to attend and complete school. There were a number of transition students who felt secure in their caregivers' ability to pay school fees as well as their own academic performance, but many others who did not.

6.2.1. Percentage improvement in retention and completion rates

Retention and completion quantitative data was collected during spot check visits conducted in June 2019, during Term 2, in the twelve treatment schools. It is noted that the accuracy of completion rates is limited due to inaccurate or unavailable school records in some schools. The findings are presented under each sub-intermediate outcome indicator below. This sub-section situates the retention and completion findings in the context of high attrition in the evaluation sample and explores reasons for drop-out.

Throughout the spot checks and midline data collection, it became apparent that student drop-out rates are high across treatment schools. A total of 1257 girls were re-contacted at midline from the 2062 sampled at baseline, a rate of 61% successful re-contacting across both treatment and comparison schools. A breakdown of re-contacting by cohort and school type is presented in Table 6.8:

Table 6.8: Girls re-contacted by cohort and school type

	Learning cohort		Transition cohort		Combined	
	Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Baseline sample	580	297	728	457	1,308	754
Midline sample	588	286	639	357	1,227	643
Re-contacted at midline	248	141	511	357	759	498
% of baseline sample re-contacted	43%	47%	70%	78%	58%	66%

In both the learning and transition cohort, the percentage of baseline girls successfully re-contacted at midline was slightly higher in the comparison schools. However, due to the quasi-experimental approach of the evaluation, the treatment cohort is significantly larger. Furthermore, the decision was made with the FM to only replace transition girls in treatment schools meaning that there are no replacement comparison girls at midline. Many of the girls who were lost between baseline and midline were reported to have moved to another school, dropped out of education completely due to marriage, pregnancy, illness, lack of school fees, or completed lower secondary. In the transition cohort, 49.9% of girls are out of school, which is 57% of re-contacted transition girls at midline.

Key informant interviews with PEAS staff explored the factors causing drop out. Staff pointed to the loss of the USE government subsidy as a primary factor to high student attrition. The government USE subsidy, which started to phase-out in 2019, covered part of girls' school fees and its loss has resulted in increased school fees at treatment schools to meet financial requirements. Staff articulated the negative impact of this on enrolment: in some communities girls are moving to government schools which have lower school fees. It is important to note that PEAS benchmarks school fees based on the analysis of fees of other schools in the community, and therefore are differentiated across the regions. As explored above, triangulation of data does not present a clear picture of the scale of decreased enrolment. Staff also explained that cost and distance to school are the main barriers to girls continuing education.

Another theme that emerged in the qualitative data was that some students have left the school they were sampled in at baseline due to the lack of A-Level centre provision. This is particularly the case for schools such as Forest High School, where the A-Level centre was closed due to low enrolment. Some A-Level Centres closed, such as Forest High School, were identified as not viable for continuation and in these cases alternative centres were opened in a hub approach, to ensure each geographical hub of secondary schools has an A-Level Centre. Students and caregivers of Forest High School linked the loss of the A-Level centre with a drop-in enrolment. It should be noted that the expansion of A-Level centres across the PEAS network is ongoing, with nine of the targeted 10 centres open at midline. Within the sample schools in the evaluation, there has been a decrease in the number of A-Level centres (as explored above). Therefore, data analysis of the treatment schools unfortunately presents a picture of A-Level centres that is not generalisable to the rest of the PEAS network.

It should be noted that drop out throughout lower secondary school is an issue across Uganda and the majority of students do not complete S1 to S4 education in the same school. According to a PEAS staff interviewee, average retention through to completion (S1 to S4) in PEAS schools is 28% compared to the national average of 24%. This indicates that the challenges facing the PEAS project are common to the educational context it is operating in, and that positive progress is being made in some areas, particularly between year retention rates at O-Level.

Percentage improvement in between year retention rates at O-level

Data from the spot check reveals a positive picture of in-between year retention rates at O-Level. The average retention rate of students from 2018 to 2019 is reported to be 92% for S1-S2, 88% for S2-S3 and 90% for S3-S4. Overall lower secondary between year retention is 90% for both male and female students, and is an increase from 83.2% at baseline and higher than the target set for midline. These high retention rates are demonstrated in Figure 6.1:

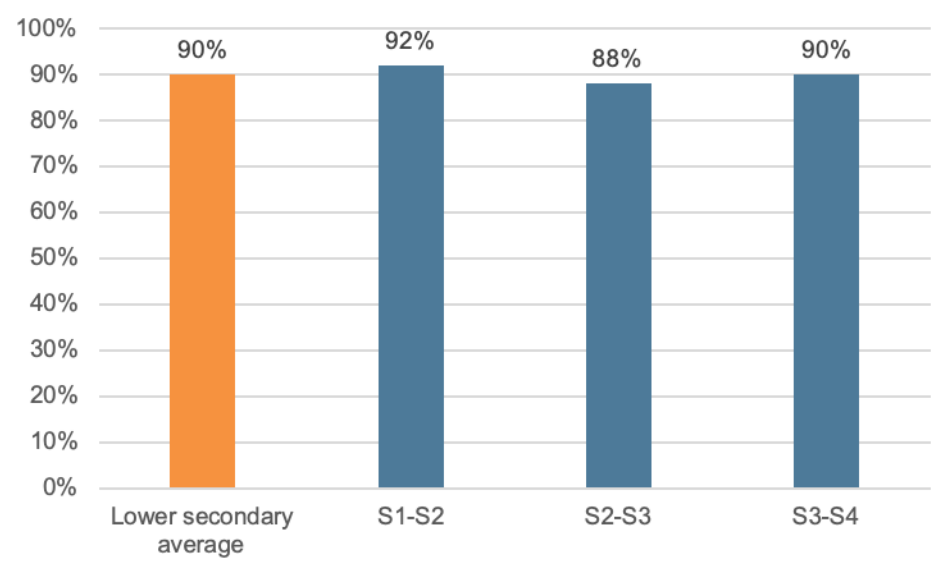


Figure 6.3: *Between year retention rate in treatment schools.*

The data reveals that girls' retention rates do not differ significantly with boys, suggesting that PEAS is achieving close to gender parity in its retention rates. Girls' retention rate is equal to boys in S1-S2, slightly lower in S2-S3 and slightly higher in S3-S4. Retention rates are lowest between S2-S3 at 88% and highest between S1-S2 at 92%. Reported between year retention rates varied significantly from school to school. Kiira View High School reported an increased number of students enrolled in S2 in 2019 than completed S1 in 2018, which accounts for a completion rate of over 100%.

Qualitative data explored why girls felt they were able to stay in and complete lower secondary. On the whole, focus group participants felt supported by their teacher and caregivers to attend and complete school, citing the encouragement they have received as a factor for staying in and succeeding at school. Many girls reported feeling secure in their caregivers' ability to pay school fees. Girls discussed their motivation to attend school as they are close to sitting exams, and many girls were confident in their own academic performance to move to the next year of school. The following excerpt from a focus group at Noble High captures some of the reasons for PEAS' high retention rates:

> "*R1: I am confident in my ability to complete school and my mother is able to pay for my school fees until I complete.*
>
> *R2: I know that I am disciplined and I cannot be expelled from school for breaking any school rules […]*
>
> *R3: My parents are always able to pay my school fees and provide school requirements.*
>
> *[…] R5: Our parents and teachers give us guidance and counselling about the importance of attending school regularly and how to be respectful; this will help others to stay in school. […] At school, our teachers call our parents and try to convince our parents to pay school fees for us.*
>
> *[…] R6: Our teachers always comfort you in case of losing a relative and they also give you some condolence, this encourages you to stay in school."*

This excerpt emphasises that teachers play an important role in supporting girls' retention in school by encouraging them, building confidence, emphasising the importance of education and providing pastoral support (for example in the case of bereavement). In the case of school fees, girls also cited the flexibility of schools providing a "grace period", and, in this case, contacting parents directly to encourage the payment of fees, allowing the retention of girls in school. This suggests that PEAS' pedagogical teacher training, Senior Women Teachers (SWTs) and fee-collection systems are all supporting girls to stay in education.

In terms of factors causing drop out, headteachers reported that poverty and lack of school fees were the major problem. Three schools reported that enrolment in Term 2 is affected by agricultural patterns, as parents who are farmers do not have enough produce from farming to cover school fees or require their children to engage in farm work rather than attend school.

Percentage improvement in O-level completion rates

On average, 53% of students complete S4 at PEAS schools, with higher rates for boys, at 65% compared to 44% of girls. Drop out numbers vary from school to school, but tend to be highest after S1, with an average of 42 students dropping out before starting S2. This may not be accurate as four schools did not provide records and there are concerns regarding the accuracy of school data. Relative to the PEAS average, completion rates are lower in the Central region, and above average in the East and West region.

Table 6.9: Percentage of students that were enrolled in S1 in February 2015 who completed S4 in December 2018.[45]

	Male (%)	Female (%)	All (%)
Central	68	51	60
East	96	58	72
West	77	66	71
Total	**78**	**58**	**67**

This data reveals that the midline target of 55.4% of O-Level completion rates for girls was not met and is lower than the baseline rate of 54.4%. One possible reason for this drop is the loss of the USE subsidy and increase in school fees, which has negatively impacted upon enrolment in treatment schools.

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

Data on the transition rate between S4 and S5 was only available from one treatment school providing A-level courses, Hibiscus High School. Kazingo Samling PEAS High School did not record the numbers of students who completed S4 in 2018, and therefore the transition rate to S5 in 2019 could not be calculated. There are nine A-Level Centres operating across the PEAS network. As the evaluation sample figures are based on data provided from one A-Level Centre, there is insufficient data to generalise findings across the PEAS network.

In Hibiscus High School, the transition from S4 to S5 is low. Of the 115 students (both boys and girls) who completed S4 in 2018, 14 enrolled in S5 in 2019. This is a transition rate of 12%. Compared to the spot check findings in 2017 and 2018, this is higher than previous

[45] Seven schools provided data on S1 enrolment in February 2015, and percentages are of completion rates in these schools only.

averages of five percent in 2017 and six percent in 2018 (based on a sample of three schools). Although, due to the small sample sizes, comparability between spot checks is of limited validity.

Of the 73 girls who completed S4 in 2018 at Hibiscus High School, five enrolled in S5 in 2019. This is a transition rate of 7%, which is below the midline target of 12.5% and is slightly reduced from the baseline rate of 7.5%. However, as the data is only available from one school, there is insufficient evidence to determine whether this target was achieved or not at midline.

Percentage improvement in between year retention rates at A-level

Data was only available from one treatment school providing A-level courses, Hibiscus High School, and therefore cannot be considered generalisable across the treatment school sample. Hibiscus reported that a total of seven students enrolled in S5 in 2017 (five boys and two girls) and that 20 students completed S6 in 2018 (ten boys and ten girls). This represents an increase in enrolment in S6 that may be explained by repeating students and increased intake from other PEAS schools discontinuing A-Level courses. Due to the lack of available data, it is not possible to assess achievement of the midline target.

Percentage improvement in A-level completion rates

There is insufficient data available to calculate percentage improvement in A-level completion rates. Of the two treatment schools in the sample providing A-Level courses, one is running S5 for the first time and therefore does not have completion data. It is recommended that this indicator is kept for endline as data will be available.

6.2.2. Girls feel it is possible for them and their peers to stay in and complete secondary school (due to the project)

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. In the baseline there was a significant difference in responses to the two questions. Ninety two percent of treatment school girls in the baseline responded 'yes', that they will be able to complete lower secondary school, however only 62% responded 'yes', that their friends will be able to complete lower secondary school. This suggested that girls recognised the barriers to completion but did not necessarily see them as applicable to themselves. In the midline the number of treatment school girls who responded 'yes' to the first question, that they will be able to complete lower secondary school, rose to 95%. Treatment schools had a slightly higher percentage of answering 'yes' to this question than comparison school girls (92%). When they were asked the same question about their friends being able to complete lower secondary school, 70% of treatment school girls agreed, which is an eight percent increase from the baseline but still much lower than their answer to the previous question about themselves completing lower secondary. Comparison school girls were more likely to have answered 'no' for this question, with 11% answering 'no' compared to five percent in the treatment schools. Noteworthy trends regarding characteristics of treatment school girls and how this may have informed their response to whether or not they thought that they would be able to complete school are included in the bullet points below:

- Their **age**: a lower number of older students in treatment schools thought that they would complete school. Eighty six percent of students 20 years of age and older thought that they would complete school, in comparison to 95% of students between the ages of 17 and 19, and 98% of students 16 years of age and younger.

- Whether or not they have a **disability**: students in treatment schools who reported that they had a disability were less likely to think that they would complete school (80% in comparison to 96% of students who did not report having a disability).

- Whether or not they are a **mother**: Interestingly, all treatment school students who had children reported that they thought they would be able to complete school in comparison to 95% of students who did not have any children.

- The **employment of the HoH**: 99% of treatment school girls whose HoH was recorded as being formally employed reported that they thought they would complete school in comparison to 95% of girls whose HoH was recorded as being informally employed and 91% of girls whose HoH was recorded as a student or other. This is an interesting juxtaposition to the data on HoH and attendance, whereby more girls whose HoH was identified as a student or other reported that they did not miss any school.

- Their perceptions of their **safety**: while safety in school and traveling to school did not appear to make a significant difference (less than five percent difference in answers) in treatment school girls' responses to whether they thought that they would complete school, girls' perceptions of their **safety while boarding** appeared to make a small difference. Ninety percent of girls who felt unsafe some or most of the time while boarding reported that they thought they would complete school in comparison to 96% of girls who rarely or never felt unsafe while boarding.

- Whether their **teachers making them feel welcome in class**: 96% of treatment school girls who felt that their teachers made them feel welcome reported that they thought they would complete school, in comparison to 82% of girls who did not feel that their teachers made them feel welcome.

- Whether they have family support: 96% of treatment school girls who agreed that their **family thinks that their education is equally as important as their brother's** reported that they thought they would complete school. This is in comparison to 89% of girls who reported that their family does not think their education is equally as important as their brother's. In treatment schools, 96% of girls who agreed that they had **support from their family to stay in school** reported that they thought they would complete school in comparison to 94% of girls who disagreed that they had this support from their family. While this is not a significant difference, this was very different in comparison schools (94% and 58% respectively). While there was a small number of girls who disagreed with this statement, which could skew the results, this may also mean that treatment school girls are less likely to let a lack of familial support impact their opinion on whether or not they will be able to complete school.

When learning cohort girls were asked what things might prevent them or their friends from completing lower secondary, 87% of treatment school respondents selected lack of money, which was also the most cited reason in the baseline data. The second most selected answer was pregnancy, from 51% of respondents. Thirty six percent of girls answered behaviour. Marriage (24%), parents (18%) and family difficulties (21%) were all also selected more than the others. All other options were selected by less than 15% of respondents. These were very similar to answers from comparison schools, although comparison school girls were more likely to select parents, marriage, chores, and distance to school as barriers, however this difference was marginal. Figure 6.4 presents these potential barriers that learning cohort girls cited for completing lower secondary school in treatment and comparison schools.

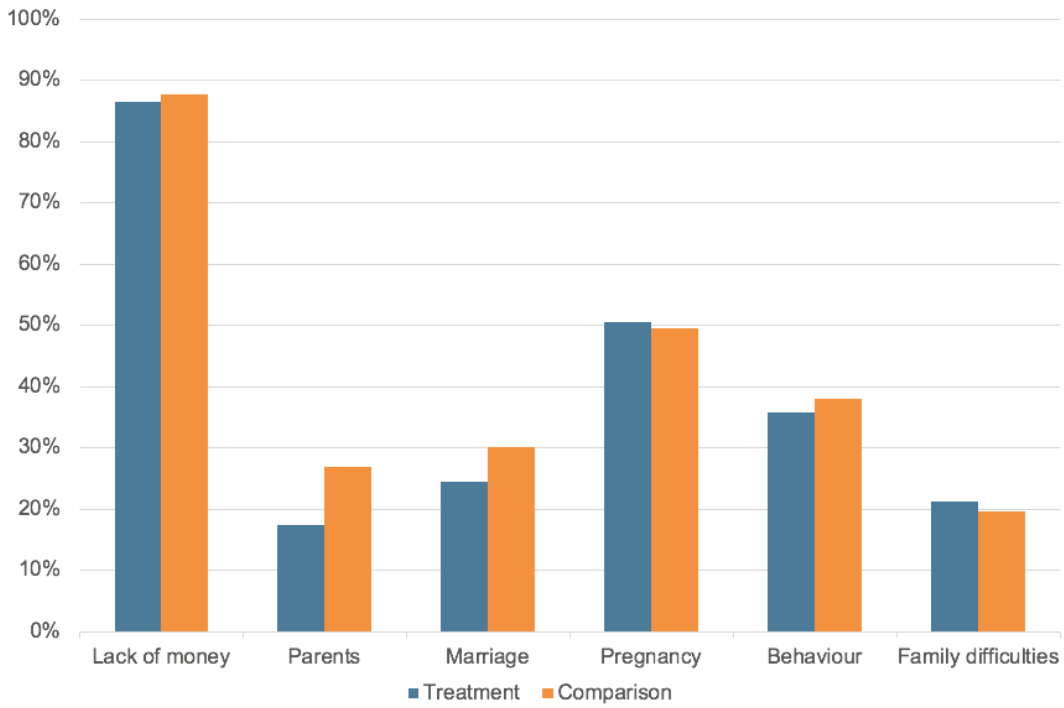


Figure 6.4: *Potential barriers for completing lower secondary school in treatment and comparison schools*

Learning cohort girls were asked if any of their friends had dropped out of school in the last two years. Seventy one percent of treatment school girls responded 'yes', which was similar to comparison schools (74%). When they were asked about the reasons for their friends dropping out, the most cited reasons by treatment school girls were lack of money (75%), pregnancy (67%), and marriage (25%), with other reasons being selected by less than 20% of respondents. While this was similar across treatment and comparison schools, comparison school respondents selected marriage (30%) more than treatment school respondents, as well as parents (18% of comparison school respondents compared to nine percent of treatment school respondents) and interest (14% of comparison school respondents compared to nine percent of treatment school respondents).

When OOS transition cohort participants were asked why they left school (having completed up to S3), 70% of treatment school respondents selected money, and 18% selected pregnancy. This is aligned with the data above. All other responses were selected by less than 10% of treatment school respondents. This was similar to comparison school students, although a higher number selected both money and pregnancy (74% and 24% respectively). When they were asked who made the decision for them to stop attending school, 49% of treatment school girls reported 'my family and I decided together', 24% reported that they decided, and 27% reported that their family decided. This was similar to comparison school students with minimal differences (50%, 21%, and 29% respectively). Noteworthy trends regarding barriers and characteristics of treatment school girls who answered this question include a significantly higher number of girls who were married reporting that they decided to leave school on their own compared with girls who were not married (78% compared to 19% respectively). Similarly, a higher number of girls who were mothers reported that they decided to leave school on their own compared with those who did not have children (60% compared to 20% respectively).

Qualitative evidence

Qualitative data collected through focus groups with students, teachers and caregivers explored girls' perception of their ability, and their peers' ability, to complete secondary school. Students in were more likely to be positive about their own ability to complete secondary school than their friends. However, students identified the same barriers facing themselves and their friends to complete secondary school. The barriers that emerged through qualitative data analysis were: lack of money to pay school fees, family difficulties, poor academic performance, marriage, pregnancy and illness. These support the findings of the midline student survey and are similar to the anticipated challenges identified at baseline (lack of school fees, pregnancy and family difficulties), although the concern that poor behaviour may prevent them from staying in school was not a theme that emerged at midline. This is a continued trend from baseline and suggests that girls are able to conceptualise challenges their friends may face but struggle to apply it to their own personal circumstances. Some learning cohort students expressed their increased motivation to attend and complete secondary school as exams approach.

Across both student cohorts, there was consensus that students are supported by teachers and caregivers to attend and complete school. For example,

"*Our parents and teachers give us guidance and counselling about the importance of attending school regularly and how to be respectful; this will help others to stay in school"* (Transition student, Noble High School)

There were a number of transition students who felt secure in their caregivers' ability to pay school fees as well as their own academic performance, but many others who did not.

6.3 Life skills

Table 6.10: Intermediate outcome 3 indicators as per the logframe

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
3. Life skills	3.1. Scores on GEC life skills index	65%	70% (10 percentage-point improvement on BL)	85%	Y	72.5% (12.5 percentage-point improvement on BL)	Y
Main qualitative findings							

IO 3.2 Girls can identify skills they are learning in school that will be useful to their future lives: For treatment students livelihoods skills related to income generating activities were the most commonly identified life skills considered to be useful to their future life. There was some discussion of soft life skills too (such as communication and interpersonal skills), but when asked about the skills needed for the future, most students discussed livelihoods related skills and academic achievement rather than soft skills. Teachers and headteachers articulated a positive trend in increased life skills and confidence.

IO 3.3 Girls are becoming more confident: Caregivers and teachers reported in focus groups that girls' confidence has increased through attending schools, but recognised that girls' confidence is generally lower than the confidence of boys. Caregivers could not point to many reasons that confidence has increased due to participating in the PEAS project, whereas teachers linked the girls' clubs and improved teaching methods with increased confidence. Students in the learning and transition cohorts did not articulate changes in their confidence through attending school.

6.3.1. Percentage improvement in scores on GEC life skills index

Life skills were measured in the learning cohort student survey. Baseline questions were revised during the midline evaluation inception phase to combine with the self-esteem index and remove questions which had more than 90% agreement by treatment school students at baseline in order to focus on life skills with greater variability. The baseline index score was revised to be calculated using the new index for comparability between baseline and midline. Furthermore, four additional questions from the FM midline guidance were added. These are included in a second index for comparison midline to endline.

A total of fourteen life skills questions were asked, ten from baseline and four additional midline questions. The following tables demonstrates the change in the percentage of girls agreeing with each statement from baseline to midline.

Table 6.11: Life skills index questions and responses

% of girls that agree with the following statement	Treatment (%) (baseline)	Comparison (%) (baseline)
Baseline to midline life skills index		
I can stay focused on a goal despite things getting in the way	95.9 (84.6)	93.7 (82.5)
I can put a plan in place and stick with it	93.9 (89.3)	92.6 (87.8)
The choices I make today about my studies can affect my future	70.4 (63.6)	65.0 (64.3)
I can describe my thoughts to others when I speak	92.0 (86.7)	85.7 (84.7)
When others talk I pay attention to their body language, gestures and facial experiences	91.3 (90.5)	87.1 (90.9)
I get nervous when I have to read in front of others	18.2 (36.4)	33.6 (34.0)
I get nervous when I have to do mathematics in front of others	21.6 (35.4)	36.1 (38.9)

I feel confident answering questions in class	96.6 (87.6)	88.8 (89.2)
I often feel lonely at school	12.9 (21.2)	12.6 (18.9)
If I do well in a test it is because I am lucky	25.9 (43.6)	26.2 (51.9)
Additional life skills questions added at midline for midline to endline life skills index		
I can read and write as well as my friends	97.4	95.8
I am as good at maths as my friends	69.2	64.7
I have trusted friends I can talk to when I need to	94.4	95.1
I have trusted adults I can talk to when needed	92.7	92.0

Quantitative data demonstrates a high level of self-reported life skills at midline and an increase from baseline. The majority of girls agree that they can stay focused on a goal, stick to a plan, describe their thoughts, pay attention to body language and confidently answer questions in class. Furthermore, the majority of girls agree that they can read and write as well as their friends and have trusted friends and adults to talk to. The data also reveals that treatment students have a higher level of self-reported basic life skills than comparison students, particularly in their ability to describe their thoughts, confidence reading and doing maths in front of others and confidence answering questions in class.

The percentage of girls who agree that the choices they make today can affect their future is noticeably lower than the other life skills questions, marking it as an area of weakness for both treatment and comparison students. This was the lowest scored life skills question at baseline and despite improvement continues to be among the lowest scored at midline. This may demonstrate a disconnect for some girls between their studies and future aspirations, or pathways they perceive to be open to them. The qualitative data from focus groups with learning cohort students revealed that there was little connection drawn between life skills learnt in school and those needed for the future, which would support this finding. The qualitative data also reveals that students are aware that they may face challenges in the future beyond their control, such as illness and death of a family member, their family being unable to provide school fees or meet the cost of continuing into further education, or their own illness. In the student focus groups, these emerged as commonly anticipated barriers to achieving their future plans. With these challenges in mind, it may be that students believe the choices they make or the academic success they achieve at secondary school will not be able to stop these obstacles occurring, leading to a lower percentage of girls who agree that the choices they make today can affect their future.

Of treatment students, 89% reported that they are receiving specific literacy classes, which is a seven percent decrease from baseline. This is much higher than comparison students, of which only 50% are attending specific literacy classes, although this has increased from 18% at baseline. For both school types, the consensus is that the classes are improving their ability to read and write: 98% of literacy attendees agree. The data reveals that treatment students are more confident reading in front of others than comparison students. At baseline 36.4% of treatment students agreed that they were nervous to read in front of others, which has decreased significantly to 18.2% at midline. In contrast, the similar level of agreement at baseline in comparison schools of 34% has only marginally decreased to 33.6% at midline, indicating that PEAS have more effective methods of addressing student confidence. Similarly, treatment students are more confident doing maths in front of others, with those being nervous to do so reducing from 35.4% at baseline to 21.6% at midline

compared to 38.9% to 36.1% in comparison schools. This also suggests that PEAS activities are more effective that methods used in comparison schools. These indicators exploring nervousness in reading or doing maths in front of others are used to assess confidence levels for literacy and numeracy, rather than ability. Ability and confidence are related but separate areas of life skills, and it is important that girls are confident in demonstrating their literacy and numeracy skills as much as it is important to increase those skills (which is measured through the learning assessments). Comparison of these variables is demonstrated in Figure 6.5.

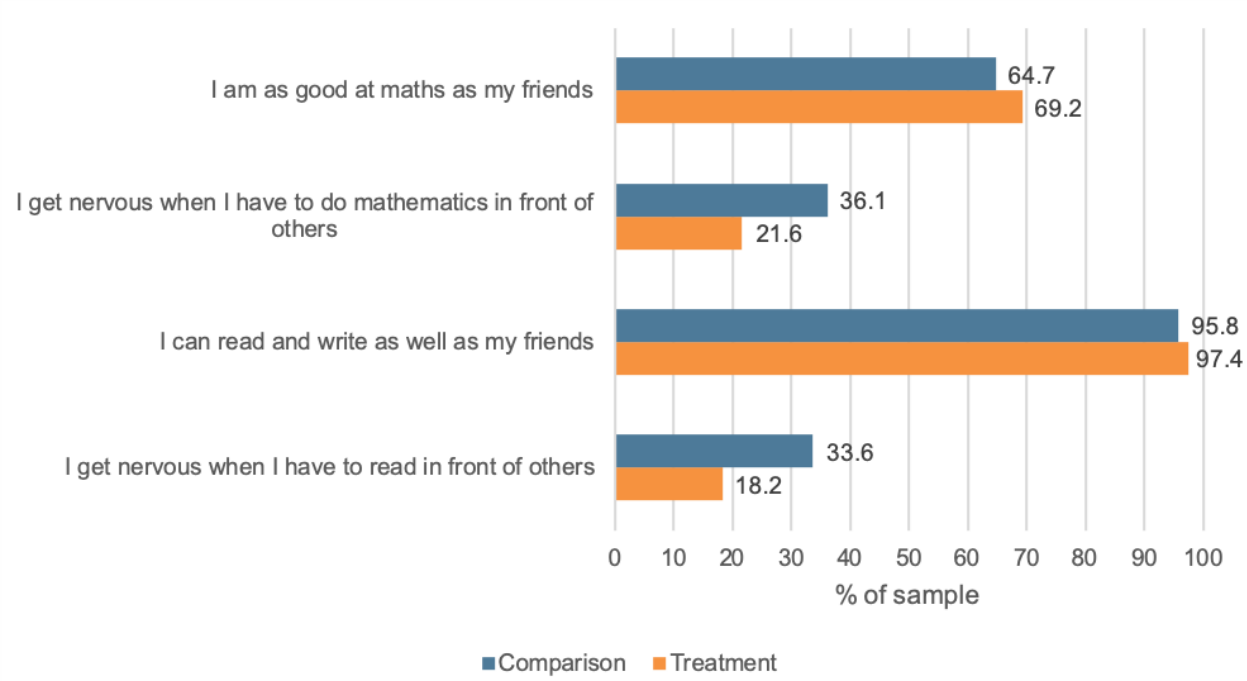


Figure 6.5: *Comparison of self-reported literacy and numeracy life skills in treatment and comparison schools*

The data demonstrates that confidence in demonstrating literacy and numeracy skills (meaning reading aloud or doing a maths problem in front of others) is an area needing improvement for both treatment and comparison schools, as the life skills levels are lower than in other areas. Interestingly, despite girls reporting nervousness in demonstrating their skills, a higher percentage felt their ability was on par with their peers. Students in both treatment and comparison schools did not rate their ability to do maths as well as their friends as highly as their ability to read. Only 69.2% of treatment students agreed they could do maths as well as their friends compared to 97.4% who agreed they could read as well as their friends. This is slightly higher than in comparison schools.

The above set of 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 6.7 shows the average scores for the baseline to midline index and the midline to endline index (which includes the additional four questions).

Table 6.12: Life skills index scores by school type

Group	Revised baseline life skills index	Baseline to midline life skills index	Midline to endline life skills index

Treatment	0.648	0.85	0.86
Comparison	0.651	0.79	0.81

The index scores highlight a self-perceived increase in life skills from baseline to midline for both treatment and comparison. Treatment students have increased by 0.202 points since baseline compared to an increase 0.139 by comparison students, suggesting the that the life skills aspects of the GEC-T intervention are having an impact on students' life skills. Boarding students have a slightly higher average baseline to midline index score of 0.85 than day students' average score of 0.81. Overall, the index scores demonstrate a self-reported increase in life skills from baseline to midline evaluation points. The score will be tracked at the subsequent evaluation point to measure progress across the life skills index.

Regression analysis findings do not clarify the broader analysis significantly, however it may be seen that a slight, but significant, improvement on successful transition correlates with higher life skills index scores.

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

At baseline the life skills index indicated 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 each other. However, qualitative data found that girls were less able to describe more complex life skills required at secondary level. This remains the case at midline. While the life scores index demonstrates a high level of self-reported life skills, the qualitative data suggests that the ability to translate these skills into practice remains challenging. Ultimately, the qualitative evidence demonstrates that girls are learning useful skills for their future in school. The evidence clearly shows that girls value the skills they are learning through the livelihoods programme and that they see this as helpful for their future. Girls do not articulate the usefulness of the soft life skills learnt in life skills classes, which suggests that the classes can more explicitly link how the skills learnt will help girls in the future. It may also be that the nuances of this linkage was not fully explored in the focus groups, and it is recommended that this is priority area to explore at endline.

PEAS aim to build skills that are useful for girls' future lives through life skills classes and the livelihoods programme. While the skills taught in these activities overlap, the livelihoods programme aims to development "entrepreneurial and workplace skills through hands on learning opportunities", while life skills classes cover a wide range of skills, including soft skills such as communication and interpersonal skills, decision-making and problem-solving. Among the learning cohort, 87% of students are participating in life skills classes. The percentage of students participating in life skills classes is higher for treatment students, with 98% of learning cohort treatment students attending classes compared to 63% of comparison students. This is the same level of treatment students who received life skills classes at baseline and an increase of 13% for comparison students. Of the treatment learning cohort students attending classes, 99% agree that they are learning skills that will help them make decisions in their life, which is the same level as baseline. This is slightly higher than the 95% of students in comparison schools.

The livelihoods programme was launched across the PEAS network in 2018, and therefore this indicator was not reported against at baseline. The livelihoods programme is only implemented in treatment schools and therefore there is no comparison school cohort. Of learning cohort students and in-school transition students, 44% are participating in the livelihoods programme. Within the learning cohort, 70% of students participate in the livelihoods programme and of those participating 98% find the skills they are learning to be

useful. For the in-school transition cohort, 37% are participating in the livelihoods programme and of those participating, 97% find the skills they are learning to be useful. Overall, there is no difference in the perceived usefulness of the livelihoods programme for learning and transition students. Participation is lower in the transition cohort than the learning cohort, which is mostly likely due to the programme focusing on the lower school years. It is clear that students value the economic skills they are learning in the programme.

Focus groups explored the perception of life skills among students by asking how they will achieve their future goals and aspirations and the most useful skills for the future they have learnt in school. A clear trend in the data was the students are learning value skills for their future int he livelihoods classes, which is valued by the students. Students mostly discussed livelihood skills related to income generation as their main form of life skills education at school, including in treatment schools. The majority of students identified livelihoods skills over life skills as the most important skills they have learnt for their futures. For example:

"*The students have learnt baking and cooking skills, handiwork like making table cloths and mats. This is done on weekends, Friday and Saturday and Sunday and is facilitated by teachers from within the school. Debating is done every Friday evening facilitated by English teachers. [...] Other skills we want to learn include how to make pads and how to use a computer."* (Student, Noble High School)

Future aspirations were explored with learning and transition cohort students and out of school transition girls through a Future Plan Boards activity. Focus group participants were asked to write down their main goal at the top of a piece paper and when they want to achieve this. They then were asked to write down the activities required to achieve the goal on sticky notes and then discuss with the group the challenges the anticipate facing and how they will attempt to overcome these challenges. Below is an example of a completed future board from Noble High School:

Figure 6.6: *Future Board focus group activity with transition cohort students in Noble PEAS High School*

The majority of transition student participants wanted professional jobs, such as nurse, doctor or lawyer, which would require further education after lower secondary. There was awareness across the transition student focus groups that they would face barriers in achieving their goals. The main strategies suggested by students were “working hard” and “taking time out to raise funds”. Some students cited more tangible solutions, such as: joining a debating club to improve English language skills, gaining work experience and avoiding getting pregnant. Other less tangible strategies are cited include maintaining confidence and having a positive attitude. Overall, students demonstrated a motivation to overcome obstacles. However, in qualitative responses transition students demonstrate a lack of awareness of the broader challenges they face in attending further education and pursuing professional careers, as described in Chapter 4. There was no difference between treatment and comparison students in this regard. It is certainly positive that transition students articulate an aspiration to qualify for professional careers, and it suggests that education has helped to expand their horizons. That said, it is important that students have a clear idea of the intermediary steps between finishing lower secondary school and achieving their professional aspirations, including how they will navigate the political economy and power structures of their context, in order to take advantage of those expanded horizons.

In discussion, students did not explicitly link the life skills they are learning in school and the life skills they need to success in the professional jobs they aspire to. When asked about how they would achieve their future aspirations, many students did not explicitly refer to life skills and often remarked on luck and change in life circumstances as factors towards their success.

The focus on livelihoods skills rather than soft skills was particularly apparent in comparison schools. In one focus group in a comparison school, no participants were familiar with the term “life skills”, and in others classes by the NGO Educate were referred to as a source of teaching on life skills. However, this trend was also present in treatment schools which have the both livelihoods programme and life skills classes taught.

While the majority of girls discussed livelihoods skills, some girls did refer to soft life skills they have learnt in schools. For example:

“I have gained skills to achieve my term goals, through making targets which will help me in the future to plan my activities on my job and to hit targets planned. This is taught by the CRE [Christian Religious Education] teacher every beginning of term.” (Student, Noble High School)

Other soft life skills mentioned by treatment students are communication skills, debating and improving English language skills. This suggests that girls are learning these skills in the life skills classes, but that many girls do not associate them with the skills they need in the future.

Out of school transition students from treatment schools reported that they had learnt useful life skills, including references to soft skills such as confidence and public speaking. Out of school students from comparison schools mostly reported learning livelihoods skills when they were in school.

“I learnt farming skills which was being taught once every week by the agriculture teacher. I am using the skills on my farms for instance programming vaccination of animals, crop rotation and making composite manure. I use the skills at my farm and where I go for casual labouring.” (Out of school transition student, Nsasi Secondary School)

In contrast to the in-school transition students, out of school participants were able to articulate the practical skills they want to learn and linked them explicitly to employment opportunities and income generating activities they are involved in. This suggests that in-school students may struggle to conceptualise life after school and therefore find it challenging to identify the skills they will need. Out of school students are able to conceptualise future challenges and identify skills they need based on their life experiences since leaving school.

6.3.3. Girls are becoming more confident

The life skills index demonstrates that girls have increased in self-reported confidence in a number of areas since baseline. Girls report an increase in confidence in answering questions in class, particularly treatment students who increased from 87.6% to 96.6% agreement compared to a slight decrease from 89.2% to 88.8% in comparison schools. The greater increase in confidence among treatment students is displayed in Figure 6.7 below:

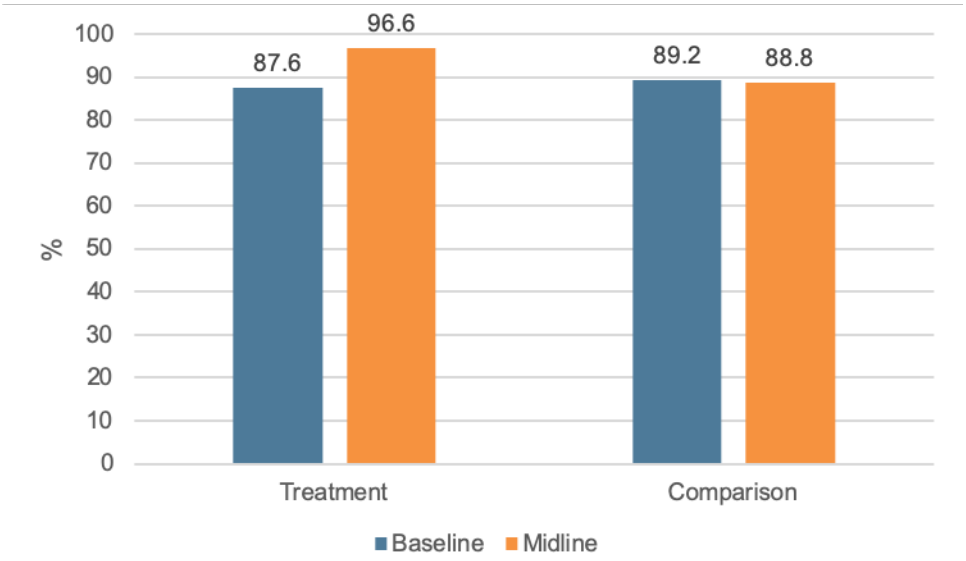


Figure 6.7: *Self-reported confidence answering questions in class among treatment and comparison students, comparison of baseline and midline*

The life skills index also reveals that confidence in reading and doing maths in front of others is an area with room for improvement for both treatment and comparison schools. That said, treatment students reported a large decrease in nervousness caused by reading and doing maths in front of others.

At baseline, girls, teachers and caregivers reported that confidence of girls in school is high and has increased over recent years. At midline, teachers and caregivers reported an increase in girls' confidence but stated that it remained generally lower than boys. There was consensus that in-school girls have more confidence than girls not in school. For example:

"All agree that the confidence of girls in school is far much better than those in the community because girls and boys in the community cannot confront issues and solve them boldly but girls in school hold their heads high up and resolve matters, even in the presence of community leaders." (Enumerator notes from Caregiver FGD, Kitswamba SDA Secondary School)

In some cases, caregivers and teachers demonstrated holding gendered stereotypes about girls' ability and natural confidence. For example:

"*The confidence of boys is higher than those of the girl because they are more daring naturally yet girls really fear to speak in public. If you tell them to talk in a public gathering they can even cry."* – (Caregiver, PEAS School[46])

Caregivers did not draw correlation between participation in activities at PEAS schools and an increase in confidence, whereas teachers pointed to girls' clubs and improved pedagogical approaches in the classroom as a cause for increased confidence. Girls in both learning and transition cohorts did not talk about changes to their own level of confidence through attending school.

Regression analysis revealed that above average self-reported confidence[47] correlate with higher learning outcomes, however it was not clear that this was significantly due to the programme, as control students with higher than average confidence also achieved higher learning scores.

6.4 Teaching quality

Table 6.13: Intermediate outcome 4 indicators as per the logframe

IO	IO indicator	BL	ML Target	ML	Target achieved? (Y/N)	Target for next evaluation point	Will IO indicator be used for next evaluation point? (Y/N)
4. Teaching quality	4.1. Average learning walk scores	59.3%	61.5% (Approx. 2.5 percentage-point improvement on BL)	70%	Y	64% (Approx. 5 percentage-point improvement on BL)	Y

Main qualitative findings

IO 4.2 *Percentage of teachers who demonstrate pedagogical practices that have been part of the training:* From the small sample of lesson observations, there is evidence of teachers in treatment schools incorporating elements of pedagogical training into their teaching practices. This includes assessment methods, gender sensitivity and peer-to-peer learning.

IO 4.3 *Girls feel the quality of the teaching at their school is of a high standard:* On the whole, there was a positive view of teaching quality in both treatment and comparison schools, but there were a number of challenges raised. Overall, students in both learning and transition cohorts felt that teachers treat boys and girls equally. Some students reported positive teaching practices associated with gender sensitive pedagogy and the Great

[46] School name removed for protection purposes
[47] Percentage of girls who answered "agree" to "I feel confident answering questions in class" in the learning cohort student survey.

Teacher Rubric in treatment schools. Learning cohort students articulated that boys and girls face different challenges in the classroom. The majority of caregivers reported good teaching quality at schools, however a number raised concerns regarding facilities, teaching practices and A-level provision.

6.4.1. Average learning walk scores

During Terms 1 and 2 of 2019, the PEAS regional Continuing Professional Development (CPD) teams conducted learning walks in every PEAS school. 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 assess how well observed teaching practice meets the PEAS' 'Great Teacher Rubric' standards, which all PEAS school leaders and teachers have been trained on. 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 on average they scored in the Amber range. For Terms 1 and 2 in 2019, the average learning walk score across the PEAS network was 2.1 for both terms, meaning on average schools scored in the Amber range. For the treatment schools in the midline evaluation, nine schools participated in a learning walk exercise in Term 1 and scored an average of 2.1 (Amber), and all twelve participated in Term 2 and also scored an average of 2.2 (Amber). Kiira View Secondary School is the only school in the sample to receive a Green score, with an average score of 2.6 across the two terms. Hibiscus High School scored the lowest average score (1.8) followed by Kazingo High School (1.9).

Thus, there has been an increase in learning walk scores from baseline to midline and the midline target has been met. From this, it can be assumed that there is an improvement in the implementation of pedagogical practices covered in the PEAS teacher training. However, the average score remains in the Amber bracket as it did at baseline, which underscores that there is room for further improvement in the application of pedagogical practices and teaching quality more generally.

6.4.2. Percentage of teachers who demonstrate pedagogical practices that have been part of the training

This is a new intermediate outcome added at midline to support the promotion of "average learning walk scores" from an output indicator to an intermediate outcome through triangulation. Data on teacher pedagogical practices was gathered through lesson observations in seven schools, three of which are treatment schools. The lesson observation approach is limited by a very small sample size of only seven observed teachers, of which three may have received the PEAS Gender Responsive Pedagogy training. As such, findings

on teacher pedagogical practices cannot be presented as a percentage and instead are presented as narrative based on observations recorded by enumerators.

Lesson observations revealed that the three treatment school teachers observed utilised pedagogical practices covered in the Gender Responsive Pedagogy training and the Great Teacher Rubric. These include encouraging good classroom behaviour, using verbal praise and positive body language during teacher-learner interactions, setting clear objectives for lessons and incorporating peer-to-peer learning into the lesson. Enumerators also reported treatment school teachers employing appropriate individual assessments to ensure student understanding as well as giving encouraging feedback. In each of these areas, treatment school teachers were reported as doing these more often and at a higher level than comparison school teachers. However, in the area of resources, comparison schools were recorded as employing a mostly appropriate use of resources and materials whereas treatment school learning materials were absent, poorly shared or under-utilised. Treatment school teachers were also recorded as engaging with and encouraging girls and boys equally. In comparison schools, enumerators reported concerns over unequal compositions of group work in terms of gender.

Therefore, there is some evidence to suggest that teachers are improving their pedagogical practices in treatment schools which is creating learning environments conducive to learning. This supports the findings from the PEAS learning walk, that there is movement towards greater teaching quality with room for improvement. This is further explored in the qualitative evidence below, as well as a detailed breakdown of lesson observation findings.

6.4.3. Girls feel the quality of the teaching at their school is of a high standard

Improvement in teaching quality was promoted from an output indicator to an intermediate outcome following the baseline at the request of PEAS, and so a comparison is not made to baseline data in this section.

Learning cohort girls were asked if they thought their teachers asked more questions to boys or girls. Ninety nine percent of treatment school girls responded that their teachers asked questions to both boys and girls equally. Similarly, when respondents were asked if they thought their teachers asked more difficult questions to boys or girls, 99% of girls responded that their teachers asked difficult questions to both boys and girls equally. This was answered similarly within comparison schools (99% and 98% respectively). They were also asked whether they agreed or disagreed with a series of statements regarding their teachers, which are presented and discussed below.

The first statement learning cohort girls were asked to agree or disagree with was “my teachers are often absent from class”. Eighty seven percent of treatment school girls reported that they disagreed with this statement. This was marginally lower in comparison schools, where 82% of girls reported that they disagreed with this statement. The second statement learning cohort girls were asked to agree or disagree with was “my teachers treat boys and girls differently in the classroom”. Ninety two percent of treatment school girls disagreed. This is a minor but interesting drop in the 99% of girls who felt that their teachers asked questions to both boys and girls equally and the 99% of girls who felt that their teachers asked difficult questions to both boys and girls equally. This indicates that even though girls thought teachers asked the same number of questions with the same level of difficulty, more girls felt that there was still a difference in how they were treated compared to boys. This was slightly different in comparison schools, where 11% of comparison school girls agreed that their teachers treated boys and girls differently in class compared to 7% of treatment school girls. Noteworthy trends regarding characteristics of treatment school girls and how this may have informed their

response to whether or not they thought that teachers treated boys and girls differently in class are included in the bullet points below:

- Their perceptions of their **safety**: 77% of treatment school girls who reported that they **felt unsafe in school** some or most of the time disagreed that teachers treat boys and girls differently in class. This is in comparison to those who reported that they rarely or never felt unsafe in school, 92% of whom disagreed that teachers treat boys and girls differently. Similarly, 83% of girls who reported that they **felt unsafe while boarding** some or most of the time disagreed in comparison to 92% of girls who reported that they rarely or never felt unsafe while boarding.
- If they have a **disability**: Interestingly, all five of the treatment school girls who reported having a disability and answered this question disagreed that their teachers treated boys and girls differently in class.
- Whether **teachers were often absent**: For those treatment school respondents who reported that their teachers were absent 'all of the time', only 50% disagreed that their teachers treated boys and girls differently in class. This rose to 89% of girls who reported that their teachers were absent 'some of the time'. For girls who reported that their teachers were never absent, 93% disagreed that their teachers treated boys and girls differently in class. This implies a link felt by girls between an absent teacher and one that treats boys and girls differently in the classroom.

The third statement learning cohort girls were asked to agree or disagree with was "my teachers make me feel welcome in the classroom". Ninety seven percent of treatment school girls reported that they agreed. Treatment school girls responded marginally higher in the affirmative to this statement than comparison school girls (95%). The fourth statement learning cohort girls were asked to agree or disagree with was "my teachers support me to continue my education", which was asked to both learning cohort and in-school transition cohort girls. Ninety eight percent of all respondents agreed, which was nearly identical across transition and learning cohorts as well as across treatment and comparison school girls. When asked if teachers suggest ways for them to continue their studies, 98% of all girls reported that they agreed. This, again, was similar across learning and transition cohorts and across treatment and comparison schools. Learning and transition cohort girls were also asked about the language of instruction and whether they were able to understand the language of instruction their teachers use in school. Ninety eight percent of respondents agreed. However, when they were asked if their teachers use a different language to help them when they do not understand something, 59% of girls reported that this 'often' happens. Thirty three percent selected 'sometimes' and eight percent selected 'never' or 'don't know'. While these responses were similar across treatment and comparison schools, this differed widely in transition to learning cohort responses, with 92% of transition cohort girls responding 'often' compared to 41% of learning cohort girls responding 'often'.

Learning and transition cohort girls were also asked whether teachers encourage students to participate in lessons, for example by asking or answering questions. Eighty four percent of treatment school students selected 'often', which was much higher than comparison school students (76% of whom selected 'often'). This also different between transition cohort and learning cohort girls (100% and 71% respectively).

Learning cohort and transition cohort girls were asked about punishment within the schools. When they were asked if teachers disciplined or punished the students, 39% of all girls reported 'yes'. There was a clear difference between responses between treatment and comparison schools. More girls in comparison schools responded that their teachers disciplined or punished the students (56%) compared to treatment schools (32%). Out of the girls who answered 'yes' to this question, 82% of comparison school girls reported that this

punishment was physical. While this is higher than in treatment schools, the level of girls in treatment schools reporting physical punishment remains high (60% of those 32% of girls who answered 'yes' that their teachers discipline or punish students). The second most cited response was 'other' (by 33% of treatment school respondents and 13% of comparison school students who answered 'yes') where many girls mentioned having to do chores like sweeping or cleaning the compound. Figure 6.8 presents the types of discipline used by teachers in treatment and comparison schools, as cited by learning and transition cohort girls who responded 'yes', that their teachers disciplined the students.

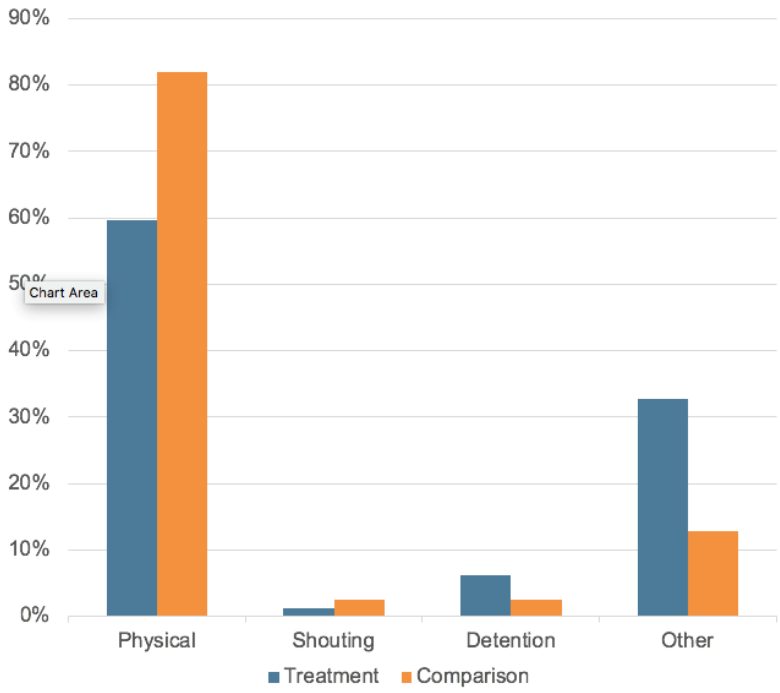


Figure 6.8: *Type of discipline used by teachers in treatment and comparison schools, as cited by students who responded that their teachers disciplined students*

Girls were asked to think about the past week they were at school and in that week if they saw a teacher use physical punishment on other students. Sixty nine percent of treatment school girls reported that they never saw this happen, while 29% of girls reported that they saw this happen 'once or twice'. In comparison schools a lower number of girls reported that they never saw a teacher use physical punishment on other students (57%) than in treatment schools, while 37% reported that they saw this happen once or twice. Transition cohort girls were much more likely to select 'never' than learning cohort girls (80% compared with 56% respectively).

The girls were then asked if in that week the teacher used physical punishment on them. Eighty five percent of treatment school girls reported that this did not happen, while 15% of girls selected 'once or twice'. This was relatively similar to comparison school girls, 80% of whom reported that this did not happen and 19% of girls selected 'once or twice'.

Qualitative evidence

Focus group discussions

Teaching quality was explored in focus groups with students, teachers and caregivers. On the whole, there was a positive view of teaching quality in both treatment and comparison schools,

but there were a number of challenges raised that suggest this is an area in which both treatment and comparison schools can improve. Overall, students in both learning and transition cohorts felt that teachers treat boys and girls equally. For example:

"*Students said that the teachers treat both boys and girls equally since they are given equal punishments, there is no discrimination in teaching and both study in the same class."* – (Enumerator notes from transition student focus group, Noble High School)

Some transition students reported positive teaching practices associated with gender sensitive pedagogy and the Great Teacher Rubric in treatment schools. Learning cohort students articulated that boys and girls face different challenges in the classroom, for example many girls reported that their periods were a factor in their lack of participation in the classroom. The majority of caregivers reported good teaching quality at schools, however a small number raised concerns regarding facilities, teaching practices and A-level provision. For example:

"The teachers are only supportive to the students when they are in Senior 4 through revision and ensuring the syllabus is completed on time. But if this was started right from Senior 1, the teaching quality would have been good." (Caregiver, PEAS School[48])

There was only one example of a problematic teaching practice cited by a student in the qualitative data: "some teachers abuse girls that they are dense". The school name is not included for child protection reasons as this could be an instance of verbal abuse.

Another theme to emerge from discussions of teaching quality with PEAS staff was staff turnover. Staff turnover was touched on by all PEAS key informant interviews as either a positive and negative factor. A number of reasons were given for high turnover: government schools hire for a subject en masse and offer higher salaries, less experienced teachers benefit from PEAS training and then leave for a higher salary, non-mission aligned teachers, and PEAS enforcement of a Child Protection policy. The main implication of the staff turnover for teaching quality is that new staff require training and take time to implement PEAS pedagogical approaches. The positive angle that the participants reported was that the high rate of teachers moving to government schools creates systemic change as they will promote PEAS' pedagogical approach, non-physical punishment and gender equity more widely.

Lesson observations

Lesson observations were conducted in seven schools (three treatment and four comparison schools in each of the three regions) in September and October 2019 to observe and assess teacher performance. Enumerators gave schools a numerical ranking from zero to three based on the level of evidence they witnessed during their observations. A score of zero meant the activity in question was 'not being done' and a score of three was given if the enumerator witnessed 'a lot of evidence of [defined standard] in this area'. This was completed for eleven areas of observation: (1) climate for learning, (2) behaviour for learning, (3) teacher-learner interactions, (4) planning and preparation, (5) resources, (6) classroom delivery, (7) learner engagement, (8) teacher-led learning, (9) use of assessment methods, (10) constructive feedback, and (11) gender responsive pedagogy. A further description of the ranking by area of observation was provided to enumerators in a comprehensive matrix (see Annex 12). In addition to the numerical scores, enumerators recorded a narrative overview of the evidence they used to inform their ranking.

[48] School name removed for protection purposes.

Table 6.13 provides an overview of the lesson observation scores. Scores were recorded for each of the eleven areas in the seven schools and analysed for similarities and differences across schools.

Table 6.14: Lesson observation average scores

Sample	Average Score (out of 3)
School Type	
Treatment	2.8
Comparison	2.2
Region	
Central	2.5
East	2.8
West	2.0

Treatment schools had higher average scores compared to comparison schools although the highest average score was that of a comparison school (2.9). The three top scoring schools after that were all treatment schools (2.8, 2.8, 2.7). There were also differences in averages based on the school's region, with schools in the East region having the highest average, followed by Central region schools and lastly schools in the West region.

An overview of each of the eleven areas of observation and their associated numerical rankings and narrative evidence provided by enumerators is included below:

- '**Climate for learning**' scores were higher in treatment schools for this area than comparison schools (average of 2.6 and 2 respectively), with narrative evidence including how the teacher moves around regularly among the students and engages the students actively in the lesson and how the students are seated in an organised manner. Two comparison schools received a ranking of 1 in this area, however, and described there being no windows, which was a problem for the rain and a lack of learning aids on the walls as well as little attention paid to students' work by teachers even though they walked through the classroom.
- '**Behaviour for learning**' in comparison schools was less well ranked than treatment schools (average of 2 and 3 respectively), with narrative evidence reporting that mostly chorus answers were given by students. In the treatment schools, enumerators described the teachers as broadly encouraging good classroom behaviour.
- '**Teacher-learner interactions**' scores showed similar results to behaviour, with an average of 1.5 for comparison schools and an average of 2.7 for treatment schools. The narrative evidence reported that in two comparison schools the teacher rarely used praise for the students to encourage them. All treatment schools scored highly for this area, including positive narrative evidence such as how the teacher uses verbal praise and positive body language.
- For '**planning and preparation**', treatment schools were all given a full ranking of three, with narrative evidence indicating that teachers provided clear objectives for their classes. In comparison schools, the average score was 2.25 with narrative evidence suggesting there needed to be a more carefully constructed lesson and clearer methods of measuring progress.

- Out of all areas for treatment schools, the lowest average score was for '**resources**', with a score of 1.3. This area was, interestingly, the area that had the highest average score for comparison schools, with an average of 2.75. The narrative evidence suggests that resources and learning materials are either non-existent or poorly shared and utilised in treatment schools. In comparison schools, this was described as a mostly appropriate use of resources and materials.
- For '**classroom delivery**', treatment schools all received a ranking of three, which was higher than the average of 2.25 for comparison schools. In treatment schools enumerators noted that peer-to-peer learning was seen, whereas in comparison schools enumerators noted that there was no evidence of differentiated tasks given to encourage participation.
- '**Learner engagement**' scores were higher in treatment schools, where all schools were given a full ranking of three. Narrative evidence indicated that learners were engaged and seemed to enjoy the lessons in treatment schools. The average score for comparison schools was 1.75 with narrative evidence suggesting that the teachers were not asking enough questions or encouraging students to ask questions.
- For '**Teacher-led learning**', all treatment schools received a full ranking of three compared with comparison schools with an average of 2.25. In the narrative feedback regarding treatment schools, enumerators described witnessing a balanced tone that promoted understanding. In one particularly poorly ranked comparison school, it was mentioned that the lesson was not well-paced and nearly ended without completing the learning task.
- Comparison schools had a low score for '**use of assessment methods**', with an average of 1.5. Treatment schools scored an average of 2.7, with narrative evidence noting how appropriate, individual assessments were used to ensure student understanding. In comparison schools, enumerators noted that those that did employ individual quizzes went through them too quickly and so not all pupils were able to participate.
- For '**constructive feedback**', treatment schools all received a full ranking of three, with narrative feedback including how teachers gave appropriate and encouraging feedback to pupils. The average for comparison schools in this area is 2.25, with narrative feedback noting that teachers did not correct pupils when they were incorrect and should have ensured that individual feedback was given to ensure that learners that were more behind were not further excluded from the lesson.
- For '**gender responsive pedagogy**', all treatment schools received a full ranking of three, with narrative evidence reporting that teachers engaged and encouraged girls and boys equally. The average for comparison schools was 2.5, with narrative evidence that showed concern over unequal compositions of group work in terms of gender (i.e., having a girls group and a boys group).

The schools selected for observation had varying sizes of classes, from 29 students in a comparison school to 83 students in a treatment school. The average class size of treatment schools was 60 pupils and the average class size of comparison school was 44 pupils. The number of students in the classes did not appear to be linked to the average score of the school, with both the highest number of students (83 students) and the lowest (29 students) having comparable averages (2.8 and 2.9 respectively).

Methodological limitations of this exercise include the very small sample size (seven schools total, three treatment and four comparison), which may more easily skew averages. In the sample of comparison schools, for example, one school in particular scored low in most areas, significantly dropping the average. In addition, the enumerators often used the same language from the matrix to include in their narrative summary of evidence, instead of their own

articulation of what they observed. This may suggest that they were not engaging with the concepts fully. Additionally, an enumerator for one of the treatment schools included a cautionary note at the end of their observation: “The lesson was well structured and delivered but appeared acted. The students all seemed to understand, nothing seemed difficult at all, they however kept giggling during the course of the lesson. The observer checks the students' books and discovers that the lesson done on this day had been delivered in the previous lesson.” This needs further consideration for the utility of this data collection tool for the endline.

7. Conclusions and recommendations

7.1 Conclusions

7.1.1 Project beneficiaries and barriers to learning and transition

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 in age from 12 to 20 years, and are progressing through lower secondary in all schools, and upper secondary in a selection of schools providing A-Level.

The profile of project beneficiaries has not changed since baseline. The majority of girls are from poor households, with 40% of both treatment learning cohort and transition cohort girls living in a household with a PPI score of less than 45 (indicating a 26% or higher likelihood of living under the 1.90 USD poverty line, and a 63.5% or higher likelihood of living below the 3.10 USD poverty line). Beneficiaries in the East region are more likely to be living in poverty, where 62% of girls have a PPI score below 45 compared to 27% in the Central region and 22% in the West region.

The majority of treatment girls live in households headed by their father (65%) and are primarily cared for by their mother (69%). Some 18% of treatment girls live in a household headed by their mother. Most beneficiaries live in large households, with an average of six siblings in the treatment learning cohort. Education levels are low among girls’ parents and caregivers: 21% of head of households (main financial supporter) had no education and 33% had completed primary. Since baseline, there is an increase in project beneficiaries who are married and mothers: 27 treatment girls (all transition cohort) reported that they are currently married and 38 girls reported having children (34 transition cohort, 4 learning cohort).

Project beneficiaries are predominantly able-bodied girls, with a small proportion of girls reporting a disability. A total of 10 treatment girls reported having a disability (five in each cohort), which is 0.8% of the total girls in the midline sample.

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 in 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 more likely to experience higher rates of poverty, marriage and pregnancy at a young age, which may serve as a limitation for their access to school.

Project beneficiaries also include boys enrolled in PEAS schools. 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 GEC-T evaluations 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.

Barriers to learning and transition identified at baseline were: 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. These were found to continue to act as barriers to learning and transition at midline.

7.1.2 Learning outcomes

SeGRA and SeGMA testing was used to measure literacy and numeracy levels in the learning cohort and assess progress from baseline. For the literacy and numeracy learning outcomes, there was an increase in aggregate score for both tests, however the midline targets were not met. In both SeGRA and SeGMA in treatment schools, girls in the Central region performed worst and girls in the Eastern region performed highest.

For literacy, treatment average aggregate score was marginally higher than in comparison schools, however this was not statistically significant. The difference-in-difference findings demonstrate no significant distinction between the treatment and comparison, groups as both show the same level of improvement. This suggests that the scores at midline (which includes some change in the cohort) have not improved over the baseline scores in relation to literacy outcomes. Analysis of foundational literacy skills gaps revealed that there was an increase in the percentage of students in the “proficient learners” and “emergent learners” bands and a decrease in the “non-learner” and “established learner” bands. The final SeGRA subtask (written task) received the lowest aggregate scores and the highest rate of zero scores in both treatment and comparison schools, suggesting that students found this the most challenging subtask. It is notable that treatment students were apparently better at completing all three tasks, suggesting that despite the nearly indistinguishable score results, test-taking skills around time-management and pacing have improved.

For numeracy, treatment aggregate average aggregate score was marginally higher than in comparison schools, however this was not statistically significant. The difference-in-difference findings demonstrate no significant distinction between the treatment and comparison, groups as both show the same level of improvement. This suggests that the scores at midline (which includes some change in the cohort) have not improved over the baseline scores in relation to literacy outcomes. Analysis of foundational numeracy skills reveal an increase in the percentage of students in the “established learners” and “proficient learners” bands and a decrease in the “non-learner” and “emergent learner” bands for treatment students. Students in both treatment and comparison schools found Subtask 2 (Algebra) the most challenging, and scored the lowest average aggregate scores and the highest rate of zero scores. This suggests a floor effect and particular issues with teaching and learning of Algebra, as expected grade levels in other numeracy metrics, suggest that this is not a direct reflection of mathematical achievement.

Progress in learning was also tracked through UCE exam results taken by S4 students. The data demonstrates that the pass rate of UCE exams in treatment schools reduced between 2017 and 2018, and increased again in 2019. The UCE pass rate is higher in treatment schools than comparison schools and the fail rate was significantly lower treatment schools, in both 2018 and 2019. The UCE pass rate in treatment schools was higher than the district-level average in 2019, by approximately 4%. The average division remains in the Division 3 score range, showing that average marks have not changed significantly enough to change divisions. Comparing the 2018 treatment and comparison average divisions of 3.4 and 3.6,

respectively, reveals that treatment schools have a higher average division by 0.2 marks. This means that the midline target of treatment average UCE division result as +0.1 points over and above the comparison mean has been met and exceeded in 2018 and the 2019 target of +0.15 was also met and exceeded.

7.1.3 Transition rates

The midline transition rates of the treatment have increased by 10% over that of the comparison group, meeting the target, and demonstrating the effectiveness of the programme in helping girls to find appropriate routes of transition. It is further noted that the diverse range of transition pathways of treatment students, from TVET and apprenticeships to university and training colleges (many of which are linked to stable professional qualifications in the medical and educational sectors), suggests appropriate streaming, and balanced approaches to different pathways that are contextually viable.

7.1.4 Sustainability

Overall, the project was scored as “becoming established” on the Sustainability Scorecard. In the logframe, community and system-level sustainability are each weighted at 20% and school-level sustainability is weighted at 60%. As such, scores of “emerging” sustainability at community and system levels combined with the “becoming established” score for school-level sustainability produce an overall score of “becoming established”, once weighting is taken into consideration. This is an increased score from baseline. There is a high level of agreement at the community level of the importance of girls’ education, examples of improved pedagogical approaches that incorporate gender responsiveness, and a high level of buy-in to project goals and the PEAS approach from DEOs. There is evidence that schools are working towards becoming financially sustainable, although at present schools still rely on funding from PEAS. There is concern that financial sustainability at the school level is primarily reliant on school fees, which are one of the main barriers to girls’ education. It is recommended that school funding sources are diversified to avoid a reliance on school fees which may decrease access to affordable education.

7.1.5 Intermediate outcomes

Attendance

The target of percentage improvement in attendance rates for girls was met and exceeded at midline. The majority of students in both learning and transition cohorts assessed their ability to attend school regularly highly, but raised a number of barriers which were consistent across the student focus groups. The main barriers to attendance which emerged through the focus groups were lack of school fees, sickness and menstruation, and travelling long distances to school. Additionally, the regression analysis demonstrated no clear correlation between higher attendance rates and across the student focus groups, there was consensus that most caregivers and teachers support the students to attend school. While there was some discussion around the differences in girls’ and boys’ attendance, this was not a strong theme in the data. PEAS staff acknowledged that enrolment and retention has decreased as a result of an increase in school fees necessitated by the loss of the government USE subsidy.

Retention

The target of percentage improvement in in-between year retention rates at O-level was met and exceeded at midline. However, the targets for percentage improvement in O-level completion rates and transition rate between S4 and S5 in PEAS schools offering A-Level were not met at midline. Due to the reduced number of schools in the sample providing A-

Level courses, there was insufficient data to determine whether the targets for percentage improvement in in-between year retention rates and completion rates at A-Level were met at midline.

Students in the transition cohort were more likely to be more positive about their own ability to complete secondary school than that of their friends. However, transition students identified the same barriers facing themselves and their friends to complete secondary school. The barriers that emerged through qualitative data analysis were: lack of money to pay school fees, family difficulties, poor academic performance, marriage, pregnancy and illness. The majority of learning cohort students similarly articulated that their ability to stay in and complete secondary school was greater than their friends. Across both student cohorts, there was consensus that students are supported by teachers and caregivers to attend and complete school. There were a number of transition students who felt secure in their caregivers' ability to pay school fees as well as their own academic performance, but many others who did not.

Life skills

The target for the life skill index scores were met and exceeded at midline. For treatment students in the learning cohort, livelihoods skills related to income generating activities were the most commonly identified life skills considered to be useful to their future life. There was some discussion of soft life skills too, but no discussion of the skills needed for the future or linked to the jobs they aspire to have in the future. For transition cohort students, participants could not articulate the most important skills for their futures or link the life skills learnt in school with the skills needed for jobs. Teachers and headteachers articulated a positive trend in increased life skills and confidence. A small but positive correlation between high scores in the Life Skills Index and successful transition rates confirms the positive influence of these activities on transition outcomes.

Caregivers and teachers reported in focus groups that girls' confidence has increased through attending schools, but recognised that girls' confidence is generally lower than the confidence of boys. Caregivers could not point to many reasons that confidence has increased due to participating in the PEAS project, whereas teachers linked the girls' clubs and improved teaching methods with increased confidence. Students in the learning and transition cohorts did not articulate changes in their confidence through attending school. Students who expressed above average levels of confidence also had slightly higher learning outcomes.

Teaching quality

The target of improved average learning walk scores was met and exceeded at midline. From the small sample of lesson observations, there is evidence of teachers in treatment schools incorporating elements of pedagogical training into their teaching practices. This includes assessment methods, gender sensitivity and peer-to-peer learning.

On the whole, there was a positive view of teaching quality from students in both treatment and comparison schools. Overall, students in both learning and transition cohorts felt that teachers treat boys and girls equally. Some transition students reported positive teaching practices associated with gender-sensitive pedagogy and the Great Teacher Rubric in treatment schools. Learning cohort students articulated that boys and girls face different challenges in the classroom, for example many girls reported that their periods were a factor in their lack of participation in the classroom. The majority of caregivers reported good teaching quality at schools, however a number raised concerns regarding facilities, teaching practices and A-level provision.

7.1.6 Approach to gender and social inclusion

The GEC was designed to provide girls with an opportunity to transform their lives through access to quality education, acknowledging that gender inequality can be a driver for the challenges faced by millions of school-aged girls. In addition, the GEC has a clear objective of understanding and addressing various forms of educational marginalisation faced by girls, leading to project activities being socially inclusive. Social inclusion within the GEC is recognised as the provision of opportunities to ensure all members of an intended target group are included in an activity irrespective of their ethnicity, language, disability, religion, sexual orientation, etc.

Across Uganda, poverty, poor education services and social factors have an impact on girls' participation in school. Though there has been some progress towards gender parity at the primary level, gaps in literacy and secondary school completion remain high. GEARRing Up for Success After School is designed to specifically promote gender equality in schools by improving girls' learning, attendance, completion and transition. 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. The 2019 spot check found marginally higher female enrolment across the treatment evaluation sample of 12 schools, with 52% female and 48% male enrolment. This supports the finding at baseline that the majority of PEAS schools have equal numbers of boys and girls enrolled, or more girls than boys enrolled. In addition, PEAS establish schools in locations where young people are underserved by secondary education, and PEAS' enrolment policy ensures at least equal enrolment of boys and girls. PEAS staff note that low fees and flexible fee payment options support more students from the poorest backgrounds to attend PEAS schools than comparison schools and a significantly lower PLE cut off point than comparison schools allows students with lower primary school prior attainment to access secondary education through PEAS, who otherwise may not have been able to enrol in secondary school.

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 development of a supportive, gender-inclusive environment for girls. School-level interventions focus on embedding Gender Responsive Pedagogy (GRP) teacher training, child protection training and reporting, girls' clubs, life skills and literacy classes and livelihoods projects, and reaching out to communities through the school and PTA structures to affect change on community attitudes towards girls' education. PEAS staff note that since baseline, there have been infrastructure expansions across the network of A-Level centres that include a focus on boarding for girls and accessible buildings and compounds to support those with physical disabilities.

Overall, the PEAS GEC-T project is assessed as being GESI sensitive with 'transformative' gender-associated activities and 'accommodating' social inclusion activities. Transformative activities refer to ones that engage with and transform gender and social inequalities in the long term to achieve sustainable change, gender equality and reverse social exclusion. Accommodating activities acknowledge but work around gender, disability or other social differences and inequalities to achieve project objectives. Activities are against the six GESI minimum standards as outlined by the FM, summarised below, followed by additional reflections regarding inclusionary approaches for students with special educational needs and disabilities (SEND).

1. **Culture and Capacity:** ***The project is resourced with staff, partners and contractors who have appropriate gender and social inclusion expertise.*** PEAS have a dedicated Senior Child Protection Officer. The current Senior Child Protection Officer has a Master's degree related to the field and 17 years of experience working in education and safeguarding with a focus on supporting vulnerable children and

youth, and has been in post since the beginning of 2019. Where need arises, PEAS also engages local governmental and non-governmental child protection, gender and inclusion agencies to support with programming and response to issues relating to these areas. All PEAS staff and external contractors working in PEAS schools must sign and uphold PEAS' Child Protection Policy. In addition, GESI minimum standards were incorporated in the evaluation design, starting with enumerator training. Enumerators were trained in safeguarding of children and adults-at-risk by Jigsaw and PEAS' safeguarding focal point. The training discussed potential risks based on the gender and other characteristics of the sample

2. **Analysis:** ***A gender and social inclusion analysis of the context is conducted and used to inform the project's design and Theory of Change.*** PEAS conducted a gender analysis in July 2017, to inform the programme design. 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 the 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. Since baseline, PEAS staff note that GRP stand-alone insets were designed and delivered in 2019 and teacher support for understanding inclusion was provided. In addition, School Leader training in 2019 focused on supporting school leaders to interpret and use gender disaggregated data.

3. **Data:**

    a. ***Sex, age and disability disaggregated data is collected and analysed at baseline and subsequent evaluation points. Disability data differentiates between the type and severity of disability of beneficiaries.*** 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. The evaluation uses the Washington Short Set[49] of questions to identify disability among respondents. This differentiates respondents by type and severity of disability.

    b. ***Monitoring and evaluation reporting differentiate girls from a variety of sub-groups.*** Baseline and midline 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 endline and will be asked the same questions to verify changes in characteristics and needs. Qualitative data at endline will focus on ways in which project activities address girls' specific needs.

4. **Indicators:** ***Project logframes include 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

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

found to be enrolled in the treatment and comparison samples (see Chapter 2), 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.

5. **Do No Harm:** ***Do No Harm, safeguarding and risk analyses are informed by a gender 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 have 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.

6. **Accountability:**

    a. ***Projects are able to articulate their monitoring response to drop out. This should include beneficiary tracking to capture who is dropping out, reasons why, and any follow-up support provided.*** 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 GEC 1 – contains standards about how PEAS schools should treat cases of pregnancy and support the re-enrolment of young mothers, including through meeting with girls' families and community engagement focused on addressing the stigma around pregnancy and education. In this way, PEAS' broader strategies to encourage retention also take a gender focus.

    b. ***Quarterly and annual reporting documents progress towards meeting GESI sensitive project planning and implementation.*** Within the Year 1 Annual report, PEAS completed a dedicated section on GESI reflecting on the extent to which standards were being met through the project. PEAS complete a GESI self-evaluation every six months, which assesses each of the its project programming for teachers and students to determine how project activities can become more inclusive. As a result of these self-evaluations, PEAS has refined the GPR teacher training and placed greater emphasis on hiring female teachers and school leaders. The logframe itself contains measures looking at change over time in the gender equity views of beneficiaries and their caregivers, which provides further verification of whether progress is being made. As an organisation, PEAS want 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.

While the project does not include specific interventions targeting barriers for learners with SEND, PEAS has taken steps to gain a better understanding of students with SEND in PEAS schools since the baseline. These include: (i) asking the Washington Group questions to all new students that enrol in PEAS schools; (ii) conducting a SEND audit and analysis across their network to try to understand the level and nature of need that already exist in PEAS

schools and what further need is present in the school communities; (iii) conducting a desk research review of global best practice on SEND provision in low resource settings. These, together with their in-house knowledge, experience and expertise, directly informed the development of their Inclusion Strategy and Post School Guidance and Counselling design in a contextually relevant manner.

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 nine MEL-related recommendations respond to challenges encountered and observations during the midline evaluation in order to improve endline data collection:

1. **It is recommended that PEAS undertake a revision of the logframe targets with a ceiling effect in order to track meaningful change at endline.** This is applicable to output indicators with results in the range of 95-99%, as further measurable progress cannot be expected in many cases.
2. **It is recommended that Jigsaw move questions exploring transition outcomes from the transition cohort student survey to the learning cohort survey.** This is due to the exclusion of the transition cohort at endline. These questions will need to be determined in coordination with the project and the FM.
3. **It is recommended that Jigsaw consider strengthening the lesson observation approach at endline** to address the methodological limitations experienced at midline.
4. **It is recommended that PEAS explore increased internal data collection on attendance and retention.** Due to the removal of the 2020 spot check, internal monitoring data gathered by the project will be used to measure progress against IO 1 (attendance) and IO 2 (retention). Internal monitoring data from the School Tool is insufficient at present to do so due to gaps in implementation and challenges at the school level.
5. **It is recommended that the in-country enumerator team contact schools in advance.** The intention of this is to gather as much information about student whereabouts before data collection begins, and receive additional training on how to handle complex challenges in tracking girls down, including communication strategies for unresponsive parents and approaches to avoid duplications. At midline, there were very high rates of drop-out within both treatment and comparison schools, which resulted in significantly more work for the in-country enumerators. It is anticipated enumerators at endline will be required to track down girls and mitigate high drop-rates.
6. **It is recommended that PEAS and Jigsaw schedule the endline data collection strategically.** This includes scheduling the data collection for a time when seasonal rains are reduced and also that the data collection schedule allows for lost days due to rain. It is also recommended that the endline evaluation data collection does not coincide with the examination schedule in schools, particularly as the learning cohort will primarily consist of S4 students sitting their O-levels.
7. **It is recommended that Jigsaw and PEAS, in coordination with the FM, explore the possibility of sequencing data collection at endline.** This will involve collecting the qualitative data after quantitative data collection has been completed and analysed. This would allow for richer qualitative data collection informed by the findings of the quantitative data.
8. **It is recommended that Jigsaw and PEAS review the structure of the caregiver survey in time for endline.** This should involve consideration of splitting it into two

separate surveys (head of household and primary caregiver). At midline a large number of caregivers did not answer all questions, which reduced the sample size. It is also challenging for enumerators to conduct two surveys at the household level if the primary caregiver is different to the head of household.

7.2.2 Project design

Project activities, through a targeted design process, were found to be appropriate and relevant. The following eight project design recommendations are made to target specific barriers identified at midline:

1. **It is recommended that PEAS continue to provide teacher training in literacy and numeracy with a suggested focus on the identified skill gaps.** Learning gaps in both literacy and numeracy tests persist at midline. The SeGRA and SeGMA tests demonstrated a particular skills gap in writing, algebra and word problems among treatment students. As such, the baseline recommendation to provide teacher training in literacy and numeracy remains relevant.
2. **It is recommended that schools monitor attendance and progress and implement clear remedial strategies for girls identified as falling behind.** This was a recommendation at baseline and treatment students reported attending and benefiting from additional literacy classes, however the failure to meet midline targets suggests that these classes are not having the desired impact. It is recommended that PEAS review the quality of these classes.
3. **It is recommended that learning cohort girls receive training on exam practice and test preparation (e.g. pacing, time management etc).** This is particularly relevant for learning cohort students who will sit their O-level exams during the endline. Analysis of the SeGRA learning assessment results reveals that scores were lower on writing but had fewer zero scores among treatment students than comparison. This suggests that treatment students are learning more time management and pacing of a test, but that this may be at the expense of doing well in the test.
4. **It is recommended that PEAS prioritises retaining students and teachers between now and endline.** Retention of students and teachers is important in understanding the project in a longitudinal manner, and is necessary for the assumptions of the DiD model to hold (consistency of cohort).
5. **It is recommended that teachers receive training on how to implement disciplinary methods that foster a positive relationship with learning for students**. Current disciplinary methods used by some teachers, such as making students stand in the sun or move rocks, are detrimental to students' relationship with school, may turn them away from learning and do not foster education-related skills. It is recommended that through teacher training programmes, PEAS could sensitise teachers on alternative disciplinary methods which promote a positive association with learning and school for students. For example, writing a letter of apology to encourage self-reflection and practice of literacy skills for misbehaving students or giving increased responsibilities to students who misbehave due to boredom.
6. **It is recommended that PEAS continue to tackle child protection issues at the school-level.** In particular, there is need for continued vigilance of child protection issues through the use of corporal punishment, chores or manual labour as disciplinary methods.
7. **It is recommended that PEAS explore integrating the life skills training into the livelihoods programme**. This intention of this recommendation is to ensure engagement and comprehension of the importance of soft life skills in successful livelihoods. Qualitative data revealed that students, teachers and parents conflate

livelihoods and life skills activities and learning. It is recommended that the activities make clear the difference in skills learnt.

8. **It is recommended that PEAS consider more explicitly linking life skills and academic learning with future career paths.** Qualitative data from students reveals that students struggle to link the skills they are learning in school with the skills required for the jobs they want in the future.
9. **It is recommended that PEAS continues to support diverse further educational pathways.** This recommendation seeks to ensure transition opportunities that are most appropriate for each individual, including TVET (and related apprenticeships), training colleges and non-formal education.

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 behaviours are evidenced, there is still a high degree of reliance on project resources to implement interventions. The loss of the PPP has decreased the financial sustainability of the project and requires the project to implement new strategies. Three recommendations are included below to improve project sustainability:

1. **It is recommended that PEAS further increase their engagement with DEOs.** This should include engagement on plans for future collaboration to scale the scope of GEC-T project activities after the end of the intervention, long-term support for PEAS schools, and promotion of best practice across the wider education system.
2. **It is recommended, as it was at baseline, that PEAS continue to focus on teacher training and support, including gender responsive pedagogy.** This should be further embedded into the induction and continued professional development of teachers, to maximise the sustainability of changes in attitude, behaviour and classroom practice. Teachers are key drivers to project success and sustainability, and the recruitment and retention of quality teachers will be important to improve outcomes. This is particularly pertinent for marginalised girls who on-going participation in school will benefit from having quality teachers as role models.
3. **It is recommended that PEAS prioritise teacher retention between midline and endline, exploring the possibility of incentives.** The high level of teacher turnover found at midline is unsustainable and undermines progress made towards improved teaching quality at the classroom level. It is recommended that PEAS support schools to not solely rely upon community resources for sustainability. This could include identifying opportunities to mobilise financial resources beyond the community through school-led donor and government partnerships, while mobilising non-financial resources through the community. Qualitative data collected from headteachers revealed that schools are heavily reliant on project funding, which is particularly concerning in light of the loss of the PPP. Where possible, the project should explore ways to support headteachers to make financial plans that identify and utilise local and renewable sources of income, and avoid any further increase of school fees.

Project contribution: Response to conclusions and recommendations in relation to Gender and Social Inclusion

The External Evaluator gives a fair and comprehensive overview of the project response in relation to Gender Equality and Social Inclusion. With regards to Gender Equality specifically, the report notes the project to be gender sensitive and certain activities to be transformative. PEAS suggests the project to be in the gender transformative category due to the significant changes being made to the lives of female students. The project is making

clear progress in changing inequitable gender norms, including through enabling girls to achieve higher exam results; enabling more girls to successfully transition both through in-school and out-of-school avenues; and through effectively raising girls' confidence levels.

With regards to social inclusion, the report highlights the fact that a high proportion of PEAS students are from low income families, and that PEAS inclusive approach includes allows access to students of a broader range of abilities than other schools: the threshold in terms of Primary Leaving Exam score is lower in PEAS schools than in government schools to ensure that low performing students also realise their right to education.

PEAS is pleased to note the positive steps forward noted in the report in terms of consideration of students with Special Educational Needs. Additional progress made since the baseline include the action PEAS has taken to gain a better understanding of students with special educational needs. The Washington Group questions are now asked to all new students that enrol in PEAS schools. PEAS conducts analysis at the network level to ensure we have an up-to-date understanding of the number of SEN students in PEAS schools, and the kinds of challenges those students face. At the school level, the collection of this survey data means that the school/ teachers have an understanding of the challenges faced by particular students as soon as they enrol, and they are consequently able to ensure the particular students receive particular attention according to their needs. PEAS is planning to increasingly use this data to ensure that students with disabilities require specific support to the extent possible.

As per the Fund Management Guidance, the project response to the wider conclusions and recommendations is included in Annex 17: Project Management Response.

Annexes

Annex 1: Midline evaluation submission process

Please submit all midline reports and accompanying annexes via Teamspace, an online file-sharing platform. Both the External Evaluator (EE) and Project should have access to their respective Teamspace folders, however please reach out to your EO if you do not.

Please note, Annexes can be uploaded to Teamspace for FM review separately and before the midline report analysis is completed. We advise Projects and EEs to follow the sequence outlined below to speed up the review process and avoid unnecessary back and forth. Where possible, we also advise that projects and EEs do not begin their ML report analysis until Annex 13 is signed off by the FM.

Annexes to submit for FM review any time before the ML report is completed:

- Annex 2: Intervention roll-out dates.
- Annex 3: Evaluation approach and methodology.
- Annex 4: Characteristics and barriers.
- Annex 7: Project design and interventions.
- Annex 9: Beneficiaries tables.
- Annex 10: MEL Framework.
- Annex 11: External Evaluator's Inception Report (where applicable).
- Annex 12: Data collection tools used for midline.
- Annex 13: Datasets, codebooks and programs.
- Annex 14: Learning test pilot and calibration.
- Annex 15: Sampling Framework.
- Annex 16: External Evaluator declaration.
- Annex 17: Project Management Response (this can be revisited following feedback from the FM).

Annexes to finalise after Annex 11 "Datasets, codebooks and programs" is signed off by the FM:

- Annex 5: Logframe.
- Annex 6: Outcomes Spreadsheet.
- Annex 8: Key findings on Output Indicators.

Annex 2: Intervention roll-out dates

Below is timeline of roll-out of the interventions. Table 2.1 is accurate as of 01 March 2020. It is important to note that activities and end dates may well be significantly affected by Covid-19 and related school closures.

Table 2.1: Intervention roll-out dates

Intervention	Description	Start Date	End Date
Community information and marketing to promote girls' A-level education	This intervention includes a series of targeted outreach activities to encourage girls' enrolment in PEAS A-level centres. Activities include: holding community open days at existing and new PEAS A-Level centres; conducting outreach in feeder schools; and delivering radio messages encouraging girls' enrolment.	Nov 2017	End of project
Gender Responsive Pedagogy teacher training	Gender Responsive Pedagogy training is delivered through termly in-service training (INSET) sessions for teachers.	July 2017	March 2019
Child Protection Policy	This intervention includes embedding PEAS' Child Protection (CP) policy and reporting framework in all schools, and ensuring 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.	Oct 2018	End of project
Girls' clubs	Extra-curricular Girls' Clubs are expanding to all PEAS schools. To ensure that they are running effectively, example activities include designing a peer-to-peer support programme for girls, organising inter-school Girls' Club competitions, and delivering specific CPD for SWTs who run the clubs.	April 2017	End of project
Alumni engagement	PEAS alumni events are organised to encourage former students to come back to school to inspire, support and/or mentor current students.	April 2017	March 2020
Training of teachers in the 'Great Teacher Rubric'	This intervention includes the design and delivery of teacher training in the Great Teacher Rubric for PEAS teachers.	Jan 2018	End of project

Livelihoods programme	This intervention includes the design, pilot and roll-out of a livelihoods curriculum supplement programme across all PEAS schools.	Oct 2017	Feb 2019
Life skills curriculum	Continued support is provided for teaching the PEAS life skills curriculum in all schools. This includes providing refresher teacher training, conducting lesson observations and providing feedback, refreshing curriculum materials, etc.	Nov 2016	End of project
Learning materials	This intervention includes conducting a needs assessment of textbooks and lab equipment across all schools, and procuring needed learning materials to ensure all schools have a sufficient supply of contextually relevant texts and science supplies.	April 2017	June 2017
School improvement and leadership development programming	This includes a range of annual activities, which intend 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) delivering the school leadership development programme involving targeted training and mentoring for all PEAS school leaders.	Jan 2018	End of project
A-level specific school leadership training	This includes the development of a standard approach and school guidelines for delivering A–level education, and embedding this approach in existing schools teaching A-level and rolling it out to new A-level centres to help schools be successful.	Jan 2020	End of project
Strengthen Parent Teacher Associations and Boards of Governors	This includes the delivery of on-going training to PTA and BoG members to support them in holding schools to account, including conducting orientations for all new members and regular refresher training, for example.	June 2018	End of project

Expansion and improvement of A-level provision in PEAS schools	This includes 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, and (iii) introducing mock exams for A-level students.	Jul 2017	End of project
Guidance on post-school pathways	This includes the delivery of a series of activities that focus on helping students to define and pursue their desired post-school pathway, including: (i) designing and deliver training for 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 education course and scholarships.	Apr 2018	End of project

Annex 3: Midline evaluation approach and methodology

1. Outcomes and Intermediate Outcomes

The logframe was updated from baseline based on recommendations from the FM. The changes are summarised below:

- IO 4 (self-esteem) was removed at FM request
- IO 3 (life-skills) updated to include one indicator from the self-esteem intermediate outcome.
- The life skills index for IO 3.1 was updated to only include questions with high variability at baseline and with less than 90% of treatment girls at baseline responding affirmatively in the life skills and self-esteem indexes. A new life skills baseline score was calculated using the questions in the revised index and new targets for midline and endline created based on this.
- Output 3.3 (average learning walk scores) was promoted to a new intermediate outcome measuring teaching quality (new intermediate outcome 4).
- An extra output indicator (1.5) was added to capture the percentage of girls who feel safe in school.
- Outcome 3 (sustainability: system) indicator 2 was removed at PEAS request due to a change in circumstance. At the end of 2018, PEAS agreed with the FM to remove "government advocacy for affordable education through an improved PPP" from the original PPP. As such, indicator 3 at baseline is now indicator 2.

New indicators were added to intermediate outcome 4 to triangulate data from the average learning walk scores. For indicators measured through qualitative data, quantitative proxy measures were identified in the surveys for triangulation in data analysis.

Table 3.1 details the project's outcomes, intermediate outcomes and contributing indicators. It includes the sources for each indicator, the rationale for the selection of those sources, and outlines the changes since baseline. The outcomes and indicators match the project's midline logframe.

Table 3.1: Outcomes for measurement

Outcome	Level at which measurement will take place, e.g. household, school, study club etc.	Tool and mode of data collection (please specify both the quantitative and qualitative tool used)	Rationale, i.e. why is this the most appropriate approach for this outcome	Frequency of data collection, i.e. per evaluation point, annually, per term	Who collected the data?	Discuss any changes from BL (including whether this indicator is new)
Outcome 1: learning	**Number of marginalised girls supported by GEC with improved learning outcomes**					

Literacy indicator Average score on SeGRA literacy test	School	Quant: SeGRA learning assessment	SeGRA set by the FM as the most appropriate approach. Assesses higher-order literacy skills appropriate to secondary age students	Annually (excluding Y2)	External Evaluator	Reading material and questions updated from baseline according to FM guidelines, to be able to assess learning and not memory skills.
Numeracy indicator Average score on SeGMA numeracy test	School	Quant: SeGMA learning assessment	SeGMA set by the FM as the most appropriate approach. Assesses higher-order numeracy skills appropriate to secondary age students	Annually (excluding Y2)	External Evaluator	Reading material and questions updated from baseline according to FM guidelines, to be able to assess learning and not memory skills.
Curriculum attainment Average UCE division result	School	Quant: UCE division results	Triangulate learning assessment data with nationally comparable results Assesses curriculum learning and whether schools are supporting girls' achievement in end of secondary exams	Annually	Schools	Some comparison schools unwilling to share data with PEAS and are not included in the sample.

Outcome 2: Transition	**Number of marginalised girls who have transitioned through key stages of education, training or employment**					
Transition indicator Transition rate	School	Quant: Transition student survey	Set by the FM as the most appropriate approach. Tracks whether and where girls have transitioned to	Annually (excluding Y2)	External evaluator	Questions updated from baseline
Outcome 3: Sustainability (system level)	**Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).**					
Sustainability indicator 1 Local and national government stakeholders support the gender-focused activities of PEAS schools and want them to continue	Government officials	Qual: key informant interviews	Attendance, retention and completion Will assess government support for project aims and willingness to finance continuation and/or scaling of project activities	Annually (excluding Y2)	External evaluator	
Sustainability indicator 2 Local and/or national government stakeholders are developing plans to scale project activities to other schools or locations outside the PEAS network	Government officials	Qual: key informant interviews	Attendance, retention and completion Will assess government support for project aims and willingness to finance continuation and/or scaling of project activities	Annually (excluding Y2)	External evaluator	This was Indicator 3 at baseline

Outcome 3: Sustainability (community level)	**Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).**					
Sustainability 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	Household	Quant: household survey Qual: caregiver focus groups	To gather data on life skills and self-esteem Will assess community members' support for project aims and commitment to sustaining changes for girls	Annually (excluding Y2)	External evaluator	Survey questions updated from baseline
Sustainability indicator 2 Parents of PEAS students and other adults in the community demonstrate preparedness to challenge non-gender equitable views amongst other community members	Household	Quant: household survey Qual: caregiver focus groups	To gather data on life skills and self-esteem Will assess community members' support for project aims and commitment to sustaining changes for girls	Annually (excluding Y2)	External evaluator	Survey questions updated from baseline
Sustainability indicator 3 Parents of PEAS students and other adults in the community	Household	Quant: household survey Qual: caregiver focus groups	To gather data on life skills and self-esteem Will assess community members' support for	Annually (excluding Y2)	External evaluator	Survey questions updated from baseline

support the gender-focused activities of PEAS schools and want them to continue			project aims and commitment to sustaining changes for girls			
Outcome 3: Sustainability (school level)	**Project can demonstrate that the changes it has brought about which increase learning and transition through education cycles are sustainable: Performance against comprehensive sustainability scorecard (scores 1-4).**					
Sustainability indicator 1 School leaders and teachers believe project activities have led to positive changes for girls and are desirable to continue	School	Qual: key informant interview with headteachers and focus groups with teachers	To gather data on attendance, retention and completion Mixed methods approach will help deduce school's interest and ability to sustain project activities after grant period	Annually (excluding Y2)	External evaluator	
Sustainability indicator 2a Limited or no outside investment is needed to continue the project activities at the school level	School	Qual: key informant interview with headteachers and focus groups with teachers	To gather data on attendance, retention and completion. Mixed methods approach will help deduce school's interest and ability to sustain project activities after grant period	Annually (excluding Y2)	PEAS	

Sustainability indicator 2b % of per pupil operating costs that are covered through local, renewable income sources	School	Quant: review of project costs	To gather data on attendance, retention and completion. Mixed methods approach will help deduce school's interest and ability to sustain project activities after grant period	Annually	PEAS	
Sustainability indicator 3 School staff have sufficient capacity and resources to continue the project activities at their school	School	Qual: key informant interview with headteachers and focus groups with teachers	To gather data on attendance, retention and completion. Mixed methods approach will help deduce school's interest and ability to sustain project activities after grant period	Annually (excluding Y2)	External evaluator	
Intermediate outcome 1: attendance	**Number of marginalised girls supported to attend school regularly**					
Attendance indicator 1 Percentage improvement in attendance rates	School	Quant: spot check	Uses most complete information on girls' attendance (i.e. YTD average) with method for quality assurance	Annually	External evaluator	Data collected in 2019 spot check

Attendance indicator 2 Girls feel it is possible for them and their peers to regularly attend school (due to the project)	School	Qual: student focus groups	Uses most complete information on girls' attendance (i.e. YTD average) with method for quality assurance	Annually	External evaluator	Updated tool design for midline
Intermediate outcome 2: retention	**Number of marginalised girls supported to stay in and complete secondary school, and transition between O-level and A-level**					
Retention indicator 1 Percentage improvement in between-year retention rates at O-level	School	Quant: spot check	Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means of verification	Annually	External evaluator	Data collected in 2019 spot check
Retention indicator 2 Percentage improvement in O-level completion rates	School	Quant: spot check	Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means of verification	Annually	External evaluator	Data collected in 2019 spot check
Retention indicator 3 Transition rate between S4-S5 in PEAS schools offering A-level	School	Quant: spot check	Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means	Annually	External evaluator	Data collected in 2019 spot check Data only available from one A level school

			of verification			
Retention indicator 4 Percentage improvement in between-year retention rates at A-level	School	Quant: spot check	Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means of verification	Annually	External evaluator	Data collected in 2019 spot check Data only available from one A level school
Retention indicator 5 Percentage improvement in A-level completion rates	School	Quant: spot check	Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means of verification	Annually	External evaluator	Data collected in 2019 spot check Data only available from one A level school
Retention indicator 6 Girls feel it is possible for them and their peers to stay in and complete secondary school (due to the project)	School	Qual: student focus groups	Uses most complete information on current enrolment and drop-out rates (i.e. YTD average across all schools) with means of verification	Annually	External evaluator	Updated tool design for midline

Intermediate outcome 3: life skills	**Number of marginalised girls acquiring key life skills for success after school**					
Life skills indicator 1 Scores on GEC life skills index	School	Quant: student surveys Qual: student focus groups	Assesses how school-based interventions (e.g. life skills curriculum) is impacting on girls exposed to interventions	Annually (excluding Y2)	External evaluator	Index questions updated from baseline and to include self-esteem index Updated tool design for midline
Life skills indicator 2 Girls can identify skills they are learning in school that will be useful to their future lives	School	Qual: student focus groups	Assesses how school-based interventions (e.g. life skills curriculum) is impacting on girls exposed to interventions	Annually (excluding Y2)	External evaluator	Survey questions updated from baseline Updated tool design for midline
Life skills indicator 3 Girls are becoming more confident	School	Quant: student surveys Qual: student focus groups	Assesses how school-based interventions (e.g. life skills curriculum) is impacting on girls exposed to interventions	Annually (excluding Y2)	External evaluator	Moved from self-esteem intermediate outcome at baseline to be part of IO3 Updated tool design for midline
Intermediate outcome 4: teaching quality	**Improvement in teaching quality** *(new intermediate outcome at midline)*					
Teaching quality indicator 1 Average learning walk scores	School	Learning walk	Triangulate project learning walk data Assesses how school-based	Annually	PEAS	New indicator at midline: Promoted from output 3.3 at baseline

			interventions (e.g. Girls' Clubs, SWT mentoring) are impacting on girls exposed to interventions			
Teaching quality indicator 2 Percentage of teachers who demonstrate pedagogical practices that have been part of the training.	School	Lesson observations	Triangulate project learning walk data Assesses how school-based interventions (e.g. Girls' Clubs, SWT mentoring) are impacting on girls exposed to interventions	Annually (excluding Y2)	External evaluator	New indicator at midline New tool designed for midline
Teaching quality indicator 3 Girls feel the quality of the teaching at their school is of a high standard	School	Qual: student focus groups	Triangulate project learning walk data Assesses how school-based interventions (e.g. Girls' Clubs, SWT mentoring) are impacting on girls exposed to interventions	Annually (excluding Y2)	External evaluator	New indicator at midline Updated tool design for midline

2. Evaluation methodology

2.1 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 15. Findings at midline suggest similar current outcomes in treatment and comparison schools across the majority of indicators, indicating that the schools are appropriate for comparison.

2.2 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 through focus group discussions and key informant interviews.

2.3 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 have been tracked at the midline evaluation. The table below details the Grades the learning cohort and transition cohort were sampled from at baseline, and the Grades they were in at midline and anticipated to be in at end-line:

Table 3.2: Anticipated grade level of student sample at subsequent evaluation points

Cohort	Grade at baseline	Grade at midline	Original plan	Updated plan
			Grade at end-line	Grade at endline
Learning cohort	S1	S3	S4	S4
Transition cohort	S2	S4	S5 / Transition pathway	No longer tracking
	S3	S5 / Transition pathway	S6 / Transition pathway	No longer tracking
	S4	S6 / Transition pathway	Transition pathway	No longer tracking

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.

At midline, the learning and transition cohort, selected at baseline, in both the treatment and comparison schools, were surveyed, assessed and interviewed. Given the high drop-out rates and in order to meet power calculation targets and ensure a sufficient cohort, additional learning students (S3) were included for those from the baseline cohort that could not be tracked down. This was termed ‘replacement’.

The high drop-out rate at midline increased the logistical complexity of the study and resulted in the evaluation costs increasing. The FM, PEAS and Jigsaw jointly made the decision to remove the transition cohort from the endline study recognising that there would be even greater drop out within the transition cohort before the endline making the collection of data impossible with the agreed budget for the evaluation. The endline will therefore focus solely on the learning cohort.

2.4 Role of quantitative and qualitative tools

The evaluation has employed the following set of tools at midline:

Table 3.3: 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 Nexus 7 tablets. Includes demographic information, and data on daughter's attendance and completion, family support, value of education and gender equity.	Quantitative
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
Lesson observation	In-person observation of maths and english lessons in both PEAS and comparison schools using standard lesson observation scoring rubric. The rubric is aligned with the PEAS learning walk and enables silent assessment of the PEAS 'Great teacher descriptor categories'	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 was 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 has been utilised at midline to collect in-depth stories from beneficiaries. Qualitative data collection is carried out with a small sample of beneficiaries, and is therefore not representative. The approach at midline remains consistent with the approach used at baseline.

A systematic approach has been used for the qualitative data analysis, using a coding process to link back to the key output and outcome areas. Qualitative transcripts have been coded in Dedoose using thematic codes identified in the data. The findings have been 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.

2.5 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 into why, or why not, relationships exist, and what factors and barriers affect these relationships.

2.6 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:

1. A gender analysis of the context is conducted and used to inform the project's final design and Theory of Change.

2. The logframe includes gender-sensitive and disability focused quantitative and qualitative indicators.
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.
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.
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.
6. Do no Harm, Child Protection and risk analyses are informed by a gender equality and social inclusion lens.
7. Sex, age and disability disaggregated data is collected and analysed at baseline, midline and endline.
8. Disability data differentiates between the type and severity of disability of beneficiaries.
9. The project is resourced with staff, partners and contractors who have appropriate gender and social inclusion expertise.
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.

PEAS does not currently have a targeted approach to involving students with disabilities in programme planning, implementation and M&E.[50] PEAS has completed a study to better understand Special Educational Needs (SEN) amongst students in PEAS schools and was used to inform PEAS' inclusion strategy, which outlines how PEAS will remove barriers to participation for learners with diverse needs.[51]

GESI minimum standards, as set out by the FM, were incorporated in the evaluation design, starting with enumerator training. Enumerators were trained in safeguarding of children and adults-at-risk by Jigsaw and PEAS safeguarding focal point. The training discussed potential risks based on the gender and other characteristics of the sample. Analysis of the project context at midline includes disaggregation by disability, marital and parental status. The outcome analysis is also disaggregated by these characteristics as data on these statuses is collected at each evaluation point through both the quantitative and qualitative data collection tools. The logframe includes reference to girls, boys and disability status.

3. Midline data collection process

This section, outlines the process to collect midline data (both quantitative and qualitative) and highlights changes since baseline and why they occurred.

3.1 Pre-data collection

3.1.1 School sampling

A stratified sampling approach was adopted at baseline, whereby schools were selected at random for inclusion in the study. In line with the approved evaluation approach, the midline evaluation captured data from the cohort established during baseline to explore the treatment effect. Figure 2.1 shows the locations of the treatment and comparison schools in each region of Uganda.

[50] GEC-T MEL Guidance Part 2, Appendix F
[51] http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/

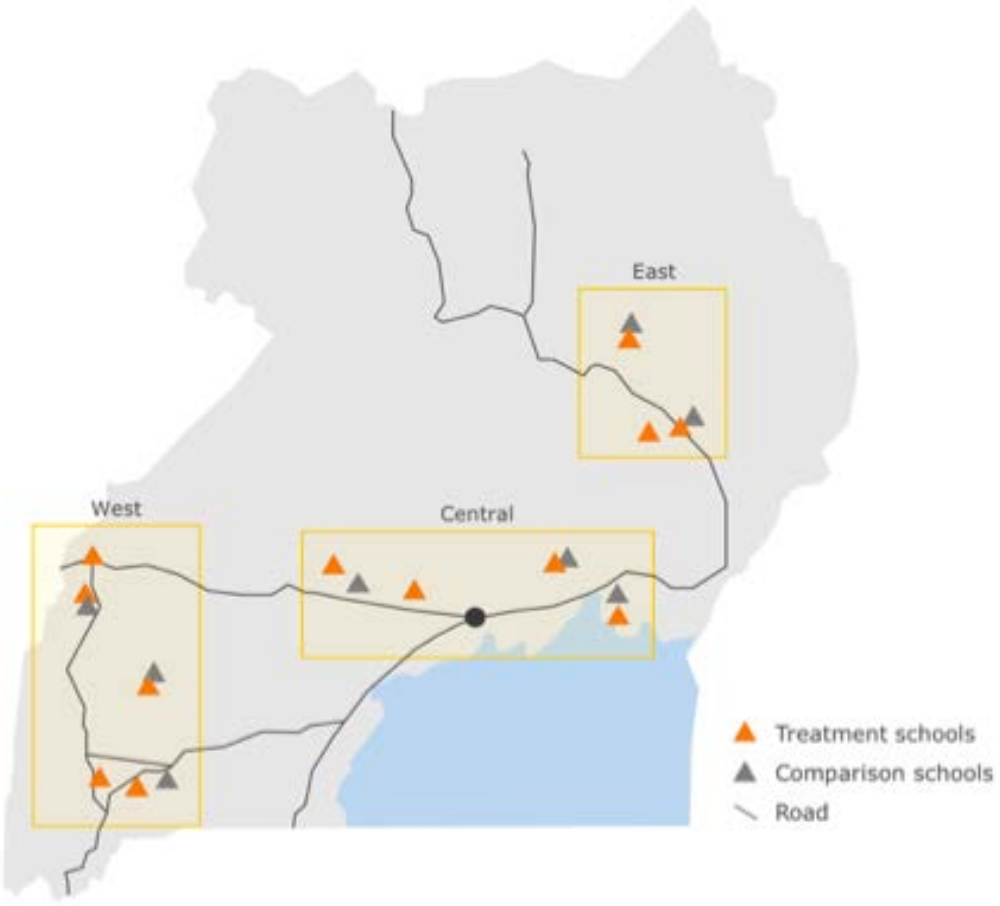


Figure 1: *Map of sampled schools*

The only amendment to the schools in Figure 2 was as a result of high levels of student drop-out resulting in the need to include two additional schools for both learning and transition data collection. The degree of drop out from both treatment and comparison schools meant there were insufficient baseline learning cohort students and the relatively small classes meant that there were not enough other students available to be the replacement students meaning that two additional treatment schools were added to the sample to ensure a sufficient number of learning assessments and surveys could be completed enabling comparison at midline and endline. Given the time pressure for data collection, the limited available budget, higher attrition rates in the East and the need for large class sizes, the following two PEAS schools were selected for additional data collection:

- Akoromoit PEAS High School
- Mukongoro PEAS High School

3.1.2 Research instrument sampling framework

The sampling framework for the quantitative instruments was developed by the Fund Manager (FM) and is provided in Annex 15. 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.

The number of qualitative tools administered was primarily limited by logistical and budgetary constraints, including the number of schools the evaluation team were able to visit, and the

length of time spent in each school. This was also discussed with the FM's qualitative research adviser who suggested a reduction in number, but increase in depth.

3.1.3 Research instrument design

The set of research instruments used at baseline were updated for use at midline, but not significantly altered. A number of adaptations were made to the surveys as requested by the FM and PEAS. These are:

- Split the girls' survey into two separate surveys, one for the learning cohort and one for the transition cohort.
- Removal of self-esteem index questions in girls' survey due to removal of Intermediate Outcome.
- Revised life skills index in learning cohort survey to include some remove self-esteem index questions and life skills questions with low variability at baseline. These were identified as questions with over 90% agreement from treatment school girls at baseline.
- Addition of questions in learning and transition cohort surveys to collect data against output indicator 2.2 (% of girls participating in the livelihoods programme who feel the classes are providing them useful economic skills".
- Addition of household-level barrier questions from caregiver survey (such as girls' responsibilities at home and time spent on chores) to the learning and transition student surveys. These questions were also retained in the caregiver survey.
- Adapted wording of Gender Equity Index questions to match the original wording by Care International in all surveys.
- Addition of FM required questions for midline: household demographics, classroom experience and punishment methods in learning and transition student surveys.
- Addition of questions to the learning student survey to interrogate perceived progress towards educational goals.
- Addition of questions into transition survey to capture data on out of school students, based on FM required questions for midline and Transition Benchmark survey from baseline.

The qualitative templates were amended to ensure greater depth of response and inclusion of questions related to the changes made to the logframe. An additional focus group was designed to be conducted with transition cohort participants who are out of school. The focus group templates were simplified from baseline templates based on feedback from the enumerators and Jigsaw facilitators from previous GEC projects. The enumerators found the baseline templates too long and difficult to discern which questions to drop and those to probe for further information. Therefore, the midline templates have a smaller number of questions to ensure the collection of rich qualitative data as the same questions will be asked consistently. There are clear instructions for each question on probing and follow up questions. In contrast to baseline, the midline qualitative data was designed to be collected digitally using Kobo Collect. The qualitative instruments were prepared by the evaluation team. Semi-structured focus group and interview templates were amended to gather information from head teachers, teachers, students and caregivers to better understand perspectives and practices on girls' education, barriers and transition. All amendments were reviewed by both PEAS and the FM and signed-off prior to the training of the enumerators.

New SEGRA and SEGMA tests were designed by the evaluation team using guidance from the FM and piloted with 150 students at PEAS school students not part of the existing evaluation study. The pilot reported inconclusive results and as such the evaluation team

combined the sections that most closely aligned with the baseline SEGRA and SEGMA tests ensuring consistency and comparability. The tests were reviewed and signed off by the FM.

A new lesson observation tool was introduced at the midline. The evaluation team worked closely with PEAS staff to develop an appropriate bespoke lesson observation tool that complemented PEAS' learning walk tool. The lesson observation scoring rubric was developed and signed off by both PEAS and the FM. The tool enables the evaluation team to assess PEAS success in training 'Great teachers' and scoring each lesson through the descriptor categories'.

3.1.4 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 visited each of the schools during the spot-check in July 2019 to find out which girls remain enrolled in school through discussion with the school management. In addition to the spot check, the evaluation team contacted each of the schools in advance of data collection to request all cohort girls be present on the day of data collection, thereby increasing the number of successful surveys and reducing attrition by absence. High attrition was noted during the spot check, however data collection presented an even higher level of student attrition than anticipated.

3.1.5 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. In order to ensure consistency and comparability, three further SEGRA and SEGMA tests were piloted with 225 S3 students across four non-study PEAS schools in preparation for the midline. The pilot was conducted in conjunction with the 2019 spot check. The findings from the pilot were inconclusive, with different test sub-tasks more closely reflecting the baseline scores than others. As such, the final midline versions of SEGRA and SEGMA were developed by amalgamating the sub-tasks from each of the three piloted tests to reduce the potential for ceiling and floor effects and to ensure as comparable a learning assessment as possible.

3.1.6 Enumerator recruitment and training

A team of fourteen enumerators was recruited by RDM, the EE's local partner based in Kampala. RDM identified a team of predominantly female enumerators, due to the sensitive nature of some questions to be asked within the evaluation. RDM selected enumerators that had been involved in the baseline evaluation which ensured a thorough understanding of the project, the tools and the locations. All enumerators were therefore experienced in digital data collection in school environments and had previously worked with girls and young women to conduct surveys. The CV check and phone interview undertaken with each enumerator, as well as the performance review conducted after the baseline, was sufficient for the selection of the team and did not require further recruitment activities.

The enumerator training was extended for the midline in order to incorporate a greater depth of training in qualitative data collection as well as greater grounding in research ethics, safeguarding and detailed scenario work. The first day covered the project overview and summary of the evaluation approach, then research ethics, the qualities of a good researcher, introduction to the data collection tools and Kobo. Day two covered an in-depth look at the learning assessments and a thorough walk-through of the survey tool, finalising the questions and clarifying answer options. Day three started with survey practice and was followed by an

Inter-rater reliability test. This led on to a session on safeguarding and logistics for the pilot the following day. Day four was the survey pilot and day five was a debrief of the IRR, the pilot and final changes to the tools, as well as specific training for the data collection supervisors. Day six was devoted to qualitative data collection, covering qualitative methods, how to capture detailed notes, and a walk through of all the qualitative tools (Lesson observations, FGDs and KIIs).

Given the increased importance placed on qualitative data collection at midline, five of the strongest enumerators were selected to conduct all qualitative data collection. Jigsaw spoke with senior RDM staff to identify those best placed to undertake the qualitative data collection. The criteria discussed in making this decision were: the enumerators performance on previous projects, their level of experience in collecting qualitative data, their ability to digest information quickly, their level of written English and their experience in schools.

In order to ensure the qualitative data collecting enumerators had the necessary training, an additional day of training was added to the scheduled training week and focused exclusively on qualitative data collection. This additional training incorporated a detailed run-through of all of the qualitative data collection tools, additional scenario practice, best practice for conducting interviews and focus group discussions and peer to peer practice.

Two qualitative data collectors were added to each team, with one other providing additional support and capacity where needed.

3.2 During data collection

3.2.1 Timing

The data collection phase took place from 9th September to 14th November 2019. 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. The enumerator team collected both qualitative and quantitative data concurrently and both were analysed post-fieldwork.

3.2.2 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 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/ Safeguarding:

Jigsaw conducted a detailed training session on safeguarding which included the FM guidance and tools for reporting. The PEAS Child protection manager attended the session and presented on the PEAS Child protection reporting framework. This is included below in Table 3.4:

Table 3.4: Child protection reporting framework

Level	Description	Example	Report to and timeline
Level 1	Individual incidents which schools can respond to internally	Bullying, escapism, absenteeism	Head Teacher and Senior Leadership Team within 24 hours
Level 2	Incidents affecting multiple students or impact the school's reputation	Non-violent strikes, community based abuse	Senior Education Officer within 24 hours
Level 3	Incidents involving criminal activity or abuse	Violent strikes, physical/sexual abuse	Child Protection Manager or Country Director within 24 hours Police in cases involving criminal activity
Level 4	Major incident with potentially life threatening consequences, widespread abuse or criminal activity	Death of a student, disease epidemic, endemic school based sexual/physical abuse	Country Director within 24 hours Police in cases involving criminal activity
Level 5	An L4 incident which posed a global risk to PEAS operations	Death of a student, disease epidemic, endemic school based sexual/physical abuse	CEO and Trustees through the Country Director Police in cases involving criminal activity

If any incidents/disclosures occur, at level 2 or above, then the RDM enumerator is required to fill out an incident/disclosure report form. The forms are collected by the Supervisor and passed onto Sam. Sam will then pass these on to PEAS Child Protection focal point (Maureen Kizito).

If any incidents/disclosures occur, at level 2 or above, then the RDM enumerator is required to call the PEAS Child Protection Focal Point (Maureen Kizito) within 24 hours. This is to be done in addition to the incident report being completed.

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.

Data collection tools:

Each enumerator had prior experience of the data collection tools used during the midline evaluation. In addition to this, refresher training was provided to ensure each enumerator's skills were current and that they were familiar with any new functionality. Each enumerator was provided with a tablet and charger and received refresher training on KoboCollect and each data collection template.

Quantitative data - All surveys were conducted using KoboCollect and inputted directly into the tablet. The survey structure and content were finalised and signed off by both PEAS and the FM in advance of the data collection. This clear structure was adhered to by the enumerators. If any additional information was provided, or observations noted, during the survey, the enumerator was instructed to capture this at the end of the survey in the designated space.

The learning assessments (SeGRA/SeGMA) were completed on paper, overseen by the enumerators and marked by trained national teachers using a marking scheme provided by Jigsaw.

Due to the high levels of drop-out from both treatment and comparison schools, a significant number of surveys were conducted over the phone in order to capture the required number of participants. The same protocols were followed when conducting the data collection remotely as when the enumerators were gathering data in person.

Qualitative data – The qualitative data collection templates were developed by Jigsaw and signed off by the FM. The templates had a clear structure consisting of core questions and follow-up probing questions. The enumerators were given extensive training on how to conduct an interview and FGD and how to use the questions in the template to ensure the required data was collected. All interview and FGD templates were provided to the enumerators, however, recognising the challenge of conducting an interview or FGD as well as taking notes on a tablet, it was recommended that the enumerators captured the notes on paper and then write them up immediately following the interview/FGD. If additional information arose, or an interesting line of enquiry emerged during the interview or FGD, then the enumerator was instructed to pursue this and include the notes at the end of the template. The training the enumerators received encouraged them to take detailed notes, enabling the Jigsaw team in the UK to understand the comments and analyse them correctly. The enumerators were also instructed to capture noteworthy observations whilst conducting data collection. These were to be written down in the notes at the end of the template.

FGDs were facilitated by two enumerators: one facilitator and one note taker, and interviews were conducted by a single enumerator.

Re-contact protocols:

Tracking sheets were created to facilitate tracking from baseline to midline. These included: school location information, student ID codes, student names, expected grade at midline, age at midline, caregiver name and location details. This was sufficient to track the girls who remained in the same school as at baseline. Where the girls were not in the same school as baseline, teachers and peers were contacted to help with the tracking and the enumerators travelled to their home village to track them at the household.

Students who were not present at school were tracked using the following approach:

Transition

- Transition cohort girls must be contacted at least three times, but if unavailable, there is no need for replacement.
- First speak to the head teacher to find out what happened to the girl; then try calling on the phone; lastly try visiting the community they are supposedly living in.
- If you manage to contact them and they are within 30 minutes then do the survey with them in their home
- If you manage to contact them and they are further away that 30 minutes then conduct the survey over the phone. This is a last resort.
- If you are unable to contact them, then there is no need for replacement.

Learning

- Learning cohort girls should be replaced if they are not in school on the day you are visiting.
    - First speak to the head teacher to find out if the girls are indeed still part of the school, but only absent for a short period of time. If so, then meet the girl in her home to conduct the learning Assessment and the survey.
    - If learning cohort girls have moved school or dropped out of school, then they should be replaced
        - Replacement should be from the same class (closest in age, preferably older)
        - Replacement must ensure the girl has been exposed to the same programme for one year.

        - Replacement girl should be as similar to the original girl in social standing, ability, etc.
- The replacement girl should be selected at random. This could be done in the following ways:
    - by drawing a replacement girl from a list of students with the same age and classroom as the original girl
    - by selecting the girl in the classroom whose birthday is closest to the original girl's birthday

If there is no other eligible girl in the same classroom, the interviewer should interview a girl of the same grade selected randomly from another classroom, using one of the methods described above. If there are no more girls in the school at this grade/class, then more girls will need to be surveyed in other schools to make up the numbers.

3.2.3 Replacement

Levels of drop-out from both treatment schools and comparison school were significantly higher than anticipated leaving the midline cohort with very high attrition rates. In order to maintain a significant cohort size a decision was made with both the FM and PEAS staff to invest more time and resources into tracking down the 'transition cohort'. The enumerator team was deployed for a further month to follow up on leads from school staff and peers in order to track the girls. Where needed, surveys were conducted over the phone in order to successfully complete as many cohort surveys as possible and keep the attrition rate to an acceptable level.

In addition to the increased time and resources for tracking, 129 new 'transition' S4 girls were surveyed in two new PEAS schools (Akromoit PEAS High School and Mukongoro PEAS High School).

The high levels of school drop out and small class sizes meant that there were insufficient eligible S3 students for replacement within the original 12 PEAS study schools. Following discussion with both PEAS staff and the FM, two new schools (Akromoit PEAS High School and Mukongoro PEAS High School) were included into the study where 129 S3 students were added to the midline cohort. The same sampling approach used at baseline was used to select the new students in the new schools.

3.2.4 Sampling

Table 3.5 outlines the sampling approach provided to the enumerator teams.

Table 3.5: sampling approach

Method	Tool	Number	Detail
Survey	Caregiver / Household	320	16 per school, including an equal mix of learning and transition.
FGDs	Students from Learning cohort	6	• 3x treatment, 3x comparison • 2 per region For each FGD, 4 to 5 students were sampled at random by the enumerator team supervisor.

	Students from Transition cohort (in school)	2	• 1x treatment, 1x comparison For each FGD, 4 to 5 students were sampled and at least one girl from each of S4, S5 and S6 was included.
	Students from Transition cohort (out of school)	4	• 2x treatment, 2x comparison For each FGD, 4 to 5 students were sampled and at least one girl from each of S4, S5 and S6 was included.
	Caregivers	6	• 3x treatment, 3x comparison School management and the community leader was contacted before the school visit to request that 4 to 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 to S4, were invited. Focus groups were conducted both off site in the local community, and within school, depending on caregivers' availability and travel requirements.
	Teachers	6	• 3x treatment, 3x comparison Group sizes varied from 4 to 10 teachers. Sampling ensured representation of different grade level and subject specialisations, and both male and female teachers, where possible.
KIIs	Head Teacher Interview	9	• 3 per region (East, Central and West)
	DEOs	3	• 1 per region (East, Central and West)
Lesson observations	Lesson observation	6	• 3x treatment, 3x comparison • 1 each per region (East, Central and West)

3.3.5 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.

3.2.6 SEGRA/SEGMA grading:

The learning assessments were graded following the data collection by a literacy teacher and a numeracy teacher. The teachers were called to the RDM office where RDM staff provided on-to-one training on the mark scheme and monitored the marking as it was completed. For quality assurance, the first 5 percent of marked tests were re-marked by the evaluation team to check the marking against the mark scheme and grading protocols.

Final midline sample size

Table 3.6: Tool details

Tool (used for which outcome and IO indicator)	Beneficiary group	Sample size agreed in MEL framework for treatment and (control group) - if appropriate	Actual sample size treatment and (control group) - if appropriate	Remarks: 1) Attrition rate from baseline to midline 2) Re-contacted sample vs replaced sample 3) Major changes to tools or differences between anticipated and actual sample sizes
Key informant interviews				
Headteachers	N/A	9	6	Updated tool for midline. Many headteachers not available for interview as data collection was at the start of term and clashed with management meetings.
District education officers	N/A	3	3	Updated tool for midline.
PEAS staff	N/A	3	3	Updated tool for midline.
Focus groups				
Caregivers	Households of girls from S3-6	6 (treatment: 3 Comparison: 3)	6 (treatment: 4 Comparison: 2	Updated tool for midline.

Transition students	Girls in S4-6	2 (treatment: 1 Comparison: 1)	7 (treatment: 3 Comparison: 4	Updated tool for midline. More data collected than planned for.
Out of school transition students	Out of school girls sampled from S2-4 at baseline	4 (treatment: 2 Comparison: 2)	4 (treatment: 1 Comparison: 3)	Updated tool for midline. Data biased towards comparison schools.
Learning students	Girls in S3	6 (treatment: 3 Comparison: 3)	7 (treatment: 3 Comparison: 4	Updated tool for midline. More data collected than planned for.
Teachers	English or maths teachers teaching S3 girls	6 (treatment: 3 Comparison: 3)	6 (treatment: 3 Comparison: 3	Updated tool for midline.
Lesson observations				
Lesson observations	Students in S3	6	7	New tool for midline.
Learning assessments				
SeGRA	Girls in S3	877	871	1% attrition from baseline sample 388 girls from baseline sample (45% of midline sample) and 483 girls are replacements (55% of midline sample
SeGMA	Girls in S3	877	871	1% attrition from baseline sample 388 girls from baseline sample (45% of midline sample) and 483 girls are replacements (55% of midline sample
Quantitative surveys				
Learning students	Girls in S3	877	874 Treatment: 588 Comparison: 286	0.5% attrition from baseline sample. 389 girls from baseline sample (45% of midline sample) and 485 girls

				are replacements (55% of midline sample)
Transition student	Girls in S4-6 and out of school girls sampled from S2-4 at baseline	1,185	996 Treatment: 639 Comparison: 357	16% attrition from baseline sample. 128 replacement girls from two additional treatment schools High level of attrition as girls dropped out of school and were not contactable. Only 42% of the baseline cohort are still in the school they were originally surveyed in. Many interviewed over the phone.
Households and caregivers	Households of girls from S3-6	318	295 Treatment: 130 Comparison: 165	

3.3 Post data collection

3.3.1 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 871 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 (871) was used for the overall analysis of literacy and numeracy results. The learning cohort survey data (874) was used to understand rates among specific subsets of students (e.g. disaggregated based on demographic information), and to run the regression analysis.

3.3.2 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 inputted into Excel.

During the data cleaning stage at baseline, students were assigned unique IDs using a combination of school name, grade and student ID assigned and recorded during administration. This enables matching between survey responses, learning assessments and household surveys. These ID codes were used again at midline. During data cleaning, the unique ID codes were corrected where necessary to enable matching between the data

sources and to resolve duplicate ID codes. Due to the high number of replacements in the learning and transition cohorts at midline, it was necessary to assign new ID codes to these students with a marker to identify their addition at midline. Data cleaning revealed that a small number of transition cohort students were surveyed twice, which required removal of duplicate entries. Incomplete entries and those without consent were removed from the sample.

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 was performed using Dedoose, using both deductive and inductive approaches. Responses were grouped by outputs, outcomes and intermediate outcomes and the relevant descriptors, to identify patterns and key information in order to triangulate and supplement quantitative findings. When used, researcher comments and observations on the transcripts were also read and relevant insights inputted into the findings where applicable.

All analysis was undertaken and verified by the evaluation team.

3.3.3 Cohort tracking for endline

Multiple contact and location details were collected from the students added at midline, including: contact numbers for the head of household, caregiver and other household members; the names of neighbours; and location. This information will be provided to the enumerator teams and they will be encouraged to call households in advance to confirm the location and availability of the student and relevant household members.

3.4 Challenges in midline data collection and limitations of the evaluation design

Table 3.7 outlines the challenges faced during midline data collection and the mitigation strategies used and the implication these had for the evaluation. Recommendations are also made for endline.

Table 3.7: Challenges in midline data collection

Challenge	Summary	Mitigation strategy	Implication for evaluation	Recommendations for endline
Very high rates of drop-out within both treatment and comparison schools	The drop-out from both treatment and comparison schools was much higher than anticipated at baseline and resulted in significantly more work for the enumerators in-country, identifying where the girls moved to and tracking them down in their home villages and across the country.	This required RDM and Jigsaw to commit more time to the data collection process. An addendum to the contract was agreed with PEAS and the FM in order to facilitate the necessary time required to track down all of the baseline cohort who had since dropped-out from school. The RDM enumerators used the knowledge of teachers, school peers and community members to identify the whereabouts of the girl and gathered contact details where face to face meetings were not possible due to distance. Many of the surveys were carried out by telephone to enable the enumerators to capture the data from the original cohort and minimize the cost for PEAS.	Given the increased costs of delivering this evaluation given the significant drop-out rates. The transition cohort will not be tracked at the endline.	Transition cohort should not be included in the data collection for endline.

Inaccurate information	Both treatment and comparison l schools regularly provided inaccurate information when trying to track down the girls for surveying. This increased the time needed by the enumerator team to find the correct information and locate the girls.	The girls whose contact details were incorrect and those whose location information could not be traced were tracked through friends, or sometimes friends of friends who had detailed information about their whereabouts. The teams used contacts within the villages the girls came from in order to investigate their whereabouts and get the necessary contacts to speak with the girls.	This presents the evaluation team with a challenge when trying to track the learning cohort at the endline. Potentially adding time to data collection.	RDM to contact schools in advance to gather as much information about the students whereabouts before data collection begins.

Inconsistent information on girl's marital status	Most of the girls surveyed who were reported to be married were not willing to reveal their marital status for fear that they will be taken back to school or their marriage stopped. Some of the girls talked to revealed a different status (not married or not having children) and yet their guardians or spouses revealed that they were married or have children – with some of the men indicating that they have even paid dowry. This inconsistency of information made it difficult to document the initial status of the girls based on their responses.	Incidences where girls' responses were seen to be inconsistent were verified through, spouses, friends and the family members. Where this was not possible, enumerators spent time with the girl to build a level of trust and encourage them to share the facts accurately. At times the survey was rescheduled to give the girls time to reflect.	This created additional work for the enumerators to track down and then report the accurate information. Additional conversations were had with the girls and also with close family members in order to decipher the truth.	Jigsaw to include additional introductory information in interview and survey templates to ensure that girls are aware that there will be no repercussion for revealing the truth on marital status. Ensure that enough time is allowed for follow up conversations with one or two close family members to corroborate marital status.
Girls were inaccessible	There were incidences where the girls could not be accessed through phone or physical contacts either because they were undergoing police training, moved to a different part of Uganda or had moved out of the country.	The girls undergoing the police training and those who were unreachable – especially those out of the country were not tracked, but focus was placed on the others who could be reached.	This created significant work for the enumerators to firstly track down the girls and then confirm if they could still participate in the evaluation. Some girls have been lost from the cohort as a result of joining the police or moving to another region of Uganda or different country	The cohort has been reduced. Enumerators are now familiar with the possible pathways students take and how to track them down as efficiently as possible.

Unwillingness of the parents/guardians to share information about their children	The teams encountered a couple of cases where the parents and guardians were unwilling to share information about the whereabouts of the girls and what they are doing. Some of the parents were expecting that there will be benefits like sponsorship or a financial incentive for their children to participate in the survey; when informed that there is none, they withdrew. A number of others were disappointed that their girls eloped with men and abandoned school – such parents did not want anything to do with the whereabouts of their daughters.	The girls whose details could not be accessed from parents and guardians where traced through friends and others who knew where they were. These details were investigated within the school and in the communities where the girl may have been living. These avenues were pursued until the girl was found. The majority of girls were traceable, but some girls whereabouts remain unknown.	This added time and complication to data collection	The cohort reduced in size. The transition girls were particularly challenging to track and as a result have been removed from the endline evaluation. Jigsaw to provide additional training to enumerators on how to handle complex parental challenges
Unwillingness of the girls to participate in the surveys	Some of the girls talked to were unwilling to participate in the survey because they are out of school and disappointed that their parents were unable to pay their school fees causing them to drop out. They see this as a failure in achieving their life aspirations and as	The enumerators are highly skilled at conducting surveys and engaging with young people. They are familiar with the context and have a deep understanding of the challenges many of the young girl's face. This enabled them to engage the girls in conversation, put		Jigsaw to conduct refresher training for enumerators on the soft skills associated with conducting surveys and interviews. These skills enable the enumerators to put the girls at ease and, when appropriate, give them the confidence to participate in the survey.

	such did not want to expose their failures or that of their parents to strangers. Other girls thought the survey was an avenue of investigating why they are not in school.	them at ease and if appropriate, encourage them to participate. Where girls opened up about safeguarding issues, the agreed reporting process was followed.		
Heavy rains and disruptions of the planned schedule	During the data collection period, the teams faced enormous challenges as a result of heavy rains across the targeted regions making movement difficult and preventing access to some schools via certain routes Within the schools, the attendance was poor due to heavy morning rains that kept the students and teachers away from school for most of the early morning, reducing the numbers available to assess and survey.	The teams worked through the rains meeting the learners who were present in the schools. However, for the students who were not at school, the numbers were either added to other schools in order to meet the target or return visits were organized to address any outstanding gaps.	This added time pressure to the data collection and resulted in more travelling to the communities to meet with girls who had not gone to school due to the rains	Plan the data collection during a time when seasonal rains are reduced. Ensure the data collection schedule allows for lost days due to rain. Anticipate and make allowances for additional time required in the communities if school visits coincide with heavy rain.

Examination schedule in the schools	The data collection schedule coincided with the Uganda Certificate of Education examination timetable making it difficult to survey and administer learning assessments to the Senior 4 girls who were sitting exams. This further delayed the data collection process.	Where girls were sitting exams, the candidate classes were surveyed during the weekend when they did not have examinations to sit. In some cases, where students had optional subjects continuing during the exam period, the students were surveyed and assessed in shifts during these classes so as to avoid the exam period and enable the assessments and surveys to be completed in an efficient, yet undisruptive, manner.	This added further delays to the data collection, adding additional costs to RDM and Jigsaw It required significant flexibility from the enumerators and a willingness to work outside of standard work hours.	Plan to avoid the examination period for the endline evaluation.

3.5 Representativeness of the learning and transition samples, attrition and matching of treatment and comparison groups

Table 3.8: Midline sample and attrition

Cohort group	Baseline sample (treatment)	Midline sample (treatment)	Recontacted (treatment)	Attrition (treatment)	Baseline sample (comparison)	Midline sample (comparison)	Recontacted (comparison)	Attrition (comparison)
SeGRA	580	587	248	58%	297	284	140	53%
SeGMA	580	587	248	58%	297	284	140	53%
Learning student survey	580	588	248	58%	297	286	141	53%
Transition student survey	728	639	511	30%	457	357	357	22%
Household survey[52]	189	181	N/A	N/A	129	114	N/A	N/A

[52] It is not possible to calculate attrition for the household survey as this cohort is not tracked, meaning that the households from baseline were not recontacted at midline. As such there is no "recontacted" figure.

Table 3.9: Evaluation sample breakdown (by region)

	Treatment (recontacted)	Comparison (recontacted)
Sample breakdown (All Girls)		
East Region (% sample)	209 (28%)	129 (26%)
Central Region (% sample)	180 (24%)	204 (41%)
Western Region (% sample)	370 (49%)	164 (33%)
Girls (sample size)	759	497
Sample breakdown (Learning cohort)		
East Region (% sample)	78 (31%)	39 (28%)
Central Region (% sample)	51 (21%)	70 (50%)
Western Region(% sample	119 (48%)	31 (22%)
Girls (sample size)	248 (100%)	140 (100%)
Sample breakdown (Transition cohort)		
East Region (% sample)	131 (26%)	90 (25%)
Central Region (% sample)	129 (25%)	134 (38%)
Western Region(% sample	251 (49%)	133 (37%)
Girls (sample size)	511 (100%)	357 (100%)

Table 3.10: Evaluation sample breakdown (by grade)

	Treatment (recontacted)	Comparison (recontacted)
Sample breakdown (Girls)		
S3 (% in S3)	252 (33%) *N.B 5 girls in S3 are in the transition cohort, others are in learning cohort*	144 (29%) *N.B 3 girls in S3 are in the transition cohort, others are in learning cohort*
S4 (% in S4)	178 (23%)	109 (22%)
S5 (% in S5)	20 (3%)	12 (2%)
S6 (% in S6)	32 (4%)	12 (2%)
OOS girls (%)	276 (36%)	221 (44%)
Girls (sample size)	759 (100%)	498 (100%)

N.B One girl in the learning sample was in S2 when surveyed at midline.

Table 3.11: Evaluation sample breakdown (by age)

	Treatment (recontacted)	Comparison (recontacted)
Sample breakdown (Girls)		
Aged 12-13 (% aged 12-13)	1 (0%)	0 (0%)
Aged 14-15 (% aged 14-15)	24 (3%)	11 (2%)
Aged 16-17 (% aged 16-17)	240 (32%)	139 (28%)
Aged 18-19 (% aged 18-19)	267 (35%)	172 (35%)
Aged 20-21 (% aged 20-21)	185 (24%)	123 (25%)
Aged 22-23 (% aged 20-21)	37 (5%)	46 (9%)
Aged 24-25 (% aged 20-21)	2 (0%)	7 (1%)

Girls (sample size)	759 (100%)	498 (100%)
Sample breakdown (transition)		
Aged 12-13 (% aged 12-13 in transition cohort)	1 (0%)	0 (0%)
Aged 14-15 (% aged 14-15)	3 (1%)	2 (1%)
Aged 16-17 (%aged 16-17)	84 (16%)	53 (15%)
Aged 18-19 (%aged 18-19)	206 (40%)	134 (38%)
Aged 20-21 (% aged 20-21)	176 (34%)	116 (32%)
Aged 22-23 (% aged 20-21)	37 (7%)	45 (13%)
Aged 24-25 (% aged 20-21)	2 (0%)	7 (2%)
Girls (sample size)	511 (100%)	357 (100%)
Sample breakdown (learning)		
Aged 12-13 (% aged 12-13 in learning cohort)	0 (0%)	0 (0%)
Aged 14-15 (% aged 14-15)	21 (8%)	9 (6%)
Aged 16-17 (%aged 16-17)	156 (63%)	86 (61%)
Aged 18-19 (%aged 18-19)	61 (25%)	38 (27%)
Aged 20-21 (% aged 20-21)	9 (4%)	7 (5%)
Aged 22-23 (% aged 20-21)	0 (0%)	1 (1%)
Aged 24-25 (% aged 20-21)	0 (0%)	0 (0%)
Girls (sample size)	248 (100%)	141 (100%)

Table 3.12: Evaluation sample breakdown (by disability)

Sample breakdown (Girls)	Treatment (recontacted)	Comparison (recontacted)	Household Survey and Girls School survey – Washington Group and child functioning questions
Girls with disability (% overall)	6 (0.3%)	4 (0.2%)	'A lot of difficulty' or 'cannot do at all' in one of the six domains listed below as self-reported in the student surveys.
Transition cohort girls with disability (% of transition cohort)	4 (0.4%)	4 (0.4%)	'A lot of difficulty' or 'cannot do at all' in one of the six domains listed below as self-reported in the transition student survey.
Learning cohort girls with disability (% of learning cohort)	1 (0.1%)	0 (0%)	'A lot of difficulty' or 'cannot do at all' in one of the six domains listed below as self-reported in the learning student survey.
Provide data per domain of difficulty (recontacted, combined learning and transition cohorts)			
Difficulty seeing	0	2	
Difficulty hearing	1	0	
Difficulty walking or climbing steps	1	1	
Difficulty remembering or concentrating	0	0	
Difficulty with self-care	1	0	
Difficulty communicating	2	1	

Note: GEC states that the population identified as having a disability should include all those with difficulty in at least one domain recorded at a lot of difficulty or cannot do at all. This applies to both the Washington Group short set of questions and the Child Functioning questions. This cut off point will provide the most accurate representation of the population that has an impairment which may interact with barriers leading to educational marginalisation.

3.5.1 Contamination and compliance

There was no evidence that there was contamination of the comparison group. There is potential for spill-over from treatment schools to comparison schools, given the proximity of the schools and the anticipated informal sharing of ideas between teachers, however there is no evidence to suggest this has taken place or that the results have been corrupted as a result.

There was equal exposure to the project activities for all girls in the treatment group. Each girl within the treatment cohort had to have received at least one year of PEAS education in order to be selected. It is worth noting that some students will have received more PEAS education than others, but, given the size of the sample, this was not controllable and it is not felt to have significantly impacted the results.

3.5.2 Learning and transition outcomes estimation

At endline, there is no transition cohort that will be followed therefore the estimation for transition is not relevant. The learning outcome estimation is +8.25% above midline for numeracy and 8.5% above for literacy.

Annex 4: Characteristics and barriers

Tables 4.1a and 4.1b display the proportion of girls in the learning and transition cohort samples, respectively, with each characteristics.

Table 4.1a: Girls' characteristics - learning cohort[53]

	% of Treatment sample (midline)	% of Comparison sample (midline)	Source (Household and Girls School survey)
Sample breakdown (Girls)			
	Midline sample: 588	Midline sample: 286	
Orphans (%) - Single orphans - Double orphans	Single: 0.2% (n=17) Double: 0.0% (n=0)	Single: 3.5% (n=10) Double 0.0% (n=0)	Household survey (Mother_alive, father_alive, orphanhood)
Living without both parents (%)	1.9% (n=11)	4.5% (n=13)	Household survey Household survey (Mother_HH, father_HH, living without both parents)
Living in female headed household (%)	20.0% (n=118)	28.3% (n=81)	Learning cohort student survey (HoH_financial)
Married (%)	0.0% (n=0)	0.3% (n=1)	Learning cohort student survey (Married_ever)
Mothers (%) - Under 18 - Under 16	Total: 0.7% (n=4) Under 18: 0.2% (n=1) Under 16: 0.0% (n=0)	Total: 1.4% (n=4) Under 18: 0.3% (n=1) Under 16: 0.0% (n=0)	Learning student survey (Children)

[53] Baseline figures are not included as a true comparison cannot be made with the midline figures. Baseline figures were not disaggregated by learning and transition cohorts as there was only one student survey administered. Baseline figures disaggregated by treatment and comparison cohorts were not available for the majority of variables.

Poor households (%) 1. Material of the roof is thatch or tin 2. PPI score under 30 3. PPI score 45 or over 4. HoH unemployed or in informal profession	1. 27.5% (n=162) 2. 12.4% (n=73) 3. 59.7% (n=351) 4. 80.2% (n=472)	1. 22.0% (n=63) 2. 12.9% (n=37) 3. 52.1% (n=149) 4. 81.1% (n=232)	Learning student survey 1. Roof 2. PPI combined score 3. PPI combined score 4. HoH_job
Language difficulties: Cannot understand the LoI	0.7% (n=4)	1.0% (n=3)	Learning student survey (Language_instruction)
Parental education 1. HoH has no education (%) 2. Primary caregiver has no education (%)	1. 19.5% (n=115) 2. 8.6% (n=51)	1. 23.0% (n=66) 2. 6.9% (n=20)	Learning student survey (HoH_education) Household survey (Education_HoH, Education_CG)

Table 4.1b: Girls' characteristics - transition cohort[54]

	% of Treatment cohort (midline)	% of Comparison cohort (midline)	Source (Household and Girls School survey)
Sample breakdown (Girls)			
	Midline sample: 639	Midline: sample: 357	
Orphans (%) - Single orphans - Double orphans	Total: 2.2% (n=14) Single: 1.7% (n=11)	Total: 2.8% (n=10) Single: 2.5% (n=9)	Household survey (Mother_alive, father_alive, orphanhood)

[54] Baseline figures are not included as a true comparison cannot be made with the midline figures. Baseline figures were not disaggregated by learning and transition cohorts as there was only one student survey administered. Baseline figures disaggregated by treatment and comparison cohorts were not available for the majority of variables.

	Double: 0.4% (n=3)	Double: 0.3% (n=1)	
Living without both parents (%)	2.0% (n=13)	3.0% (n=11)	Household survey Household survey (Mother_HH, father_HH, living without both parents)
Living in female headed household (%)	22.0% (n=141)	26.3% (n=94)	Transition cohort student survey (HoH_financial)
Married (%)	3.7% (n=24)	5.8% (n=21)	Transition student survey (Married_ever)
Mothers (%) - Under 18 - Under 16	Total: 5.3% (n=34) Under 18: 0.6% (n=4) Under 16: 0.0% (n=0)	Total: 10.3% (n=37) Under 18: 1.4% (n=5) Under 16: 0.0% (n=0)	Transition student survey (Children)
Poor households (%) 1. Material of the roof is thatch or tin 2. PPI score under 30 3. PPI score 45 or over 4. HoH unemployed or in informal profession	1. 27.0% (n=173) 2. 13.3% (n=85) 3. 60.2% (n=385) 4. 81.0% (n=518)	1. 22.6% (n=81) 2. 15.1% (n=54) 3. 57.9% (n=207) 4. 84.8% (n=303)	Transition student survey 1. Roof 2. PPI combined score 3. PPI combined score 4. HoH_job
Language difficulties: Cannot understand the LoI	0.0% (n=0)	0.0% (n=0)	Transition student survey (Language)

Parental education 1. HoH has no education (%) 2. Primary caregiver has no education (%)	1. 19.5% (n=125) 2. 4.5% (n=29)	1. 25.2% (n=90) 2. 5.8% (n=21)	Transition student survey (HoH_education) Household survey (Education_HoH, Education_CG)

Tables 4.2a and 4.2b demonstrate the proportion of girls in the sample who face barriers to learning and transition in the learning and transition cohort samples, respectively. These tables allow projects and evaluators to see the prevalence of barriers across treatment and comparison schools/communities, and at subsequent evaluation points, explore how these change over time. Note, some questions were not asked to in-school transition students and have been removed from Table 25b.

Table 4.2a: Potential barriers to learning and transition in learning cohort

	% of Treatment sample (midline)	% of Comparison sample (midline)	Source
Sample breakdown (Girls)			
Home – community			
Safety:			
Fairly or very unsafe travel to schools in the area (%) for girls	21% (of households) (n=34) (baseline: 26%)	12% (of households) (n=19) (baseline: 33%)	Household survey (Travel_safety_girls)
Doesn't feel safe travelling to/from school (%)	5% (n=47) (baseline: 23%)	6% (n=55) (baseline: 27%)	Learning cohort student survey (safety_travel)
Parental/caregiver support:			
Sufficient time to study: High chore burden (5 hours +, %)	4.5% (n=27)[55]	5.2% (n=15)	Learning student survey (Chores_time)
Doesn't get support to stay in school and do well (%)	0.7% (n=4) (baseline: 4%)	2.8% (n=8) (baseline: 4%)	Learning student survey (Family_support)

[55] There is no comparable figure from baseline as this question was asked to households at baseline and to students at midline.

School level			
Attendance:			
Attends school half the time (%) (reported taking less than 2 days off school per week)	79.5% (n=468) (baseline: not reported)	73.4% (n=210) (baseline: not reported)	Learning student survey (absence)
Attends school less than half time (%) (reported taking 2 or more days off school per week)	20.4% (baseline: 15%)	26.5% (n=76) (baseline: 14%)	Learning student survey (absence)
Doesn't feel safe at school (%)	3.7% (n=22) (baseline 5%)	6.6% (n=19) (baseline: 6%)	Learning student survey (Safety_school)
Teachers:			
Disagrees teachers make them feel welcome	1.8% (n=11) (baseline: 6%)	2.8% (n=8) (baseline: 6%)	Learning student survey (Teachers_welcome)
Agrees teachers treat boys and girls differently in the classroom	6.9% (n=41) (baseline: 12%)	10.8% (n=31) (baseline: 11%)	Learning student survey (Teachers_equal)
Agrees teachers often absent from class	11.5% (n=68) (baseline: 17%)	15.3% (n=44) (baseline: 18%)	Learning student survey (Teacher_absence)

Table 4.2b: Potential barriers to learning and transition in transition cohort

	Intervention (Midline)	**Control (Midline)**	**Source**
Sample breakdown (Girls)			
Home – community			

Safety:			
Doesn't feel safe travelling to/from school (%)	22% (of households) (n=28) (baseline: 26%)	12% (of households (n=15) (baseline: 33%)	Household survey (Travel_safety_girls)
Parental/caregiver support:			
Sufficient time to study: High chore burden (evaluator to specify threshold, %)[56]	3.3% (of in-school transition students) (n=12)	5.1% (of in-school transition students (n=7)	Transition student survey (Chores_time_school)
Doesn't get support to stay in school and do well (%)	4.9% (of in-school transition students) (n=18) (baseline: 4%)	4.4% (of in-school transition students) (n=6) (baseline: 9%)	Transition student survey (Family_support)

[56] There is no comparable figure from baseline as this question was asked to households at baseline and to students at midline.

Annex 5: Logframe

This is included as an attached spreadsheet.

Annex 6: Outcomes Spreadsheet

This is included as an attached spreadsheet.

Annex 7: Project design and intervention

Table 7.1: Project design and intervention

Intervention	Description	Contribution to Intermediate Outcomes	Contribution to Outcomes
Community information and marketing to promote girls' A-level education	This intervention includes a series of targeted outreach activities to encourage girls' enrolment in PEAS A-level centres. Activities include: holding community open days at existing and new PEAS A-Level centres; conducting outreach in feeder schools; and delivering radio messages encouraging girls' enrolment.	Intermediate Outcome (IO) 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 seek to directly contribute to the achievement of the transition outcome by encouraging more girls to transition from O-level to A-level.
Gender Responsive Pedagogy teacher training	Gender Responsive Pedagogy training is delivered through termly in-service training (INSET) sessions for teachers.	IO 1 (attendance), IO 2 (retention and completion), IO 4 (teaching quality): 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 seek to directly contribute to the achievement of the transition and learning outcomes. If girls feel well supported in the classroom, they are likely to both learn more and want to continue their studies.

Child Protection Policy	This intervention includes embedding PEAS' Child Protection (CP) policy and reporting framework in all schools, and ensuring 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.	IO 1 (attendance), IO 2 (retention and completion) and IO 4 (teaching quality): 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 seek to directly contribute to the achievement of the transition and learning outcomes. If girls feel safe at school, they are likely to both learn more in the classroom and want to continue their studies.
Girls' clubs	Extra-curricular Girls' Clubs are expanding to all PEAS schools. To ensure that they are running effectively, example activities include designing a peer-to-peer support programme for girls, organising inter-school Girls' Club competitions, and delivering specific CPD for SWTs who run the clubs.	IO 3 (life skills): through creating a safe space for girls to interact with their peers and receive mentoring from female role models, the clubs are intended to 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.	The activities seek to directly contribute to the achievement of the transition outcome by helping girls build the confidence and skills they will need to transition into successful post-school pathways.

Alumni engagement	PEAS alumni events are organised to encourage former students to come back to school to inspire, support and/or mentor current students.	IO 2 (retention and completion) and IO 3 (life skills): 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 seek to directly contribute to the achievement of 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.
Training of teachers in the 'Great Teacher Rubric'	This intervention includes the design and delivery of teacher training in the Great Teacher Rubric for PEAS teachers.	IO 1 (attendance), IO 2 (retention and completion) and IO 4 (teaching quality): through ensuring the quality of classroom instruction is strong, this will encourage girls to attend regularly and complete their course of study.	The activities seek to directly contribute to the achievement of the learning outcome by improving the quality of teaching at O-level and A-level. These subjects are
Livelihoods programme	This intervention includes the design, pilot and roll-out of a livelihoods curriculum supplement programme across all PEAS schools.	IO 3 (life skills): the livelihoods programme will focus on helping students develop entrepreneurial and workplace skills through hands-on learning opportunities, such as setting up and running school businesses.	The activities seek to directly contribute to the achievement of the transition outcome through helping girls develop the skills they need to be successful in life after school.

Life skills curriculum	Continued support is provided for teaching the PEAS life skills curriculum in all schools. This includes providing refresher teacher training, conducting lesson observations and providing feedback, refreshing curriculum materials, etc.	IO 3 (life skills): curriculum to develop useful life skills for girls' life after school.	The activities seek to directly contribute to the achievement of the transition outcome through helping girls develop the skills they need to be successful in life after school.
Learning materials	This intervention includes conducting a needs assessment of textbooks and lab equipment across all schools, and procuring needed learning materials to ensure all schools have a sufficient supply of contextually relevant texts and science supplies.	IO 1 (attendance), IO 2 (retention and completion), and IO 4 (teaching quality): through ensuring schools have adequate and relevant teaching materials, this will encourage girls to attend school regularly and complete their course of study.	The activities seek to directly contribute to the achievement of 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	This includes a range of annual activities, which intend 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) delivering the school leadership development programme involving targeted training and mentoring for all PEAS school leaders.	IO 1 (attendance) and IO 2 (retention and completion): through ensuring schools are high quality and focused on continuous improvement, this will encourage girls to attend school regularly and complete their course of study.	The activities seek to directly contribute to the achievement of both the learning and transition outcomes through helping to deliver improved learning environments, so girls learn more while at school and are encouraged to continue their studies.

A-level specific school leadership training	This includes the development of a standard approach and school guidelines for delivering A–level education, and embedding this approach in existing schools teaching A-level and rolling it out to new A-level centres to help schools be successful.	IO 1 (attendance) and IO 2 (retention and completion): through ensuring A-level instruction is high quality, this will encourage girls to attend school regularly and complete their course of study.	The activities seek to directly contribute to the achievement of both the learning and transition outcomes through helping to deliver high-quality A-level learning environments, in order for girls to learn more while at school and are encouraged to continue their studies to A-level.
Strengthen Parent Teacher Associations and Boards of Governors	This includes the delivery of on-going training to PTA and BoG members to support them in holding schools to account, including conducting orientations for all new members and regular refresher training, for example.	IO 1 (attendance) and IO 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 their completion of upper and lower secondary.	The activities seek to directly contribute to the 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	This includes 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, and (iii) introducing mock exams for A-level students.	IO 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 adequately supported.	The activities seek to directly contribute to the achievement of 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	This includes the delivery of a series of activities that focus on helping students to define and pursue their desired post-school pathway, including: (i) designing and deliver training for 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 education course and scholarships.	IO 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 seek to directly contribute to the achievement of 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.

Annex 8: Key findings on Output Indicators

This annex should be completed by the project.

Table 8.1: Output indicators

Logframe Output Indicator	Means of verification/sources and collection frequency
Number and Indicator wording	List all sources used. Note if collected monthly, quarterly, annually. NB: For indicators without data collection to date, please indicate when data collection will take place.
Output 1: More girls feel well supported by their families, communities and schools to thrive in and complete secondary school	
Output 1.1: % of girls who feel their teachers treat girls and boys equally in class	Learning cohort survey: External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 1.2: % of girls who feel that their parents/caregivers support them as much as their boys in their household in their studies (e.g. via financial support, allowing them time to study, etc)	Learning cohort survey: External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 1.3: Average gender equity index score (average score on 10 questions testing gender equity in the community) as answered by girls	Learning cohort survey: External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 1.4: Average gender equity index score (Average score on 10 questions testing gender equity in the community) as answered by caregivers	Caregiver Survey: External evaluation girls' survey; note: PEAS will not be able to report against this in Y2 because we do not conduct our own annual surveys with parents
Output 1.5: Percentage of girls who feel safe in school	Learning cohort survey
Output 2: More girls leave school with functional literacy & numeracy and contextually relevant life skills	
Output 2.1: % of girls who believe their literacy classes are helping them to improve their ability to read and write	External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 2.2: % of girls participating in the livelihoods programme who feel the classes are providing them useful economic skills	PEAS annual perception surveys (for first measurement point after programme is launched); External evaluation girls' survey
Output 2.3: % of girls passing Mathematics at O-level relative to national average pass rate	Annual UCE exam results for girls in PEAS schools
Output 2.4: % of girls who believe their life skills classes are providing them useful knowledge for life outside school	External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 3: More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge & skills development	
Output 3.1: # of PEAS schools offering A-level	School enrolment records, external evaluator spot checks

Output 3.2: Average school leader performance management scores	PEAS HR team annual reviews of school leadership teams
Output 4: More girls successfully transition to A-Level	
Output 4.1: % of girls who aspire to study at A-level and feel it will be possible for them to enrol	External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 4.2: % of S3 and S4 students who have received advice about A-level from their school	External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 5: More girls leave school with a realistic and achievable plan for their future	
Output 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)	External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)
Output 5.2: % of first-year graduates who are doing what they aspired to do after leaving school	External evaluator survey tracking girls who have left PEAS schools, PEAS annual alumni survey
Output 5.3: % of S3 and S4 female students who have received advice about post-school options while at school and rate the advice as useful	External evaluation girls' survey, PEAS annual perception surveys (Y2 measurement point only)

Table 8.2: Midline status of output indicators

(Text extracted from table for formatting purposes and ease of reading)

Output 1: More girls feel well supported by their families, communities and schools to thrive in and complete secondary school

Output 1.1: Percentage of girls who feel their teachers treat girls and boys equally in class

At midline, 92% of girls feel their teachers treat girls and boys equally in class. This exceeds the midline target of 85% by 7 percentage-points and represents a 10 percentage-point improvement on the 82% figure at baseline. Qualitative data also suggests strong progress in this area: When asked about gender equitable practices by teachers, examples were raised by students in all treatment school FGDs, of equal participation of boys and girls in class. In addition to girls' perceptions of teacher practice, specific examples of gender equitable practice were also mentioned by lesson observers, as cited below:

> "*The teacher engages both girls and boys equally in class with equal level of difficulty and she uses gender appropriate language to the learners*." – Noble High School, lesson observation
>
> "…*both boys and girls freely interact without difficulty, both are encouraged to participate in front of class or by show of hands, they are randomly picked to answer any questions, difficult or simple. Language choice is gender sensitive*." – Apeulai High School, lesson observation

Output 1.2: Percentage of girls who feel that their parents/caregivers support them as much as their boys in their household in their studies (e.g. via financial support, allowing them time to study, etc.)

Overall in relation to this indicator, the project achieved 94% against a target of 91% to 95%. As measurement against this indicator, learning cohort girls were asked three questions about their family's perception of their education and the support they give them compared to boys in their household:

- Q1 My family thinks my education is equally as important as my brothers' education: agree, disagree (asked if respondent has one 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 one or more brothers)
- Q3 My family thinks my education is equally important as boys' education: agree, disagree (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. Q3 was however included in the analysis to provide further insight into how equal education is perceived for those without brothers compared to those who do have brothers.

Overall, the survey reveals that girls' perception of their caregivers' support is high. Of those who have brothers, a higher percentage of learning cohort students in PEAS schools than in comparison schools, agreed that they are given the same amount of support as their brothers for school (94% and 90% respectively). This is a slight decrease from baseline for treatment students, where 95% of treatment students agreed they receive the same level of support, but remains at the upper end of the midline target range of 91-95%.

Furthermore, of learning cohort students with brothers, 97% of those in treatment schools agree that their family thinks their education is equally as important as their brothers', compared to 95% of comparison students. Both figures have increased by one percentage-point from the baseline. This question was also asked to transition students who are still in school and have brothers, of which 98% of treatment students and 97% of comparison students agreed.

Of learning cohort girls without brothers (n = 48), 97% of those in treatment schools agree that their family thinks their education is equally important as boys' education, compared to 95% of comparison students.

These findings are supported by the qualitative evidence collected in focus groups with students. Students were asked a number of questions designed to assess the level of support they receive from their family:

- Does your family think it is important for girls to go to school?
- Does your family encourage you to attend school?
- Do you feel supported by your caregivers to complete secondary school?

There was a high level of consensus among both transition and learning cohort students in treatment schools that their families think it is important for girls to go to school, and that they feel supported by their caregivers to attend and complete school. For example,

> *"We receive advice from our parents and teachers to complete O-level", "our parents and teachers give us guidance and counselling about the importance of attending school regularly and how to be respectful."* – Ngora High School, in-school transition cohort student focus group

Indeed, some students outlined reasons why caregiver support may make it easier for girls to attend school than boys:

> "*Girls have more chances to attend school since parents now know that an educated girl can benefit them in the future. So they try their best to pay school fees and to buy school materials*." – Noble High School, in-school transition cohort student focus group

However, students also cited some attitudes and actions of caregivers that demonstrate that in practice some caregivers may give more support to boys' education. For example, students in the learning cohort reported that girls are more likely to have domestic chores than boys.

> "*Girls in day school have a lot of housework to do which makes them miss school sometimes*." – Noble High School, in-school transition cohort student focus group

Alongside the feedback provided by girls, key informant interviews with head teachers provided an additional perspective on caregiver support, suggesting that caregiver support of students has increased. Head teachers cited that more caregivers are paying school fees and are providing scholastic materials as well as more menstrual hygiene resources for girls. In some schools, head teachers linked this increased support with higher enrolment. However, head teachers reported

that there is still room for improvement in terms of caregiver support of girls' education. Teachers in both treatment and comparison schools also reported that there have been improvements in community attitudes towards girls' education and caregiver support.

Output 1.3: Average gender equity index score (average score on 10 questions testing gender equity in the community) as answered by girls

The average gender equity index score, as answered by girls at midline, is 95.5%. This exceeds the upper midline target of 89-91% by 4.5 percentage-points and represents a 4.4 percentage-point improvement on the 91.1% figure at baseline. Furthermore, 52% of students gave a perfect GEI score, which is a significant increase on the 24% of perfect scores amongst treatment students at baseline.

The quantitative findings suggest that empowerment messages communicated to girls, particularly through girls' clubs, may be proving effective in influencing girls' beliefs in terms of gender equality. Additionally, the data suggests that girls consider equal rights across the genders exist within their community to a large extent. This is largely supported by the qualitative data. From Focus Group Discussions, all students responded 'yes' to the question of whether their family thinks it is important for girls to go to school. This response came from all 35 students from the learning and in-school transition cohorts at Pioneer and Ngora; and from the learning cohort at Noble.

The resounding message appears to be that families do generally consider it important for their daughters to go to school. However, it should also be noted that some conflicting priorities were noted in the discussions. Families' wishes for girls to marry is mentioned as a barrier to equity by girls in the Noble, Ngora and Pioneer in-school transition groups and in the Pioneer learning group. General negative family attitudes to girls' education were cited by girls in the Noble learning group; girls' housework by students in the Noble in-school transition group, while pregnancy was raised by the Noble learning group and the Ngora transition group. While families are supportive of girls' education, these concerns raised in discussion form barriers to gender equity in the community. The findings suggest that whilst there is overwhelming support for the principle of girls' education, there is further progress to be made in encouraging community members to take practical measures to remove obstacles that girls' face in attending school.

Output 1.4: Average gender equity index score (Average score on 10 questions testing gender equity in the community) as answered by caregivers

The average gender equity index score, as answered by caregivers at midline, is 80.7% against a target of 92-96%. This represents a decrease against the baseline figure was 94.1%.

One question on which the percentage of positive responses was particularly low at 64%, was in relation to the statement, "When a girl gets married or starts a family, it is important for her to continue her education". PEAS will continue to promote the message through PTAs and Head Teachers, that starting a family does not necessarily need to be a barrier to completing secondary school.

The qualitative data collected in focus groups with caregivers suggests widespread support for gender equity and acknowledgement of girls' potential. Across Apeulai, Forest and Kiira View High Schools, there was reference to a woman's right to be any kind of leader, while groups across Apeulai, Kazingo and Kiira View referenced female politicians as demonstrations of girls'

ability. Some mentioned that women are in a unique position to be able to educate and support the rest of the community, for example:

> "*Once a woman is educated, so is a nation*", "*we are in a modern world and there are no more limitations and therefore both women and men are entitled to right to leadership*" – Kiira View Secondary School, caregiver focus discussion group

Output 1.5: Percentage of girls who feel safe in school

At midline, 96% of girls feel safe in school. This represents a one percentage-point improvement on the 95% figure at baseline, and is slightly below the midline target of 98%.

The qualitative data supported the finding that girls generally feel safe in their school environment. Among reasons cited for this, focus groups with the in-school transition cohort at Noble noted the presence of security guards and supervision of dormitories; the learning cohort at Pioneer cited a fire extinguisher; and the in-school transition cohort at Noble and learning cohort at Ngora mentioned school fencing. Other examples are included in the main body of the report. A small minority noted factors that made them feel unsafe. These were limited to one school and the issues will be followed up directly by PEAS.

The evaluation report notes the considerable progress made in treatment schools in terms of embedding child protection policies and practices, particularly when compared to the situation in comparison schools. PEAS is encouraged by the findings, whilst also concerned that the target for this indicator has not been achieved. Further strengthening of child protection measures in schools will be implemented between midline and endline.

Output 2: More girls leave school with functional literacy & numeracy and contextually relevant life skills

Output 2.1: Percentage of girls who believe their literacy classes are helping them to improve their ability to read and write

98% of girls believe their literacy classes are helping them to improve their ability to read and write. This exceeds the upper midline target (93-97%) by 1% and represents a 2.7 percentage-point improvement on the 95.3% figure at baseline.

Head teachers were also asked about improvements in literacy in their schools. In treatment schools, head teachers reported that literacy skills are improving, although there was acknowledgement that more improvement remains to be made. In treatment schools, head teachers linked the improvement of literacy skills with the GEC-T intervention activities.

Output 2.2: Percentage of girls participating in the livelihoods programme who feel the classes are providing them useful economic skills

98% of girls participating in the livelihoods programme feel the classes are providing them with useful economic skills. Given the recent launch of the programme, there is no midline target or baseline figure for comparison.

Although girls in the focus groups were not asked specifically about the livelihoods or life skills classes, all focus groups of learning and in-school transition cohort students cited skills they were learning at school that were useful for the future. These included cooking, debating, communication skills and making soap, pesticides and handicraft. Most groups across the learning and in-school transition cohorts were able to explicitly link these learnings to economic skills, such as setting up a bakery, being a secretary, selling food or mending clothes. The exception was the in-school transition group from Noble High School, which made only implicit, rather than explicit, links between school learnings and economic skills.

Output 2.3: Percentage of girls passing Mathematics at O-level relative to national average pass rate

At baseline, 67% of girls passed mathematics at O-level (8% higher than national average). At midline, the national average for girls passing maths at O-level is 58%, compared to 68% of girls in PEAS schools passing. The midline target of 10 percentage points above the national average was therefore achieved.

It is also interesting to note that the boys in PEAS schools are performing above their peers nationally, with 75% of males in PEAS schools passing maths O-level, compared to 64% of males nationally.

Output 2.4: Percentage of girls who believe their life skills classes are providing them useful knowledge for life outside school

Overall, 99% of girls believe their life skills classes are providing them useful knowledge for life outside school. This is at the upper end of the 95-99% midline target, and represents a 2.4 percentage-point increase on the 96.6% figure at baseline.

To assess Output 2.4, learning and in-school transition cohort girls in treatment schools were asked two questions through the survey:

- Q1 Do you take part in the livelihoods programme at school? Yes, No
- Q2 I am learning economic skills that will be useful in life outside of school: agree, disagree

Within the learning cohort, 70% of students participate in the livelihoods programme and of those participating 98% find the skills they are learning to be useful. For the in-school transition cohort, 37% are participating in the livelihoods programme and of those participating, 97% find the skills they are learning to be useful.

Overall, there is no difference in the perceived usefulness of the livelihoods programme for learning and transition students. Participation is lower in the transition cohort than the learning cohort, which is mostly likely due to the programme focusing on the lower school years. It is clear that students value the economic skills they are learning in the programme.

When asked about activities run by PEAS, the livelihoods programme was one of the most commonly cited activities by students. When students were asked about the life skills they have learnt in school that will be helpful for their future, most discussed skills learnt through the livelihoods programme rather than soft skills taught in life skills classes. The skills students most commonly reported learning were hard skills such as cookery, handicraft and ICT, but soft skills such as debating, communication skills and business skills were also mentioned.

Output 3: More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge & skills development

Output 3.1: Number of PEAS schools offering A-level

At midline, nine schools offer A-Level; a three-point rise on baseline numbers. The midline target was a total of 10 schools. However, due to leadership issues identified, establishment of one of the A level centres did not go ahead in a particular school as planned. A level centres in the other nine schools were launched as planned by midline. The location of the nine A level centres was chosen strategically, considering factors such as the availability of A Level provision through other centres in the vicinity of PEAS secondary schools. PEAS primary aim in this regard was to ensure the availability of a school with A level provision at a realistic distance for as great a number of PEAS lower-secondary students as possible, whilst also recognising that a high proportion of the students will board.

Output 3.2: Average school leader performance management scores

The average school leader performance management score at midline is 75%. This exceeds the midline target (70%) by 5%, and is a 7.5 percentage-point improvement on the baseline score of 67.5%. PEAS considers school leadership performance to be critical to ensuring schools are able to deliver high quality education services to students. The school leader performance management score indicates the extent to which school leaders are achieving key performance goals and implementing management practices that support teaching and learning.

Output 4: More girls successfully transition to A-Level

Output 4.1: Percentage of girls who aspire to study at A-level and feel it will be possible for them to enrol

73.2% of girls aspire to study at A-level and feel this will be possible. This exceeds the midline target of 53% by 20.2% and represents a 26.2 percentage-point improvement from the 47% figure at baseline.

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? Yes, no, not sure
- Q2 Do you think it will be possible for you to enrol in upper secondary? Yes, no, not sure

Among the treatment transition cohort, 57.7% plan to enrol in A-Level after finishing lower secondary and 38.4% do not plan to enrol. This is lower than the percentage at baseline, where 69% planned to enrol in A-Level. For comparison students, 56% plan to enrol in A-Level, which is also a decrease from 68% at baseline. Among treatment students planning to enrol in A-level, 73.2% believe it will be possible compared to 69.8% of comparison students. This is higher than at baseline, where 68% of treatment students and 66% of comparison students planning to enrol thought it would be possible. Therefore, at midline there is a lower percentage of girls aspiring to

study at A-Level, but of those planning to enrol there is a higher perceived rate of success in enrolling.

Girls planning to enrol in A-Level were asked what barriers they anticipate preventing them from enrolling in upper secondary. Only five treatment girls said that they anticipated no barriers to enrolling in upper secondary. The most commonly anticipated barrier was lack of money, by 93.3% of treatment and 98.4% of comparison students. This was followed by low exam grades (22.3% of treatment and 28.6% of comparison students) and pregnancy (12.8% treatment, 25.4% comparison).

The desire to enrol in A-level was prominent in focus groups with transition students. The majority of transition students in S4 aspire to enrol in A-Level courses after finishing lower secondary. Those who did not anticipate enrolling in A-Level cited the barrier of school fees rather than a lack of interest or desire to enrol. Transition students revealed, however, that enrolment in TVET after S4 to study nursing or teaching is the favoured approach of many caregivers as it is cheaper and seen as more profitable, as seen in the example below.

> *"My parents told me that after S4, I will go to the nursing school. But I would like to join A' level."* - Noble High School, in-school transition cohort student focus group

Output 4.2: Percentage of S3 and S4 students who have received advice about A-level from their school

Transition cohort in-school students in Senior 3 and Senior 4 and learning cohort students in S3 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? Yes, no
- Q2 How useful was this advice? Useful, not useful, not sure

Of all S3 and S4 students, 92.7% had received advice from their teachers about enrolling in A-level after lower secondary school. This compares to 83% of comparison students. Though below the midline target of 96%, this is nonetheless a considerable increase from baseline, at which point 83% of treatment students confirmed they had received advice. Of those who received advice, 97% found it useful. Slightly less comparison students reported finding the advice useful than treatment students, at 96%.

Out of school transition students who completed S4, S5 or S6 and in-school transition students currently enrolled in S5 and S6 were also asked about receiving advice about A-Level when they were in lower secondary. In total, 95% of this cohort of treatment students compared to 90% of the equivalent cohort of comparison students had received advice. Of those who had received advice, 89% of treatment and 93% of comparison students had found it to be useful.

Insights from qualitative data collected in focus group interviews also reflect a positive picture of school support and advice for girls to take A-level:

> "*Our teachers keep on encouraging us to continue and complete A-level so that we can be able to join the university*." – Noble High School, in-school transition student focus discussion group
>
> "*My teachers, parents and friends are telling me to join A-level*." – Ngora High School, in-school transition student focus discussion group

Output 5: More girls leave school with a realistic and achievable plan for their future

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)

98% of girls know what they want to do after finishing O-level/A-level and can describe a plan to achieve their goal. This falls within the midline target of 96-100%, and represents a 0.1 percentage-point improvement on the 97.9% figure at baseline.

In all schools, almost all in-school transition cohort girls across Senior 4, 5 and 6, knew what they wanted to do after school and were able to give examples of how they would achieve that goal. Only one girl did not know what she wanted to do after finishing school. Across both school types, the majority of in-school girls want to enrol in further education after finishing secondary school. “Enrol in a technical or vocational course” was the most popular response, with 58.5% of in-school girls selecting it. Of treatment girls, 60.9% plan to enrol in a technical or vocational course as well as 52.2% of comparison girls. The next most common answers were, “enrol in A-level” (33.9% of treatment students and 33.1% of comparison students” and “enrol in university” (19.8% of treatment students and 27.9% of comparison students”). This maintains the finding at baseline, where the most popular cited plans were to enrol in a vocational or technical course or A-Level.

From the qualitative data collected from focus groups, a higher proportion of transition cohort students wanted to enrol in A-level as compared to the learning cohort students. Of 22 students in the learning cohort groups, six cited A-level as part of their plans, all of whom attended Noble High School. In comparison, 17 out of 20 students from the in-school transition group said they wanted to enrol in A-level, from across all three schools interviewed on the topic (Noble, Pioneer and Ngora High Schools). This suggests that motivation to study for A-level increases as students progress through school. The cause for this change is unclear from existing data, but may signal an area for further analysis at endline.

Output 5.2: Percentage of first-year graduates who are doing what they aspired to do after leaving school

At baseline, 34.4% of first-year graduates are doing what they aspired to do after leaving school. The target for midline is 39.4%. As part of the NextGen strategy at PEAS, there was significant change in staff and rolls across the MEL team in Uganda at the end of 2019. The alumni survey was scheduled to take place at the time of this change. Unfortunately therefore, there was not the capacity to conduct the survey. Additionally, PEAS notes the significant challenges of tracking alumni to conduct a survey. PEAS intends to consider options for the measurement approach to this indicator at endline.

Output 5.3: 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 5.3, the following questions were asked to learning cohort students:

- 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 students, 87.6% reported having received advice from their teachers about post-school options. This exceeds the midline target of 79% by 8.6 percentage points, and represents a 13.6 percentage-point improvement from the 74% figure at baseline. It is also a higher percentage than comparison students, where 76.2% reported receiving advice. There was a similarly high level of students finding the advice useful across treatment and comparison, with 96.3% and 96.7% finding the advice useful respectively.

The qualitative data collected from the transition and learning cohorts suggests that the majority of transition and learning cohort students were positive about the level of support they received from teachers about post-school options, and linked it to their ability to attend and complete school.

List all issues with the means of verification/sources or the frequency of data collection which require changes or additions.

Table 8.3: 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 5.2: Percentage of first-year graduates who are doing what they aspired to do after leaving school	The evaluation found that tracking girls in the transition cohort who had left PEAS schools was extremely challenging. Tracking alumni students would require significant staff time and budget. PEAS intends to explore alternative approaches to learn more about steps taken by alumni students. This may be through a separate study.	PEAS proposes to remove Output Indicator 5.2: Percentage of first-year graduates who are doing what they aspired to do after leaving school

- As recommended by the External Evaluator, PEAS will review indicators that have achieved percentages above 95% as further increases at endline may be unrealistic. However, PEAS may decide to retain the targets as they are as the project is about achieving and then sustaining change and it therefore may be worthwhile to assess whether change has been sustained at endline.

- Endline targets will be reviewed for output indicators which have already achieved their existing endline targets by midline. This includes Output Indicator 1.1. '% of girls who feel their teachers treat girls and boys equally in class'.

The above changes will be considered and made to the logframe in order to submit a revised version with the annual report, April 2020.

Annex 9: Beneficiaries tables

Table 9.1: Direct beneficiaries

Beneficiary type	Total project target number	Total number of girls targeted for learning outcomes that the project has reached by midline	Comments
Direct learning beneficiaries (girls)	N/A[57]	7,398	The total number of girls targeted includes all those in PEAS schools in 2017 and new intake in 2018 and 2019.

Table 9.2: Other beneficiaries

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	0	Whilst boys receive exposure to the majority of project interventions, there are some initiatives such as girls clubs that will only benefit girls. Therefore learning results are not tracked for boys and boys are not counted amongst the direct learning beneficiaries.
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	10,839	PEAS considers this group as indirect learning beneficiaries. As all PEAS schools are co-educational, GEC-T interventions designed to improve girls' learning will also improve the learning of their male classmates.
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	4,203	PEAS considers these as indirect learning beneficiaries. On feedback from the Fund Manager (see footnote below), PEAS began to count girls who enroll in PEAS schools after the baseline year as indirect beneficiaries. 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 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.	609	Teachers have benefited from PEAS interventions through a range of activities, most notably training.

[57] 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.

Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.	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 9.3: 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)	Please see table 3.11 for details
Upper secondary	✓	N/A (target is for all girls across O-level and A-level)	Please see table 3.11 for details
Total:			1,870

Table 9.4: 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 Midline
Aged 6-8 (% aged 6-8)			
Aged 9-11 (% aged 9-11)			
Aged 12-13 (% aged 12-13)	✓	% of beneficiaries in specific age brackets is not currently tracked by the project.	<1% (Please see table 3.11 for further details)
Aged 14-15 (% aged 14-15)	✓		3% (Please see table 3.11 for further details)
Aged 16-17 (%aged 16-17)	✓		32% (Please see table 3.11 for further details)
Aged 18-19 (%aged 18-19)	✓		35% (Please see table 3.11 for further details)
Aged 20+ (% aged 20 and over)	✓		29% (Please see table 3.11 for further details)
Total:			1,870

Table 9.5: 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 Midline
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)	
Orphaned girls		N/A	N/A
Pastoralist girls		N/A	N/A
Child labourers		N/A	N/A
Poor girls	PPI score less than 45	N/A (no project targets on this dimension)	11% of sample
Rural girls	Living in rural communities	7,398	1,870
Total:		7,398	1,870[58]

Table 9.10: 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 Midline
Out-of-school girls: have never attended school		The project does not target Out of School girls	
Out-of-school girls: have attended school, but dropped out		The project does not target Out of School girls	
Girls in-school		7,398	All girls sampled were in school at baseline.
Total:			[This number should be the same across Tables 32-35]

Table 9.11: Beneficiaries matrix

Outcomes	Direct beneficiaries			Indirect beneficiaries				
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/ PTA	Local government
Learning	✓			✓	✓	✓		
Transition	✓			✓	✓	✓		

[58] 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.

Outcomes	Direct beneficiaries			Indirect beneficiaries				
	In-school girls (6-10 grade)	OSG (6-9 years)	OSG (18-25)	In-school boys	HT/Teachers	Parents	SMC/ PTA	Local government
Sustainability	✓			✓	✓	✓	✓	✓
IO 1: Attendance	✓			✓	✓	✓		
IO 2: Retention				✓				
IO3: Life Skills	✓			✓		✓		
IO4: Quality of teaching	✓			✓	✓	✓	✓	✓

Annex 10: MEL Framework

The latest, FM-approved version of the MEL Framework is provided as a separate document.

Annex 11: External Evaluator's Inception Report (where applicable)

The inception report was not part of this research

Annex 12: Data collection tools used for Midline

All data collection tools are provided as separate documents.

Annex 13: Datasets, codebooks and programs

All datasets and codebooks provided as separate attachments.

Annex 14: Learning test pilot and calibration

A pilot of the learning assessments was conducted between the baseline and endline, in order to ensure adequate consistency of results and comparability between the learning assessments used. The tests were developed on the basis of FM guidance to ensure that the level of the learning tests was an accurate reflection of achievement level, and avoided potential ceiling and floor effects.

The pilot tests were administered in September 2019 in two schools with 28 students from the learning cohort and 27 in 2 schools from the transition cohort. These tests were designed to overcome some of the unanticipated issues with the baseline test results, and to align the testing with the FM guidance which had not yet been completed at the time of the baseline.

Upon analysing the results from the updated pilot tests, calibrated according to these requirements, it became clear that the differences in results would mean that the piloted midline tests would not be sufficiently comparable to the baseline. Therefore, at the suggestion of the FM and PEAS, the test implemented in the midline was a reversion to a variation on the baseline test. This included minor changes to the texts and questions in reading assessments, and changes to the numbers (but not the types of questions) in the mathematics assessments, the details of which are described in the annex 3 section 3 on the data collection instruments. The resulting test for the midline was thus nearly identical to that used at baseline, ensuring that results would be comparable.

Annex 15: Sampling framework

The sampling methodology for the midline has been developed in order to mitigate the risks of attrition and the logistical challenge of the high rate of student turnover in the PEAS schools. Ultimately, a strategy employing tracking students through phone calls had to be taken, which had the added benefit of making the fieldwork more logistically practical. In addition 2 PEAS schools were added to the 12 at baseline. This means that there were a total of 14 treatment schools at midline. With 8 comparison schools, providing 22 schools in total. In each school a wide sample range was assessed, from as few as 11 to as many as 88, depending on the size of school and number of students available at the time of the evaluation.

1. Challenges faced and mitigation

The challenges below were identified by the enumerator team (RDM), and the following measures were taken to mitigate them.

	Challenge faced	Mitigation
1	*Very high rates of drop-out within both PEAS and comparison schools* – The drop-out from both PEAS and comparison schools was much higher than anticipated at baseline and resulted in significantly more work for the enumerators in-country, identifying where the girls moved to and tracking them down in their home villages and across the country.	This required RDM and Jigsaw to commit more time to the data collection process. An addendum to the contract was agreed with PEAS and the FM in order to facilitate the necessary time required to track down all of the baseline cohort who had since dropped-out from school. The RDM enumerators used the knowledge of teachers, school peers and community members to identify the whereabouts of the girl and gathered contact details where face to face meetings were not possible due to distance. Many of the surveys were carried out by telephone to enable the enumerators to capture the data from the original cohort and minimize the cost for PEAS.

2	*Inaccurate information* – Both PEAS and comparison schools regularly provided inaccurate information when trying to track down the girls for surveying. This increased the time needed by the enumerator team to find the correct information and locate the girls.	The girls whose contact details were incorrect and those whose location information could not be traced were tracked through friends, or sometimes friends of friends who had detailed information about their whereabouts. The teams used contacts within the villages the girls came from in order to investigate their whereabouts and get the necessary contacts to speak with the girls.
3	*Inconsistent information on girl's marital status* – Most of the girls surveyed who were reported to be married were not willing to reveal their marital status for fear that they will be taken back to school or their marriage stopped. Some of the girls talked to revealed a different status (not married or not having children) and yet their guardians or spouses revealed that they were married or have children – with some of the men indicating that they have even paid dowry. This inconsistency of information made it difficult to document the initial status of the girls based on their responses.	Incidences where girls' responses were seen to be inconsistent were verified through, spouses, friends and the family members. Where this was not possible, enumerators spent time with the girl to build a level of trust and encourage them to share the facts accurately. At times the survey was rescheduled to give the girls time to reflect.
4	*Girls were inaccessible* – There were incidences where the girls could not be accessed through phone or physical contacts either because they were undergoing police training, moved to a different part of Uganda or had moved out of the country.	The girls undergoing the police training and those who were unreachable – especially those out of the country were not tracked, but focus was placed on the others who could be reached.

5	*Unwillingness of the parents/guardians to share information about their children -* The teams encountered a couple of cases where the parents and guardians were unwilling to share information about the whereabouts of the girls and what they are doing. Some of the parents were expecting that there will be benefits like sponsorship or a financial incentive for their children to participate in the survey; when informed that there is none, they withdrew. A number of others were disappointed that their girls eloped with men and abandoned school – such parents did not want anything to do with the whereabouts of their daughters.	The girls whose details could not be accessed from parents and guardians where traced through friends and others who knew where they were. These details were investigated within the school and in the communities where the girl may have been living. These avenues were pursued until the girl was found. The majority of girls were traceable, but some girls whereabouts remain unknown.
6	*Unwillingness of the girls to participate in the surveys –* Some of the girls talked to were unwilling to participate in the survey because they are out of school and disappointed that their parents were unable to pay their school fees causing them to drop out. They see this as a failure in achieving their life aspirations and as such did not want to expose their failures or that of their parents to strangers. Other girls thought the survey was an avenue of investigating why they are not in school.	The enumerators are highly skilled at conducting surveys and engaging with young people. They are familiar with the context and have a deep understanding of the challenges many of the young girl's face. This enabled them to engage the girls in conversation, put them at ease and if appropriate, encourage them to participate. Where girls opened up about safeguarding issues, the agreed reporting process was followed.
7	*Heavy rains and disruptions of the planned schedule -* During the data collection period, the teams faced enormous challenges as a result of heavy rains across the targeted regions making movement difficult and preventing access to some schools via certain routes Within the schools, the attendance was poor due to heavy morning rains that kept the students and teachers away from school for most of the early morning, reducing the numbers available to assess and survey.	The teams worked through the rains meeting the learners who were present in the schools. However, for the students who were not at school, the numbers were either added to other schools in order to meet the target or return visits were organized to address any outstanding gaps.

8	*Examination schedule in the schools* – The data collection schedule coincided with the Uganda Certificate of Education examination timetable making it difficult to survey and administer learning assessments to the Senior 4 girls who were sitting exams. This further delayed the data collection process.	Where girls were sitting exams, the candidate classes were surveyed during the weekend when they did not have examinations to sit. In some cases, where students had optional subjects continuing during the exam period, the students were surveyed and assessed in shifts during these classes so as to avoid the exam period and enable the assessments and surveys to be completed in an efficient, yet undisruptive, manner.

4.42. Replacement

According to the PEAS MEL framework, there are two detailed approaches to replacement: one for the learning cohort and the other for the transition cohort. Within the learning cohort, any girls who are determined to no longer be enrolled in the study schools were replaced with comparable girls. Replacement girls should be enrolled in the same grade as lost girls had they progressed through school at a normal rate without repeating any grades. The evaluator also screened replacement girls to ensure they were sufficiently exposed to the intervention or control conditions prior to being tested. It is suggested the criteria be that the replacement girl has been enrolled in the study school for at least a full year prior to the evaluation point. Given drop-out rates at secondary level in Uganda are incredibly high – the GEC 1 evaluation saw attrition rates of c.80% from baseline to endline – it is suggested that the study plan for a cross-sectional approach to analysis from the start.

Within the transition cohort, following a replacement strategy is arguably inappropriate, as the nature of transition relies on comparing where girls are enrolled in one year compared to the previous year. Furthermore, replacing girls who cannot be located with girls who can more easily be located (for example, because they have proceeded to enroll in A-level at the study schools) could introduce selection bias into the sample and the study's conclusions. For this reason, the baseline sample size for transition was intentionally inflated to account for expected attrition at each evaluation point. Ultimately, the challenges with reaching all of the transition cohort undermined the viability of continuing to track this cohort at endline. Therefore, the replacement strategy cannot be completed fully.

School type	Schools	Learning cohort	Transition cohort
Treatment	14	580	728
Comparison	8	297	460

Total	22	877	1188

Annex 16: External Evaluator declaration

Name of Project: PEAS GEARRing Up For Success After School GECT

Name of External Evaluators: Bethany Sikes, Joel Mitchell, Matt Thomas

Contact Information for External Evaluator: b.sikes@jigsawconsult.com, j.mitchell@jigsawconsult.com, m.thomas@jigsawconsult.com

Names of all members of the evaluation team: Bethany Sikes, Joel Mitchell, Matt Thomas, Meaghan Brugha, Sam Ejibua

Jigsaw Consult certifies 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 (BS, JM)
- All data analysis was conducted independently and provides a fair and consistent representation of progress (BS, JM)
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (BS, JM)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by PEAS (BS, JM)
- All child protection protocols and guidance have been followed (BS, JM)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (BS, JM)

Bethany Sikes, Joel Mitchell, Matt Thomas

(Name)

Jigsaw Consult

(Company)

31/03/2020

(Date)

Annex 17: Project Management Response

It should be noted that at the point of submitting this report, schools have been closed due to the Coronavirus outbreak. The project management response has been developed prior to this situation and assumes a 'business as usual' context. Project design will need to be adjusted in light of the present unprecedented circumstances. The PEAS response in this regard is currently being developed and will need to be adapted on an ongoing basis as circumstances change. It is hoped that steps below can be taken once normal circumstances resume.

What is the project's response to key findings in the report?

PEAS is greatly encouraged to see that evaluation findings confirm significant progress being made towards outcomes, particularly transition and sustainability, and towards intermediate outcomes, most notably attendance, teaching quality, and life skills. Findings strongly suggest that the project is having a transformative impact on the lives of girls. The evaluation findings in terms of existing barriers and effects of interventions suggest that the overall project Theory of Change remains largely sound. We recognise that further progress in certain areas is possible and desirable and that there are some barriers that need further attention to be addressed effectively. Certain adjustments to the programme approach will therefore be made as outlined in the response below.

Project beneficiaries and barriers to learning and transition: Barriers to girls' education identified at baseline are confirmed to persist at midline, suggesting the project approach remains relevant. The midline evaluation confirms that PEAS students continue to tend to be poorer than students in other schools. 64% of treatment girls in the learning cohort are living in households with a PPI score below 45, and 8% are living in households with a PPI score below 40. Poverty remains the most significant barrier according to the evaluation. The External Evaluator therefore strongly suggests that project activities targeting poverty-related barriers to access to education are appropriate to the characteristics of the project beneficiaries, and should continue to be at the centre of PEAS' approach. Reaching the poorest and most under-served students in rural areas is a key priority for PEAS and will continue to be a guiding principle in the programme.

Students with Special Educational Needs: In line with the PEAS vision, "a world where all children receive an education that unlocks their full potential", PEAS will continue to promote inclusion across its school network; meaning that all students, regardless of their ability or needs, are provided with a quality education that unlocks their full potential.

PEAS can commit to serving students with mild to moderate impairments only. As PEAS is not a specialised disability organisation, PEAS schools lack the human, financial and physical resources to be able to cater for students with severe needs. Students with severe needs are generally considered to be those whose impairment/s will prevent them from being able to access the same learning or function at the same level as their peers, even with intervention. These students require highly specialised teachers and resources; which PEAS is not equipped to provide at this time and cannot therefore enrol such learners as this may be detrimental to the education of the child.

This approach is aligned with the GoU's twin track position on SEN and inclusion. It is expected that as a standard, any student who has been able to successfully complete P7 in primary school, should be able to join a PEAS school. This is based on the understanding that provision of targeted support and resources for SEN learners in rural Ugandan primary schools is on average, highly limited/ non-existent (Enable-Ed & USDC, 2017); meaning that if a student is able to complete primary in this context, it should be possible for a PEAS school to meet their needs and support positive learning outcomes with resources available.

In order to progress to secondary school, students in Uganda need to pass their Primary Leaving Examinations. Due to the additional challenges faced by children with Special Educational Needs, very few successfully complete primary school in Uganda. In 2019, 0.19% of students that registered for PLE, were classed as having SEN. Overall, of students that registered, 89% of students passed. Assuming 89% of SEN students passed, 0.17% of students that passed had SEN[59]. This factor places a significant barrier to PEAS increasing the proportion of SEN students enrolling in PEAS schools. It is a factor outside of the control of the project.

The midline evaluation found 0.3% of the treatment sample to have moderate to severe disability. PEAS own research across students in all 28 schools, found 0.8% of students to have moderate to severe disability[60]. Both these figures confirm PEAS is enrolling a greater proportion of students with SEN than successfully complete primary school and are therefore eligible to enter secondary school. PEAS is encouraged by these findings and considers it evidence that we are successfully reaching out to a significant proportion of SEN students that are eligible to enrol. PEAS intends to continue to promote an inclusive approach in enrolment drives and to teaching practice in the classroom to ensure that students with mild to moderate disabilities are included and supported to meet their potential in PEAS schools.

There are existing practices across the network which promote inclusive education in PEAS schools. PEAS aims to further build on these existing practices in order to ensure that inclusive environments are being fostered in all PEAS schools for learners with SEN. Physical accessibility, is a key concern for an inclusive school, as physical barriers within the school environment can prevent learners from being able to access or fully participate in school life.

All PEAS schools have some physical accessibility adaptations in place, with the provision of ramps, adequate lighting in classrooms and widened toilet cubicles. Additionally, a focus on providing quality teaching and learning is an integral part of the PEAS programme. The PEAS education team provides ongoing CPD and training to teachers to support good pedagogical practices in the classroom. Evidence demonstrates that good quality teaching is a critical factor for supporting the inclusion of all students in the classroom. Through the strategy, PEAS is working with teachers to further understand the linkages between good classroom practices and supporting learners with diverse needs.

Since the baseline, PEAS has taken steps to gain a better understanding of SEN students in PEAS schools. The Washington Group questions are now asked to all new students that enrol in PEAS schools. PEAS conducts analysis at the network level to ensure we have an up-to-date understanding of the number of SEN students in PEAS schools, and the kinds of challenges those students face. At the school level, the collection of this survey data means that the school leaders and teachers have an understanding of the challenges faced by particular students as soon as they enrol, and they are consequently able to ensure the particular students receive specific attention according to their needs.

[59] Results are not publically available regarding the percentage of SEN students that passed. Unfortunately it is most likely that less SEN students passed than the national average. The figure of 0.17% is therefore likely to be an over-estimation.

[60] Both the midline evaluation, and PEAS own internal data collection used the Washington Group questions.

Learning: The evaluation findings are mixed in relation to progress towards learning. Due to the combination of factors outlined below, PEAS treats the results in relation to the first two learning outcomes with considerable caution. PEAS is encouraged that the targets in relation to the third learning outcome have been surpassed.

With regards to the first and second learning outcomes, PEAS has severe reservations regarding the validity and effectiveness of the approach to testing in numeracy and literacy. As we raised in the Project Management Response to the Baseline report, significant problems exist with the design of the learning tests. At baseline, the marginal gains identified through the learning assessments conducted with S3 and S4 girls suggested that the tests developed might not have worked well in detecting learning gains across progressive years of secondary education. We suggest that the results at midline confirm this to be the case. We continue to suggest that the small number of points available on each test and limited time given (30 minutes) for girls to complete the assessments have not been sufficient to reliably assess the complex skills that the SeGRA and SeGMA tests seek to understand. Problems with the test design have arguably resulted in significant floor effects. Critically, it is also important to note that the level of attrition and therefore replacement has meant that the comparability of the baseline and midline learning cohort is questionable.

The third learning outcome focuses on overall UCE exam results and PEAS is pleased to note that the difference between treatment and control was 2.6 times the target. Analysis of exam results at the subject level also provides interesting findings. As illustrated in Figure 1 and 2 below, in 2019, 11% more girls in treatment schools passed English than girls in the comparison schools, and 23% more girls in treatment schools passed Maths than girls in comparison schools. Critically, it is clear that this gap has also considerably widened when compared to the results in 2018.

Figure 1

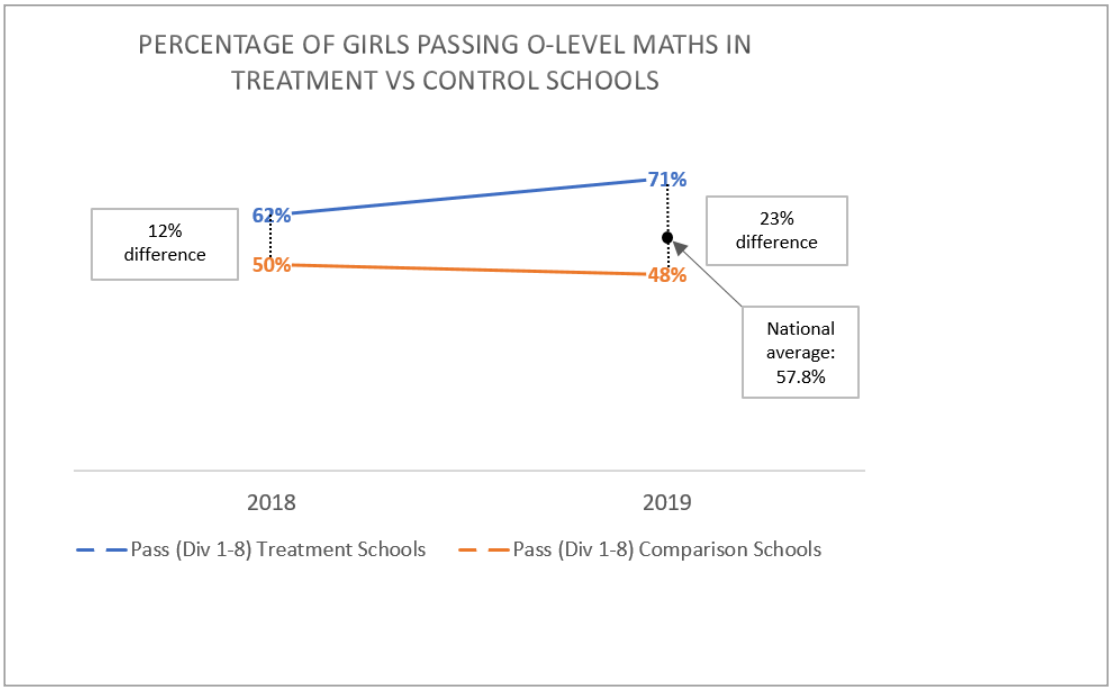
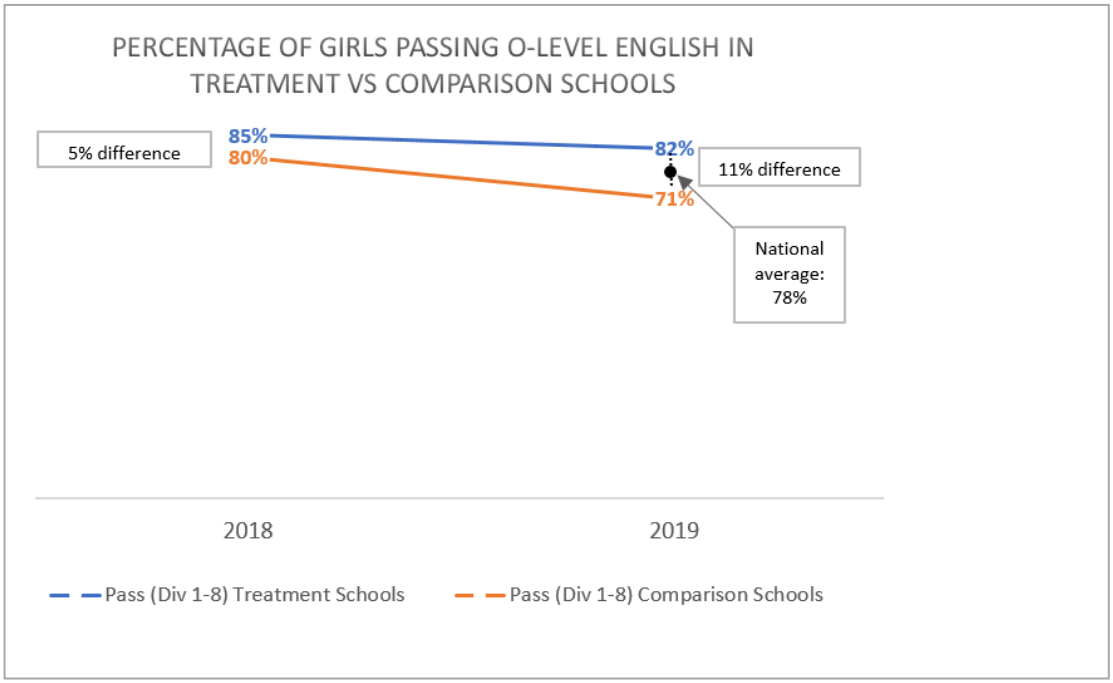


Figure 2



In addition to the above, whilst more boys do pass Maths and English in both the treatment and comparison schools, in treatment schools the gap between the genders is smaller than in comparison schools: 3.2% smaller in Maths, and 1.8% smaller in English. These findings are encouraging and strongly suggest that the project is likely to be having a positive impact on girls' learning levels in Maths and English.

Transition: It is encouraging to note that the project targets have been met in relation to this outcome and that the evaluation suggests the project has been effective in relation to supporting girls to take a range of transition pathways appropriate to the individual student and context. We note that the report highlights that the rate of successful transition decreases in proportion to age, and that this trend is particularly apparent in relation to in-school transition as respondents progress beyond the expected school age. We will use this learning point to inform project design.

Sustainability: PEAS is pleased to note the steps forward identified in relation to the sustainability outcome and that the External Evaluator has assessed the programme as having progressed overall from the Sustainability Scorecard category of 'emerging' to 'becoming established'.

Despite the positive points noted in the report, financial sustainability of schools is highlighted as an area of concern. As the report describes, after the baseline the government chose to withdraw the PPP which provided USE support to students. Since the USE phase-out, PEAS has adapted its model to reduce its school costs and make some small fee increases. That meant that in 2019, USE represented around 4.6% of the costs at school level, while fee income represented 94% of costs. The final 1% was covered by school subsidies. Any increase in student fees has carefully targeted those households that can best afford it as seen in PEAS continued strong equity metrics.

PEAS' own data confirms current indicators to show steady improvement on financial sustainability at school level. This has been achieved through streamlining practices in financial management, setting high goals for driving this change, supporting improvements in the balance sheet position of the schools, and strengthening compliance.

With regards to community engagement, we are pleased to see the supportive attitudes persisting in relation to girls' education. We note the findings from both the quantitative and qualitative data to be largely positive, whilst agreeing with the evaluator that it takes time to fully embed attitudinal change within communities. We will continue to strengthen the delivery mechanisms already in place, particularly in terms of communicating messages through PTAs and Boards of Governors to influence community behaviour change amongst the wider community.

Intermediate Outcomes

Attendance: It is positive to note that the target in relation to attendance levels has been exceeded, both overall and across the grades. We also note that the percentage of students citing that they have missed no school in the past week is lower than at baseline (though nonetheless higher than in the control group). We also note that girls from the poorest backgrounds are most likely to have missed at least two days of school in the past week. We will be considering the barriers faced by this particular at-risk group and exploring any additional approaches possible to aid their increased attendance. The evaluation notes that qualitative findings suggest attendance to have been affected by loss of the PPP. PEAS cannot find reference to that in the qualitative datasets and believes the Evaluator has made an error on this point.

Retention: The evaluation notes mixed findings in relation to retention. The majority of the indicator targets were met. However, PEAS is concerned by the level of student attrition identified through the midline evaluation and recognises this as a key issue that needs addressing across the school network.

Life Skills: The evaluation confirms that the target for the life skill index scores was met and exceeded at midline. It is encouraging to note that the evaluation found the increase in life skills to be linked to an increase in confidence amongst the girls. PEAS has reviewed the qualitative data, as well as noting the examples included in the report. In general the feedback from girls appears to be positive, and a range of life skills were identified as having been gained through the programme.

Teaching Quality: The evaluation notes the rise in Learning Walk scores for treatment schools between baseline and midline and that the indicator target has been exceeded. Additionally, it is positive to see that lesson observations confirmed teachers in PEAS schools to be utilising pedagogical practices covered in the Gender Responsive Pedagogy training and the Great Teacher Rubric.

Child Protection

PEAS is encouraged to note the progress reported on the area of safeguarding referenced in the report. It is positive to note that the vast majority of students feel safe in PEAS schools, and that PEAS schools are noted as having significantly better safeguarding provision and outcomes than the comparison schools. Even so, PEAS recognises that the risk profile of the communities that our schools are found means that safeguarding will certainly remain a top priority for the remainder of the grant period and beyond. This view is supported by the fact that the midline revealed that some safeguarding concerns remain an issue for PEAS schools. While we have taken significant steps to eradicate negative practises such as bullying, hygiene issues, and corporal punishment from PEAS schools, they are not yet fully eradicated and we are therefore continuing to work with schools on these issues.

What is the project's response to conclusions and recommendations in the report?

The evaluation makes several recommendations for project design which PEAS generally considers fair and applicable to the project. Further to the recommendations, PEAS will be making additional adjustments based on report findings. Steps outlined below will be taken to address the report conclusions.

Outcome level

Learning: The evaluation lists three specific recommendations in relation to learning: for PEAS to continue to provide teacher training in literacy and numeracy with a suggested focus on the identified skills gaps; for schools to monitor progress and implement clear remedial strategies for girls identified as falling behind; and for girls to receive training on exam practice and test preparation.

As explained above, due to the questions around reliability of the learning assessments and the fact that the results of the third learning outcome conflict with the first and second, PEAS is reluctant to make any significant revisions to the programme approach based on these results alone. However, on the basis of internal learning, steps have already been put in place to further strengthen learning results in the classroom; this is described in detail below under Teaching Quality. Additionally, further research is being finalised, on the basis of which specific actions will be decided.

In March 2020, we launched a literacy and numeracy scoping project to help us better understand the current literacy and numeracy situation after years of running a package of interventions across our school network with focus in five key areas: leadership and management, assessment, planning, teaching and learning and student experience. The research involved seven school visits conducted by our technical team in Uganda who collected qualitative data through management, teacher and student focus groups and literacy teaching observations.

The literacy and numeracy scoping research is currently being collated. We can report that initial evidence at this stage shows areas we will be considering to focus on for development include:

- More targeted Literacy and Numeracy interventions to better impact weaker learners through better differentiated learning, levelling, streaming and remedial or initial intensive programmes;
- A framework of consistent literacy and numeracy standards to be reviewed and agreed as, including the GECT SeGRA/SeGMA, the network have used three different frameworks over the last three years;
- More accurate internal baseline and progress tests to be administered with students;
- Literacy and numeracy assessment to be more consistently applied across the network, both at the baseline testing stage and formative and summative assessment stages to measure progress of individual learners;
- Further embedding of whole school literacy and numeracy approach across all subjects and specific literacy and numeracy training be delivered to all staff;
- In light of high teacher retention, training of new literacy and numeracy teachers.

Following consideration of the research report by all stakeholders, we intend to produce a detailed improvement and development plan for our literacy and numeracy programmes.

Transition: As recommended by the External Evaluator, PEAS will continue to support further educational pathways that are most appropriate for each individual, including TVET (and related apprenticeships), training colleges and non-formal education. PEAS will take several approaches in response to the finding that successful transition rates decrease in proportion to age: we will review the content of life skills and career guidance to ensure that it is particularly relevant to older girls; we will continue to encourage girls of all ages to complete secondary school as well as continuing to use PTA meetings and other fora to actively promote this message; the finding will be highlighted to School Leaders and older girls will be flagged as an at-risk category needing additional targeted support.

Sustainability: The evaluation recommends prioritising teacher retention between midline and endline, exploring the possibility of incentives. PEAS is aware of the issue of teacher retention and its potential implications on the programme. Government schools pay higher salaries and have regular recruitment drives, for which PEAS teachers are seen as attractive as have a reputation of being high-performing. PEAS is unable to predict government plans in terms of recruitment. Achieving school financial sustainability is a key objective for PEAS and the provision of teacher incentives/higher teacher salaries would compromise progress towards this objective. It is necessary to take a balanced approach. Whilst we aim to limit teacher attrition as much as possible and will work with School Leaders to do so, we also acknowledge this to be out of PEAS' control to some extent and instead choose to focus on mitigation strategies. Such strategies include a thorough induction process for all new teachers; and ongoing support and supervision mechanism to monitor teacher performance and provide regular feedback for professional development.

Evaluators suggest that the project should explore ways to support School Leaders to make financial plans that identify and utilise local and renewable sources of income, and avoid any further increase of school fees. PEAS made a shift to focusing on alternative sustainability strategies that have been fully developed and are currently being implemented. These strategies focus on increasing automation and standardisation driven by a rigorous focus on cost of education per child, strengthening efficiency across PEAS Uganda alongside higher expectations of fee collections, and exploring alternative income sources leveraged from sharing PEAS skills, experience and assets. The strategy was being rolled out during the baseline data collection process and PEAS looks forward to effectiveness of the strategy being evaluated at Endline.

In the long-term PEAS will be exploring ways to maximise fees in a way which protects equity, place a greater focus on making PEAS schools the best in Uganda, grow our schools through better capacity usage and incentivise leaders that demonstrate continuous progress in meeting their sustainability targets. An ambitious vision to be fully sustainable by 2025 guides decision making across the organisation with a combined determination to maintain and protect equity (for vulnerable groups). Our understanding is that achieving this would make PEAS the first high quality financially sustainable network globally to do so while also focusing on the poorest students.

With regards to system-level sustainability, the evaluation recommends for PEAS further increase their engagement with District Education Officers (DEOs). In February 2019, PEAS began a partnership with the Directorate of Education Standards (DES) to implement the 'Inspect & Improve' project. The Inspect & Improve project involves PEAS working with DES and local government representatives, including district officials, to carry out inspections using the newly reformed DES inspection process. This is followed by PEAS school improvement support to help school leaders respond to their inspection findings over three terms. Through the partnership, PEAS is contributing to wider reform efforts that DES is leading designed to develop a national school improvement model. Significant progress is expected to be made through this initiative by the time of endline.

Intermediate Outcome level

Attendance: We note the concerns raised in the evaluation regarding the accuracy of attendance data recorded in registers and on the School Information Management System (School Tool). School Tool had significant functionality issues and we have therefore worked with developers to develop a new version of the tool that is presently being rolled out with accompanying tools, training, and in-person support. We are currently going through a change management process and allowing a realistic timeframe for the tool to embed. Once in full usage, School Tool is expected to lead to significant improvements in the quality and accuracy of data recorded at school level, including attendance data. Of additional note, attendance record keeping is an aspect monitored through school level internal audits and inspections and PEAS will ensure that this continues to be the case. Any issues identified through these mechanisms will be addressed in the individual schools.

Retention: The external evaluator recommends for PEAS to prioritise retaining students between now and endline. There are certain factors outside PEAS control with regards to retention, for example, when free government schools open up nearby it is inevitable that some students will move, or when families relocate students transfer to other schools. Nonetheless, PEAS aims to improve levels of student retention within its schools. One of the approaches to tackling retention will be to improve internal tracking of students, particularly through School Tool+ which is being rolled out as described above. PEAS staff will be working with schools to help them run reports using School Tool+, enabling them to analyse data in real time and identify students at risk on an ongoing basis. The tool will enable PEAS to track individual students across terms and across years. Analysis of the resulting network-level dataset will enable PEAS to identify trends and groups of students most at risk of dropping out and therefore in need of additional attention. The midline highlights older students as an at-risk group in terms of least likely to successfully transition from one year to the next. PEAS will be flagging this group to School Leaders as those that may require additional support to stay in school.

Teaching Quality: The evaluation recommends that PEAS continue to focus on teacher training and support, including gender responsive pedagogy. PEAS considers teachers to be the critical factor in raising learning outcomes and is committed to continuing to improve teaching quality within schools, including in terms of gender responsive pedagogy. At the beginning of 2020 PEAS launched its new Continuous Professional Development (CPD) programme based around a new set of Top 10 best practices for teachers. The PEAS Top 10 was introduced as a set of practices which, following substantial research into our own schools and the latest evidence from international best practice, have been shown to have most impact upon learning. The practices are highly focussed on individual student progress and are designed to ensure all learners are making progress throughout the lesson, and therefore support gender inclusive education. The programme began in Term 1 January 2020 and schools have so far implemented the first two Top 10 practices. Monitoring is being conducted through classroom observations and peer-feedback observations. It is intended that teachers will implement the practices across all subjects, including literacy. It is expected that this will lead to more effective learning due to better memory recall of previous learning amongst all students. Improved staging of learning is expected to lead to greater accessibility for all learners, not only the strongest learners, and including girls.

Life Skills: The External Evaluator recommends for PEAS to explore integrating life skills training into the livelihoods programme and to consider more explicitly linking life skills and academic learning with future career paths. The livelihoods programme content will be reviewed with a view of strengthening this link within the curriculum. PEAS will particularly consider this recommendation in relation to older girls considering decreases in retention and in successful transition pathways as girls get older. The possibility of providing life skills and career guidance tailored specifically to that older age group will be explored.

Child Protection

The evaluation recommends that school teachers are sensitised to linking disciplinary methods with education-related skills. PEAS is continuing to strengthen school approach to positive discipline and behaviour management through the following ways: PEAS has developed and rolled out a Positive Discipline and Behaviour Management Framework which provides guidance for all school leaders to develop a Positive Discipline and Behaviour Management Manual for each of their schools. These manuals will be based upon consistent network-wide principles but tailored to each specific school. For example, the principles for eradicating Corporal Punishment are based on Raising Voices 'Creating Safer Schools' guidelines which enable adults to explore the root causes and negative impacts of corporal punishment, before developing alternative positive discipline approaches instead.

In addition to the above, and to the safeguarding policy and programming that PEAS already had in place prior to the project, PEAS is taking the following additional actions to further improve our safeguarding programming and outcomes:

- **Safeguarding Training**: PEAS contracted Ichuli Consult to develop a suit of safeguarding induction and training manuals for staff, teachers, students and parents. This training is being rolled out during 2020 and will be used as the basis for ongoing refresher training on an annual basis thereafter. Among various other topics, the is a string focus on eradicating corporal punishment by equipping teachers with more positive discipline and behaviour management strategies. As per the report recommendation the training will promote a positive association with learning and school for students. For example, writing a letter of apology to encourage self-reflection and practice of literacy skills for misbehaving students or giving increased responsibilities to students who misbehave due to boredom.

- **Case Management and Investigation**: PEAS has developed Case Management and Investigation Procedures which are now being used to guide all serious incident investigations and follow up management plans, particularly to ensure that they are survivor centred.

- **Anti-Bullying Campaigns**: PEAS developed and has now rolled out anti-bullying campaigns across the network. Schools will be supported to run these campaigns on an annual basis to support students and teachers to explore the root causes and negative impacts of bullying and develop school wide strategies to tackle the issue.

- **Wash and Hygiene Initiatives**: PEAS has secured additional match funding to boost WASH facilities across the network. This will see the construction of additional toilets, shower stances and washing stations over the remaining period of the grant and beyond. In parallel, PEAS is conducting a full review of the school operating model and network wide procurement processes. Through these processes, PEAS will assess food and furniture procurement and management to ensure that schools adhere to health and safety standards

- **Safeguarding Action Plan**: In addition to the above, PEAS has developed a wider Safeguarding Action Plan and is working to address a wide range of further safeguarding strengthening measures across all GEC safeguarding standards.

Gender Equity and Social Inclusion (GESI)

With regards to Gender Equity, the report notes the project to be gender sensitive. PEAS would argue that the evidence suggests the project to be in the gender transformative category due to the significant changes being made to the lives of female students. The project is making clear progress in changing inequitable gender norms, including through enabling girls to achieve higher exam results; enabling more girls to successfully transition both through in-school and out-of-school avenues; and through effectively raising girls' confidence levels.

With regards to social inclusion, PEAS would also note the fact that a high proportion of PEAS students are from low income families. As highlighted in the report, the proportion was found to be higher than that of comparison schools. Furthermore, PEAS inclusive approach includes allowing access to students of a broader range of abilities than other schools: the threshold in terms of Primary Leaving Exam score is lower in PEAS schools than in government schools to ensure that low performing students also realise their right to education.

PEAS is pleased to note the positive steps forward highlighted in the report in terms of consideration of students with Special Educational Needs. Additional progress made since the baseline include the action PEAS has taken to gain a better understanding of students with special educational needs. The Washington Group questions are now asked to all new students that enrol in PEAS schools. PEAS conducts analysis at the network level to ensure we have an up-to-date understanding of the number of SEN students in PEAS schools, and the kinds of challenges those students face. At the school level, the collection of this survey data means that the school/ teachers have an understanding of the challenges faced by particular students as soon as they enrol, and they are consequently able to ensure the particular students receive particular attention according to their needs.

Response to Monitoring and Evaluation Recommendations

The project Monitoring, Evaluation, and Learning framework was found to be appropriate by the evaluation. As such, we do not intend to make any significant changes. With respect to the M&E recommendations listed in the evaluation, we will respond to them as follows:

- **PEAS will review logframe targets with a ceiling effect** in order to track meaningful change at endline. It is positive to note that certain targets have been met and exceeded to the extent that further significant measurable progress is not possible. The project may determine that continuation of the positive results identified at midline will represent a positive result in terms of sustainability. Both options will be considered.

- **PEAS will amend the target of ten A level centres to nine**. There has been no significant change to the approach in establishing A level centres. However, due to leadership issues identified, establishment of one of the A level centres did not go ahead in a particular school as planned.

- **PEAS will discuss with Jigsaw and FM the issue of measuring transition at Endline.** We are keen to increase our knowledge base regarding transition pathways of female students in PEAS schools. Whilst we recognise that it may not be possible to continue to track transition at Endline due to budget implications, we intend for the topic to remain open for discussion. If does not prove possible to continue to measure against the transition outcome at Endline then we will work with Jigsaw to determine which sections from the transition cohort survey to the learning cohort survey.

- **PEAS is rolling out the new School Tool+** which is intended to lead to improvements in quality and comprehensiveness of student-level data, including in relation to attendance and retention. We accept the evaluator's observation that improvements in tracking of attendance and retention would be beneficial for programme learning.
- **PEAS is supportive of the External Evaluator's plans to ensure the in-country enumerator team contact schools in advance** in order to gather as much information about student whereabouts before data collection begins, and receive additional training on how to handle complex challenges in tracking girls down.
- **PEAS is happy to work with the External Evaluator to schedule endline data collection strategically**, taking into account seasonal rains and the school exam schedule.
- **PEAS is supportive of the potential plan to sequence data collection at endline**, allowing for richer qualitative data informed by the findings of the quantitative data. allow for richer qualitative data collection informed by the findings of the quantitative data.
- **PEAS is happy to work with the External Evaluator in reviewing the structure of the caregiver survey** in time for endline.

In addition to the above, PEAS intends to work with the External Evaluator to explore the following areas for adaptation to the endline approach:

- **Learning assessments** – due to the questionable reliability of the tests and the resulting significant floor effects, we intend to discuss adjustments to the approach to learning assessments with the External Evaluator and FM. We recognise that revising the test entirely would impact comparability with baseline and midline findings. However, as the problems identified at baseline have persisted in midline testing, the effectiveness and reliability of results at endline are also likely to be questionable if no action is taken. We will work with the External Evaluator to explore possible options for addressing the issue through adjustments to design at Endline.
- **Sampling for qualitative data collection** – at midline, the number of schools sampled for FGDs and KIIs was greater from comparison schools than treatment schools. We understand that the intention is for this balance to be addressed at Endline. Furthermore, the qualitative data from comparison schools appears to be of limited use in report analysis. PEAS intends to discuss with the External Evaluator, the possibility of concentrating qualitative data collection mainly on treatment schools to ensure the content is as rich and relevant as possible.
- **Recording Focus Group Discussions and Key Informant Interviews** – we note that there is some variation on the approach and detail of written records of qualitative discussions by enumerators. This is understandable but does impact the use and reliability of the data to some extent. We would like to discuss with the External Evaluator the possibility of recording KIIs and FGDs and then using resulting transcriptions for analysis. Additionally, some qualitative data collection was conducted through post-it note exercises. We support this as an innovative approach to engaging participants. However, enumerators were not successful in photographing all the post-it notes clearly, meaning not all could then be used for the analysis. We would like to discuss with the External Evaluator, alternative approaches to recording the results from such exercises.

- **Measuring effectiveness of teacher training** – it was not possible to provide a quantified measurement against the indicator, 'Percentage of teachers who demonstrate pedagogical practices that have been part of the training'. This was due to issues with sample size and the need to identify which teachers had received the relevant training. We will work with the External Evaluator to explore ways to measure against this indicator effectively, including through sharing information regarding which teachers have been trained. If no way is found to effectively measure then the indicator will be revised.