

Final reflections

Achievements and lessons learned

GEARRing Up for Success After School

UGANDA
2017 – 2021



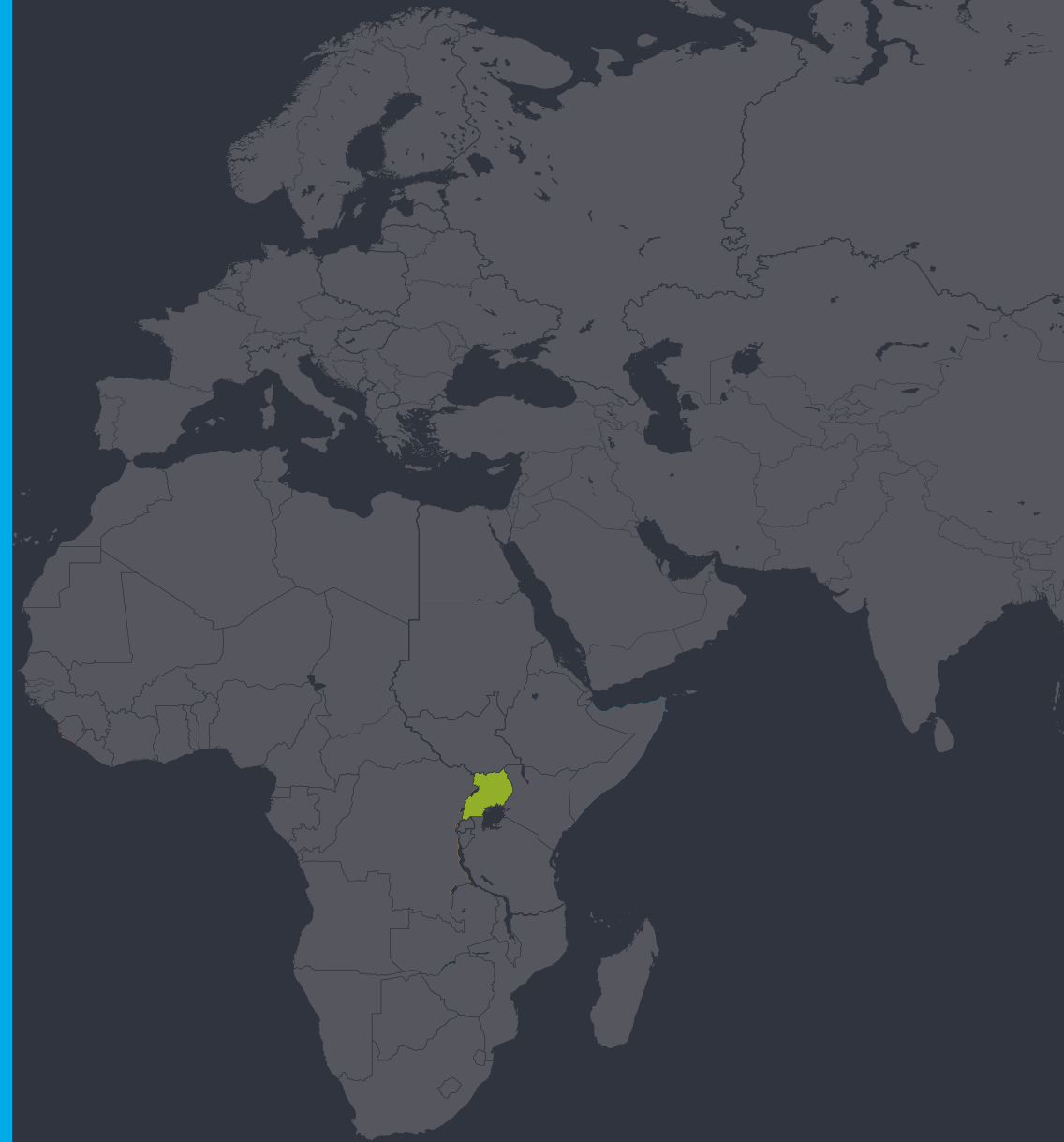
Girls'
Education
Challenge



peas
PROMOTING EQUALITY IN AFRICAN SCHOOLS

“Most of our students come from deep in the villages and their parents don’t have a source of income, so they can use what they learn at school to make different items that they can sell while at home. ...So we share with the students what we learn from the training, and they use that knowledge out there In the community.”

Headteacher



● Uganda

What did the GEARRing Up for Success After School project do?

The GEARRing Up for Success After School project was implemented by PEAS (Promoting Equity in African Schools) in Uganda's Eastern, Central and Western areas between 2017 and 2021.

PEAS establishes schools in poor, marginalised communities that lack access to secondary schools. The GEARR project targeted girls and communities that live in poverty, have lower than average educational attainment and have traditionally been underserved by government and private education services.

Alongside the low-income context in which the project operated, there is also the context of cultural attitudes towards girls' education. Across Uganda, poverty, poor education services and social factors impact women and girls' participation in school. In addition, gendered roles and expectations 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. Barriers that hinder girls' education are early pregnancy as a cause and consequence of school drop-out, long distances to school in rural regions, menstruation, lack of gender-sensitive sanitation and hygiene facilities at school, and gender bias and stereotyping in teaching practices. 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. Nationally, girls' learning outcomes are generally poorer than boys, with boys tending to outperform girls in the Ugandan Certificate of Education results.

The project aimed to address the above barriers and make quality education more accessible to marginalised girls and worked to make sure that:

- More girls feel supported by their families, communities and schools to thrive in and complete secondary school.
- More girls leave school with functional literacy, numeracy and relevant life skills.
- More school leaders are equipped to support girls' transition to A-Level and drive relevant knowledge and skills development.
- More girls successfully transition to A-Level or alternative learning pathways.
- More girls leave school with an achievable plan for their future.
- PEAS schools are more prepared to carry on project activities without grant financing.
- Lessons learned through the project are transferred to partner schools to ensure additional students benefit



The following activities were conducted in 28 PEAS schools, benefitting 25,959 students:

- Delivering teacher training in gender-responsive approaches.
- 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 to supervise service delivery effectively.
- 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.
- Delivering targeted information and marketing to promote girls' education at the community level, particularly through working closely with the PTAs and Boards of Governors.

“I am very happy with the confidence of the children, especially the girls. [...] The host communities where we are working appreciate that the PEAS schools protect girls from known dangers. The community's perception of child protection is improving, and the children's confidence is good. I celebrate that the children feel safe at school, it is something that we should be proud of as a PEAS community.”

School Support Officer –
PEAS local staff



How did the GEARRing Up for Success After School project adapt during COVID-19?

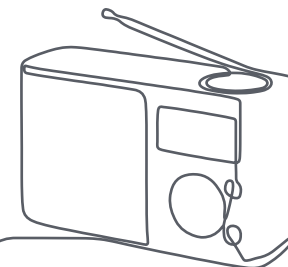
The global COVID-19 pandemic has gripped the world since early 2020, profoundly disrupting education and forcing many within the education sector to reconsider normal modes of working as they adapt to new global and local realities. The pandemic has inevitably had a significant effect on the project, mainly through the long period of school closures. For example, schools in Uganda were closed in mid-March 2020 and closed for much of 2021.

School closures were accompanied by a nationwide lockdown, nightly curfew, travel restrictions and the introduction of health measures such as social distancing, use of facemasks in public spaces and handwashing. These measures affected the internal operations of the PEAS team, with the PEAS Uganda team working remotely, limiting travel to schools and designing content to support remote learning for PEAS students. Due to the crisis, there was a considerable risk that children would not return to school. Additionally, significant learning loss was expected due to the prolonged period of being out of school.

PEAS quickly began implementing a multi-pronged remote response when schools closed with components reaching 95.4% of students with COVID-19 response activities (telephone tree; text messages; radio broadcasts; study packs) during school closure ([endline](#) evaluation, conducted by Jigsaw in 2021).

The most notable adaptations included:

- **Radio programmes** – PEAS partnered with the National Curriculum Development Centre (NCDC) to develop radio scripts for radio lessons broadcast nationwide. 561 hours of radio lessons were developed and aired on nine radio stations in Uganda. The radio lessons were also used to share safeguarding and child protection messages, including guidance on COVID-19 prevention. **50.7% of students and their wider families tuned into PEAS radio broadcasts during school closure.**
- **Learning packs** – PEAS collaborated with the government by printing and distributing 13,315 Ministry of Education-developed learning content packs to PEAS learners to support their self-study at home. The learning packs were aligned to the national curriculum used in all PEAS schools. **80.3% of students surveyed reported receiving a student learning pack from their school.**
- **Telephone trees** – Teachers were able to contact their students frequently at home to provide guidance on self-study, safeguarding and child protection support. **81.4% of students were reached through phone calls from their teachers.**
- **SMS messages** were used to contact both students (through their caregivers) and caregivers to share information on learning materials available, school reopening, and safeguarding and child protection guidance. **71% of students were reached through text messages. 75.8% of caregivers agreed that PEAS had provided enough support and resources for students to continue learning at home while the school was closed.**
- **Continued financial support** to teachers. Another element of the PEAS' response was to support school staff to sustain themselves and their families by continuing to **pay 80% of their salaries during the school closure.**



A factor that has positively influenced progress during this challenging period is the commitment and resilience demonstrated by staff across the network – both at the school and central office level. For example, PEAS staff worked together to pivot to remote response programming and quickly showed flexibility in the new working conditions. Of note are the teachers who worked hard to call students regularly throughout the pandemic to check on their wellbeing and help ensure they remain engaged in learning, and the teachers who shifted to roles of radio presenters to ensure that their students had the opportunity to hear lessons.

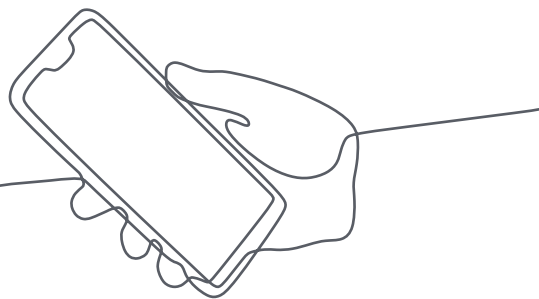
There were notable differences in which learning activities were most impactful for girls and for boys. For girls, using learning packs, followed by listening to the radio often, had a significant impact on learning. When only boys were considered, the activities that influenced learning progress, in order of diminishing effect, were reading SMS messages, speaking to teachers and using learning packs.

Overall, using learning packs was the activity found to have the most impact on learning. This corresponds with PEAS' internal data from December 2020, where 99% of students who had used learning packs reported to find them useful, and 98% said they thought they would use the pack even when they returned to school.

Alongside PEAS teachers' commitment to supporting students during school closures, the successes of the remote learning programme may be attributed to in-school skills development. The [endline](#) found that 89% of students reported that the skills gained through PEAS life skills lessons helped them to adapt to learning from home. This suggests that a holistic approach to in-school education, including a focus on life skills, may contribute to the success of remote learning programmes.

“The phone calls [from my teachers during school closure] were helpful... because they showed that the teachers were concerned about our wellbeing. The phone calls encouraged and motivated me to revise my books at home. The phone calls encouraged me to continue having hope about returning to school. They improved the trust and relationship between my parents and teachers because they showed that teachers are concerned about our future.”

Student



// STORY #1



“Naomi was delighted when she heard a PEAS school was opening in the Ibanda district, her local area. Not only was it an excellent opportunity for her children, but also the local community, offering potential jobs. Employment is crucial for parents to keep their children in school whilst improving their family's living standards. Naomi had applied for several jobs before being warmly welcomed

into the PEAS community as the school canteen lady. Skilfully built by Naomi herself, the wooden canteen is stocked with a wide range of food and drink including juice, samosas, chapatis, sweets and fruit.

Although Naomi initially came to the school looking for a job, she is delighted with all PEAS has to offer. “Our bosses love us, not just the workers, but you can see the love they extend to the parents. I am at peace in my place of work.” Naomi enrolled her son and daughter-in-law at PEAS, paying their school fees. She beams with joy as she proudly announces her son was one of the first to join the school when it opened in 2016. Naomi is so excited to share her joyous PEAS experience as both an employee and a parent. “I know I couldn't have made a better choice for my children than PEAS... they take good care of our children,” Naomi radiantly exclaims.

Naomi is happy to work for a school that has the students at the heart of its mission: “One of the reasons I love PEAS is because children aren't denied a chance to go to class because their parents are still paying fees”. The school leadership teamwork with parents to agree on instalment plans that allow fees to be paid off over time, which is vital for underprivileged families. No child's education will be disrupted. Each year of education children receive significantly brightens their future.

Looking around her village, Naomi can see the positive impact the PEAS school has on the community, “No other school will ever be like a PEAS school”, she smiles appreciatively.”

What did the GEARRing Up for Success After School project achieve?

Improved learning outcomes: PEAS is pleased to note that [endline](#) evaluation data all points towards activities having had a positive effect on students' learning. The evaluation highlights that girls have learned relevant life skills through project activities. There is also evidence that the project activities positively impact the environment for learning and teaching and learning, such as teacher training and safeguarding policies.

Whilst it wasn't possible to conduct learning assessments at [endline](#) due to COVID-19, PEAS exceeded the third [endline](#) learning target by 260% in terms of the average UCE score¹ of PEAS students compared to the comparison schools. The gap between boys and girls' Div I-III results increased by 4 percentage points between 2019 and 2020 in the evaluation comparison schools; whereas no increase in the gap was observed in PEAS schools over the same period.

Positive results can particularly be seen in the progress in UCE exam results across the PEAS network. The proportion of children at PEAS schools achieving top grades² at UCE has increased from 54% in 2017 to 63% in 2020, each year outperforming the national results. In addition, despite the pandemic and related school closures, the percentage of PEAS students achieving the top three grades in 2020 exams has risen for the third year running.

Supported successful transition: The [endline](#) evaluation highlighted high participation rates in activities tackling transition: 86.5% of students (85.4% of girls) received advice on post-school options; 75.2% (77.9% of girls) participated in livelihoods programmes; 74.3% (76.5% of girls) participated in literacy classes. Evidence from students surveyed as part of the evaluation indicated that these activities contribute to positive transition outcomes. In terms of students found to be successfully transitioning, the positive gap between PEAS students and control students in the [midline](#) evaluation was 19 percentage points (this was not possible to follow up at the end of the project due to COVID-19). Due to the school closures and revised evaluation

design, it was impossible to follow up with the transition cohort to conclusively demonstrate that more girls are successfully transitioning to A-level or other positive post-school pathways. However, promising trends were promising identified during the [midline](#) evaluation. Outcome level transition targets were exceeded at this point. Findings suggested the project effectively supported girls to take a range of transition pathways appropriate to the individual student and context. 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.

Increased access and enrolment: Despite the extensive challenges, adolescent girls face in rural Uganda in accessing secondary education, PEAS schools retained over 50% female enrollment across all years of the project. PEAS also launched A-level centres in nine schools over the course of the programme. As per the enrolment figures listed in the [endline](#) evaluation, enrolment in PEAS A-level centres has increased by at least 8% each year since 2017 and by 66% throughout the project. The projects' extensive efforts during COVID-19 meant that gross re-enrolment rates of female students stood at 91% before schools once again closed.

Raised the bar for school-level child protection and safeguarding: As recognised in the [endline](#) evaluation, safeguarding and child protection practices have been a priority focus for PEAS since the start of GEC, with the introduction of rigorous and up-to-date policies and reporting processes. The [midline](#) evaluation (which included comparison schools) highlighted that PEAS has more robust child protection policies, training and implementation than non-PEAS schools. As a result, students feel infrastructure is safer than in government schools. By the end of the project, 97.5% of students surveyed agreed that they were confident in their ability to succeed in school. The report notes that this significant emphasis on child protection is likely to foster a student body that feels confident and secure at school. At the [midline](#), all District Education

“We used to have teacher-centred lessons, but now I have learned to use learner-centred lessons. I learned how to take care of individual differences of learners because we have learners who hardly understand anything compared to others. I learned to take care of them.”

Teacher

¹ UCE exams are taken at the end of secondary school and are equivalent to GCSE/ O level, and Div I-III is equivalent to A-C

² PEAS places emphasis on the proportion of students achieving the top three grades as achieving at least Division III is required to progress to the next stage of school (and to take UACE exams – equivalent to A level).

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 safeguarding policies and approaches to learning.

Provided relevant and useful life skills: Evaluation findings relating to life skills activities are exceptionally positive. The [endline](#) report highlighted that girls had learned relevant life skills through project activities. Students surveyed at [endline](#) reported the most valuable activity benefiting students in PEAS schools was the livelihoods and life skills training.

It was impossible to compare [endline](#) data directly with baseline and [midline](#) data due to the necessary change of evaluation design during the COVID-19 crisis. However, it is encouraging to note that 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. A female student from Noble High School described the following as the benefits she had received from life skills classes:

"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."

Additionally, the [midline](#) evaluation found a significant correlation between improvement on successful transition and higher life skills index scores. The data also revealed that treatment students had 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 in answering questions in class. In addition, students reported gaining a range of skills from project activities, including communication skills (95.2%), study skills (92.5%), decision-making skills (90.9%), teamwork skills (88.2%) and organisational skills (88%).

The importance of providing life skills has become particularly apparent during the COVID-19 crisis. PEAS is very encouraged to see that the skills students have learnt in school equipped them to cope with school closure. For example, 89.4% of students report using the life skills learned through the project to adapt to learning from home; 91.7% report using the skills to keep themselves safe and healthy during the pandemic; 90.9% report using the skills to make decisions about their

future. As outlined in the study, students developed a range of skills and found life skills particularly useful during the pandemic. This suggests that PEAS are successfully increasing resilience amongst students and is also promising in terms of young people being well equipped for the next steps in life when they leave school.

Based on the positive findings relating to the activities focused on providing life skills, PEAS will continue to deliver life skills activities once schools reopen. PEAS 2022 – 2026 Strategy states that providing foundational and life skills will be a key focus area for PEAS, and this focus will be built into PEAS' school-based teacher training model.

Provided opportunities for scale and developed partnership

A key recommendation outlined in the [endline](#) report is for PEAS to continue to work in partnership with the government to scale elements of the PEAS approach to running schools, particularly in terms of gender-sensitive approaches. 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. The pilot of the initiative, which was partly funded through the GEC, has already started to generate useful resources and learnings in relation to the school inspection process. The project has led to examples of important changes, such as partner schools now consistently reporting gender disaggregated enrolment figures, with district level Ministry of Education monitoring tools also adjusted accordingly.

In Dec 2020/Jan 2021, the external evaluator, NFER, led an independent evaluation of the Inspect and Improve (I&I) pilot activities that was implemented in ten schools. The evaluation found there to be convincing evidence that I&I was successful in improving the quality of leadership and management in all 10 participating schools. Emerging evidence also suggested that improvements to school management have led to improvements in student and teacher attendance, teaching practices, and student safety and wellbeing. PEAS system strengthening work has now extended to partnerships with 50 government schools, and will be scaling up to 200 in 2022.

"The wider government is learning because the PEAS schools are not selfish. They want to improve the education performance of all government schools around them. That's why they have extended to partner with government schools to see if what they are doing in PEAS schools can benefit the other schools."

District inspector

// STORY #2

Meet Sylvia, a 28-year-old mother of five who is determined to become a nurse. Nothing can hold her back. Sylvia ensures her children have access to education. She has also returned to school to pursue her dreams and acts as an ambassador for education in the community. Sylvia's dream is that her story will encourage others to do the same.



"People like me don't come across opportunities around here. I suffered a lot as a young girl who was poor, uneducated and raising children [...] I never stopped wanting to go back to school. I would take my children to school and wish I could go back to school myself."

In Uganda, it is common for schools to prevent girls who have given birth from returning to school due to deeply embedded cultural values. However, PEAS schools have an inclusive policy that encourages mothers to return to school and complete their education, allowing them to balance their responsibilities to their families and their education and supporting them with additional help when required.

"PEAS have been a great point of support for me as their school system allows women like me, who have not been in school for eleven years, to go back to school and be made to feel as comfortable as any other student."

Sylvia is also becoming a role model in the community by sharing her positive influence with other girls and helping them to realise the value of staying in school and graduating.

"I advise young mothers in my community when I meet them to go back to school, persevere and finish their studies to be self-reliable and inspirational to their own children. My eldest daughter tells me she is happy for me because I am following my dreams, and I went back to school."

PEAS schools empower Sylvia to take charge of her future. She is determined to become a nurse and is working hard to achieve her goal.

"I am not one to give up. You are making all the difference in our lives."

// STORY #3



Before joining a PEAS school, I had lost hope of completing my secondary school education as my parents did not have money to pay my tuition at the school I was attending. However, my uncle came home one day and told us about a new school of good quality education and much more affordable.

I have always wanted to be in the medical field, and thanks to PEAS' academic support and extra-curricular science clubs, I was able to become a nurse and follow my dream.

I love being a nurse because I serve many people and save lives. I want to help other people as PEAS helped me too.

The school's advocacy for gender equality means that girls in these remote rural areas have an opportunity to be educated. When a girl is educated, they will also push for education in their families and communities.

Communities are lifted wherever a PEAS school is built.
– Peace



“Education in PEAS schools is unique. The teaching, the learning, the resources, the time, all this is special. There are some other co-curricular activities like the livelihood programmes, life skills classes, literacy and reading classes, girls club, career guidance, child protection policy and health, all help to motivate students and engage in extra activities that are beyond classroom lessons. These are more pronounced in PEAS schools and make a big difference in the life of a child.”

Headteacher

The GEARRing Up for Success After School project in numbers



The project was implemented in

28
schools

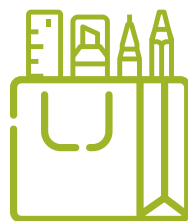
Engaging with a Senior Woman Teacher increased a girl's odds of developing reading and writing skills by

264%



Engaging with literacy classes increased a girl's odds of developing reading and writing skills by

166%



13,315

Number of learning packs distributed to students during school closure

Project beneficiaries :

- **13,475** female PEAS students
- **12,484** male PEAS students
- **639** teachers
- **28** School leaders
- **20,286** students in government partnership schools (9,982 girls; 10,304 boys)

Enrolment in upper secondary school increased by at least **8%** each year and **60%** throughout the project.

The proportion of children at PEAS schools achieving top grades at UCE has increased from **54%** in 2017 to **63%** in 2020, each year outperforming the national results. (UCE is equivalent of O level, and Div I-III is equivalent of A-C).

In terms of students found to be successfully transitioning, the positive gap between PEAS students and control students at the midline was **19 percentage points**.

By the end of the project, **97.5%** of students surveyed agreed that they were confident in their ability to succeed in school.

89.4% of students report using the life skills learned through the project to adapt to learning from home; **91.7%** report using the skills to keep themselves safe and healthy during the pandemic; **90.9%** report using the skills to make decisions about their future.

95.4% of students were reached by COVID-19 response activities (telephone tree; text messages; radio broadcasts; study packs) during school closure (endline evaluation).

561 hours of educational radio shows were recorded and aired across nine radio stations in Uganda during school closure.

Lessons learned through the project are being implemented in 50 government partner schools.

What did the GEARRing Up for Success After School project learn?

Girls' safety is the priority, and better child protection leads to better learning outcomes.

The [midline](#) and [endline](#) evaluations highlighted that PEAS has more robust child protection policies, training and implementation than non-PEAS schools. As a result, students feel infrastructure is safer than in government schools. The report notes that this significant emphasis on child protection is likely to foster a student body that feels confident and secure at school.

While the [midline](#) report also recognised PEAS' strong child protection practices in school, it suggested more could be done around safety measures beyond the school environment, especially girls' long journeys to school. For example, in the report, harassment from motorbike drivers emerged as a strong theme, especially related to pregnancy and marriage, and was linked to girls' attendance. In addition, PEAS data tells us that there is a positive correlation between schools where girls feel safe on their journey to school, and girls' exam results, making this an important issue to tackle for girls' wellbeing, access and outcomes. Finally, we know that there is engrained community support for practices of school corporal punishment, a further area where PEAS must work to align out-of-school attitudes with in-school practice.

High-quality, gender-inclusive teaching is essential for improving learning outcomes

PEAS' data shows that, alongside child protection, the quality of teaching has a substantial impact on student learning outcomes. The [midline](#) and [endline](#) evaluations highlighted examples of gender-responsive teaching in PEAS classrooms. They identified teachers' "learner-centred" approach as a distinct area of PEAS' expertise that should be replicated

in other schools. The "learner-centred" approach was effective in improving learning conditions as it supported positive discipline, was unique and different to other schools but overall it supported teachers to focus on individual students and their participation in learning. As well as enhancing teachers' pedagogical skills, we must continue to address instances of teacher bias and gender stereotyping that limit girls' participation. Understanding girls' needs and promoting gender-positive classroom norms is key: in the [midline](#) evaluation, 96% of girls who felt that their teachers made them feel welcome said they thought they would complete school, compared with 82% of girls who did not feel that their teachers made them feel welcome. The [midline](#) also found that 98% of girls in PEAS schools did feel that their teacher makes them feel welcome, compared to 97% in comparison schools.

Female role models drive girls' attainment and successful post-school transitions

PEAS schools with high calibre female leaders and teachers deliver better for girls. PEAS has developed the role of the Senior Women Teacher (SWT) with good results. PEAS' SWT in each school act as the child protection focal point, the coordinator of girl focused activities and the lead pastoral support for girls. They receive ongoing training to boost skills and knowledge. The [endline](#) report highlights that engaging with SWTs increased girls' odds of developing reading and writing skills by 264%. Teachers also noted that when girls have female role models to look up to, they are motivated to enrol and stay in school. However, PEAS has learned that specific topics around girls' SRHR are regarded as taboo in the school environment and that these issues may be complex for SWTs to address. We have learned that enlisting medical clinics to address these issues with girls may be more culturally acceptable.

“Before I joined PEAS, I thought that caning was the only way of disciplining a child. Even when I joined PEAS, my first year was challenging... but then we had a specific training where we were taught not to give the students corporal punishment since it does not change the behaviour, but instead it increases the poor behaviour. So, I have learned that you can talk to a child and they know whether what they did was good or bad and it has worked for me.”

Teacher

Special educational needs (SEN) data supports delivering benefits and lasting change for marginalised girls

PEAS has gained an increased understanding of the extent to which PEAS students have special educational needs. PEAS has learned how to measure this using the Washington Group (WG) questions effectively. PEAS has incorporated the WG questions into the enrolment form for new students enrolling at the start of each academic year.

As part of the [midline](#) evaluation, the WG questions were used to survey students. Results showed 0.3% of the sample to have moderate to severe disability. This is higher than the national proportion of students graduating primary school with special educational needs. An increased focus on understanding the needs of individual students has meant that teachers are better equipped to support students, reducing potential dropout of students with SEN and encouraging participation. At the end of the project, it was impossible to determine the current proportion of students with special educational needs, but as part of the [endline](#) evaluation, qualitative data was collected by interviewing two visually impaired students. It is encouraging to note that the students reported their teachers taking specific actions to support their additional needs and successfully participated in girls' clubs.

Engaging boys is crucial in reducing the gender barrier gap

It is essential to consider how to increase the involvement of boys and the wider community to tackle embedded social norms and attitudes that may be detrimental to girls' learning.

As recognised in the [endline](#) report, barriers to girls' education in the project locations continue to exist. The findings show that 99% of caregivers think girls' education is equally as important as boys. Nonetheless, some gender inequitable attitudes at the community level remain a challenge. There is, for example, a clear cultural expectation that girls will get married and have children at the end of lower secondary, and this appears a deterrent for parents to invest in their

further education. PEAS has also found that community attitudes are the critical enabler or barrier to implementing the PEAS' re-entry policy for young mothers.

Learning from the GEARR project points to an increased need to develop more activities to the gender barrier gap. As a result, PEAS have developed the following activities:

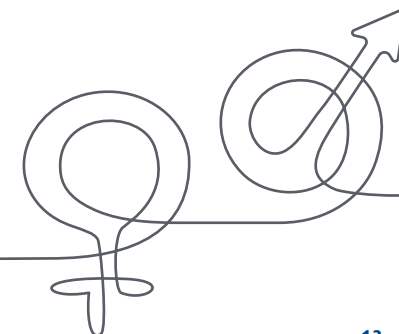
- Conducting a school-level governance review adds a gender lens to all Board of Governor and PTA activity and enlist their support in engaging the community in equitable gender attitudes.
- Developing a radio communications strategy to shift perceptions about girls and cement PEAS' reputation as a centre of excellence for future women leaders. This could involve broadcasting debates or talk shows – involving boys and girls – on issues of gender equality and overcoming challenges and inviting caregivers/members of the community to participate.

Driving operational excellence within the sector

PEAS is committed to helping the wider education system deliver inclusive, high-quality secondary education. As part of this mission PEAS is working with the Uganda Ministry of Education and Sports and other partners to ensure lessons learned through the GEC are shared and acted on, aiding the transformation of secondary education. PEAS is combining first-hand experience of running secondary schools with a systems mindset. In the [midline](#) report, all 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. Findings from the evaluations will be used to inform, not only PEAS programming, but other schools and governments.

“[Before I joined PEAS school] I did not know how to deal with both genders. They taught me gender pedagogy, how to mix students, making them comfortable, how to deal with low achievers by talking to them privately, encouraging them while marking them, giving them extra work. In general, how to use different approaches to teaching.”

Teacher



Girls'
Education
Challenge



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Find out more: www.peas.org.uk | www.girlseducationchallenge.org

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