



Empowering Schools for Adolescent Girls

Our Approach to Girls' Inclusion

Table of Contents

1. Introducing our approach to girls' inclusion	1
2. Who we are and what we do	2
3. Why we focus on girls (whilst also supporting boys)	3
4. How we support girls in PEAS schools	4
5. What the evidence says about our approach	16
6. How we're taking our approach to scale	18
7. Theory of Change for girls' inclusion	21

Vision: *A world where all children enjoy an education that unlocks their full potential*

Mission: *To expand access to sustainably delivered, quality secondary education across Africa*



BOYS & GIRLS HAVE EQUAL
OPPORTUNITIES FOR STUDIES

1. Introducing our approach to girls' inclusion

"At PEAS, we believe that secondary schools across sub-Saharan Africa can play a transformational role in empowering girls as they grow into young women. Providing a safe, high quality secondary education is our single best chance to give an adolescent girl the skills she needs to thrive and feel confident about her next steps - whether that's entering the labour market, pursuing further studies, or starting a family.

For over 15 years, PEAS' schools in Uganda and Zambia have helped adolescent girls overcome the additional gendered barriers they face. External evaluations shows that girls in PEAS Schools feel safer and learn faster than their peers in other schools. Although girls attending PEAS Schools come from poorer families and start secondary school further behind, they still outperform girls in comparison schools in Maths and English by 23 and 22 percentage points (and compete on a par with boys nationally). Evaluation data shows that they are also more confident and make more successful transitions once they leave school than their peers in comparison schools.

We believe that all girls deserve a quality secondary education - not just girls in PEAS schools. At the request of government, we are now bringing what we have learned through running PEAS Schools and collaboratively adapting our approach to supporting adolescent girls at scale. Today, we are working in close partnership with Ministries of Education in government secondary schools in Uganda, Zambia, and Ghana. And we are growing fast.

By documenting and sharing our approach to girls' inclusion, we hope to build new partnerships to help ensure more girls have access to a quality secondary education."



Aissatou Bah
Board Member



Beatrice Likando
Zambia Country Director



Laura Brown
Chief Executive Officer

2. Who we are and what we do

Promoting Equality in African Schools (PEAS) is a not-for-profit organisation whose mission is to expand access to sustainably delivered, quality secondary education across sub-Saharan Africa.

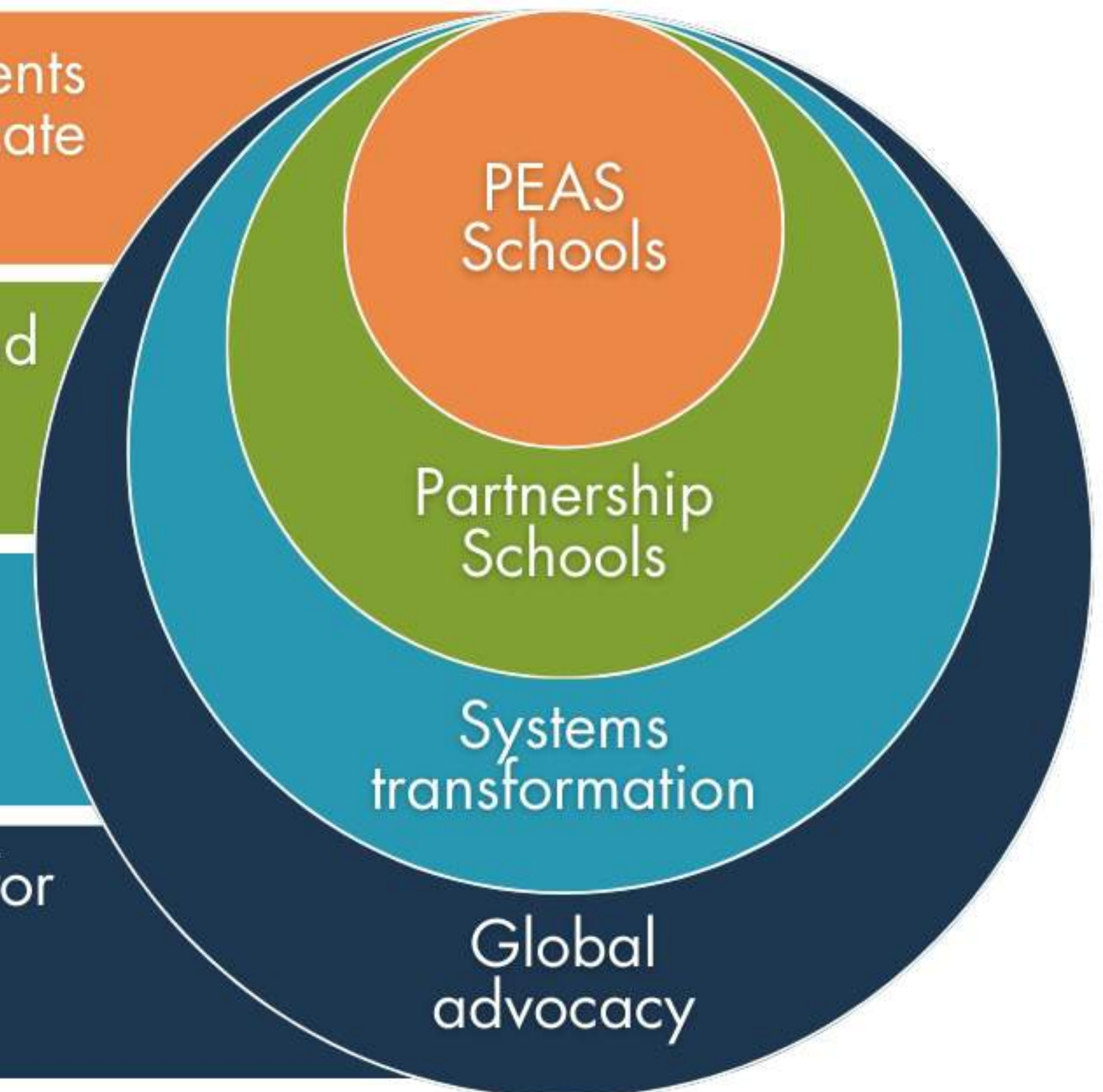
We do this in four ways:

We operate 36 secondary schools delivering education to marginalised students in Uganda and Zambia, where there is limited access to education. We educate 19,000+ students every year (50%+ of which are girls).

We scale our tested approaches in over 299 schools in Uganda, Zambia, and Ghana to provide proof of concept in the government system. These schools educate over 160,000 students every year (c.50% of which are girls).

We work closely with governments to share evidence from our network and partnership schools and advise on implementation to support systems transformation. We aim to reach all government secondary schools this way.

We advocate globally for expanding access to quality secondary education for all children, including girls and marginalised groups. Through our advocacy work, we aim to influence the wider international education ecosystem.





3. Why we focus on girls (whilst also supporting boys)

“An adolescent girl stands at the doorway of adulthood. At that moment, much is decided. If she stays in school, remains healthy, and gains real skills, she will marry later, have fewer children, and earn an income that she’ll invest back into her family.

But if she follows the path laid down by poverty, she’ll leave school and enter marriage. As a girl mother, an unskilled worker, and an uneducated citizen, she’ll miss out on the opportunity to reach her full human potential.

And each individual tragedy, multiplied by millions of girls, will contribute to a much larger downward spiral for her nation.

If you want to change the world, invest in an adolescent girl” [1].

We focus on adolescent girls’ access to quality secondary education because evidence suggests that it’s the world’s best investment, with the widest ranging returns [2]. We know that girls face additional barriers to accessing school, staying in school, and completing school.

However, the danger of *only* focusing on girls gives the impression that:

1. the crisis in education is just a girls’ issue (**which it isn’t**);
2. the most effective interventions that drive improvements in school safety and student-centred learning and make the biggest difference to girls’ outcomes don’t also work for boys (**which they do**); and
3. boys, male family and community members, and male teachers are not important allies in ensuring equitable, quality secondary education for *all* (**which they are**).

PEAS’ focuses on providing quality, inclusive co-educational provision for all students, whilst simultaneously addressing and reducing the specific barriers faced by girls, ensuring that *all* our students feel safe and supported to learn and thrive, both in school and in life.

[1] Lloyd, C. (2009) *New Lessons: The Power of Educating Adolescent Girls*. A Girls Count Report on Adolescent Girls. Population Council.

[2] Sperling, G. & Winthrop, R (2016) *What Works in Girls Education: Evidence for the World’s Best Investment*. Washington DC, USA. The Brookings Institution. p.4



4. How we support girls in PEAS schools

PEAS has developed a range of best-practice interventions to strengthen the quality of secondary education for all students, whilst reducing the specific barriers faced by girls. Some areas are essential to our model, such as strong Safeguarding and Gender-Responsive Teaching, which we are working to ensure are consistently, effectively delivered in all schools. Beyond these "non-negotiables", PEAS supports our school leaders to choose and deliver the right interventions for their school context.

We are focussed on delivering great outcomes for boys and girls across our network, while protecting the autonomy and diversity of our schools. We've seen good results and are now targeting consistent implementation across our 36 schools. Our holistic approach to girls' inclusion in PEAS Schools is summarised below.

1. ACCESS TO SCHOOL



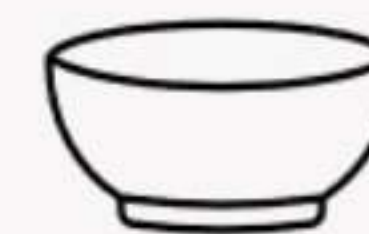
Inclusive admissions policy



Low-cost school fees[†] and bursaries for at-risk students

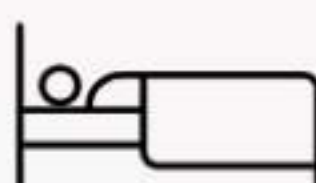


Strengthening community engagement



School feeding programmes

2. STAYING SAFE IN SCHOOL



Safe school infrastructure and boarding facilities



Strong safeguarding and child protection awareness and response



Senior Women Teachers/ Guidance and Counselling Teachers



Comprehensive guidance and counselling programmes

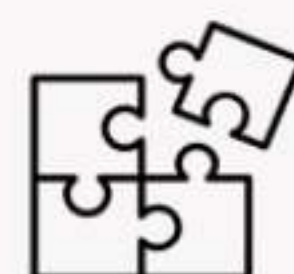
3. LEARNING IN SCHOOL



Gender responsive school leadership



Gender responsive teaching and pedagogy



Gender responsive life skill training



Gender responsive school inspections and improvement plans

4. BUILDING CONFIDENCE IN SCHOOL



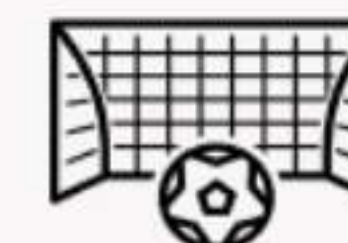
Support to pregnant students and re-entry for young mothers



'Girls Clubs' and 'Boys for Change' Clubs



Leadership positions for female students



Girls' sports clubs and competitions

5. THRIVING BEYOND SCHOOL



Entrepreneurial skills development



Bursaries for continued education[‡]



Gender responsive career guidance



Engaging girls beyond school

Figure 1: PEAS Approach to supporting adolescent girls in school.

[†] In Zambia, PEAS offer low-cost boarding fees as fee-free education for day students is government policy.

[‡] Bursaries for continued education are currently only offered to students in PEAS Uganda Schools

1. ACCESS TO SCHOOL

a) Inclusive admissions policy

Our schools are inclusive and non-selective for all students, prioritise boarding spaces for girls, and aim to ensure gender parity in enrolment. Our school leaders are trained to deliver community engagement activities to increase girls' enrolment, and we enrol girls who do not reach the academic cut-off point to enrol in other secondary schools. We prioritise boarding spaces for girls who wish to board, as girls are often prevented from continuing their education due to distance from school. To better understand how we are expanding access to marginalised students, we collect intersectional data on indicators of disadvantage through an annual demographic survey^[3] administered during school enrolment. We use this data to determine which students are likely to be living below the poverty line, and which students experience difficulties or limitations (for example, visual or hearing impairments). This data is shared with school leaders so they can identify and support students effectively.

b) Low-cost school fees and bursaries for at-risk students

We reduce cost barriers to accessing secondary school for students who may otherwise not have access to school. In Zambia, we've been working with the government to deliver fee-free secondary education for day students since 2018, which became national policy in 2022. In Zambia, our schools have bursaries built into their budgets for boarding students at risk of dropping out. These bursaries are provided to at-risk students regardless of their academic performance to ensure they stay in school. In Zambia, we have also built strong partnerships with other local organisations (such as CAMFED, Keeping Girls in School, and Bakashana Basambilile) to provide scholarships to girls from poorer backgrounds. In Uganda, we use data from the annual demographic survey as part of regular school fee reviews to ensure that costs are kept as low as possible. The sustainability of our low-cost model is critical to delivering lasting impact, with evidence showing that PEAS Schools cost caregivers less than comparison schools.



^[3] The demographic survey uses context-specific questions drawn from the Poverty Probability Index (PPI) tool to determine which students are likely to be living below the poverty line, and questions from the Washington Group on Disability Statistics to determine which students experience difficulties or limitations in six universal basic functions (seeing, hearing, walking, self-care, cognition, and communication).

1. ACCESS TO SCHOOL



c) School feeding programmes

We provide a free school lunch to all PEAS students to encourage enrolment, attendance, and engagement in learning. Global evidence shows that school feeding programmes contribute to increased enrolment and reduced absenteeism (including drop-out), improved student nutrition and health, and better learning outcomes[4]. These effects are found to be greater for girls than boys[5]. The school feeding programmes allow our day students to remain in school to take part in study time, and other activities (like remedial and catch-up classes) to prevent them falling behind. Our internal evidence shows that our school feeding programmes are highly valued by our school communities, with parents of students in Zambia highlighting it as an important way that PEAS helps to reduce the barriers to education and creates conducive learning environments for all students.

d) Strengthening community engagement

We ensure strong community engagement to support girls to enrol and stay in school, including pregnant students and young mothers. We run multimedia campaigns to increase awareness about the challenges girls face and the importance of sending them to school. PEAS teachers regularly engage with the local community through open-days, Parent-Teacher Associations (PTA) and Boards of Governors (BoG). Our PTAs and BoGs are gender balanced and undertake training to understand their responsibility in supporting girls' enrolment, retention, and completion. PEAS teachers work closely with primary feeder schools to encourage girls' transition to secondary school. In instances where female students are found to be pregnant, the school leader and female pastoral support teacher work closely with the family and the local community to encourage her to return to school after the birth of her child. When this happens, the school leader increases engagement with the local community through PTAs and BoGs to mitigate the risk of additional female students dropping out.

[4] The World Food Programme (2019) [The impact of school feeding programmes. Evidence Summary.](#)

[5] The World Bank (Re-imagining school feeding: a high-return investment in human capital and local economies. Washington DC, USA.

2. STAYING SAFE IN SCHOOL

a) Safe school infrastructure and boarding facilities

We design and build our schools to be gender inclusive, ensuring appropriate facilities for girls. All our schools have perimeter fences, safe and clean water sources with adequate handwashing facilities, girls' toilets with appropriate sanitary facilities, well-lit boarding accommodation, and a sick bay. These facilities meet government approved standards and enable our schools to maintain appropriate hygiene standards and provide girls with an environment that allows good health, safety, privacy, and dignity. Access to adequate water sources is critical for girls' menstrual management, which is not only good for their health but has been found to increase school attendance[6]. We appoint a Matron to oversee girl's boarding accommodation to ensure girls are safe away from home. The Matron acts as the first point of contact for any concerns and oversees the welfare needs of boarding girls. To ensure the safety of all boarding students, askaris (guards) are present during the night-time. Periodic security risk assessments are conducted by school officials and appropriate actions are taken to ensure the safety of the students. The Matrons and askaris ensure strict enforcement of separation rules to ensure that no student or adult of the opposite sex is permitted to enter the boarding accommodation. In Zambia, we are piloting a bicycle programme to increase girls' safety on the way to school, where bicycles have been provided to female day students living more than 3km from their school.



b) Strong safeguarding and child protection awareness and response

We invest in robust safeguarding systems to keep our students and staff safe from harm. We know that girls are less likely to miss class or drop out when they feel safe, and that feeling safe in school improves girls' learning outcomes. Accredited by 'Keeping Children Safe', our global safeguarding standards, child protection policy, and implementation guidelines clearly outline what is expected from staff, students, and school visitors. Our school leaders and teachers receive regular training on safeguarding and child protection, to ensure that all students feel safe and can concentrate on their learning. Student Councils are also supported to receive and appropriately escalate any safeguarding concerns brought to their attention. We have designated and trained child protection focal points at school, regional, country, and global levels and employ a zero-tolerance policy towards corporal punishment and sexual harassment, which is strictly enforced by immediate measures being taken against anyone found in violation. In Zambia, we've involved the local community in the establishment of child protection committees which work closely with the school to address any safeguarding concerns in the school and within the community. Our schools also have service referral maps, which facilitate linkages and/or referrals to the appropriate social services in the community. In all our schools, we collaborate with local government, community development officers and the police to implement this approach.

[6] Agol, D. & Harvey, P. (2018) Gender differences related to WASH in schools and educational efficiency. *Water Alternatives* 11(2): 284-296

2. STAYING SAFE IN SCHOOL



c) Senior Women Teachers / Guidance and Counselling Teachers

We acknowledge the important role female teachers play in school and provide additional training so they can ensure our female students feel safe and learn. Evidence shows that girls are more likely to stay in school and learn better with female leaders and role models that they can look up to and seek support from. We endeavour to provide a working environment that is attractive and supportive for the needs of female teachers. For example, PEAS schools provide teacher housing, which is particularly crucial given the rural nature of our schools and for female teaching staff with families. This has the added benefit of providing our female students with around-the-clock support. Our Senior Women Teachers (in Uganda) and Guidance and Counselling Teachers (in Zambia) receive additional training to oversee the physical and emotional welfare of our female students and coordinate our girl-focused activities. PEAS also provides training in safeguarding, child protection, and counselling on gender-specific issues, equipping them to provide these services where needed. Senior Women Teachers and Guidance and Counselling Teachers support our girls to build their agency, self-awareness, and confidence through regular guidance and counselling lessons, life skills training, Girls Clubs, and career guidance outside the classroom.

d) Comprehensive guidance and counselling programmes

We ensure that our teachers are equipped to deliver quality guidance and counselling to students. This is delivered by trained teachers through twice monthly psychosocial lessons and the life skills curriculum. The psychosocial lessons cover a wide range of topics outlined in a scheme of work that focuses on teachers supporting students with their academic and psychosocial needs. In Uganda, our schools work closely with an organisation called Strong Minds, who are experts in facilitating peer-to-peer talk therapy to increase wellbeing through strengthened social and emotional support. Strong Minds trains our teachers to deliver talk therapy sessions in schools and refer any students who are experiencing mental health challenges and need further guidance or support outside of school to Strong Minds for additional support.

3. LEARNING IN SCHOOL

a) Gender responsive school leadership

We equip our school leadership teams to drive positive change for all students through gender responsive training and tools. Our school leadership development programme provides a bespoke package of training to equip our school leaders with the tools they need to drive continuous school improvement. We support our school leaders to make data-driven decisions, using intersectional data on indicators of disadvantage (for example using data disaggregated by gender, socio-economic status of the students' household and disability status) to ensure our policies and school improvement plans develop in accordance with the specific needs of disadvantaged students. This data is used by school leaders to identify and provide targeted support to students. Annual performance reviews evaluate school leaders' progress towards the targets outlined in the School Improvement Plans, which include gender-disaggregated targets for learning improvement for girls and boys.

b) Gender responsive teaching and pedagogy

We ensure our schools and classrooms are gender responsive so girls feel safe and confident. Through in-service training and mentoring, we support our teachers with the skills and pedagogies they need to create gender responsive classrooms, where stereotypes are challenged, and all students are encouraged to participate. We ensure all our materials and learning resources do not promote a prejudicial view of girls, women, and their roles in society. Girls are encouraged to study Science, Technology, Engineering and Maths (STEM) subjects and their progress in these subjects is positively supported. Girls' attainment is regularly measured and compared to boys, and where it lags – the school takes specific measures to address this. PEAS lesson observations focus on how teachers are creating inclusive classroom spaces where all young people are valued and respected, regardless of gender.



3. LEARNING IN SCHOOL



c) Gender responsive life skills training

We provide life skills training, equipping students with the skills needed to thrive after they leave school. At PEAS, 'life skills' refers to a set of skills, knowledge, and attitudes that PEAS believes are essential to help students make responsible choices about their health, lives, and futures. Our life skills training supports students to understand societal attitudes and influences, communicate their values, aspirations, and emotions, increase their knowledge about sexual health and relationships, and engage in lifelong learning. The life skills curriculum has been designed to acknowledge gender inequality, challenge gender stereotypes and gender roles, explore gendered power dynamics, and identify female role models and changemakers in Africa. The sexual health and relationships module explores gendered differences in puberty, including menstrual health, the challenges of early pregnancy and marriage (and the benefits of delaying them), mental health and wellbeing, and gender-based violence. The lifelong learning module supports students to discover their strengths, articulate their aspirations, set their own life goals, and build confidence in their ability to navigate life after school in a way that challenges gender stereotypes, and encourages girls' aspirations. At PEAS, we integrate life skills development in all aspects of school life, and not just through the life skills curriculum – to ensure that our students are well equipped for life after they leave their PEAS School.

d) Gender inclusive school inspections and improvement plans

We undertake school inspections and support the implementation of school improvement plans. Our school inspections are two-day visits by a team of expert inspectors to observe and collect information on key aspects of education delivery and school management. Our school inspections highlight areas for development in individual schools and across the network, allowing us to provide support where it's needed most. Our inspections play a key role in empowering school leaders to drive up learning outcomes for both girls and boys by setting gender-disaggregated targets for learning improvement. Importantly, school inspection visits form part of a broader cycle of continuous improvement, using the inspection recommendations to develop and implement annual School Improvement Plans (SIPs).

4. BUILDING CONFIDENCE IN SCHOOL

a) Support for pregnant students and re-entry for young mothers

We encourage pregnant students to stay in school and return as young mothers to continue their education. When a female student is found to be pregnant, she is supported by a female pastoral support teacher to continue her education until she is in a late term of pregnancy. The school keeps in touch with her family throughout the pregnancy to encourage her return to school after the birth of her child. In Zambia and Uganda, the government have re-entry policies for pregnant girls. PEAS supports government to implement this policy by raising awareness in our schools and communities to ensure that pregnant students return to school to finish their education. PEAS does not believe that encouraging pregnant girls or young mothers to return to school will set a bad example for other students, and instead believe that effective life skills training can alert students to the risks and realities of early pregnancy and parenthood. Our policies support re-integration by providing dedicated staff support for young mothers returning to school, meeting regularly with the student to discuss any issues she might be facing. We maintain zero tolerance towards bullying or name-calling and ensure all our teachers are trained to deal with the special needs of students who continue their studies as young mothers.



b) 'Girls Clubs' and 'Boys for Change Clubs'

We facilitate student clubs that provide safe spaces for girls and boys to discuss sensitive gender-specific themes. In Uganda, our 'Girls Clubs' or 'Gender Empowerment Clubs' provide a forum for girls to discover their strengths through planned activities and discussions, articulate their aspirations, discuss their life goals with their peers, and plan for their lives after school. Girls Clubs provide structured opportunities for girls to discuss issues including menstrual health, early pregnancy, gendered roles in the family and healthy relationships with their peers and female pastoral support teachers. Through Girls Clubs, Senior Women Teachers and Guidance and Counselling Teachers support our girls to build their agency, self-awareness, and confidence. Where possible, PEAS partner with local organisations to strengthen curriculum and implementation, designing manuals to support high-quality, contextualised implementation. In Zambia, 'Boys for Change Clubs' provide a safe space to discuss issues including puberty, gender equality, and gender-based violence against girls and women. The clubs help boys to question and reject harmful norms of masculinity and challenge harmful gender stereotypes.

4. BUILDING CONFIDENCE IN SCHOOL

c) Leadership positions for female students

We encourage female students to take up leadership positions both in and outside of school. In PEAS Schools, we try to ensure a 50:50 ratio of female and male students in leadership positions, and we encourage our female students to put themselves forward in student councils and as prefects. We make every effort to ensure that the student councils are places where all students feel safe and comfortable to speak up, take initiative, and raise issues concerning them. Our Head Girls are encouraged and supported to take a leadership role in running Girls' Clubs in school.



d) Girls' sports clubs and competitions

We provide opportunities for girls to play sports to develop their confidence, leadership, and communication skills. In Uganda, an internal study found that students involved in sports reported improvements in their concentration, confidence, and academic achievement. Sports at PEAS schools are an important way to engage with the local community, with schools inviting community members and students from nearby schools to sporting events. Sports clubs at PEAS Schools are part of a wider programme of co-curricular clubs, such as Junior Engineers, Technicians and Scientists (JETS), journalism, and computer clubs, which are run by students with support and guidance from their teachers.



5. THRIVING BEYOND SCHOOL

a) Entrepreneurial skills development

We run entrepreneurship clubs to equip students with the skills they need to run a business once they leave school. In these clubs, students work together to design, launch, and run a school business with guidance from teachers, providing them practical experience that they can draw from once they leave school. Female students are actively encouraged to participate, and clubs are encouraged to ensure student groups are gender balanced and businesses challenge gender stereotypes. In Uganda, entrepreneurship is integrated into the secondary school curriculum, which teachers deliver in the classroom. In Zambia, PEAS has adapted the livelihoods programme developed in Uganda and is aiming to roll this out in 2024.



b) Bursaries for continued education

We proactively support our most disadvantaged students to continue their education beyond secondary school. In Uganda, we have partnered with a UK-based Trust Fund since 2009 to provide bursaries to our most disadvantaged students to complete their A-levels and go to university. The A-level bursaries support PEAS' bright and able students who otherwise could not afford to pursue their A-levels. The University bursaries cover tuition fees and a living allowance to cover the cost of books, modest accommodation, and meals for the most able and disadvantaged students with a university place.



c) Gender-inclusive career guidance

We provide gender inclusive career guidance and advice. The designated teacher responsible for careers guidance provides tailored guidance on subject choices for further study options. Careers guidance and advice is provided in a gender sensitive manner, ensuring that girls are positively encouraged to pursue any career of their choice and are not guided towards traditionally female-dominated roles or sectors. Girls are encouraged to study Science, Technology, Engineering and Mathematics (STEM) subjects. Some PEAS schools also invite external speakers from the community to speak to students and hold leadership camps or leadership training where students can learn about their next steps.

5. THRIVING BEYOND SCHOOL

d) Engaging girls beyond school

We engage our female alumni through regular alumni surveys and encourage them to return to their school and give talks to students. We collect basic data about what our female students do once they leave PEAS schools through alumni tracking and perception surveys to understand how former students feel their school supported them to take their next steps. PEAS Schools regularly host 'Old Girls' who come back to give talks to students. Some PEAS schools have 'Old Girls' clubs run by school alumni through social media channels and WhatsApp groups to stay connected to their school.



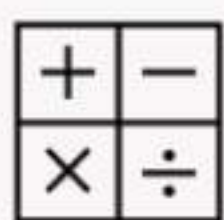
5. What the evidence says about our approach to supporting girls

Over the last 15 years, PEAS has undergone 5 external evaluations: 4 in Uganda and 1 in Zambia. In Uganda, PEAS participated in two consecutive rounds of the UK's Foreign, Commonwealth and Development Office's (FCDO) Girls' Education Challenge (GEC) – from 2013 to 2016, and 2017 to 2021 - both of which were externally evaluated. The Ugandan Economic Policy Research Centre (EPRC) conducted an evaluation of the PEAS network between 2015 and 2017, and the UK's National Foundation for Educational Research (NFER) conducted an evaluation of PEAS' Inspect and Improve (I&I) programme between 2019 and 2021. Most recently, Brasys undertook an evaluation of PEAS schools in Zambia in 2021. Our evidence shows:

ACCESS



PEAS schools serve more poor students than any comparison school, with almost two thirds of students in Uganda coming from the poorest 40% of the population, and 36% of girls at PEAS schools in Zambia coming from households living under \$1.90 a day (EPRC 2018).



PEAS schools admit more poor performing students than comparison schools, meaning PEAS students are likely to be furthest behind, already at risk of dropping out and need more support to catch up (EPRC 2018).



PEAS enrol more girls than comparison schools and offer non-merit-based scholarships for girls, meaning girls at PEAS schools feel safer, learn faster, develop more relevant skills, and make more successful transitions than their peers at other schools (GEC 2017).



PEAS schools are more cost-effective than comparison schools - even when considering the costs of high-quality training and support – reaching more disadvantaged students than any other school type (EPRC 2018).

SAFETY & CHILD PROTECTION



Improved school infrastructure^[7] increased students reporting feeling safe at school, showing PEAS' schools to be actively investing in girls, resulting in faster learning than their peers in comparison schools (EPRC 2018, GEC 2017).



PEAS schools have stronger child protection policies, training, and implementation than comparison schools fostering a student body that feels more confident and secure at school and establishing a self-reinforcing cycle of strong safeguarding (GEC 2021).



Pregnant girls are supported to stay in school while those who have given birth are re-enrolled to continue with their education, contributing to high girl enrolment (GEC, 2017).

[7] Such as installation of separate toilet and washing facilities, school fences, and lighting in girls' dormitories



PEAS schools are substantially better managed than comparison schools, with school leaders and teachers receiving high-quality training and support from the PEAS in-country offices, including school inspections and support with school improvement plans (EPRC 2018).



PEAS teachers receive better in-service training, support and management and feel better prepared to teach the curriculum than in comparison schools, correlating with higher student learning outcomes, particularly for prior poor performers (EPRC 2018).



Strong school leadership leads to better learning outcomes in PEAS Schools, with strong leadership and management associated with an increase in student test scores of up to 10 percentage points (EPRC 2018).



PEAS schools accelerate learning outcomes for the children furthest behind quicker than in comparison schools, when comparing the performance of children from similar backgrounds meaning PEAS schools perform better than government or private schools (EPRC 2018).



Greater improvements in learning are recorded for girls in PEAS schools than comparison schools, with girls' pass rates in national exams higher than the national average, despite being lower than national average when they're admitted to PEAS schools (GEC 2017).



The presence and support of Senior Women Teachers drives girls' attainment by increasing girls' odds of developing reading and writing skills by 264% and play an important role in increasing girls' aspirations and motivation to enrol in A-levels (GEC 2021).



PEAS schools develop a range of non-academic skills including lateral thinking, confidence, leadership, and problem-solving skills, with 92% of girls saying the skills help them stay safe and healthy and 91% saying they help with making decisions for their future (GEC 2021).



Girls' Clubs increase confidence and self-esteem amongst girls and positively influenced girls' beliefs on gender equality with 97.5% students saying they were confident in their ability to succeed at school (GEC 2021).



6. How we are taking our approach to scale

We believe that all girls deserve a quality secondary education, not just girls in PEAS schools. So, we work in partnership with government and non-state organisations to collaboratively adapt and implement the most impactful components of our girls' approach in our partnership schools.

In all our work with Ministries of Education in Uganda, Zambia, and Ghana, we prioritise 3 focus areas for scaling our girls' approach through government systems, as follows:

It starts with PEAS Schools. It ends with government adaption, at scale.

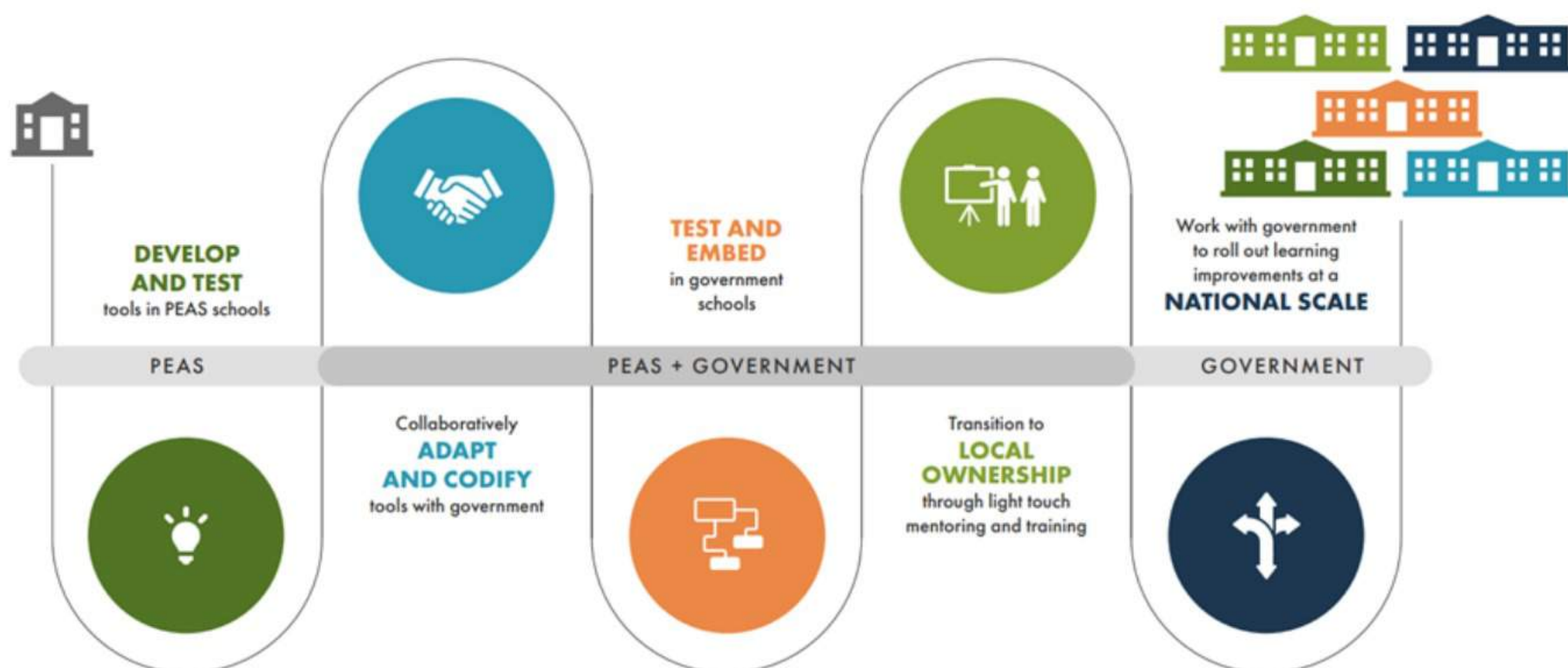


Figure 2: PEAS Approach to working at scale through government schools.



i) How we work in government systems in Uganda and Zambia



In Uganda, our flagship programme working with partnership schools is called **'Inspect and Improve' (I&I)**. I&I works with government inspectors to undertake gender responsive school inspections to identify strengths and areas for development in government secondary schools. The programme then supports school leaders to focus on the fundamentals of gender-responsive school improvement through the development and implementation of school improvement plans. School improvement plans focus on practical strategies to drive improvement for all students with a focus on ensuring gender parity in learning outcomes. We are working in partnership with the Ministry of Education and Sports to scale I&I across Uganda. In 2023 we worked with 200 government and 15 non-state secondary schools, reaching more than 125,000 students. Between 2024 and 2026 we expect to be working in partnership with about 300 government secondary schools.



In Zambia, our flagship programme working with partnership schools is called the **'Targeted Improvement for Equitable Education in Zambia' (TIEEZ) programme**. TIEEZ was adapted from I&I in Uganda and takes a similar approach to gender-responsive school improvement, with additional thematic annual 'deep dives'. The 2023 deep dive focused on strengthening gender-inclusive instructional leadership and teaching, and the 2024 deep dive will focus on further strengthening safeguarding and child protection. We are working in partnership with the Ministry of Education to pilot TIEEZ in 20 government primary schools and 50 government secondary schools, reaching more than 30,000 students. Between 2024 and 2026 we expect to be working in partnership with between 150 and 200 government secondary schools.

ii) Priority focus areas for scaling our girls approach

In our work with Ministries of Education in Uganda, Zambia, and Ghana, we prioritise the following key focus areas for scaling our girls' approach through government systems based on government priorities:

STAYING SAFE IN SCHOOL

Safeguarding and child protection awareness and response



We support government schools to strengthen safeguarding and child protection to keep all students and staff safe. In Uganda, we're working in partnership with the Ministry of Education and Sports to embed a stronger focus on safeguarding and child protection in the government's secondary school inspection tool and in newly developed School Improvement Planning tools. In Zambia, we have worked with the provincial government to design new school improvement planning tools that include a focus on safeguarding and child protection.

Senior Women Teachers / Guidance and Counselling Teachers



We support female pastoral support teachers in government schools to ensure female students feel safe and learn. In Uganda, we're working in partnership with the Ministry of Education and Sports' Gender Unit to strengthen the government roles of Senior Women and Men Teachers. By providing additional training, we ensure they feel equipped to provide effective pastoral support to ensure girls' learning, wellbeing, and safety in school. In Ghana, we are working with the Ghanaian Education Service to pilot and adapt our safeguarding and child protection approach, including establishing and building the capacity of female child protection focal points at school-level.

LEARNING IN SCHOOL

Gender-responsive school inspections and improvement plans



We support local government and school leaders to develop and use gender-responsive tools to identify schools' strengths and areas for improvement, and take action to improve. In Uganda and Zambia, we are working with Ministries of Education to implement inspection and school improvement tools that disaggregate by gender and assess how schools support both boys and girls. Our school improvement process ensures school leaders are making the right changes in their schools to better support girls and setting gender-disaggregated targets to progress towards gender parity.

Gender-responsive school leadership



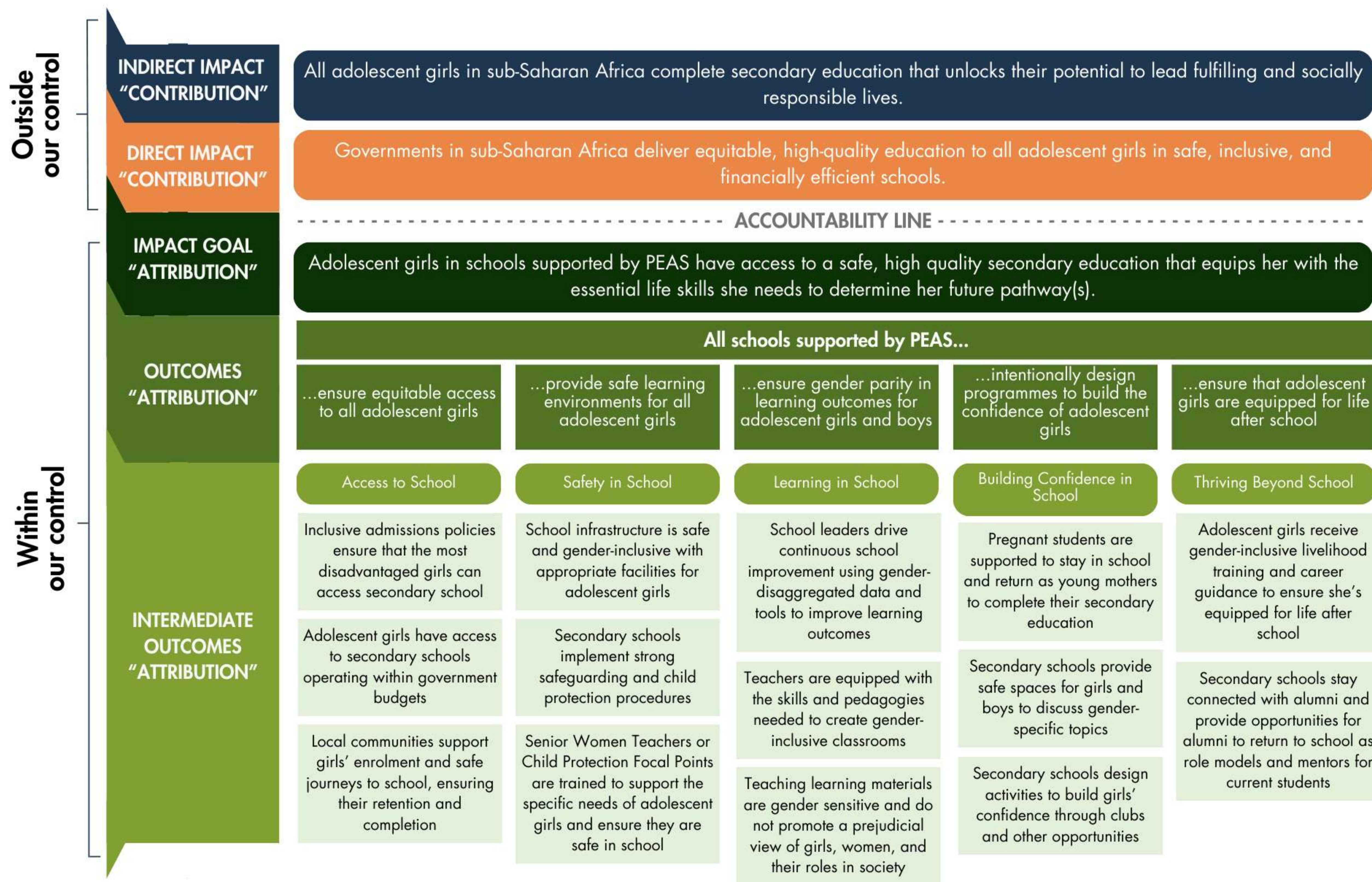
We support leaders in government and non-state schools to drive change for all students through coaching, gender-responsive training and tools. In Uganda and Zambia, we are supporting government and non-state school leaders to shift attitudes and develop key skills to drive positive change for all students. This includes how to use data to drive equitable improvements, how to monitor and improve teaching quality for all, and how to create school culture that prioritises all students' wellbeing and safety.

Gender-responsive teaching and pedagogy



We support teachers in the government system to deliver gender-responsive classroom practice that supports all students to fulfil their potential. In Zambia, our learner-centred and gender-responsive approach to teacher development (centred around PEAS' Top 10) has been accredited by the Teaching Council of Zambia. We are working with the Ministry of Education to launch that approach in 50 secondary schools through the TIEEZ programme, and also piloting our approach in pre-service teacher training colleges.

7. Our Theory of Change for girls' inclusion



PEAS Zambia

35 Sheila Dare,
PO Box 71192, Ndola

PEAS Uganda

Liliesleaf Chambers 1st & 2nd floor,
Plot 2B Kyambogo Drive,
Ministers' Village, Kampala

PEAS UK

C/O Canopi,
7-14 Great Dover Street,
London, SE1 4YR

Partner with us to help more young people in
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Contact partnerships@peas.org.uk

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