USAID/UGANDA PERFORMANCE AND IMPACT EVALUATION FOR LITERACY ACHIEVEMENT AND RETENTION ACTIVITY (LARA) BASELINE DATA REPORT

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UGANDA PERFORMANCE AND IMPACT EVALUATION FOR LITERACY ACHIEVEMENT AND RETENTION ACTIVITY (LARA)

BASELINE PERFORMANCE AND IMPACT EVALUATION DATA REPORT

(June 30, 2017)

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ACRONYMS

CAPI	Computer-Assisted Personal Interview
CCT	Coordinating Center Tutors
CDO	Community Development Officer
CSR	Centre for Social Research
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
FGD	Focus Group Discussion
GPE	Global Partnership for Education
IE	Impact Evaluation
IP	Implementing Partner
LARA	Literacy Achievement and Retention Activity
MDES	Minimum Detectable Effect Size
MoES	Ministry of Education and Sports
MoGLSD	Ministry of Gender, Labor, and Social Development
NORC	NORC at the University of Chicago
P1, P2, P4, P6	Primary 1, Primary 2, Primary 4, Primary 6
P&IE	Performance and Impact Evaluation
PE	Performance Evaluation
R1, R2	Result 1, Result 2
RCT	Randomized Controlled Trial
R&A	Retention and Attendance
RTI	Research Triangle Institute
RWI	Research World International
SBCC	Social Behavior Change Communication
SHRP	School Health and Reading Program
SRGBV	School-Related Gender-Based Violence
STS	School-to-School
T1, T2	Treatment 1, Treatment 2
TASO	The AIDS Support Organization
ToT	Training of Trainers
USAID	United State Agency for International Development

EXECUTIVE SUMMARY

Evaluation Purpose

The Literacy Achievement and Retention Activity (LARA) is a 5 year program (April 2015–April 2020) that aims to improve the reading skills of primary-grade learners in government schools, concentrating on two results: Result 1 (R1) improved capacity to deliver early grade reading in three local languages and English; and Result 2 (R2) improved retention in primary grades (P1–P4), through the reduction of school-related gender-based violence (SRGBV) resulting in safer school environments. Both of these results are intended to contribute to the overall objective to improve reading skills.

The Uganda LARA Performance and Impact Evaluation (P&IE) activity has two objectives: (1) to assess the impact of LARA on learners' literacy skills and retention rates; and (2) to assess the performance of LARA in terms of project management, learning, design, implementation, results, and sustainability. The evaluation will enable a better understanding of the causal mechanisms and impact of SRGBV, especially on learning outcomes.

The evaluation addresses the following questions:

1. What is the impact of R1 activities on reading performance and retention rates?

2. What is the additional impact of R2 activities on reading performance and what is the impact of R2 activities on SRGBV intermediate outcomes?

3. What is the total impact that R1 + R2 activities have on reading performance and retention rates?

LARA Background

LARA is a USAID-funded initiative to improve reading skills for 1.3 million learners in 28 districts throughout Uganda. The activity uses a phased approach and entered 13 districts during Year 1 (Cluster 1) and 15 districts in Year 2 (Cluster 2). LARA works through the Government of Uganda and in collaboration with other partners, and concentrates on two results:

R1: Increased capacity to deliver early grade reading. LARA is expanding the early grade reading (EGR) methodology that is currently being implemented by the USAID/Uganda School Health and Reading Program in 31 districts, to the 28 LARA districts. LARA's Result 1 programming focuses on improving EGR in three local languages and English. In support of this aim, the project is undertaking the following approaches:

- Supporting capacity enhancement of the broader education system ;
- Strengthening teachers' skills and effectiveness in reading instruction in the classroom;
- Encouraging greater and more effective involvement of children, parents, and communities in promoting literacy activities and attainment;
- Launching a literacy campaign, using a social and behavior change communications approach informed by research on different communication channels. The involvement of parents in their child's reading practice will reinforce two recent MoES initiatives related to engaging parents in their children's learning: "Drop Everything and Read" in partnership with Peace Corps Uganda and "Reading Corners"; and

R2. Improved retention in primary grades. Result 2 is aimed at improving children's retention and active participation in early primary grades by promoting the establishment of a positive and supportive school climate for learning in primary schools and by helping schools and communities to develop

and implement SRGBV reporting, response, and prevention initiatives. In support of this aim, the project is undertaking the following approaches:

- Training teachers, children, and School Management Committees on SRGBV recognition, prevention, and response.

- Providing grants to community-based organizations to support a shift in community attitudes and beliefs toward gender equality and balanced power relations and to support community driven initiatives for responding to and preventing SRGBV.;

- Enhancing Uganda's current systems for reporting, response, and survivor referral through development of a community-informed referral web, or network of service providers, to respond to SRGBV.

- Supporting a targeted social behavior change communications initiative that will strengthen the implementation of SRGBV related policies, build widespread awareness about the attitudes and gender power relations that serve to produce and maintain SRGBV and to directly shift these to more equitable gender relations in schools and equal education outcomes, and to promote actions that serve to prevent SRGBV.

Evaluation Design

The evaluation uses a mixed-methods approach combining a randomized controlled trial (RCT) design and qualitative methods. The LARA P&IE plan includes 3 data collection rounds -- baseline, midline and endline; conducted in February 2017, October 2019, and October 2020 respectively. There will be one performance evaluation (PE) conducted in April 2020 which will incorporate the results of the midline IE from October 2019.

The LARA P&IE focuses on schools that are in Cluster 2 and where the Luganda or Runyankore-Rukiga languages dominate. Randomization of treatment assignment was conducted at the coordinating center tutors (CCT) level, assigning the entire cluster of schools under a CCT to treatment T1 (receiving R1 EGR activities only), or to treatment T2 (receiving R1 EGR + R2 SRGBV activities), or to the control group (receiving no activities). The IE school sample was stratified by dominant language and treatment status, creating six arms. For EGR surveys, 44 schools were selected in each arm for a total of 264 schools. For the retention and attendance data collection, twelve schools were selected in each arm for a total of 72 schools. The sample for SRGBV data collection includes only schools in T1 or T2; control school arms are not included. Thus, the SRGBV sample consists of four arms including 20 schools—80 schools total. The following table displays the number of completes for each survey type plus the gender and local language distributions.

Survey	N	% female	% Luganda
EGR Surveys and Assessments			
P1 Learners			
Age <10	3,553	51%	50%
Age 10+	742	45%	41%
Overall	4,876	49%	48%
Schools surveyed	264	--	50%
Teacher	235	88%	51%
Head Teacher	255	25%	49%

Survey	N	% female	% Luganda
SRGBV Surveys			
P2, P4 and P6 Learners			
Age 6-10	1,562	56%	51%
Age 11+	2,284	50%	40%
Overall	3,846	53%	45%
Primary Caregiver	942	62%	49%
Teacher	225	48%	49%
Head Teacher	78	24%	50%
School Observations	73	--	51%

In addition to the surveys, qualitative data was obtained from focus group discussion (FDGs). There were 6 FGDs with parents regarding EGR, and 24 FGDs on SRGBV – 8 with learners, 8 with teachers and 8 with parents. All 30 planned focus groups discussions were completed. The learner and teacher FGDs were conducted separately by gender and half of FGDs were conducted with girl learners and women senior teachers.

Baseline Results

Early Grade Reading

- EGR assessments of P1 learners show low levels of competence in early literacy and reading skills. Although some P1 learners manage to identify some letter sounds and even read a few words, the vast majority tends to score zero or very low in most EGRA subtasks.
- In general, learners report practicing some reading at home (80-90%) and caregivers are aware of the importance of education and of reading as a fundamental building block.
- Learners are more likely to read with a sibling than with their parents, and are far more likely to report reading with a sister than a brother.
- There are language challenges for teachers and learners that are not fluent in the language of instruction used in the schools. Approximately half (76%) of students speak the language of instruction at home; in the Runyankore-Rukiga schools 15% of the teachers do not consider themselves fluent in the language; this proportion raises to 29% of the teachers in the Luganda schools.
- Generally, teachers thought highly of the LARA training, with almost every teacher saying that they learned new things (100%), found it useful (99%), and felt better qualified to teach EGR after the training (92%). The only negative feedback given was that the training was not long enough.
- Survey results show that student absenteeism is an important issue which gets reinforced by teacher's absenteeism. More than 40% of all students interviewed reported missing at least one day of school during the school prior week. Figures are slightly higher for girls than boys, in around 3 percentage points. Of those who reported missing school, students missed on average 2.2 days of school. Among Luganda students 43% reported their teacher missing school the prior week, and on average missing 1.8 days of school. Runyankore/Rukiga learners reported lower rates of teacher absence (about 35%), with teachers missing about 2 days of school on average. Teachers' self-reported attendance rates are higher than those reported by their learners, however; 28% of Luganda teachers, and 32% of Runyankore/Rukiga teachers reported missing a day of school the prior week.

School-Related Gender-Based Violence

- Overall the SRGBV data shows that strong gender inequitable attitudes prevail in school and the community. Learners held the strongest inequitable gender attitudes and teachers the least. For

both learners and caregivers, men and boys held stronger inequitable attitudes than their female counterparts.

- Boy and girl learners had similar levels of agreement (83% and 82%, respectively) regarding feeling safe at school. Caregivers showed more concern for their safety (66-67% agreement) while head teachers felt confident that learners felt safe (95-97% agreement). Boys and girls in both regions overwhelmingly reported that they did not feel safe at the latrines, with girls reporting additional concerns around sexual violence in latrines. Learners agreed generally that they felt safe walking to and from school, but girls expressed more concern than boys. For girls, the perceived risks associated with traveling to and from school centered on sexual violence.

- Even though teachers and caregivers have a low opinion of the overall effectiveness of corporal punishment as a disciplinary method, its use is widespread. Four out of five learners had been hit by a cane, stick, belt, or book in the last school year. Significantly higher percentages of older (86%) and younger (85%) learners in the Luganda region reported being hit, compared to those in Runyankore-Rukiga schools (74%, 78%). The perpetrators of corporal punishment were most often male teachers (74% of those reporting incident), female teachers (44%), and older boys (13%). In addition, learners are subjected to other physical violence in the form of doing chores and tasks for teachers.

- Learners disclosed the highest levels of physical violence in school, followed by emotional and then sexual violence. Across both regions, the survey results and focus group discussions revealed that incidences of sexual violence are primarily against girls, and perpetrated by men teachers and boy learners. Female learners are disproportionately targets of sexual violence.

- Finally, even though most learners surveyed (81%) know who to report to when they experience violence in schools, learners in focus group discussions did not express knowledge of child protection authorities outside of school. Learners are more comfortable reporting incidents of physical violence; sexual violence is reported to a lesser extent due to fear of retaliation. Teachers and caregivers in focus group discussions reported various challenges in assisting learners with reporting to protection authorities outside school. For caregivers, the most cited reason is social status. Many caregivers perceive that protection authorities will only assist those who have money.

Recommendations

- Increase efforts to raise awareness about the importance of attending school every day even in the early grades, starting on the first day and attending through the last day of each term, and giving non-monetary incentives to recognize learners and families that have started the year on time, or show high attendance.

- Previous research[1] has recommended considering non-monetary incentives for teachers to gain recognition and improve morale. This is important given that LARA activities heavily rely on teachers.

- Almost all teachers in LARA schools find that the training they received is very useful, although short, and report using the approach to teaching reading in their classes. They also qualify teachers' guides (if they have received them) as good or very good and report actively using them in their classes and class preparation. However, teachers have less enthusiasm about learners' primers, particularly in Luganda schools, and learners' books are not used daily. The

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[1] NORC, "USAID Uganda P&IE SHRP Result 1 Final Impact Evaluation" July 2017

textbooks should be revised as this issue has come up in the context of SHRP –a previous reading program that uses the same materials- as well.

- Since learners expressed concerns regarding safety on route to and back from school, both parents and teachers should emphasize walking in peer groups, which may need to be single sex where girls report harassment from boys. Teachers can also ensure that students are not held back in school after school hours for punishments or class work, rather address these issued during recess or the lunch break.

- Address concerns regarding sexual violence in and around the school latrines by making sure that all latrine doors can be soundly locked, that doors do not have gaps at the bottom or top, and perhaps appoint senior boy and girl learners as latrine monitors around the boys and girls latrines respectively. Further, girls' and boys' latrines should be positioned separately from each other and not combined with latrines used by adults. Latrines also should not require walking through bush or long distances away from the school in order to reduce risks of sexual violence.

- Since teachers hold the least inequitable gender attitudes, they can be a significant catalyst for change in the communities, and can engage caregivers in gender discussions since they are a major purveyors of inequitable attitudes.

- Train senior men and women teachers (who also serve as counselors in school) on the importance of observing confidentiality and not disclosing boys or girls names when they report bullying or sexual violence in school.

- Inform both caregivers and teachers that corporal punishment is a criminal offence in Uganda, (and will not be tolerated in schools), and train them on non-violent and positive alternative disciplinary methods. While both caregivers and teachers stated that corporal punishment is not an effective mechanism to discipline learners, the use of corporal punishment by caregivers and teachers was fairly widespread.

- Inform caregivers about existing child protection and referral resources in the community and how to access them. Also, work with the district and sub-county community development officers as well as District Probation and Social Welfare Officer, either directly or with another IP, to build their capacity to take action on child referral cases.

- Further train district and sub-county community development officers to maintain confidentiality of children who report violence and seek assistance, and minimize the number of times a child is required to tell their full story in order to help minimize risks of stigma and prevent emotional re-victimization.

- Ensure that district and sub-county community development officers are accountable to District Probation and Social Welfare Officers for following up on child protection reports, and that funding to enable active, timely responses to urgent, serious child protection reports is adequate such that protection authorities do not require funds from caregivers before responding to a child victim seeking assistance.

1 EVALUATION PURPOSE

1.1 EVALUATION PURPOSE

NORC at the University of Chicago (NORC), in partnership with subcontractor Panagora Group, serves as the independent evaluator for the Performance and Impact Evaluation (P&IE) of the Literacy Achievement and Retention Activity (LARA) in Uganda being implemented by RTI International.

LARA is a 5 year program (April 2015–April 2020) that aims to improve the reading skills of primary-grade learners in government schools, concentrating on two results: (R1) improved capacity to deliver early grade reading in three local languages and English and (R2) improved retention in primary grades (P1–P4), through the reduction of school-related gender-based violence (SRGBV) resulting in safer school environments. Both of these results are intended to contribute to the overall objective to improve reading skills.

The Uganda LARA P&IE activity has two objectives: (1) to assess the impact of LARA on learners' literacy skills and retention rates; and (2) to assess the performance of LARA in terms of project management, learning, design, implementation, results, and sustainability. The evaluation enables a better understanding of the causal mechanisms and impact of SRGBV, especially on learning outcomes. Expanding the evidence base regarding the link between SRGBV and learning is critical for future programming.

The purpose of the baseline report is to establish conditions in the program area prior to or at the start of program intervention (in Cluster 2 schools) and thus capture improvements when comparing the baseline to midline and endline performance.

The evaluation addresses the following questions:

1. What is the impact of Result 1 (R1) activities on reading performance and retention rates?

2. What is the additional impact of Result 2 (R2) activities on reading performance and what is the impact of R2 activities on SRGBV intermediate outcomes?

3. What is the total impact that R1 + R2 activities have on reading performance and retention rates?

In addition, the impact evaluation estimates the effect of the R1 and R2 activities on student attendance. Inconsistent attendance has a clear impact on learning. According to the evidence[2], a student's school attendance record is a major predictor of dropout and grade repetition.

The evaluation uses a mixed-methods approach combining a randomized controlled trial (RCT) design and qualitative methods. Qualitative data is meant to supplement and enrich quantitative analyses by addressing research questions not well suited to quantitative analysis. In particular, when evaluating the effect of SRGBV activities on retention, and different forms of violence prevalence, the evaluation explores possible causal pathways through which the intervention is operating, and how different contextual factors may affect outcomes. Since this is a baseline report, we only present the findings and conclusions, as it is too early to provide recommendations.

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[2] Romero, M. & Lee, Y. 2007. A National Portrait of Chronic Absenteeism in the Early Grades. New York, NY: National Center for Children in Poverty: The Mailman School of Public Health at Columbia.

Gottfried, M. 2014. Chronic Absenteeism and Its Effects on Students' Academic and Socioemotional Outcomes. Journal of Education for Students Placed at Risk (JESPAR), 19:2, 53-75.

Achola, P.P.W and Pillai, V.K., 2000, Challenges of Primary Education in Developing Countries: Insights from Kenya, Routledge.

1.2 EVALUATION BACKGROUND

Although Uganda ratified the Convention on the Elimination of All Forms of Discrimination against Women in 1985 and the Convention on the Rights of the Child in 1990, studies[3] suggest SRGBV in Uganda is highly prevalent. Furthermore, studies[4] widely show girls are disproportionately affected by all forms of SRGBV, including sexual exploitation for grades, school fees or food; some boys also experience gender-based abuses, such as more severe corporal punishment than girls. Widespread school safety issues and SRGBV have been linked to lower attendance and retention rates[5]. While there is some evidence suggesting SRGBV may affect learning outcomes[6], few scientific studies have explored that link in developing countries. One such study that has is the RCT of the Good Schools program in Uganda[7]. This study found the Good Schools toolkit[8] to be highly effective in reducing violence and increasing students' sense of safety in schools but that the intervention had no effect on educational outcomes. Therefore the impact evaluation of the LARA program is very timely; it is designed to build from existing evidence and expand the knowledge base with respect to the impact of SRGBV interventions not only on reducing SRGBV but also on other school-related indicators such as retention as well as on learning outcomes.

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[3] UNICEF. 2013. Assessing Child Protection, Safety, and Security Issues for Children in Ugandan Primary and Secondary Schools.
Devries K., J. C. Child, E. Allen, E. Walakira, J. Parkes, and D. Naker, 2014. School Violence, Mental Health, and Educational Performance in Uganda, PEDIATRICS Volume 133, Number 1.
Naker, D. (2005) 'Violence Against Children: The Voices of Ugandan Children and Adults'. Kampala: Save the Children Uganda and Raising Voices.
[4] Ibid.
UNESCO, 2015. School-related gender-based violence is preventing the achievement of quality education for all UNESCO Policy Paper 17, March 2015.
[5] UNESCO, 2015. School-related gender-based violence is preventing the achievement of quality education for all UNESCO Policy Paper 17, March 2015.
Pereznieto, P., A. Montes, S. Routier, and L. Langston, 2014. The Costs and economic impact of violence against children. ChildFound Alliance, ODI.
[6] RTI International. 2013. Literature Review on the Intersection of Safe Learning Environments and Educational Achievement. Washington, DC: U.S. Agency for International Development.
[7] Devries, K.M. et al (2015). The Good Schools Toolkit for reducing physical violence from school staff to primary school students: a cluster-randomised controlled trial in Uganda. The Lancet, 3(7), e378-e386.
http://www.thelancet.com/journals/langlo/article/PIIS2214-109X(15)00060-1/abstract
[8] The Good School Toolkit is a methodology created to help educators and students explore what makes a healthy, vibrant, and positive school and guide them through a process to create their vision. http://raisingvoices.org/good-school

2 LARA BACKGROUND

2.1 PROGRAM CONTEXT

Although Uganda has championed Universal Primary Education, indicators suggest the quality of education has not kept up with higher enrollment rates, and only half of primary school students who remain up to Grade 6 achieve Uganda's standards for literacy and numeracy[9,10].

2.2 PROGRAM OBJECTIVES

LARA is a USAID-funded initiative to improve reading skills for 1.3 million learners in 28 districts throughout Uganda. LARA works through the Government of Uganda and in collaboration with other partners, and concentrates on two results:

Result 1 (R1. Increase capacity to deliver early grade reading) focuses on strengthening the capacity of the Ministry of Education and Sports (MoES) and other educational stakeholders to deliver early grade reading in local languages with a transition to English in P4.

Result 2 (R2. Improve retention in primary grades) endeavors to further improve children's retention, participation, and perseverance in primary school in primary grades (P1–P4), through the reduction of school-related gender-based violence (SRGBV) and thus creating safer school environments.

All LARA activities are intended to work towards Result 1 and/or Result 2.

2.3 PROGRAM DESIGN AND MANAGEMENT

Result 1 (R1. Increased capacity to deliver early grade reading)

For Result 1, LARA is expanding the early grade reading (EGR) methodology that is currently being implemented by the USAID/Uganda School Health and Reading Program (SHRP)[11] in 31 districts, to an additional 28 districts. Both LARA Result 1 and Result 2 use a phased approach and enter 13 districts during Year 1 and 15 districts in Year 2. Similar to Uganda/LARA's expansion, Global Partnership for Education (GPE) expands EGR to an additional 27 districts. Thus, the Ministry of Education and Sports (MoES) works alongside LARA, GPE, and SHRP to bring the EGR methodology to a total of 86 out of the total 112 districts. LARA's Result 1 programming focuses on improving EGR in three local languages and English. In support of this aim, the project undertakes the following approaches:

- Support capacity enhancement of the broader education system including the MoES to sustain the rollout of the improved EGR model nationally and at the district level through training and technical supports;

- Strengthen teachers' skills and effectiveness in reading instruction in the classroom by providing in-service training, promoting local instructional support, increasing the availability and use of EGR teaching and learning materials (e.g., primers and teacher guides), and improving

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[9] The 2010 National Assessment of Progress in Education (NAPE) report indicates that less than 50% of P3 students in Uganda could read and comprehend a story but the Uganda EGRA study conducted by RTI in 2010 seem to suggest that literacy skills could be lower (although the study was not nationally representative), depending on the nature of literacy assessment tools and definition of literacy (e.g. benchmarks for fluency).

[10] UNICEF. 2013. Assessing Child Protection, Safety, and Security Issues for Children in Ugandan Primary and Secondary Schools.

[11] The School Health and Reading Program (SHRP) had sets of intervention: An Early Grade Reading intervention targeted at students Grades 1-3, and an HIV/AIDS intervention targeted at upper primary and secondary school students.

supervisory support and mentoring systems for primary teachers in the classroom and the use of information technologies;

- Encourage greater and more effective involvement of children, parents, and communities in promoting literacy activities and attainment through out-of-school reading clubs and literacy campaign materials;

- Launch a literacy campaign, using a SBCC (social and behavior change communications) approach informed by research on different communication channels. The involvement of parents in their child's reading practice via SBCC reinforces two recent MoES initiatives related to engaging parents in their children's learning: "Drop Everything and Read" in partnership with Peace Corps Uganda and "Reading Corners"; and

- The literacy campaign is complemented by producing and lending inexpensive story cards to children to take home.

The Result 1 intervention implements teacher trainings using the district education structure through Coordinating Center Tutors (CCTs) who are school support workers in charge of monitoring education quality. Each CCT is responsible for a certain number of schools within a district (one district typically has multiple CCTs). The CCTs selected for the intervention will receive training directly from the implementing partner (RTI) and in turn deliver teacher training and program support in their schools following a Training of Trainers (TOT) model. They work closely with LARA Field Assistants, who are former teachers and part of the LARA team and aim to better support teachers and also build the skills of CCTs in supportive supervision.

Result 2 (R2. Improved retention in primary grades)

Result 2 is implemented in close collaboration and partnership with the MoES and the Ministry of Gender, Labor, and Social Development (MoGLSD) and is aligned closely to the MoES 2015 National Strategy and Action Plan on Violence Against Children in Schools and the Teachers' Code of Conduct. In addition to the MoES and MoGLSD initiatives, the Uganda Police Force has established a Child and Family Protection Unit, as well as the Sexual Gender-Based Violence and Children Related Offences Department. These government efforts, combined with the programming efforts of bilateral, multilateral, foundational, nongovernmental, and community-based organizations, contributes collectively to the goal of reducing violence in schools, which in turn helps to increase student attendance and retention.

Result 2 is aimed at improving children's retention and active participation in early primary grades by promoting the establishment of a positive and supportive school climate for learning in primary schools and by helping schools and communities to develop and implement SRGBV reporting, response, and prevention initiatives. In support of this aim, the project undertakes the following approaches:

- Train teachers, children, and School Management Committees on SRGBV recognition, prevention, and response. Training for school personnel, community members, and students focuses on establishing teacher change agents, student support and action teams within schools, and student and community change agents. CCTs and Community Development Officers (CDOs)—supported by LARA Field Assistants, trainers, and Regional Program Officers—build the capacity of teacher change agent teams to:
  - train all school personnel on the knowledge foundations of school climate, early warning signs of school dropout, social-emotional learning, and SRGBV;
  - facilitate reflection and dialogue on these topics, as well as on gender norms and power relations; and
  - catalyze collective actions for improving school climate and responding to and preventing SRGBV.

Teacher Change Agent teams also support the establishment and implementation of Uganda Kids Unite groups based on the School Family Initiative initially developed under SHRP. The School Family Initiative methods is adapted, into the Uganda Kids Unite initiative to allow primary school students to develop an understanding about SRGBV; to reflect individually and as a group on the prevailing gender norms and power relations in the school, home, and community that produce and perpetrate SRGBV; to develop their individual and collective sense of agency to avoid, challenge, and prevent SRGBV; and to contribute to building a positive and supportive school climate.

The training curriculum for building the capacity of School Change Agent teacher teams consists of an adaptation of the Doorways III curriculum into a five-day training-of-trainers (TOT) course. The student-oriented training and the training of community members are also adapted from the Doorways Curriculum (i.e., Doorways I and Doorways II, respectively)[12]. The Doorways training program was designed by USAID-funded Safe Schools Program (Safe Schools) to enable teachers, community members and students to prevent and respond to SRGBV.

- Provide grants to community-based organizations to support a shift in community attitudes and beliefs toward gender equality and balanced power relations and to support community driven initiatives for responding to and preventing SRGBV. Parents and communities are also supported in working closely with schools to build a positive and supportive school climate that has a zero tolerance for SRGBV;

- Enhance Uganda's current systems for reporting, response, and survivor referral through development of a community-informed referral web, or network of service providers, to respond to SRGBV. In addition to maximizing the usage of reporting and referral systems by school staff and community members, this initiative helps to identify and address supply- and demand-side barriers to reporting.

- Support a targeted social behavior change communications initiative that strengthens the implementation of SRGBV related policies, builds widespread awareness about the attitudes and gender power relations that serve to produce and maintain SRGBV and to directly shift these to more equality and balance, and to promote actions that serve to prevent SRGBV.

Promoting a safer primary learning environment is expected to increase retention because learners will be able to focus on their lessons and feel secure enough to stay in school. Ensuring a safe learning environment includes non-violent classroom management, positive discipline, safeguarding of children's rights, and the prevention, response and reporting of school-related gender-based violence. A key element of the development hypothesis is that reduced incidence of SRGBV will lead to improved retention and improved learning as measured by early grade reading test scores.

2.4 STATUS OF PROGRAM IMPLEMENTATION

By the spring of 2017 when field work for baseline data collection occurred, LARA program implementation had recently begun in Cluster 2 schools where the evaluation has its focus. Teachers from Cluster 2 treatment 1 and treatment 2 schools had received training in early grade reading teaching strategies in January/February 2017 prior to the start of the new school year and prior to baseline data collection. Teachers from the control schools were not offered invitation to participate. Learners' materials had just started to be distributed in some treatment school. The LARA P&IE anticipated that programming rollout may affect data from the teacher survey regarding their training opportunities, possibly finding teachers in treatment schools reporting more training in EGR than

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[12] See more information and training manual for Doorways here: https://www.usaid.gov/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response

teachers in control schools at baseline. The evaluation team does not expect that the teacher training will affect baseline EGRA scores for the P1 learners who have been in the classroom for less than one month.

SRGBV-related interventions, designed at the school and community level, were not yet implemented as of spring 2017. The start of program activities was scheduled to begin soon after baseline data collection completed, during the school break between term 1 and term 2 of the 2017 school year. Thus, any baseline differences between treatment and control schools for SRGBV-related outcomes are not program related.

3 EVALUATION DESIGN

To gather data required for this evaluation, NORC's Evaluation Team uses several techniques which entailed a mix of mutually reinforcing qualitative and quantitative methods that reflect the program design, research questions being addressed, and indicators. We combine the results of each technique to capture the diversity of opinions and perceptions of beneficiaries and stakeholders about early grade reading and school retention issues at the start of the program. Our approach to selecting the appropriate methodology is based on the USAID Evaluation Policy as well as NORC's own experience conducting evaluations in the field.

The LARA P&IE plan includes 3 data collection rounds -- baseline, midline and endline; conducted in February 2017, October 2019, and October 2020 respectively. There will be one performance evaluation (PE) conducted in April 2020 which will incorporate the results of the midline IE from October 2019.

In this IE, qualitative data is meant to supplement and enrich quantitative analyses by addressing research questions not well suited to quantitative analysis. In particular, when evaluating the effect of SRGBV activities on retention, and different forms of violence prevalence, we will explore possible causal pathways through which the intervention is operating, and how different contextual factors may affect outcomes. In addition, the impact evaluation will estimate the effect of the R1 and R2 activities on attendance. Inconsistent attendance has a clear impact on learning. According to the evidence, a student's school attendance record is a major predictor of dropout and grade repetition. Finally, the impact evaluation will also undertake model-based analysis to determine the correlation between learning outcomes and other factors such as actual implementation of the LARA training by teachers in the classroom, characteristics of the learner's home environment, if learners have experienced any SRGBV, etc.

3.1   SAMPLE DESIGN

Figure 3.1.1 shows the location of the 28 districts where LARA has implemented or will implement programming. Due to the LARA program beginning its intervention rollout to Cluster 1 schools prior to the start of the evaluation, NORC focused on schools in Cluster 2 which LARA only started reaching in 2017. LARA covers schools that use Runyoro-Rutooro as the language of instruction, but NORCs evaluation is restricted to the 12 districts dominated by the Luganda and Runyankore/Rukiga languages, as there is only one district, with three CCTs, that predominantly uses the Runyoro-Rutooro language and therefore insufficient sample size. The random sample selected for EGRA and EGR include schools in all 12 districts in the sample frame. The school sample drawn for SRGBV data collection (a subset of EGR schools) spans 11 of the 12 intended districts—a fact that does not affect the representativeness of the sample.

Figure 3.1.1. Map of LARA District Locations

Literacy Achievement and Retention Activity Districts by Language and Cluster Group in Uganda
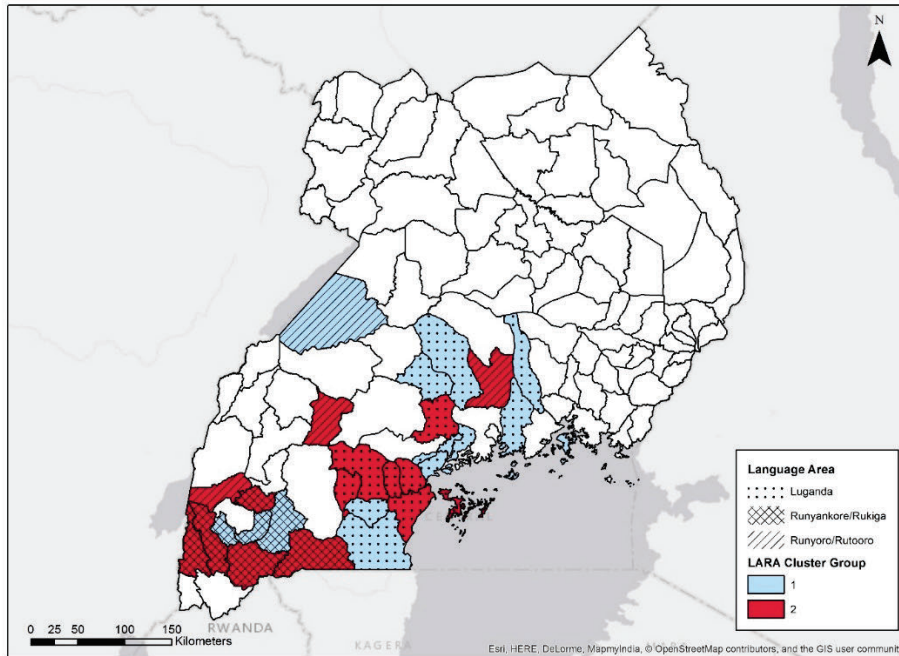
Each language area where LARA will be implemented encompasses several districts, which in turn are divided into Coordinating Center Tutors (CCT) areas. Each CCT is responsible for a cluster of schools. Since each CCT is responsible for many schools, randomizing at the school level would have required a CCT to treat schools under his/her jurisdiction differently if some were treatment schools and others controls, leading to a high risk of 'contamination' between treatment and control groups. To avoid this problem, randomization was done at the CCT level, assigning the entire cluster of schools under a CCT to treatment T1 (receiving R1 EGR activities), or to treatment T2 (receiving R1 EGR + R2 SRGBV activities), or to the control group (receiving no activities). This was done by LARA in the Cluster 1 schools. NORC did the same in the Cluster 2 schools. Within each CCT, schools were randomly selected for data collection. The process is illustrated in below.

Figure 3.1.2. Selection of Treatment and Control Groups
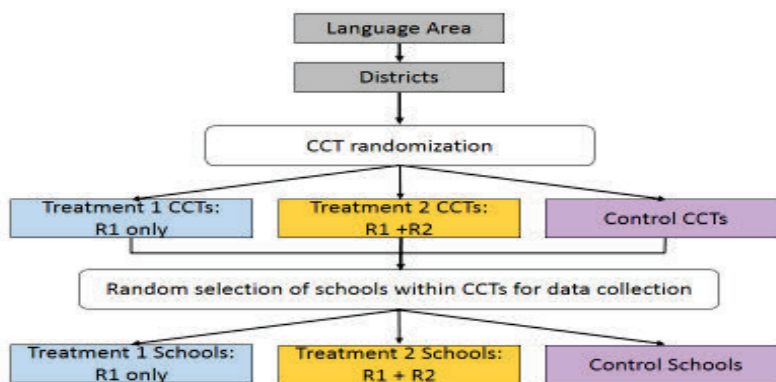
The NORC evaluation team selected schools for the EGR, SRGBV, and retention and attendance (R&A) samples using a sample frame of all government primary schools, including information on district,

coordinating center, language, and LARA treatment status. The schools selected for the EGR and R&A sample are stratified by dominant language (Luganda or Runyankore/Rukiga) and treatment status (T1, T2, control). For EGR surveys, 44 schools were selected in each arm for a total of 264 schools.[13] For the R&A study, twelve schools were selected in each arm for a total of 72 schools[14]. R&A data was also collected at the baseline but will not be analyzed until the midline IE (when sufficient time has passed to detect retention levels).

Within each school, the EGR sample size was 20 P1 learners (completing the EGRA and learner questionnaire) and their P1classroom teacher (and their school head teacher. This amounts to a target sample size of 5,280 learners, 264 teachers and 264 head teachers.

In addition, the study plans to track the attendance of 30 P1 and 30 P4 learners plus their two classroom teachers in each R&A sampled school. Then, the intended sample size for R&A is 4,320 learners and 144 teachers.

The sample for SRGBV survey-related data includes only schools in treatment 1 (EGR only) or treatment 2 (EGR and SRGBV); control schools are not included. The sample schools are stratified by language region and treatment status with each of the four arms including 20 schools—80 schools total. However, schools in both language regions can be pooled together during analysis, in contrast to EGR.

Within the schools, target samples include 60 learners, 12 primary caregivers, 3 teachers, and the head teacher. The school observation instrument did not require a respondent. The learner sample is stratified by grade (P2, P4, P6), and within grade, stratified by gender (10 girl learners, 10 boy learners). The full sample size for SRGBV survey-related data is 4,800 learners, 960 primary caregivers, 240 teachers, and 80 head teachers.

Lastly, the qualitative data collection comprises 30 focus group discussions at four schools. All four schools selected for FGD participation are in the T2 group (EGR and SRGBV interventions), and half of the FGDs were assigned to Luganda-dominant schools.

Table 3.1.1 below shows NORCs data collection for the LARA P&IE baseline IE, which includes EGR and SRGBV and retention data. The evaluation therefore comprises primary data collection by NORC in the form of survey interviews and focus group discussions.

Table 3.1.1. NORC Baseline Target Data Collection for the LARA Performance and Impact Evaluation

EGR Data Collection	SRGBV Data Collection
Quantitative Data: (used for IE and PE)	Quantitative Data: (used for IE and PE)
EGRA from 5280 learners	Survey of 4800 learners
Survey of 264 head teachers	Survey of 240 teachers
Survey of 264 teachers	Survey of 80 head teachers
Survey of 5280 learners	Survey of 960 parents
Classroom Observations from 24 schools	School inventories for all 80 schools

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[13] Taking into consideration effect sizes in previous studies as well as the budgetary implications, NORC calculated a sample size able to detect a difference of approximately 3.4 words per minute in the Oral Reading Fluency subtask of the EGRA test. This is how the decision for 20 learners in 44 schools per treatment and control arm was reached. More details about the sample size calculations can be found in Annex 2.

[14] Based on information we were able to collect on dropout rates in Uganda, we calculated a sample of 24 schools (30 students in each grade) in control and treatment arms. This sample would allow us to detect a change of 10 percentage points difference between arms (40% dropout rate vs. 30%) after taking into account attrition effects when analyzing by language. More details of sample size justification are located in Annex 1.

EGR Data Collection	SRGBV Data Collection
Qualitative Data, FGDs: 6 FGDs with parents	Qualitative Data, FGDs: 8 FGDs with learners 8 FGDs with teachers 8 FGDs with parents

The sample for SRGBV survey-related data includes only schools in treatment 1 (EGR only) or treatment 2 (EGR and SRGBV); control schools are not included. The sample schools are stratified by language region and treatment status with each of the four arms including 20 schools—80 schools total[15]. However, schools in both language regions can be pooled together during analysis, in contrast to EGR. Within the schools, target samples include 60 learners, 12 primary caregivers, 3 teachers, and the head teacher. The school observation instrument did not require a respondent. The learner sample was stratified by grade (P2, P4, P6), and within grade, stratified by gender (10 girl learners, 10 boy learners).

School Sample Selection Procedure

Schools were selected randomly as shown in Figure 3.1.2.. Three schools were replaced for the EGR sample (neither were part of the SRGBV or R&A sample). Two schools in the SRGBV sample were replaced (but remained in the EGR sample) because they did not have students in upper primary grades. In the instances that a school needed to be replaced, a random-ordered list of replacement schools by district was available.

Individual Sample Selection Procedure

The samples of learners, teachers, and primary caregivers were selected during a field visit to the school. In the case of EGR and R&A, the sampling process occurred immediately preceding the EGRA and EGR survey administration. The SRGBV samples were chosen during an advance trip made prior to the start of the data collection period. The advance visit was required in the case of SRGBV data collection because the team needed to obtain consent from primary caregivers before interviewing the learners.

Learners: The learner sample selection process was conducted as follows:

1. If there were multiple classrooms or sections in a grade, one classroom was randomly selected for the baseline survey.

2. For the selected classroom, the field supervisor asked pupils present to form 2 queues: one for girls and another for boys.

3. If the number of boys did not exceed the number needed for the sample, ALL boys were selected for the sample. Same for girls.

4. If there were more boys present than needed for the sample, each boy in the line was handed a laminated number card, going in sequential order from 1. Same for girls.

5. Using the random-number generator installed on the tablets, the field supervisors generated a set of random numbers (the amount being equal to the required number of boys needed for selection) and chose the boys holding those numbers for the sample. Repeated for girls.

Primary Caregivers: The primary caregivers sample was randomly selected from the pool of caregivers who came to give consent for their learner to participate in the SRGBV survey. The consent

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[15]Taking into account information from relevant previous studies, we calculated a sample of 40 schools (20 students in each grade) in each treatment arm which would allow us to detect a change of 9 percentage points difference between arms (48% reported violence in R1 schools vs. 39% in R2 schools) when analyzing each grade separately. More details of sample size justification are located in Annex 2.

forms with caregiver signatures or thumbprints were compiled and a random selection were pulled out as selected for the caregiver survey.

Teacher and Head Teacher Sample Selection

Teachers: The teachers selected for EGR, R&A and SRGBV samples were the teachers in charge of the classrooms from which the participating learners came.

Head Teachers: The head teachers' interviews for the SRGBV survey were all head teachers from participating schools.

Analytic Sample Sizes

The following tables (Table 3.1.2, Table 3.1.3) present the targeted sample sizes compared to the achieved samples sizes during data collection for Early Grade Reading (EGR) and School-Related Gender-Based Violence (SRGBV). The numbers are disaggregated by treatment status and language region. The response rates are different from targets due to several factors including: (i) poor student attendance on the day of data collection due to the rains, (ii) refusal of children to do the learner survey, or (iii) parents changing their mind regarding giving consent.

For EGR, sample size achievement was generally over 90 percent of the target sizes. The sample sizes in control schools were slightly lower than in treatment 1 or treatment 2 schools, and smaller classroom sizes in Luganda-dominant schools reduced the sample size marginally compared to Runyankore/Rukiga-dominant schools.

Table 3.1.2. Early Grade Reading Targeted and Achieved Sample Sizes

	Control			**T1**			**T2**		
	Targeted	Achieved	Percent Achieved	Targeted	Achieved	Percent Achieved	Targeted	Achieved	Percent Achieved
Total Sample									
Learners	1,760	1,571	89%	1,760	1,652	94%	1,760	1,653	94%
Teachers	88	78	89%	88	78	89%	88	79	90%
Head Teachers	88	84	95%	88	85	97%	88	86	98%
Luganda									
Learners	880	749	85%	880	787	89%	880	806	92%
Teachers	44	40	91%	44	40	91%	44	40	91%
Head Teachers	44	41	93%	44	41	93%	44	42	95%
Runyankore/Rukiga									
Learners	880	822	93%	880	865	98%	880	847	96%
Teachers	44	38	86%	44	38	86%	44	39	89%
Head Teachers	44	43	98%	44	44	100%	44	44	100%

The data collection for SRGBV encountered some issues reaching the learner samples sizes (80 percent achieved) due to schools in the Luganda-dominant region not having 20 learners enrolled in grades 2, 4, and 6. The achieved samples sizes for caregivers, teachers, head teachers, and school observation checklists were all above 90 percent.

Table 3.1.3. SRGBV Targeted and Achieved Sample Sizes

	T1			T2		
	Targeted	Achieved	Percent Achieved	Targeted	Achieved	Percent Achieved
Total Sample						
Learners	2,400	1,917	80%	2,400	1,929	80%
Caregivers	480	464	97%	480	478	100%
Teachers	120	113	94%	120	112	93%
Head Teachers	40	39	98%	40	39	98%
School Obs.	40	36	90%	40	37	93%
Luganda						
Learners	1,200	802	67%	1,200	910	76%
Caregivers	240	228	95%	240	244	102%
Teachers	60	55	92%	60	55	92%
Head Teachers	20	19	95%	20	20	100%
School Obs.	20	18	90%	20	19	95%
Runyankore/Rukiga						
Learners	1,200	1,115	93%	1,200	1,019	85%
Caregivers	240	236	98%	240	234	98%
Teachers	60	58	97%	60	57	95%
Head Teachers	20	20	100%	20	19	95%
School Obs.	20	18	90%	20	18	90%

The Design Report included power calculations for Oral Reading Fluency, with a Minimum Detectable Effect Size (MDES) of 3.4 words (0.22 standard deviation approximately). The updated MDES using the data collected is even smaller, mostly because the inter-cluster correlation is lower. Therefore, the slightly smaller sample is sufficient for the analysis and has not negative implications regarding power. In the case of the SRGBV analysis, the target sample aimed to detect a MDES of 9 percentage points difference in violence between arms (0.24 standard deviation approximately). The updated MDES is again slightly smaller than assumed and the achieve sample is sufficient for the planned analysis. It is important to bear in mind that even these updated power calculations rely on assumptions to an extent, and should be interpreted as estimates.

Table 3.1.4 displays the number of completes for each survey type plus the gender and local language distributions. Approximately half of learners and teachers interviewed were female. Roughly one-quarter of interviewed head teachers and two-thirds of interviewed primary caregivers were female. The learner sample from Runyankore/Rukiga-dominant schools was slightly bigger than the sample from Luganda-dominant schools, driven by an uneven distribution among the learners administered the age 11+ instrument.

Table 3.1.4. Sample Characteristics

Survey	N	% female	% Luganda
EGRA			
Learner			
Age <10	3,553	51%	50%
Age 10+	742	45%	41%
Overall	4,876	49%	48%
Schools surveyed	264	--	50%
Teacher	235	88%	51%
Head Teacher	255	25%	49%
SRGBV			
Learner			
Age 6-10	1,562	56%	51%
Age 11+	2,284	50%	40%
Overall	3,846	53%	45%
Primary Caregiver	942	62%	49%
Teacher	225	48%	49%
Head Teacher	78	24%	50%
School Observations	73	--	51%

All 30 planned focus groups discussions were completed. The learner and teacher FGDs were conducted separately by gender and half of FGDs were conducted with girl learners and women senior teachers while the other half with boy learners and men senior teachers.

Table 3.1.5. Achieved Focus Group Discussions for EGR and SRGBV

Dominant Language	Schools	SRGBV			EGR
		Learners	Primary Caregiver	Teachers	Primary Caregivers
Luganda	2	2 Girl learners 2 Boy learners	4	2 Senior Men 2 Senior Women	3
Runyankore-Rukiga	2	2 Girl learners 2 Boy learners	4	2 Senior Men 2 Senior Women	3
Total	4	8	8	8	6
Grand Total: 30					

Achieved samples sizes for the retention and attendance (R&A) data are not displayed in Table 3.1.6 below because the first round of data collection involved registering all students and teachers present the day the team was present for EGR data collection. The remaining rounds of R&A data collection will capture attendance data on a random sample of those registered during baseline. Therefore, the number of learners and teachers present and registered greatly exceeded the target sample sizes needed at later R&A rounds. Table 3.1.6 presents the planned R&A sample.

Table 3.1.6. Targeted Retention and Attendance Samples

Dominant Language	Treatment Group	Retention Attendance		
		Schools	Students	Teachers
Luganda	Treatment 1	12	30 P1 30 P4	1 P1 1 P4
	Treatment 2	12	30 P1 30 P4	1 P1 1 P4
	Control	12	30 P1 30 P4	1 P1 1 P4
Runyankore-Rukiga	Treatment 1	12	30 P1 30 P4	1 P1 1 P4
	Treatment 2	12	30 P1 30 P4	1 P1 1 P4
	Control	12	30 P1 30 P4	1 P1 1 P4
Total		72	4320	144

3.2 INSTRUMENT DESIGN

A brief summary of instrument development and final design is presented below. More details are available in the LARA P&IE Data Collection Tools Report.

Questionnaire Development

The EGRA was closely adapted from the LARA Cluster 1 survey instrument plus several additional subtasks were added at USAID's request. The EGR-related surveys were closely adapted from past EGR surveys administered by NORC in Uganda or elsewhere (i.e. USAID/Uganda School Health and Reading Program, USAID Reading and Access) plus the addition of several items to capture specific features of the LARA interventions. The instruments were reviewed by USAID, STS, and NORC before finalizing.

All data was collected via tablets. The EGRA and learner context survey were programed in Tangerine – the most common software used for EGRA. The head teacher and teacher survey as well as the retention and attendance data have been programed into Nfield, and the data will be uploaded directly onto NORC secure server. Nfield is a computer-assisted personal interviewing (CAPI) tablet application developed by NIPO, capable of accommodating sophisticated questionnaire design and sample management needs.

The SRGBV instruments' designs were primarily adapted from the LARA SRGBV survey[16] and the International Society for the Prevention of Child Abuse and Neglect's Child Abuse Screening Tool. The final instruments went through several rounds of comments from USAID, QED, NORC and the local subcontractor, CSR. CSR conducted 28 pre-tests with learners. Adjustments after the pre-test included dropping some questions on disability status, improving some translations, and reducing the number of learners administered some the gender attitudes and school climate sections to half.

All SRGBV-related survey tools were programed into Nfield, and the data was uploaded directly onto the NORC secure server. The CAPI survey tools were extensively beta-tested by NORC and CSR to identify and correct any programming or translation errors before fieldwork began.

Early Grade Reading Data Collection Tools

EGRA: The EGRA in the dominant local languages (Luganda and Runyankore/Rukiga) included:

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[16] The SRGBV LARA Survey was adapted from the USAID Conceptual Framework for measuring SRGBV.

1. Orientation to Print: Learners are presented with a short paragraph and are told not to read the text, but to point with a finger in response to three questions that the assessor asks orally, as follows: 1. Where would you begin reading? 2. In which direction would you read? 3. When you get to the end of the line, where would you read next?

2. Letter Sound Knowledge: In this EGRA subtask, assessors present students with a sheet listing between 50 and 100 letters of the alphabet. Students are asked to provide the sounds of all the letters that they can in 1 minute.

3. Segmenting: The assessor reads aloud a single word, asking the student to identify either the first or last sound.

4. Non-word Decoding: This portion of the assessment includes a list of 50 one- and two-syllable non-words (invented words), five per row, that mimic consonant and vowel patterns of the language. Students are asked to read as many of these non-words as they can in 1 minute; the assessor times the student and records the number of correct (non)words read per minute.

5. Oral Passage Reading: Assessors ask students to read a story, stopping them after 1 minute and recording the number of words read.

6. Oral Recall: After the oral reading subtask, students are asked comprehension questions that include direct fact-based questions about the story as well as at least one question requiring inference from the text.

7. Listening comprehension: The listening comprehension assessment involves passages that the assessor reads aloud. Students then respond to comprehension questions or statements that the assessor also reads aloud.

The English version has:

1. Letter Sound Knowledge: See description above
2. Oral Passage Reading: See description above.
3. Listening comprehension: See description above.
4. Receptive Vocabulary: Students are asked to carry out a series of simple commands in the language of instruction, such as identifying body parts or following directions like "put the pencil on the paper."

Table 3.2.1 summarizes the EGRA subtasks at baseline.

Table 3.2.1. EGRA Subtasks at Baseline

Early Literacy Skill	Sub-test	Measurement	English	Mother-Tongue
Orientation to Print	Orientation to Print	No. of words correctly identified in the order in which they should be read	--	X
Phonics/ Alphabetic Principles	Nonword decoding	No. of nonwords correctly decoded in 60 seconds	X	--
Alphabetic Knowledge	Letter Sound Knowledge	No. of letter sounds correctly identified in 60 seconds	X	X
Phonemic Awareness	Segmenting	No. of words correctly segmented out of 10 words	X	--
Fluency	Oral passage reading	No. of words in a passage read fluently (with accuracy) in 60 seconds	X	X

Early Literacy Skill	Sub-test	Measurement	English	Mother-Tongue
Reading Comprehension	Oral recall	No. of questions about a reading passage (read by student) answered correctly	X	X
Listening Comprehension	Oral recall	No. of questions about a passage read aloud (by facilitator) answered correctly	--	X
Receptive Vocabulary	Oral identification of common objects	No. of common objects correctly identified	X	--

Learner Context Survey: The learner context survey collects basic information on the students to complement the EGRA. The aim is to gather basic demographic information (age, sex, language), to determine learner living arrangements, assets in the home, and gather additional information on the home literacy environment. The survey also includes questions on school attendance for both the learner and his or her teacher.

Head Teacher Survey: The head teacher survey gathers information from head teachers regarding their instructional leadership – including their training and education background and their support to the teaching of reading and SRGBV in the lower grades.

Teacher Survey: The teacher survey gathers information on the teachers' education, experience and demographics, the support and supervision received, and the availability of teaching materials. The questions include the main languages spoken by the teacher both at home and in the classroom, the highest professional qualifications of the teacher, and the number of years the teacher has been teaching.

SRGBV-Related Data Collection

In development of the SRGBV-related instruments, LARA P&IE team was guided by the umbrella definition of SRGBV from the UNGEI, UNICEF 2016 SRGBV Rigorous Review:

> "School-related gender-based violence (a) is an expression of gender stereotyping and gender inequality at work in all of our societies, the reproduction of which is sustained through that violence; (b) includes all forms of violence and threats of violence directed specifically against a pupil because of gender and/or that affects girls and boys disproportionately, as the case may be; (c) can be of a physical, sexual or psychological nature and take the form of intimidation, punishment, ostracism, corporal punishment, bullying, humiliation and degrading treatments, harassment, sexual abuses and exploitation; (d) can be inflicted by pupils, teachers or members of the educational community; (e) can occur: within the school; in its outbuildings; on the way to or from school; during extracurricular activities or through the increasingly widespread use of information and communication technology (ICT) (cyberbullying, sexual harassment through mobile phones); (f) can have serious and long-term consequences such as: loss of confidence and self-esteem, impaired physical and psychological health, early and unintended pregnancies, depressions, reduced learning achievement, absenteeism and drop-out, aggressive behaviours etc."[17]

Definitions of emotional, physical and sexual violence that guide the work of LARA P&IE are based on commonly accepted international standards. Local and national legal systems may define these terms differently and/or may have other legally recognized forms of (SR)GBV that are not universally accepted as (SR)GBV.

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[17]Page 3: https://www.unicef.org/education/files/SRGBV_review_FINAL_V1_web_version.pdf

Emotional violence (including psychological manipulation/exploitation and abuse): Infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc. 'Sexual harassment' is included in this category of GBV.

Physical violence (including physical exploitation and abuse): An act of physical violence that is not sexual in nature. Example include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury.

Sexual violence (including sexual exploitation and abuse): Sexual violence includes, at least, rape/attempted rape, sexual abuse and sexual exploitation. Sexual violence is "any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person's sexuality, using coercion, threats of harm or physical force, by any person regardless or relationship to the victim, in any setting, including but not limited to home and work." Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion. Sexual abuse and exploitation are also forms of sexual violence. The term, "sexual abuse" means any form of non-consensual sexual contact that does not result in or include penetration. Examples include: attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks. The term "sexual exploitation" means any actual or attempted abuse of a position of vulnerability, differential power or trust for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Some types of forced and/or coerced prostitution can fall under this category.

Common across survey instruments for learners, teachers, and primary caregivers was a 14-item[18] battery of statements expressing inequitable gender norms based on the Gender Equitable Men Scale[19] developed by Population Council/Horizons and Promundo to directly measure attitudes towards gender norms in various socio-cultural settings. Responses from this section are combined to determine a score on the Inequitable Gender Norm Attitudinal scale. Statements of equitable gender norms were not included in the instrument as it would have required doubling the number of items in this section in order to create a the second attitudinal scale. Due to interview time constraints, particularly with interviewing children, only one scale was included.

SRGBV Learner Survey Instruments: NORC and Panagora developed a survey instrument that adapts measurement of SRGBV experiences that differ from girls to boys. Additionally, the limited ability of younger learners to comprehend questions and give adequate responses required an adaptive instrument depending on age of the learner.

The instrument consisted of five sections:

1. Demographic information (age, sex, language) and learner's household composition and self-reported disability status
2. The learners' perspectives on school climate
3. The learners' general attitudes towards gender norms.
4. Personal experiences with SRGBV

Last, depending on incidents disclosed during the interview and some keyed responses from the interviewer, the learner will receive final instructions on how to follow-up with a counselor or other

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[18] The inequitable gender norm attitudinal scale originally included 15 items but one item was omitted from results and analysis as it was erroneously a statement of equitable gender norms.
[19] http://promundoglobal.org/resources/measuring-gender-attitude-using-gender-equitable-men-scale-gems-in-various-socio-cultural-settings/

support services if they want to speak with someone about anything they talked about during the interview. Some incidents reported require an immediate referral to services, and these incidences are flagged in the questionnaire.

Teacher SRGBV Survey Instrument: The teacher SRGBV instrument was developed to gather information on teachers' backgrounds, perceptions of their schools' climate, acceptance of gender inequitable norms, methods to teach learners the right behavior or to address a behavior problem, and their opinions on discipline.

Head Teacher SRGBV Survey Instrument: The head teacher survey covers the background characteristics of the head teacher, their perceptions of school climate, attitudes toward disciplinary methods and exposure to any SRGBV-related training.

Primary Caregiver SRGBV Survey Instrument: The primary caregiver survey instrument is designed to collect data on the child participating in the LARA program and their home environment (i.e. adverse events during childhood, household asset level), as well as establish the attitudes and behavior of the caregiver related to disciplinary methods, gender and violence.

School Safety Inventory SRGBV Instrument: The school safety inventory is a 10 item observational checklist that will be completed by an interviewer at each school. It served as an objective measure of school safety in the context of SRGBV as reflected in its relevant infrastructure.

Retention and Attendance Instrument

The instrument for this component consists only of the student's name (for tracking purposes on follow-up visits), the student's gender, and whether he or she was present in class on the time of the visit. The instrument also records if the student's teacher is present in class teaching, present but not teaching, or absent from school.

SRGBV Focus Group Discussions

SRGBV FGD with Learners 11+ years: There were separate FGDs with girl and boy learners. The protocol used participatory methods to engage the learners and and get their feedback on how they feel on their journey to school as well as a typical day in the classroom, around the school, play and latrine areas. Emotion cards and drawings by the learners were used to facilitate discussion. Learners were also asked who they can approach if they need help while in school and if they had ever had a class discussion about children's safety in school.

SRGBV FGD with Teachers: This protocol asked teachers about their system of evaluation and reward and disciplining difficult students. It also asked teachers what they know about violence and mistreatment of boys and girls in their school and about school safety. It also asked teachers if there has been any discussion in school on improving learner's safety and decreasing violence, and teachers' knowledge of child protection resources.

SRGBV FGD with Caregivers: Caregivers are asked similar questions as teachers with respect to the use of discipline in school and exiting violence and mistreatment of learners. They are asked if they have ever had a discussion with teachers or head teachers about safety and violence in school and if they can help their learners' access child protection resources. The protocol also included a few general questions on the role of parents in improving school safety and decreasing violence and what other interventions/services/programs they think would be helpful for preventing violence against children at or around school.

<ins>EGR Focus Group Discussion</ins>

EGR FGD with Caregivers: The protocol focused on a few key questions and sub-questions that are discussed in greater detail. The questions prompted parents to share who they think is primarily responsible for teaching their child to learn how to read, and the role of the teacher versus the family; their confidence and challenges in helping their child learn to read; their child's access to reading materials and factors affecting their child's absence from class and their reading skills.

3.3 FIELD IMPLEMENTATION

Baseline data was collected between February and April of 2017. The EGRA and EGR-related survey data collection activities were carried out first with local data collection partner, Research World International (RWI). NORC's partner School-to-School International (STS) conducted the enumerator training, data quality oversight, and a data quality review for the EGRA components.

Later, the SRGBV-related survey data collection and all focus group discussions were conducted with the assistance of local partner, Centre for Social Research (CSR). NORC and Panagora conducted trainings, data quality oversight, and data quality reviews for these components.

Ethics Review Board Approval

The LARA P&IE team received approval for all research instruments and protocols from NORC's Institutional Review Board and one of Uganda's accredited Research Ethics Committees, The AIDS Support Organization, prior to starting fieldwork.

Training

The trainings for the data collection of EGRA and retention and attendance (R&A) data were conducted alongside each other over the period, February 7-18, 2017 in Kampala. Both data collection efforts were to be carried out with the assistance of the local firm, RWI. Additionally, STS assisted NORC in the enumerator training for EGRA. A representative from one of Uganda's Institutional Review Boards, The AIDS Support Organization (TASO), was also present to train participants for one day. A total of 46 trainees participated in and completed nine days of training, which included seven days of classroom training and two days of pilot exercises at schools in two regions of Uganda; an additional day of training for selected team members and field supervisors was carried out the last day.

Presentation of the questionnaires included a question-by-question review, highlighting and discussing all key concepts or definitions. Local language groups reviewed the translations for accuracy. Practice of EGRA and the questionnaires continued throughout the week including demonstrations of each subtask with immediate review in order for the interviewers to familiarize themselves with the instruments. Participants had the opportunity to review the instruments as a whole group, in smaller language-specific groups, and in pairs. Three enumerator agreement exercises were conducted during the training to determine the participants' inter-rater reliability and informing the trainers if certain topics needed to be revisited.

Trainings for the data collection of SRGBV survey data and focus group discussions were conducted over the period of March 23 to April 1, 2017 in Kampala. Both data collection efforts were carried out with the assistance of the local firm, CSR. NORC and CSR along with an international SRGBV specialist from Panagora Group organized carried out the training. A representative TASO was also present at this training to speak with participants for one day. A total of 87 trainees participated in and completed 8 days of training, which included seven days of classroom training and one day of pilot exercises at schools in two regions of Uganda; an additional day of training for field supervisors was carried out the last day.

The 87 trainees were divided as follows:

- 55 research assistants (50 total were needed for fieldwork; 5 extra to handle attrition)
- 10 survey team supervisors
- 8 qualitative researchers
- 14 child counselors

In addition to standard survey or focus group discussion training presentations, all participants were trained in concepts of GBV, the child protection protocol, and stress and trauma management. To keep the group fully engaged in the classroom presentations each day and to test comprehension of the material, a quiz focusing on the day's content was conducted each afternoon on days 1 through 4 of the training and the results were presented the following morning.

Further details on the details of the baseline training topics are available in the LARA P&IE Baseline Training Report.

Pilot Tests

For the EGRA and EGR survey pilot tests, RWI selected schools in four schools to carry out the pilot exercises over two days. Selected schools had characteristics that were similar to the schools that were to be visited during the actual data collection. Consideration was given to schools in a rural setting, where most pupils speak the respective local language (Luganda and Runyankore/Rukiga). Two days of school practice allowed enumerators to gain hands-on experience with EGRA administration with P1 pupils. It also allowed for in-depth debriefing and troubleshooting

The SRGBV survey and FGD teams visited four schools (two in each language area) to pilot the learner and caregiver surveys and FGDs, with the aim of preparing the researchers as well as testing the tools that were going to be employed to collect the SRGBV baseline data. All four schools were outside the sample targeted for field work. As discovered by speaking with the LARA office, these schools were in Cluster 1 target areas.

Further details on the details of the baseline pilot exercises are available in the LARA P&IE Baseline Training Report.

Fieldwork

The EGRA, EGR-related, and R&A data collection started on 20th February 2017 and finished on 29th March, 2017. There were 10 teams for fieldwork, and each team had 1 supervisor and 3 interviewers. There were 2 quality controllers per language. In total, we had a team of 30 interviewers, 10 supervisors, and 4 quality controllers. The team was structured in a way that the interviewers worked hand in hand with the supervisors while the supervisors reported to the team coordinator. The team coordinator was responsible for providing daily instructions on changes or issues that were identified during the data collection exercise as well as updating the client on the progress of the field work. The supervisors were responsible for providing leadership to interviewers in the field and making sure that all the materials needed were available. The quality controllers were focused on ensuring that the teams were following protocol during data collection in each school. They carried out accompaniments as well as spot checks (verifying that an interview occurred).

Fieldwork related to SRGBV data collection and the focus group discussions began on April 3rd, 2017. The focus group discussions were completed by April 7th and SRGBV survey field work wrapped up on April 19th. Supervisors made introductory phone calls prior to the start of field work to schedule and confirm appointments with the head teachers at the sampled schools. Additionally, the supervisors called the District Probation and Social Welfare Officer before the visit to inform them of the work in the schools and requesting them to inform the sub county Community Development Officers (CDOs) in a bid to prepare them to respond to emergency referrals which would arise during data collection.

The full team consisted of 10 teams of survey enumerators and four groups of qualitative researchers. Each survey team comprised 8 members (1 supervisor/counselor, 1 counselor and 5 enumerators). Each of the groups had two counselors (1 male and 1 female) to help children that needed counseling services. Regarding the qualitative research teams, each group was female or male only and consisted of a FGD moderator, a note taker, and a counselor.

3.4   LIMITATIONS

The Evaluation Team encountered some limitations inherent to the design of this evaluation and during its fieldwork in Uganda. Some of the more relevant limitations are listed below:

Representativeness of the Sample. The sample is representative of the areas where LARA is currently working within the two language regions. Therefore results are not generalizable at the national level or other geographical areas.

Response Rate. With the start of the school year in February, LARA's roll out of program implementation, and the large number of evaluation instruments that needed to be prepared and finalized, NORC first collected the EGR data (February 20 to March 29, 2017) followed by data collection for SRGBV (April 3 to April 19, 2017). The data collection therefore took place during the rainy season which affected learner attendance in school and our sample response rate. Given the sensitive nature of questions asked on SRGBV we also experience some learner's refusal to respond the learner survey and/or parents changing their mind regarding giving consent. Despite the fact that samples are slightly smaller than intended they are sufficiently large to detect the impacts planned in the EDR.

SRGBV Learner Interview Length. NORC and Centre for Social Research (the local data collection subcontractor) had budgeted for an interview time of 30 minutes with each learner for the SRGBV survey. However, the pre-test of the instrument found that the time to complete was about 50 percent longer than planned. The SRGBV incident stories had to be reduced in length (without removing any significant content) and only half of learners completed the attitudinal scales for Inequitable Gender Norms and School Safety Climate, in order to decrease the learner interview time.

The above limitations, however, did not prevent the Evaluation Team from gathering relevant information and data needed to produce findings and conclusions for this baseline performance and impact evaluation.

3.5   EVALUATION TEAM

The evaluation team for LARA P&IE includes Ritu Nayyar-Stone (Evaluation Team Leader and Chief of Party), Alicia Menendez (Impact Evaluation Lead), Jennifer Schulte (SRGBV Subject Expert), Martin Opolot (Resident Evaluation Manager), Seraphine Awacango (local Child Protection Expert), Karen Devries (SRGBV Subject advisor), Stacy Pancratz (Data Analyst) and Russell Owen (Data Analyst). Local data collection for baseline Early Grade Reading (EGR) and Retention and Attendance was undertaken by Research World International (RWI), who provided in-country logistical support, and administered the EGRA and EGR surveys. Centre for Social Research (CSR) led the baseline data collection efforts for SRGBV—managing teams for both survey data collection and focus group discussions. To ensure high data quality for EGRA, School-to-School International (STS) served as a technical specialist on EGRA assessments and EGRA-related data collection for the baseline survey. All non-EGRA survey instruments for EGR and SRGBV data collection were programmed into the Nfield tablet application by

Moses Gitau, NORC's Nfield specialist.[20] NORC undertook a data quality review of the received data, and did all the analysis.

The training of enumerators for EGR data collection took place in Kampala from February 7-18, followed by field work February 20 to March 29 2017. The training for SRGBV data collection took place in Kampala from March 23 - April 1, followed by field work April 3 to April 19, 2017.[21]

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[20] All evaluation tools used by the LARA P&IE team are available in "Data Collection Tools Report: USAID/Uganda Performance and Impact Evaluation of the Literacy Achievement and Retention Activity, January 25, 2017." NORC.
[21] Details regarding the training are available in the report "Baseline Data Collection Enumerator Training Report: USAID/Uganda Performance and Impact Evaluation for Literacy Achievement and Retention Activity." May 3, revised June 7, 2017. NORC.

4 RESULTS

The results section first presents basic descriptions of quantitative and qualitative data findings and then presents findings from multivariate analysis of the quantitative data. The results of the surveys and the focus group discussions are woven together to provide a fuller, more nuanced understanding of each topic of interest in this study. Generally, the EGR and SRGBV results are separated as the survey populations are different. The sections are as followed: EGR Findings, SRGBV Findings, EGR Predictors, and SRGBV analysis.

Findings are descriptive of the study sample and therefore, data from schools in treatment and control areas are pooled together. Comparisons of treatment and control are located in the balance check section of the report.

4.1 EGR FINDINGS

Levels of Reading Performance

The EGR assessment includes 5 different subtasks that aim to measure different pre-literacy, reading, and comprehension skills. These subtasks include: orientation to print, letter sounds, non-word decoding, total words segmented, oral reading, reading comprehension, listening comprehension, (oral reading fluency and reading comprehension) and listening comprehension. The tasks that measure letter sound knowledge, non-word decoding, and oral passage reading are timed (maximum allowed time is one minute).

Table 4.1.1 presents the mean, standard deviation, and percent of students scoring zero, for each EGRA subtask. The table presents students' scores for Luganda- and Runyankore/Rukiga-dominant schools separately, but pools the two languages for the subtasks completed in English. As expected for P1 learners, several attending school for the first time and at the beginning of the academic year, the average scores for the EGRA subtasks are low. Across all subtasks, there are large numbers of learners scoring zero. Non-word decoding and oral reading each have over 97% of students scoring a zero, while for the other subtasks about half or more students had zeros. Listening comprehension had the lowest proportion of zeros, with roughly 20% of the learners in each language scoring a zero. In Annex 1, we present graphs with the complete distribution of scores for each EGRA subtask.

Table 4.1.1. EGRA Score Summary Statistics for P1 Learners

	Luganda	Runyankore / Rukiga	English
Orientation to Print (total correct) [max=3]			
Mean	0.7	0.5	--
Standard Deviation	0.9	0.8	--
Percent zero scores	56%	63%	--
N	2,342	2,534	--
Letter-Sound Knowledge (total correct) [max=100]			
Mean	2.2	2.7	2.1
Standard Deviation	4.2	3.8	4.0
Percent zero scores	60%	47%	62%
N	2,342	2,534	4,876

	Luganda	Runyankore / Rukiga	English
Non-word decoding (total correct) [max=50]			
Mean	0.2	0.2	--
Standard Deviation	1.3	1.6	--
Percent zero scores	97%	98%	--
N	2,338	2,534	--
Total words segmented [max=10]			
Mean	2.7	2.2	--
Standard Deviation	3.9	3.5	--
Percent zero scores	60%	65%	--
N	2,341	2,534	--
Oral passage reading (total correct) [max=56]			
Mean	0.2	0.2	0.3
Standard Deviation	1.4	1.3	1.7
Percent zero scores	97%	97%	90%
N	2,338	2,534	4,869
Reading comprehension total correct [max=5], if oral reading is positive			
Mean	0.3	0.4	0.0
Standard Deviation	0.5	0.7	0.3
Percent zero scores	73%	68%	97%
N	75	69	483
Listening comprehension total correct [max=5]			
Mean	1.4	1.5	--
Standard Deviation	0.9	0.9	--
Percent zero scores	20%	17%	--
N	2,342	2,534	--
English vocabulary (total items correct) [max=19]			
Mean	--	--	11.5
Standard Deviation	--	--	2.5
Percent zero scores	--	--	0%
N	--	--	4,875

Difficulty of Reading for Learner

Caregivers in all 6 focus groups reported that their children were challenged in their learning progress in a variety of different ways. Students struggled with the transition between their first language and the language used in instruction. At times they also had trouble completing their homework and reciting the alphabet. Caregivers occasionally blamed the teacher for their child's delay in progress and said that the reading materials are too difficult for their children.

"My child is in P.2, but when she is given homework you realize that she is trying to do it but she doesn't understand the homework she has been given. She reads from home sometimes but she doesn't understand at all the homework she comes with." [Female Caregiver, Runyankore/Rukiga-dominant area]

"I see that teachers try to give the children homework and also children try to do it. But the questions they give to the children in the examination papers are written in very hard English and even if it were you… you would find it hard." [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"Mine struggles to read from A-Z. So to me I think her nursery teachers did not teach her letter names. Otherwise she would be able to join words and read a sentence. When she brings homework at home, she wants to attempt it before she does anything else but when you tell her to read for you, she fails."* [Female Caregiver, Runyankore/Rukiga-dominant area]

Caregivers noticed that when students get more support and practice at home, their reading skills demonstrably improve. One female caregiver in a Runyankore/Rukiga-dominant area mentioned that, "it is easy for my child to read because they already taught them how to in class" and mentions that her child "always revises from home and I notice that she understands what she is doing".

> *"As a parent I think it is important to read with your child because if she fails to read out a certain word, you will help her. And after that you tell her to write it down. So next term, when she is asked the same question, she will definitely pass it. More so, you can use the chart[22] to teach her reading. For example, you can ask her to look for the word 'flower' on the chart. If she fails to locate 'flower' on the chart, then tell her to look for letter 'f'. If she finds 'f', then she will notice that 'f' is for flower. So in that way she is able to fill in the letters for the word flower."* [Female Caregiver, Runyankore/Rukiga-dominant area]

Caregivers also mentioned issues that stemmed from classroom overcrowding and how it negatively affected their child's learning progress. Caregivers in 4 out of 6 focus group discussions believed that a high student to teacher ratio contributed to less focus on individual students and unmarked homework assignments, which in turn keep caregivers from getting a sense of how well their child is progressing in their studies.

> *"The problems we have encountered is that there are very few teachers in government schools and the classes are congested. You find over 70 children in a single class room, teachers give those exercises or homework and fail to mark them. In such instances the children who are academically weak will never improve because there is no one on one interaction with the teacher. At the end of the year even when they fail to pass, they are promoted because the policy tells them to do so. This is a problem to government schools in the sense that children leave school with difficulty to read and write. And yet as time goes by and the child realizes they are growing up yet they are not picking in class, they end up dropping out of school without learning anything."* [Male Caregiver, Luganda-dominant area]

> *"Like it has been said when these children are at school they are many in class and when they go home with homework, it's never marked and by the end of the term the report card is not pleasing. So we call upon the government to deploy more teachers and reduce on the workload of the teachers such that a Teacher cannot handle a class of 70 or 60 children."* [Male Caregiver, Luganda-dominant area]

It is indeed true that class size tends to be large as caregivers report. In our data we find that P1 and P2 classrooms have on average 43 children, but there is a large variance across schools; while some classes have as few as 6 learners, others have well over one hundred.

Learner Context and Home Environment Affecting Reading

After completing the EGRA assessment, learners were asked a series of questions about themselves, their home environments, and the support they get at home from their family and caregivers in learning to read. Table 4.1.2 presents some key characteristics of the home environments for learners in Luganda and Runyankore/Rukiga-dominant areas.

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[22] This refers to a poster with letters and words (with pictures) that start with that letter.

Table 4.1.2. Child and Home Characteristics for P1 Learners

	Luganda		Runyankore/Rukiga	
	N	Mean	N	Mean
Child is a girl	2,342	49%	2,534	49%
Age of child	2,112	7.6	2,258	7.9
Child stays with parents	2,342	79%	2,534	84%
Child ate before going to school	2,335	58%	2,528	52%
Child has books at home	2,314	66%	2,492	75%
Child practices reading at home	2,170	82%	2,345	89%
Someone reads with the child at home	2,289	58%	2,489	57%
Number of household assets owned	2,341	4.9	2,534	4.4
Child speaks language of instruction at home	2,342	76%	2,534	76%

The sample for learners is about half female, half male for both language groups, with an average age of just under eight years old.[23] About 80% of the children stay with their parents, with the remaining 20% staying with either grandparents, extended family, or legal guardians. A little over half (55%) of the learners surveyed reported eating breakfast before going to school the day of the assessment, though the learners from Runyankore/Rukiga-dominant areas were slightly less likely to report eating breakfast. Students in Runyankore/Rukiga-dominant area were more likely to own books at home besides their school books; about three quarters (75%) of these learners reported owning books, but only about two thirds (66%) of the Luganda-dominant area students did. On average about 80-90% of learners reported practicing reading at home, with just under 60% saying that another household member reads with them at home. Further, only three quarter of the learners in each group reported speaking their school language of instruction as their main language at home. This finding is important as one of the main aspects of the LARA approach to improve reading learning is to use local language as the language of instruction.

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[23] About 10% of the children reported not knowing their age (roughly 500 children), resulting in missing values for a large portion of the learners.

Figure 4.1.1. Frequency Child Practices Reading at Home for P1 Learners
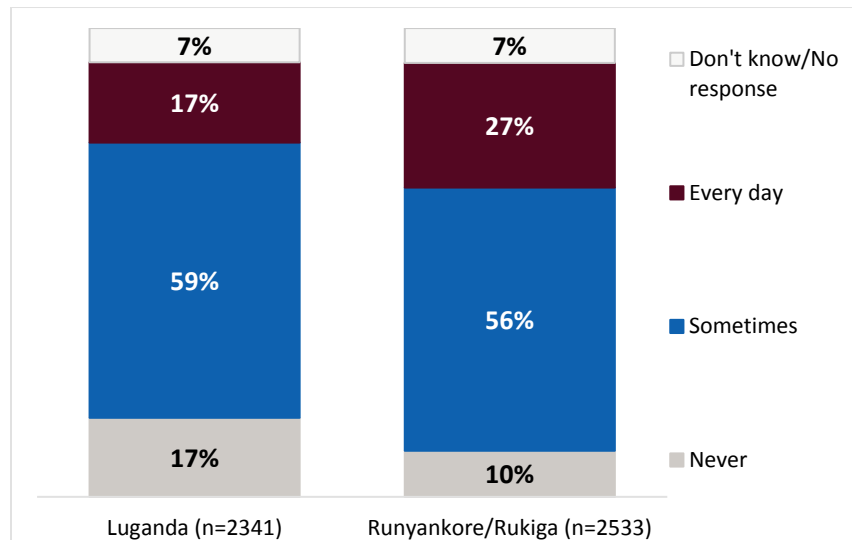
Figure 4.1.1 presents the distributions on the frequency at which children practice reading at home. Generally, the students in Runyankore/Rukiga-dominant areas read at home more frequently than the Luganda students, with over 27% reporting that they read at home every day, compared to 17% in the Luganda group. Similar proportions reporting reading only "sometimes", and fewer students in Runyankore/Rukiga-dominant areas reported never reading at home. For those learners who reported reading with another household member at home, Figure 4.1.2 presents the household members they were most likely to read with.

Figure 4.1.2. Who the Child Reads with at Home for P1 Learners
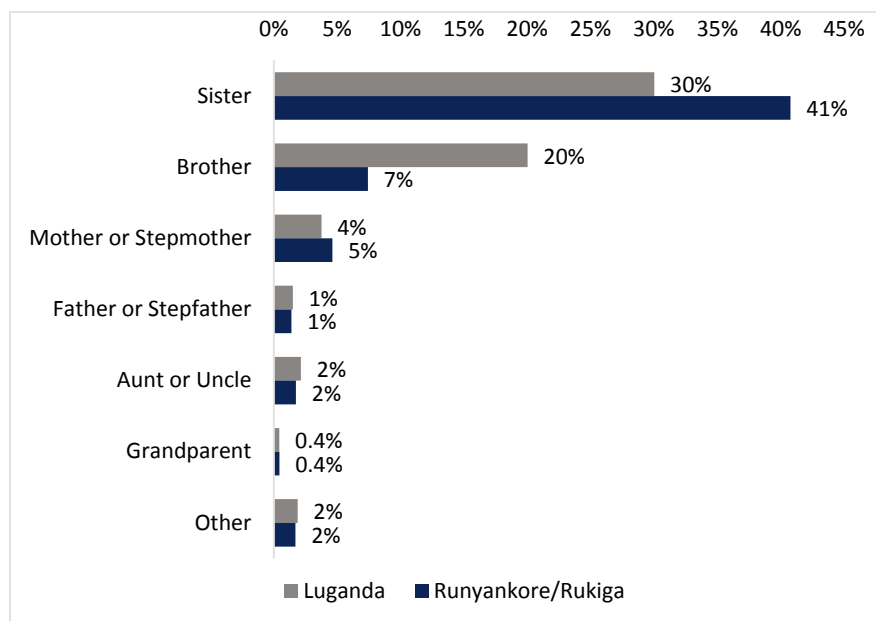
Figure 4.1.2 shows that learners are more likely to read with a sibling than with their parents, and are far more likely to report reading with a sister than a brother. This is consistent with findings from other

countries such as Zambia[24]. Rates of reading with parents or older household members are low, with less than 5% reporting reading with a mother, stepmother, father or stepfather.

Promoting Reading at Home/Availability of Reading Materials at Home

Caregivers in 5 focus groups mention using charts and books that are at home to teach reading in addition to the homework that children bring from school. In 2 of the focus group discussions, charts were mentioned as being used as learning tools. Other interactive practice materials mentioned were "rough books" where students revised their lessons at home and practice writing. However, several participants in 2 of the focus groups report not having any resources at home besides the homework their children bring home.

> "*Me I have charts which I bought from hawkers. They are the ones that help her in reading.*" [Female Caregiver, Runyankore/Rukiga-dominant area]

> "*I also have a bible, it is the one I give her to read because she has difficulty in reading Runyankole and yet for English she tries. So that is why I give her the bible so that she also masters reading Runyankole.*" [Female Caregiver, Runyankore/Rukiga-dominant area]

> "*What I think has helped the child in learning how to read are the charts we buy for them. The moment you buy the chart, spread it on the wall and start to teach the child, it will help her because when she goes to school, she simply improves on what she got from home and that simplifies her ability to read.*" [Female Caregiver, Runyankore/Rukiga-dominant area]

> "*Me what I think has helped is the extra work I give her in the rough book. Because when she comes back home she puts off her uniform and she starts writing from 1-100 and then she writes ABCD and after I realized that she had mastered what I taught her. I then tell her to read what is on the chart and transfer to the rough book with corresponding pictures.*" [Female Caregiver, Runyankore/Rukiga-dominant area]

> "*Also the method I use is to buy charts spread it on the walls of the house. I also bought her an extra book for practice.*" [Female Caregiver, Runyankore/Rukiga-dominant area]

One obstacle for children to bring home reading material from a Luganda-dominant school was the requirement that some schools have that a bag is required in order to allow school-owned books to be sent home. According to respondents, some caregivers have not given their children bags and thus children are not allowed to bring home books to practice reading.

> "*Exactly, no bag no books. Because you know how playful our children are. They can easily make them dirty or if it rains the books will get wet. The parents were also given instructions to always check whether the books are in the bag and if the children read them.*" [Male Caregiver, Luganda-dominant area]

Assistance with Reading at Home by Siblings

The above findings were confirmed by the FGDs with caregivers regarding EGR. In 3 focus group discussions, it was reported that an older sibling was often asked by the caregiver to support the younger learners in the household. Oftentimes older brothers were mentioned as helping their younger

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[24] Ome, Alejandro (2017) "How much time family members spend reading with young children at home? Evidence from Zambia" NORC at the University of Chicago.

siblings with their work and were able to assist when the parent was either too busy or lacked confidence in reading.

> *"For me I am unconfident because I never went to school but if I have reading materials at home, I may ask other older children at home to help the younger ones to read and write."* [Female Caregiver, Luganda-dominant area]

> *"Mine is helped by the elder brother in P.5, the fact that I also don't have enough time I tell her brother to help her do her homework and check through what she has done since he knows most of these things."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"When I am not around, either her elder sisters or brothers help her. Her father also assists her with homework.."* [Female Caregiver, Runyankore/Rukiga-dominant area]

<u>Primary Caregiver Availability or Ability to Help with Reading</u>

Respondents who spoke about helping their children described activities such as reading the bible together, reading books in English, and reviewing the day's lessons with them. Caregivers with some education felt empowered to help their children learn the fundamentals of reading. Many of the respondents who mentioned their inability to help with reading said that their own lack of education kept them feeling confident about helping their children. Time and work keeps caregivers from spending time with their child and helping them learn. Another obstacle that was brought up was the issue of patience for teaching, which kept one caregiver in a Runyankore/Rukiga-dominant district from feeling like she was able to help her child with her reading.

> *"Most times, parents don't know how to teach children. In fact, let me refer to myself. If I teach her something 2 times and I ask the 3rd time and she doesn't respond, I slap her immediately. This implies that I cannot manage teaching. There are also other parents who have no patience like me."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"This improves the reading skills of children especially through reading the bible, we always change roles in leading the prayer, sometimes it is these kids to read for us the bible and then we pray, this improves their reading in the process."* [Female Caregiver, Luganda-dominant area]

> *"We have reading books at home that are written in Luganda and translated in English. These help the children learn to read. Sometimes when the children come back from school, I ask them what they have learnt, for example when they say ball, I go ahead and ask them to write the word and draw the picture."* [Female Caregiver, Luganda-dominant area]

> *"For me I am unconfident because I never went to school but if I have reading materials at home, I may ask other older children at home to help the younger ones to read and write."* [Female Caregiver, Luganda-dominant area]

> *"There are some parents who have got some bit of education and can help their children learn to read. If a parent completed P.7, at least she is able to read aeiou, ba, be, bi, bo, bu and ABCD up to Z. So when the child arrives from school you are supposed to get her a rough book. Then you tell her to write numbers from 1 to 100 and letters ABCD up to Z every time you arrive from school. Thereafter you write for her a word like banana and tell her to extract particular letters from those words. But so many parents have jobs and arrive home late at night and as a result they fail to apportion time for the children. Otherwise we should be teaching these children."* [Female Caregiver, Runyankore/Rukiga-dominant area]

<u>Primary Caregiver Attitudes towards Reading</u>

In all 6 focus groups, caregivers who commented on their perceptions of education and literacy regarded reading as important for their children to learn. Literacy was widely agreed to be important for children to function in society and adapt to their surroundings. Simple sign reading and navigation as well as enhanced communication across languages were some of the reasons given for this belief. For some, learning to read was seen as crucial for the foundation of a child's education and in turn the child's future career prospects. Caregivers also went so far as to say that children who learn to read will be able to better their communities.

> *"It is because a child can know along the way where they are coming from and where they are going by reading the sign posts. He or she can be able to read sign posts along the way and understand that I am now in Masaka or elsewhere as the journey progresses."* [Female Caregiver, Luganda-dominant area]

> *" For example if you shift to an area of residence and you find out that the new community speaks a different local language, if your child knows how to read, she can help you communicate with other people if she knows how to read both English and the local language, she can be able to interpret for you."* [Female Caregiver, Luganda-dominant area]

> *"It is very important for a parent to take their children to school to learn how to read and write because in this era, survival minus education is hard, let me give you an example, I heard on radio someone who wanted a bar attendant but wanted someone who has gone up to secondary school level. Now if bars are looking for educated people how will you survive without education! So it is important for a child to learn how to read and write."* [Male Caregiver, Luganda-dominant area]

> *"Learning how to read is very good for a child. Reading is a basis for education and it helps brighten the child's future, because without it no one can get a job if he or she has not studied, this means that this child will be an important citizen and be able to help the community in future."* [Female Caregiver, Luganda-dominant area]

In 4 of the focus groups, caregivers mentioned their own lower levels of education when discussing their views on reading and education. Those who volunteered this information testified to their limited schooling as influencing their high opinion of education for their children. One caregiver who spoke on this topic stated that her own opportunities were hindered by her illiteracy which led her to the conclusion that reading ability was crucial for her children's future.

> *"I get jobs [offers] that require education [and] I feel I can ably do them, but because I did not attend school, I have always lost out. That's why it is very important for a child to learn how to read and write. It's one reason I want all my children to go to school and learn how to read and write and you never know it could be these children through their education to help me in the future. Am just imagining a situation where both the parents and the children did not go to school… that would be a failed home because nobody directs the other. So it helps both the child and the parents."* [Female Caregiver, Luganda-dominant area]

> *"Although I never had a chance to acquire formal education, I realized that education is really important. Because of that background, I got courage and sent children to school."* [Male Caregiver, Runyankore/Rukiga-dominant area]

Caregiver attitudes towards reading were also reflected by their positions on the stage at which children should learn how to read. Primary caregivers across the focus groups did not reach a consensus about when learning should begin and offered a variety of ages as possible beginning points. But many

respondents across all focus groups mentioned primary one or primary two (or ages 6-8) as the ideal times to begin education. Variations in ages were partially due to different interpretations of the question, as some respondents answered with ideas about when informal or formal education should commence as well as expectations of when the child should master reading. Some of the reasons given for starting the teaching process with younger children were that a child's ability to speak and reply to questions indicated their capacity of reading at younger ages. Caregivers in Runyankore/Rukiga-dominant districts who stated higher grades as the optimal starting points spoke to the wastefulness of school resources in teaching younger children in formal environments, saying that they devote more of the day to playing at younger ages.

> *"The reason why I think it should be five years is because a child will be able to speak."* [Male Caregiver, Runyankore/Rukiga-dominant area]

> *"My child who is below 10 years when he comes back from schools and I ask him what he studied he tells that he played the whole day so I feel it's wastage of resources to take a child to school at that age."* [Male Caregiver, Runyankore/Rukiga-dominant area]

<u>Availability of Basic Needs at Home</u>

According to caregivers, learner access to basic needs such as food and light affected their success and progress in reading. Shortages of food at home and in school were reported by caregivers to impact learner concentration. Some caregivers expressed a desire for the government to provide school feeding in public schools as a means of increasing the performance of the students. Lack of means to create light at home was mentioned as an obstacle for students to complete their homework assignments and revise their lessons at home in 3 focus group discussions. Resources for shoes and clothing were also mentioned as being lacking amongst primary caregivers at one school in a Luganda-dominant area.

> *"Now for me, if my daughter gets home and there is no food, she cannot dare to look into the book because she is hungry. "Ekyigambo kye mele kyaba kali"! (Meaning food has become a big issue)."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"One of the challenges is that sometimes when a child is given homework, after late dinner, she falls asleep instead of doing homework. So she is not able to attempt anything. Secondly we have no light at home. So people have solar but some don't even have paraffin to enable the child to do homework. So that also becomes a big problem."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"Sir, the two move together because you cannot send a hungry child to school and expect them to learn properly. …So we say the parent's main responsibility is to prepare the child, feed them such that the teacher finds a 'ready brain.' Otherwise many children in schools are performing poorly as a result of failure to give them lunch at school. … In private schools food is a priority and it's the reason they perform better than the government schools."* [Male Caregiver, Luganda-dominant area]

> *"We need some assistance from the government, our children walk bare footed. When they go in the toilets they face it rough, the toilets are very dirty. Their counterparts in private schools put on shoes."* [Male Caregiver, Luganda-dominant area]

> *"Our schools are facing rough times in terms of hygiene. Even our children lack sweaters. The coldness, when it rains you see them shivering. This makes some of them miss school because they fear coldness."* [Female Caregiver, Luganda-dominant area]

Primary Responsibility to Teach Child How to Read

Teachers were asked, in the school surveys, who they felt was primarily responsible for teaching children how to read. Figure 4.1.3 presents the results of this question, showing that the majority of teachers felt there was a shared responsibility between schools and parents for teaching children to read. However, a modest percentage – 16% for Luganda-dominant areas, and 27% for Runyankore/Rukiga-dominant areas – felt that schools were primarily responsible. Few teachers reported that parents had the primary responsibility.

Figure 4.1.3. Teachers' Perceptions on Responsibility for Teaching Children to Read
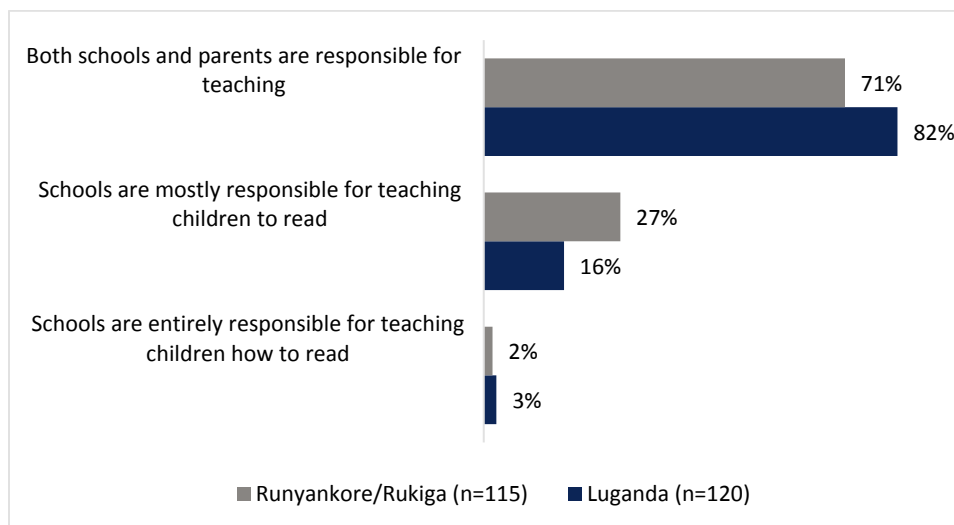
The responses to this prompt varied amongst primary caregivers in all 6 focus groups. More than one caregiver in each of the 5 focus groups believed that it was the primary responsibility of the caregiver to teach reading. They argued that their role was greater because they provided basic necessities, school materials, and schooling fees for their children to attend school.

> *"Parents share more of the responsibility because they have to prepare the child in the morning ready to send her to school. It is a parents' responsibility as to provide scholastic materials, uniform and packed food so that she is ready to go to school. Then the teacher starts from there because the teacher does not buy for her any scholastic materials, he just provides knowledge. Therefore, I think a parent's responsibility is more than that of a teacher."* [Female Caregiver, Runyankore/Rukiga-dominant area]

The belief that the teacher held the primary responsibility of teaching their children was found in 3 focus groups. Those who held this belief asserted that because the teacher is with the learners most of the day, they are in charge of helping the reader's advancement. One female caregiver in the Luganda district mentioned her own limited education as a reason why she felt this way and said that the teacher was more capable of teaching than she was for this reason.

> *"I think it's the teacher because they have more time with our children, children always reach school at 08:00am in the morning and leave school at 05:00pm in the evening, which is a lot of time they should use to help the children learn how to read."* [Female Caregiver, Luganda-dominant area]

> *"Me I think it is the teacher who has more responsibility. The teacher is the one supposed to teach her how to read because me as a parent I don't know. The teacher is the one with her in class so if he*

doesn't make sure she understands, as a parent at home I will not know. So if the teacher does not put in effort to teach the child how to read it means the parent will not know because she does not know what transpires in class. Therefore I think the teacher has more responsibility to teach the child how read than a parent." [Female Caregiver, Runyankore/Rukiga-dominant area]

In all 6 focus groups there were caregivers who believed that they shared this responsibility to teach reading with the teachers. Those who believed this discussed the different kinds of support that both parties provided for the learner. These caregivers noted that teachers were often busy with many students and felt that it was the caregiver's responsibility to prepare their children outside of school so they do not fall behind in class.

"I think both parents and teachers have responsibility over the child because as a parent, you have to create friendship with the child and help her in learning and follow her up. If not, the parent will not know the child's difficulties because the teacher has so many children he is handling. He will not be able to have extra time to pay attention to your child and know all the difficulties she is facing." [Female Caregiver, Runyankore/Rukiga-dominant area]

"I think both parents and teachers have responsibility to make sure the child learns how to read. For this reason, when the teacher teaches the child, it remains the responsibility of the parent to help the child when she gets home. Another thing the parent should make sure there is light at home to enable the child to do her homework and ensure she understands what they studied." [Female Caregiver, Runyankore/Rukiga-dominant area]

"Responsibility is for both the parent and the teacher because it is the duty of the teacher to make sure that the child studies well coupled with good behavior. The parent should ensure that she checks the child's books as well as give her packed lunch and other school requirements." [Female Caregiver, Runyankore/Rukiga-dominant area]

Teacher and Head Teacher Characteristics

Learners' assessment and survey were supplemented by interviews with teachers and head teachers, which included questions about teachers' backgrounds, qualifications and the amount of training they received, among other topics. Table 4.1.3 presents summary statistics on the main characteristics of the teachers and head teachers in our sample. Though the teachers themselves are predominately female (97% for Luganda, and 79% for Runyankore/Rukiga), the head teachers are predominately male (61% for Luganda, and 87% for Runyankore/Rukiga). It could be the case that female teachers tend to be assigned to the early grades more frequently than men.

Only 68% of teachers in the Luganda-dominant districts reported speaking the language of instruction fluently, while this was 83% for the Runyankore/Rukiga-dominant area sample. Generally, teachers use the language of instruction in the class most of the time, and almost every head teacher reported promoting reading at the school in some capacity. The methods used for promoting reading are detailed in the following sub-section and Figure 4.1.6 below.

Table 4.1.3. Teacher and Head Teacher Characteristics

	Luganda	Runyankore/ Rukiga
Head teacher is female	39%	13%
Teacher is female	97%	79%
Teacher taught in this school last year	96%	96%
Teacher speaks language of instruction fluently	71%	85%
Teacher uses language of instruction in class most of the time	92%	97%
Head teacher promotes reading at the school	97%	98%

Figure 4.1.4 presents the highest levels of qualification for Luganda- and Runyankore/Rukiga-dominant school teachers[25]. Panel A shows the highest level of education received in any subject, while Panel B focuses on their highest qualifications related to teaching. Most teachers in the sample had obtained at least an ordinary level certification, though the Luganda teachers had a lower proportion with ordinary level certifications, and more teachers with a diploma. Looking solely at teaching credentials, however, the two language groups are relatively similar.

Figure 4.1.4. Teacher Qualifications

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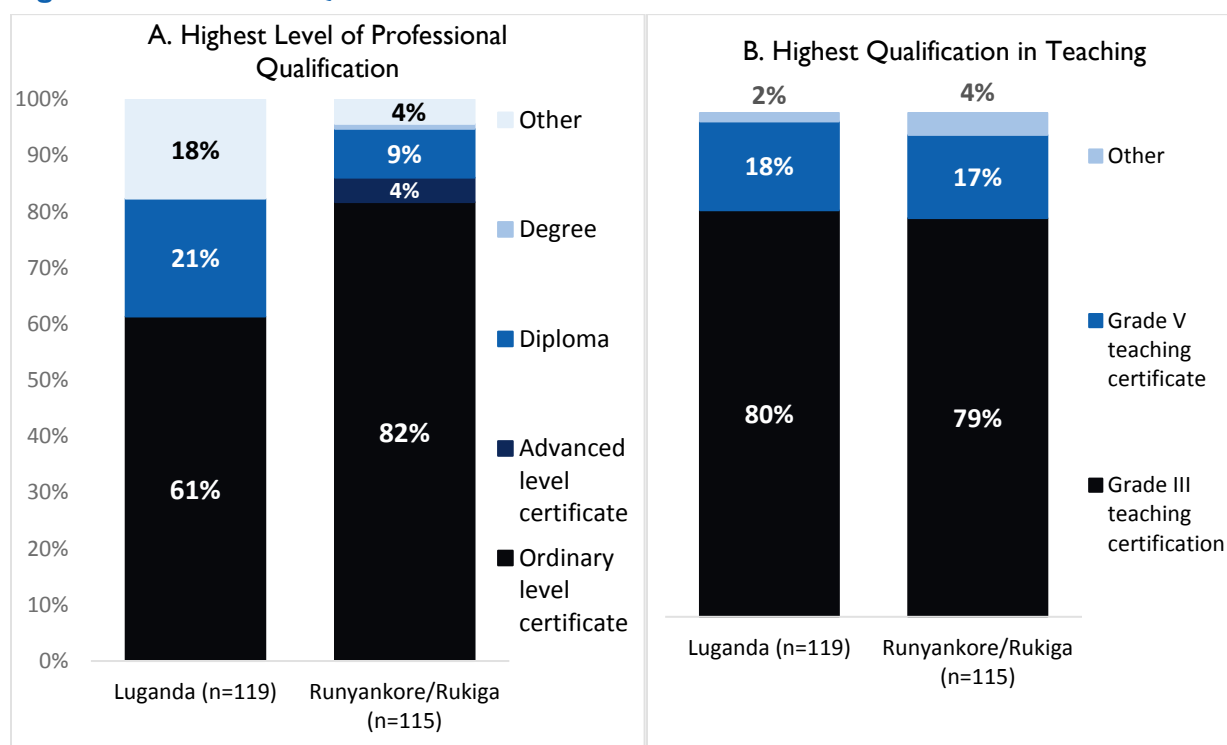
[25] Uganda's secondary education system follows the British education system where secondary education is divided into the Ordinary level and Advanced level. Lower secondary consists of 4 years of schooling at the end of which students undertake Ordinary-level exams (O'level) in at least 8 subjects with a maximum of 10 subjects. Upper secondary consists of 2 years of schooling at the end of which students sit Advanced-level exams (A-level) in at least 3 subjects. Primary teachers should hold at least a Grade III Certificate obtained after two years of training. Entry to this PTC programme requires the successful completion of the Uganda Certificate of Education (UCE) examination, or O' Levels.

Table 4.1.4 presents data on teacher and head teacher training on reading instruction. Training levels are relatively similar between Luganda- and Runyankore/Rukiga-dominant schools. Generally, the T1 and T2 teachers and head teachers were more likely to have received some training in teaching reading. About a quarter to one third of head teachers in the control group reported receiving some/any training, compared to 50-60% in the T1 and T2 groups. For teachers, only about half in the control group had received some/any training, compared to 90% in the treatment arms. A very small percentage of teachers and head teachers in the control groups reported attending the LARA training (5% of head teachers, and 3% of teachers). Only about half of the head teachers in the treatment arms reported attending the LARA training, and almost every teacher in the treatment arms attended. About 15-30% in each group has attended a training from another organization.[26] Generally, however, the teachers from Runyankore/Rukiga-dominant areas tended to have more years of experience as teachers, and as trained teachers, than the Luganda-dominant group.

Table 4.1.4. Teacher and Head Teacher Training

	Luganda			Runyankore/ Rukiga		
	Control (N=41)	T1 (N=41)	T2 (N=42)	Control (N=43)	T1 (N=44)	T2 (N=44)
Head Teacher						
Head teacher has received training to teach reading or support	27%	56%	60%	37%	59%	45%
Head teacher attended the LARA training in Jan/Feb 2017	5%	88%	79%	5%	75%	77%
Teacher						
Teacher has received training on teaching in language of instruction	45%	90%	90%	53%	89%	87%
Number of years teacher has been teaching	14	12	16	14	15	18
Number of years teacher has been teaching as a trained teacher	13	11	15	13	14	17
Number of years teacher has taught at this grade level	6	6	7	5	3	8
Teacher attended the LARA training in Jan/Feb 2017	3%	98%	95%	0%	95%	87%
How many days teacher attended LARA training	--	5	5	--	5	5
Teacher has attended other EGR trainings from other organizations	28%	20%	25%	34%	16%	26%

For those teachers who attended the LARA training, Figure 4.1.5 presents data on their perceptions of the training. Generally, teachers thought highly of the LARA training, with almost every teacher saying that they learned new things, found it useful, and felt better qualified. The only negative feedback given was that the training was not long enough.

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[26] In these cases, roughly 30% of head teachers had received training from another government program.

Figure 4.1.5. Teachers' Perceptions of LARA Training
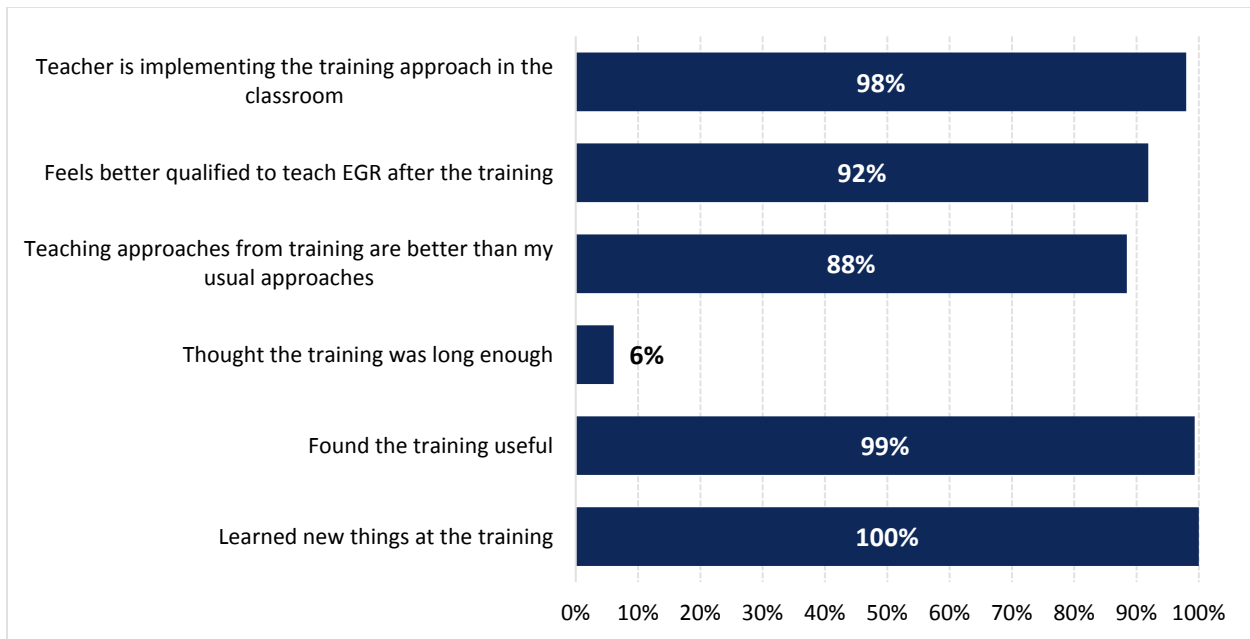
School Support to Teachers to Improve Reading in Class

Promotion of reading in schools are mainly limited to material support. Figure 4.1.6 below presents the methods that head teachers reported using to promote reading at their schools. Roughly 85% of head teachers listed providing materials to support reading in schools. However, more active engagement is limited. Only 20% of Luganda-dominant school head teachers (14% for Runyankore/Rukiga) reported using reading lessons observations, and 13% or fewer promoted team lesson planning, or organized meetings to discuss teaching.[27]

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[27] 23% of Luganda-dominant school head teachers, and 14% for Runyankore/Rukiga-dominant listed "other" methods of encouraging reading. The listed methods were mixed, but mostly concerned "encouraging" teachers to emphasize the importance of reading in schools, sending the teachers to trainings, or meeting with them.

Figure 4.1.6. How Head Teachers Promote Reading in Schools
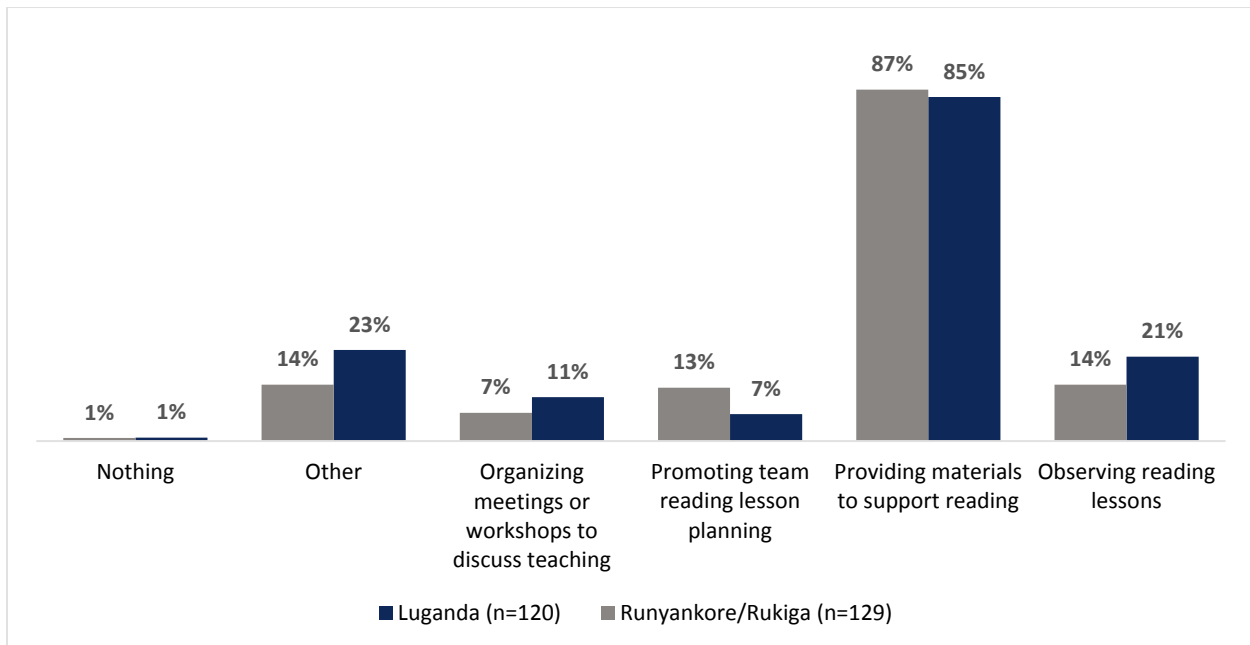
Figure 4.1.7 presents the levels of support and oversight that teachers receive in their instruction, as reported by the teachers and head teachers. Although roughly 90% of teachers and head teachers reported having their lesson plans reviewed, less than 50% of teachers reported that they are reviewed weekly. Generally, however, head teachers report higher frequencies of oversight and review than teachers. This phenomenon is particularly striking within the Luganda-dominant schools reporting on the frequency of reviewing lesson plans. Among the teachers whose lesson plans are reviewed, about 45% of Luganda-dominant school teachers reported having theirs reviewed weekly, while 71% of head teachers reported weekly reviews. For the Runyankore/Rukiga-dominant school group, reported frequency of lesson plan reviews was roughly similar. Similarly, about 90% of teachers reported being observed in the classroom, and about 33% reported being observed weekly, though 50% of head teachers reported weekly observations.

Figure 4.1.7. Support and Oversight of Teachers by the School, According to Teachers and Head Teachers
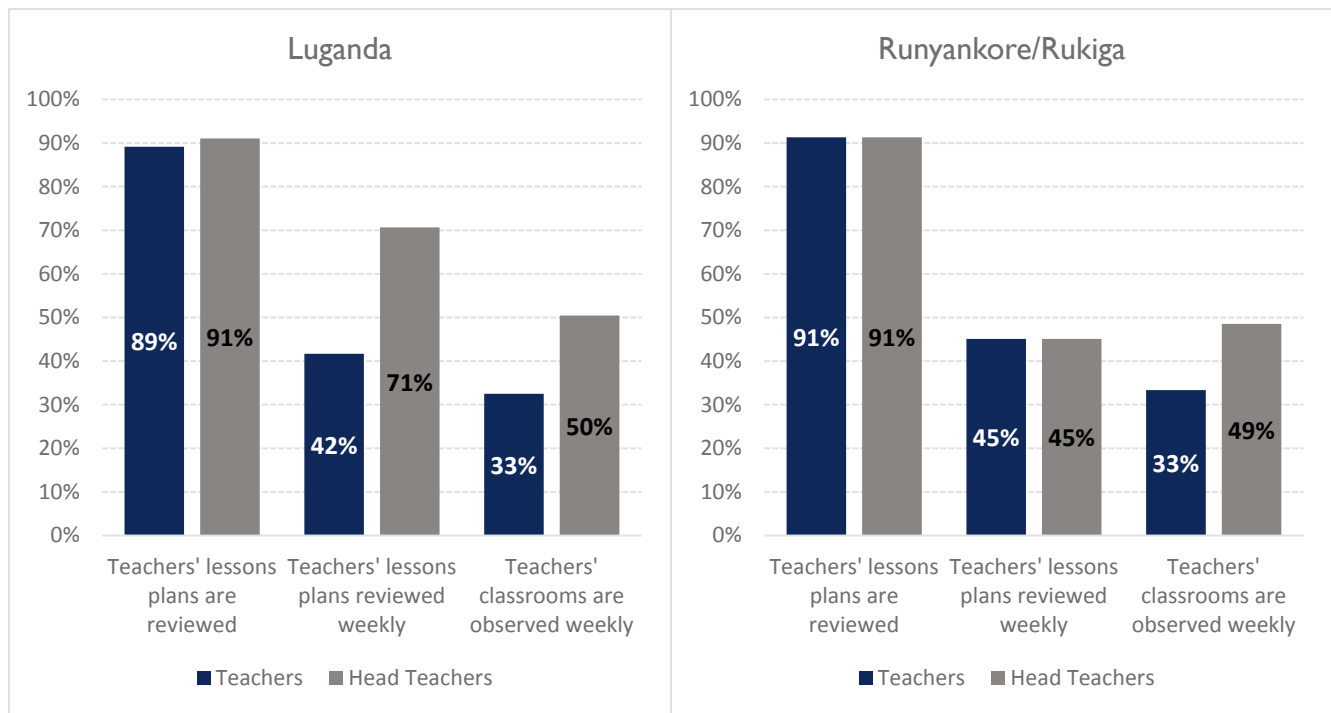
As for CCT support, about half of the teachers had never been observed by CCTs, with 58% of Runyankore/Rukiga-dominant school teachers reporting as such and 48% of teachers in the Luganda-domiant sample.[28] Roughly a third of teachers had a CCT offering support in early grade reading instruction.

In addition to asking what type of support teachers received, we asked teachers what type of support the teachers perceive as most useful to improve their ability to teach early grade reading[29]. Figure 4.1.8 presents the results. The most desired types of support by teachers are material support and training. More than two-thirds of teachers in each dominant language group – 74% in Luganda, and 86% in Runyankore/Rukiga – listed materials as a desired form of support, and roughly half in each group asked for training. In-class support and observation and feedback were less popular, though the Luganda-dominant school teachers were more open to receiving those types of support.

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[28] About 20% of teachers reported being observed by a CCT once in the past year, and 20% reported being observed at least once every term.
[29] More than one choice possible.

Figure 4.1.8. What Support would be Useful for Teachers to Improve EGR Instruction?
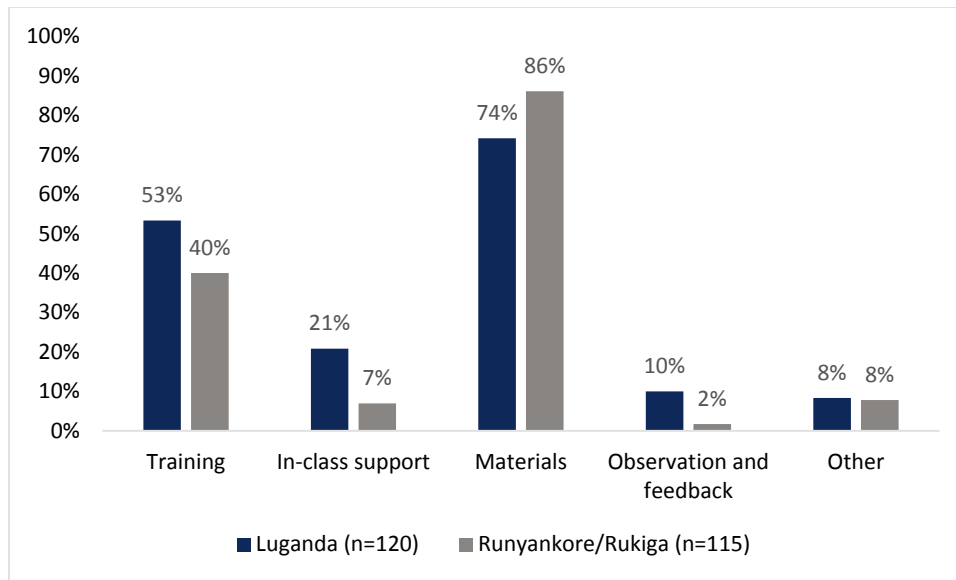
Teachers' Use of Lesson Plans and Reading Guides

We asked teachers whether their students had reading books in the language of instruction, or a printed teaching guide for lesson planning, and whether those materials had been provided by the LARA program.

Table 4.1.5 presents the results of those questions.

Table 4.1.5. Availability and Use of Reading Materials and Teacher Guides

Luganda	Control			T1			T2		
	N	Mean	Count = Yes	N	Mean	Count = Yes	N	Mean	Count = Yes
Students have reading books in language of instruction	40	10%	4	40	5%	2	40	25%	10
LARA supplied the reading books	3 [a]	0%	0	2	0%	0	10	80%	8
The reading books are good or very good	4	75%	3	2	0%	0	10	80%	8
Children use the books every day	4	75%	3	2	0%	0	10	100%	10
Teacher has a printed teaching guide for lesson planning	31 [b]	58%	18	40	98%	39	40	98%	39
LARA supplied the teaching guide	16	6%	1	39	100%	39	39	100%	39
The teaching guides are good or very good	18	67%	12	39	85%	33	39	82%	32
Teachers use the teaching guides every day	18	83%	15	39	95%	37	39	97%	38
Runyankore/Rukiga	**Control**			**T1**			**T2**		
	N	Mean	Count = Yes	N	Mean	Count = Yes	N	Mean	Count = Yes
Students have reading books in language of instruction	37	41%	15	38	16%	6	39	36%	14
LARA supplied the reading books	13 [b]	15%	2	6	33%	2	14	43%	6
The reading books are good or very good	15	87%	13	6	83%	5	14	100%	14
Children use the books every day	15	33%	5	6	67%	4	14	79%	11
Teacher has a printed teaching guide for lesson planning	28	64%	18	38	74%	28	39	82%	32
LARA supplied the teaching guide	15 [c]	20%	3	28	89%	25	32	88%	28
The teaching guides are good or very good	18	78%	14	28	79%	22	32	97%	31
Teachers use the teaching guides every day	18	72%	13	28	96%	27	32	94%	30

Notes: [a] one case, did not know; [b] two cases, did not know; [c] three cases, did not know

Few students had reading books in their language of instruction to use during class. This is true for control schools but also for treatment schools, as LARA was just starting the distribution of materials in schools. In total only 13% of Luganda-dominant school students, and 31% of Runyankore/Rukiga-dominant school students had reading books. Of those who had reading books, LARA provided them in 53% of the Luganda-dominant classrooms, and 30% of Runyankore/Rukiga. It is mostly the T2 schools that were receiving books at the time we conducted the baseline survey, as evidenced from the higher rates of T2 classrooms with reading books in the above table. With time it is expected that all T1 and T2 schools would receive materials from LARA.

Use of the books varied. In 81% of the Luganda-dominant classrooms (across all arms) children used the reading books every day, however only 57% of Runyankore/Rukiga-dominant classrooms used them every day. This is despite the fact that a smaller percentage of Luganda-dominant schools teachers thought the reading books were good or very good. The use of books was more frequent in treatment schools than in the control schools.

Conversely, a higher percentage of, mostly treatment 1 and 2, classrooms had printed teaching guides for lesson planning. In total, 86% of interviewed teachers in the Luganda-dominant classrooms had printed teaching guides, and 74% in the Runyankore/Rukiga-dominant classrooms. Among the teachers with printed teaching guides, almost 90% of the guides had been provided by LARA in the treatment schools. Teachers generally thought they were of high quality, and most teachers used them every day.

Reading Instruction Practices Used by Teachers

Our teacher survey asked teachers how often they had employed ten different reading-related instructional activities in the past 5 school days.

Figure 4.1.9 shows that the most popular techniques are having pupils read aloud, having the class repeat sentences, and having learners copy text from a chalkboard, with more than half of teachers indicating they have done these in each of the past five days. However, the data also shows that teachers report using considerable variety in their methods; five of the ten techniques had been used at least once in past five days by over 90 percent of teachers, and all of the techniques were used at least once by at least 70% of the teachers.

Figure 4.1.9. Reading Instruction Practices Used by Teachers in Past Five Days
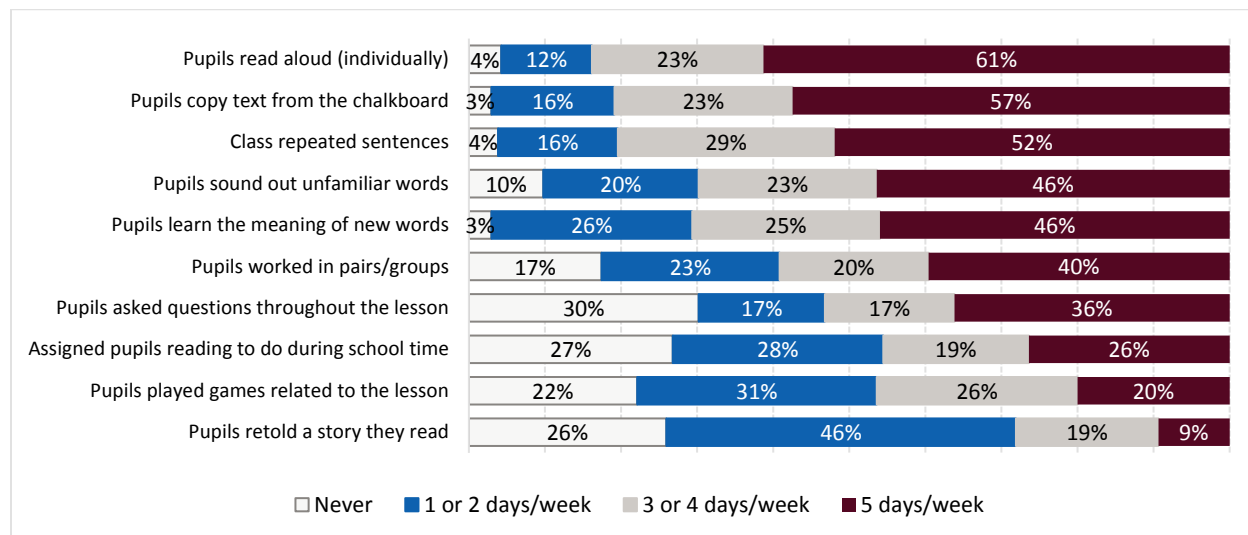
Practices related to student-driven learning, such as learners retelling a story read to them or playing games related to the lesson are less common. Generally, the distributions for Luganda- and Runyankore/Rukiga-dominant areas were similar for these activities. The exceptions are for pupils working in pairs/groups, or pupils asking questions throughout the lesson. Luganda-dominant schools teachers were more likely than Runyankore/Rukiga-dominant to have students working in groups every day, with 50% of Luganda-dominant schools teachers reporting this activity daily, and only 29% for Runyankore/Rukiga. Conversely, Runyankore/Rukiga-dominant schools teachers were more likely to report students asking questions daily, with 43% reporting this activity, compared to only 29% of Luganda students.

In addition to asking teachers what activities were used in their classrooms, we asked learners if they ever performed each of four classroom activities. The results are presented in Figure 4.1.10 below.

Figure 4.1.10. Class Reading Activities Reported by Child
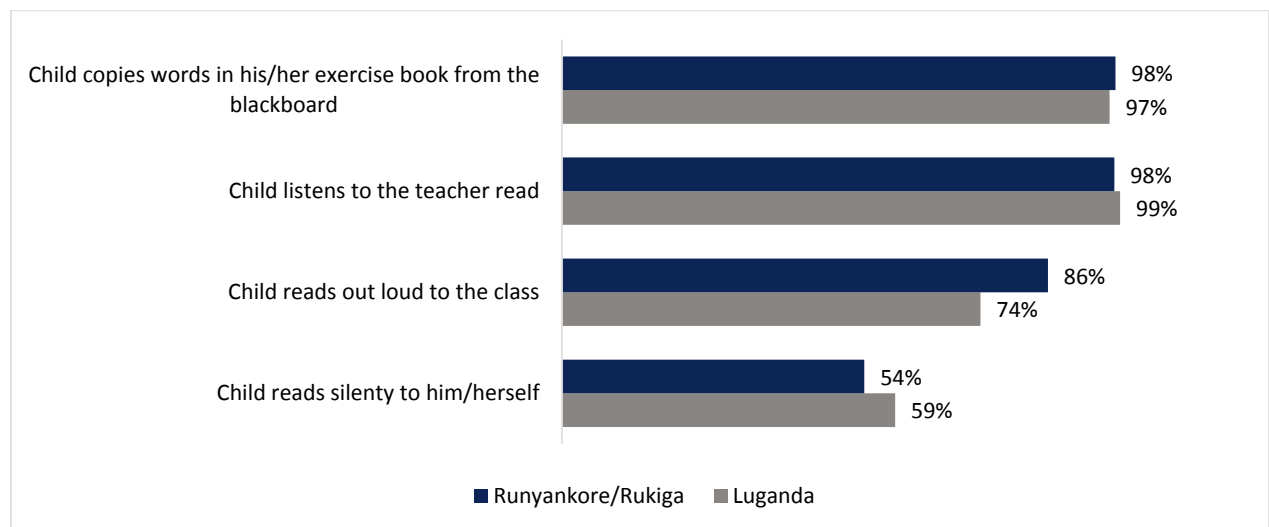
Almost every child in both language groups reported copying words in his or her exercise book from the blackboard, and listening to the teacher read. Children were less likely to read out loud to the class, though participation in this activity was still high, with 74% and 86% of Luganda- and Runyankore/Rukiga-dominant school students, respectively, reporting performing this activity. Children were least likely to read silently to themselves, with a little more than half of each group reporting this activity.

Learner Evaluation and Support Provided by Teachers

Figure 4.1.11 shows how learners are evaluated. The most common evaluation methods are routine written and oral tests, with 40-50% of teachers using these methods to evaluate their students. Lesson recitation is another common technique, used by about 31% of teachers. Findings are very similar for both languages.

Figure 4.1.11. Teacher's Approach to Evaluate Learners in Class
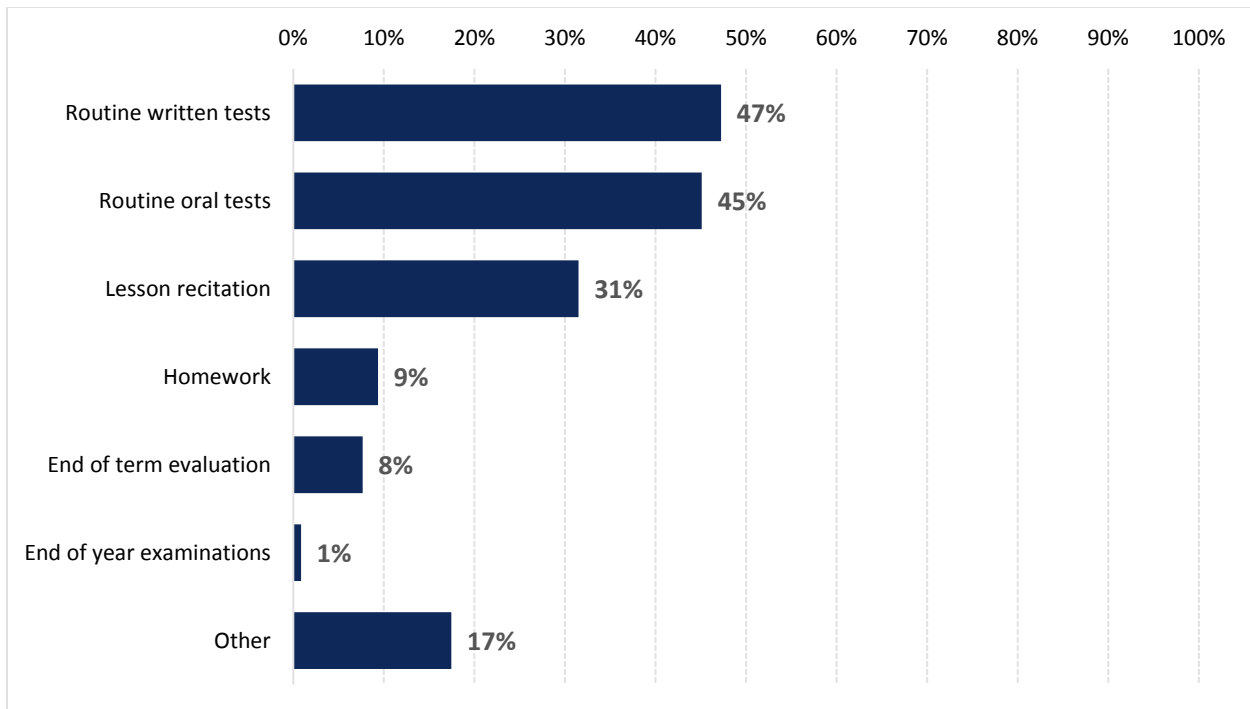
As illustrated in Figure 4.1.12, more than half of the students in the Luganda- and Runyankore/Rukiga-dominant school classrooms have difficulties in class with reading. Students in Luganda-dominant areas had higher rates of reading difficulties, with 74% of classrooms reporting that half or more had reading difficulties. For Runyankore/Rukiga-dominant areas, 55% of classrooms had half or more students facing difficulties.

Figure 4.1.12. Proportion of Students having Difficulties with Reading According to Teachers
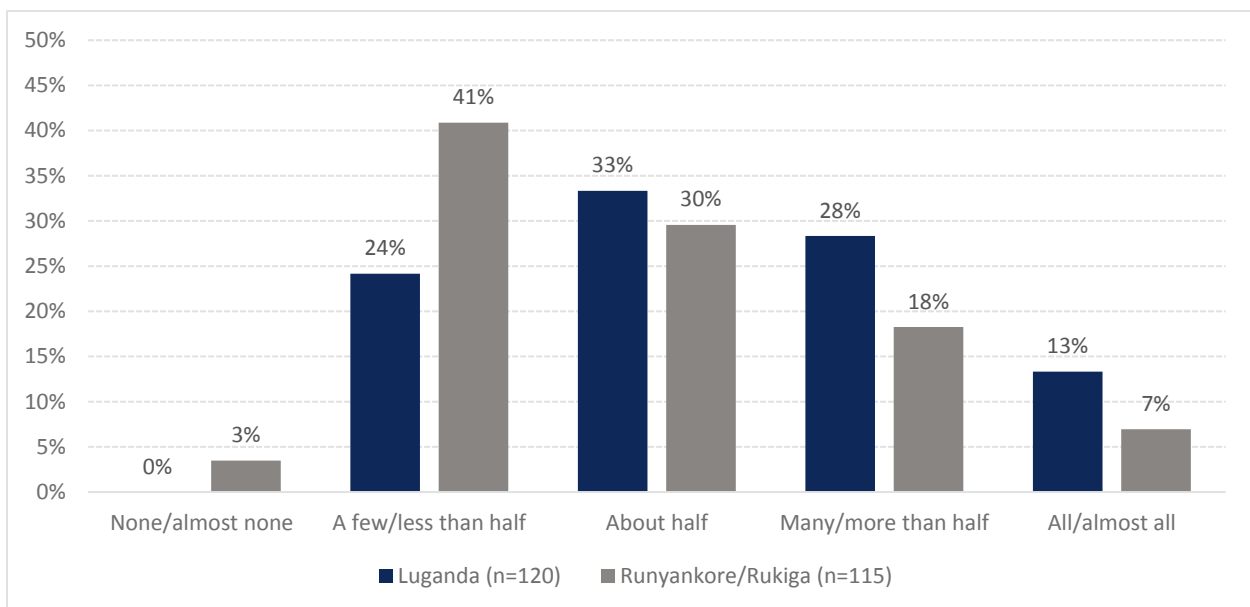
Figure 4.1.13 shows how teachers support struggling students. For those struggling students, teachers are most likely to use in-class support methods, namely individualized remedial support inside the classroom, or additional practice time in class. Support outside of class is much less common, with only 15% of teachers reporting offering individualized remedial support outside the class. Peer reviewing, group work, and additional outside assignments are less common approaches, with about 10% to 25% of teachers reporting using these support methods. Parent-teacher conferences are very rare, with less than 1% of Runyankore/Rukiga-dominant school teachers organizing them, and 0% of Luganda-dominant school teachers.

Figure 4.1.13. How Struggling Students are Supported
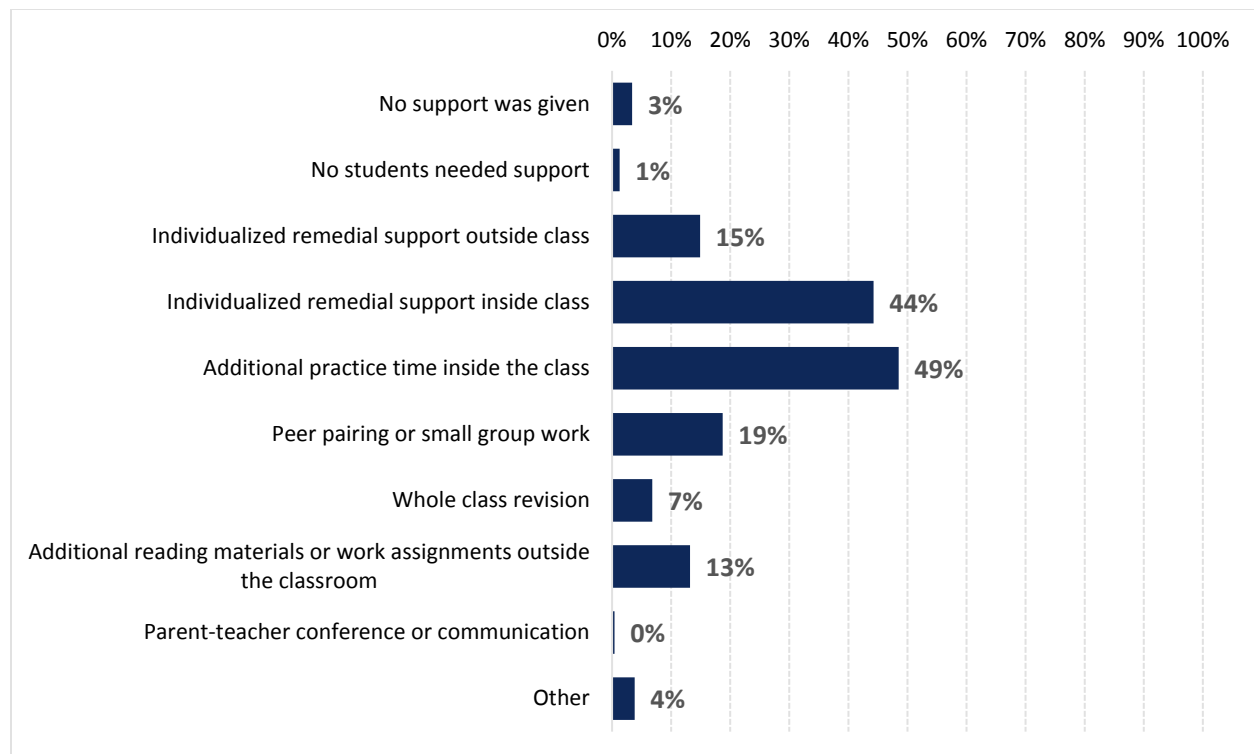
Students who do well are awarded by the methods presented in Figure 4.1.14. The most typical methods for rewarding strong performance is having the whole class cheer or applaud, followed by giving students small gifts or points towards a gift. Only 28% of teachers mentioned giving pupils a good mark as an explicit method for rewarding them and other approaches are not common. Findings are very similar between languages.

Figure 4.1.14. How Students are Rewarded

Category	Value
Does not reward students	4%
The whole class cheers, applauds, etc.	76%
Gives the pupils a special good mark	28%
Sends special notes to the parents	0%
Has a list of the best students of the month/year	0%
Gives the students a small gift or points towards a gift	41%
Other	5%
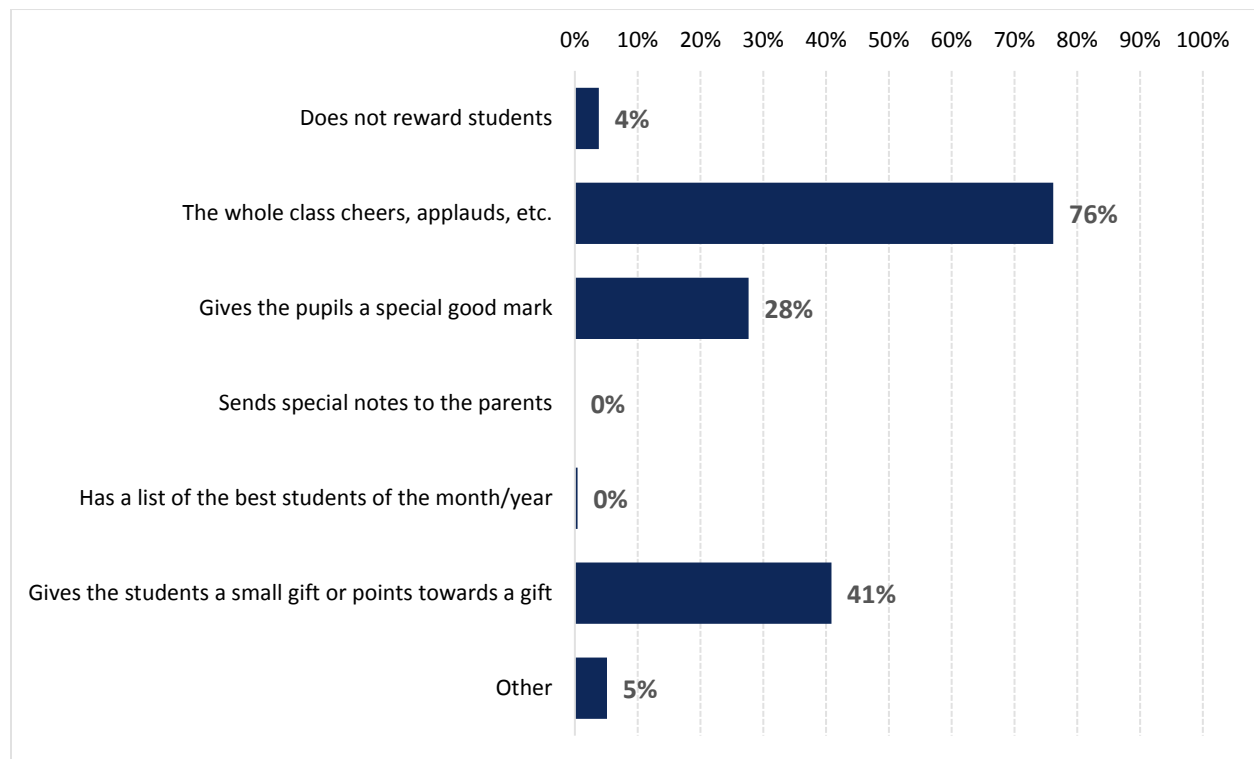
Ways Teachers Could do More to Support Reading

In FGDs caregivers mentioned a number of ways that teachers could improve their efforts to support reading. Caregivers in 3 focus group discussions desired better relationships between their children and the teachers, specifically mentioning that teachers should have a kinder approach when dealing with students. Caregivers in 2 focus groups mentioned that teachers should try to be friends with the students and bond with them to help learning. Caregivers also believed that harsh punishments such as caning and having students hold heavy objects for long periods of time ought to be eliminated. Collaboration with parents was also mentioned in 1 Luganda-dominant area focus group as an area that could be improved upon by teachers. Other suggestions for teachers included providing a strong foundation for students to read at an earlier age in order for more progress to occur later on.

> *"Teachers should be polite and avoid being rude to children in order to build that friendship and bond with the children for them to understand what the teacher is teaching them."* [Female Caregiver, Luganda-dominant area]

> *"Teachers should reduce over caning the children, there is one school nearby here but the teachers are over caning. Children come home with swollen buttocks, they should do it appropriately by only punishing with two canes and such caning can prevent children from learning."* [Female Caregiver, Luganda-dominant area]

> *"The teacher-parent relationship should be emphasized and improved. You sometimes get surprised when a parent does not know their child's teacher and the teacher does not know the child's parent, with such a gap, children's learning can be affected."* [Female Caregiver, Luganda-dominant area]

> *"I think something that can help the teacher do better is to start helping the child early. The problem is that teachers tend to concentrate more on P6 and P7 classes yet their foundation wasn't good. Those children who excel in P7 must have had a strong foundation in lower classes. For a child who has had a strong foundation, even if they fell sick towards final exams they will still perform well. So we request teachers to also put effort in the lower classes."* [Male Caregiver, Luganda-dominant area]

> *"Teachers should provide more reading materials for the pupils."* [Male Caregiver, Runyankore/Rukiga-dominant area]

Teacher's Outreach to Parents

Our quantitative surveys also asked teachers about their outreach to parents. Figure 4.1.15 presents the frequency with which teachers conduct formal meetings with parents[30], and send pupil progress reports home to parents, while Figure 4.1.16 presents teachers' reports on parent attendance to the formal meetings.

A large proportion of teachers -- 48% and 36% in Luganda- and Runyankore/Rukiga-dominant schools, respectively -- do not meet with their learners' parents. If meetings occur at all, they are most likely held once a term. About half of the interviewed teachers in each language group reported conducting formal meetings with parents at least once a term (though the Luganda-dominant school teachers were about 10 percentage points less likely to do so). Teachers are much more likely to send pupil progress reports to parents – with 85% and 91% of Luganda- and Runyankore/Rukiga-dominant school teachers reporting doing this at least once a term.

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[30] These tables are slightly contradictory to the results in Figure 4.1.13 where teachers state that they do not consider parent-teacher conferences or communication as a technique to support students. However, the emphasis in Figure 13 in on supporting struggling students for which remedial support in class and additional practice time in class is more used.

Figure 4.1.15. Teacher Outreach to Parents on Reading
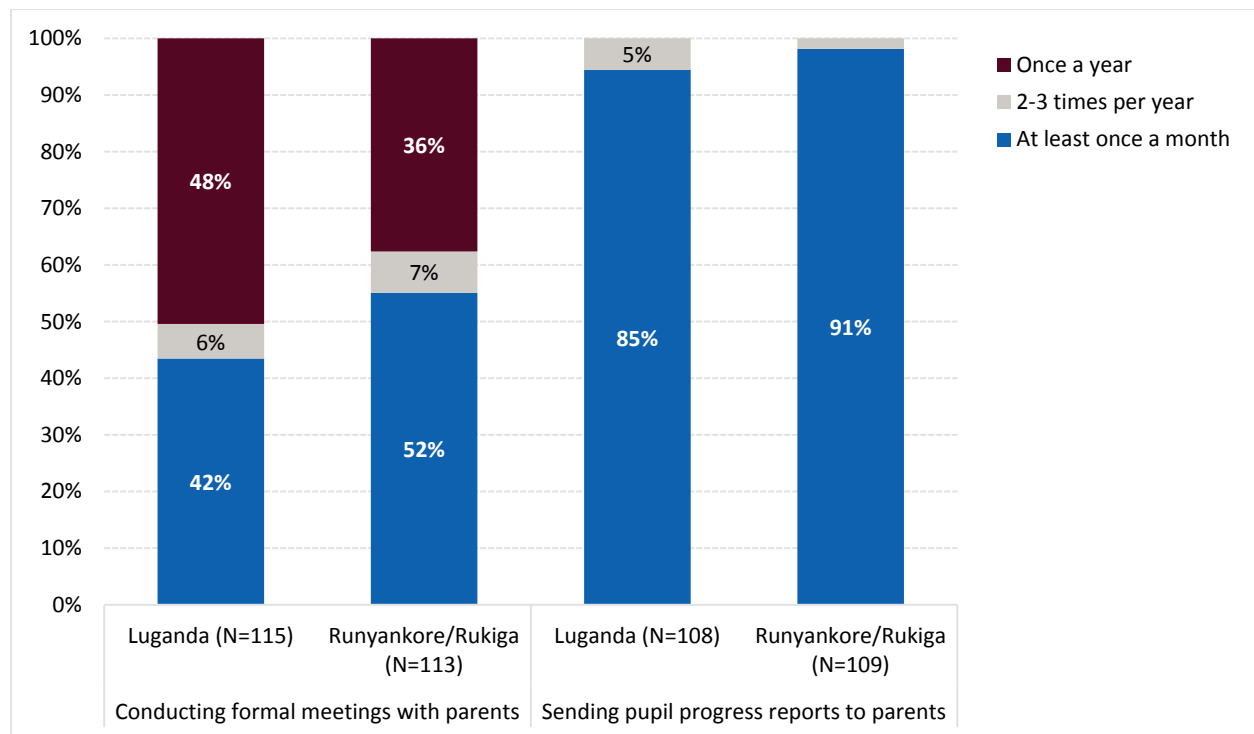
Note: Bars do not total to 100. 1-2% refused, responded "Don't Know", or responded "Never"

Figure 4.1.16. Parent Attendance to Formal Meetings with Teacher
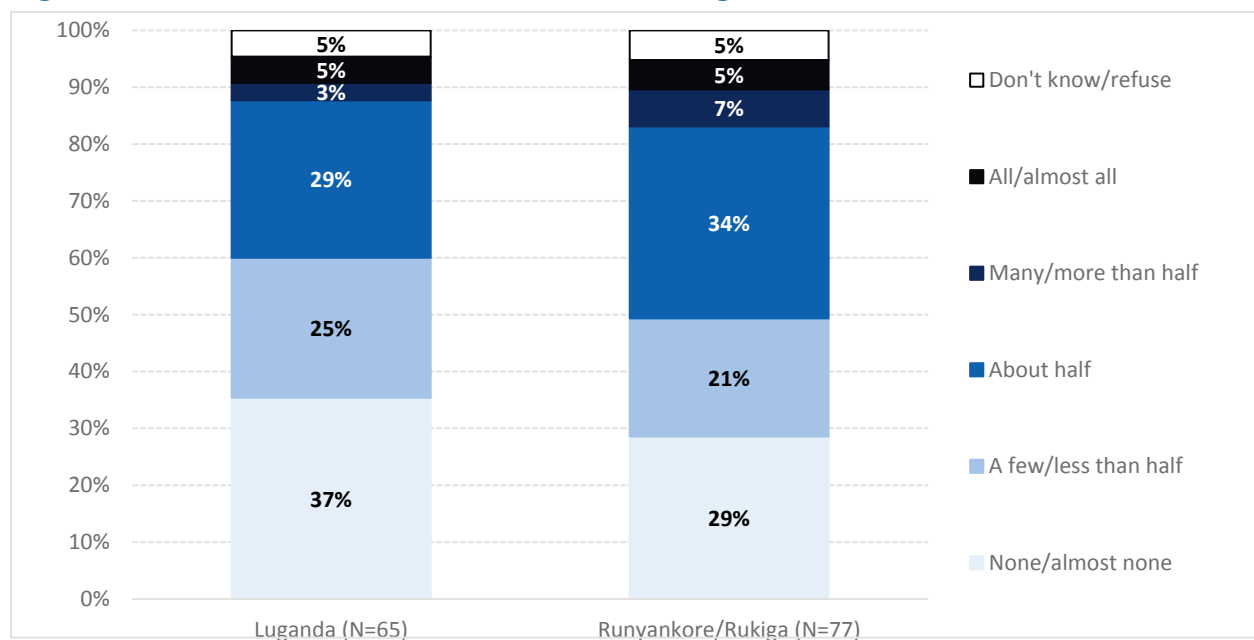
Even though about half of the teachers conducted formal meetings with parents, attendance at the meetings was mixed. In Figure 4.1.16 we show that in about two-thirds of classrooms, half or less than half of the parents actually showed up to the meetings, and in roughly a third, more than half of all parents showed up to the meetings.

Of course these reports correspond to the experience that teachers had over the previous years and do not refer to the particular class we have assessed, which had only started the school year a few weeks before the survey took place.

<u>Parent-Teacher Collaboration to Track/Improve Learner Reading</u>

The FGDs also revealed that while some parent-teacher collaboration does exist, some parents do not take this seriously. In both regions, caregivers mentioned being invited to engage with teachers to check on the performance of their children. However, one male caregiver in a Luganda-dominant area mentioned that some parents refrain from attending, choosing to work instead.

> *" It depends, we are told to come to school to check on the performance of our children but the majority of us do not take it seriously, once we send our children to school we think that's is all. When we are called to attend a meeting some parents start saying: "now they want to increase school fees, they want to do this and that". When we attend meetings, those who didn't go, ask us: "now why have they been disturbing you? Instead of going to your garden to grow maize, you are wasting your time attending meetings!" [Male Caregiver, Luganda-dominant area]*

However, the primary caregivers who engaged with teachers to discuss their child's learning progress indicate that they were largely pleased with the outcome of their interactions with the instructors. Caregivers in 3 focus groups mentioned that more attention was paid to the learner after conferences with the child's teachers. Caregivers in 2 groups also made a point to encourage other caregivers to take the initiative to speak with their child's teacher.

> *"The teachers would work better if parents were also cooperating by coming to check on their children and discuss with the teachers to find solutions. They only wait for reports from home. A teacher also performs when somebody monitors them but as long as there is no such mechanism they do what they want."* [Female Caregiver, Luganda-dominant area]

> *"The teachers have a role to play… okay like me during the third term of last year I brought my children to school but I did not come to talk to the teacher, but they performed poorly. My children were attending school in town where they never used to teach Luganda, they were learning in English but when I came and talked to the teacher, he put emphasis on them and they improved on their academic performance very fast and there is now a very big difference and one in P4 can now teach L to those in private schools. So I call upon my fellow parents to always come and talk to the teachers in order to discuss the weaknesses of their children."* [Female Caregiver, Luganda-dominant area]

> *"The problem emanates from us the parents [failing to visit the school] deliberately. They fail to visit the school to check on the performance and behavior of our children. People sound like it is not necessary yet visiting school contributes a lot to the good performance of your child. The teacher will also have the courage to help the child whose parent is regular at school."* [Male Caregiver, Luganda-dominant area]

School Attendance by Learners and Teachers

Table 4.1.6 presents the general trends on teacher and learner attendance, as reported by both learners and teachers. More than 40% of all students interviewed reported missing at least one day of school during the school prior week. Figures are slightly higher for girls than boys, in around 3 percentage points. Of those who reported missing school, students missed on average 2.2 days of school. For children reporting teacher absence, the students in Luganda-dominant schools reported similar trends, with 43% of students reporting a teacher missing school the prior week, and on average missing 1.8 days of school. Learners in Runyankore/Rukiga-dominant schools reported lower rates of teacher absence (about 35%), with teachers missing about 2 days of school on average. Teachers' self-reported

attendance rates are higher than those reported by their learners, however. Only 28% of Luganda-dominant school teachers, and 32% of Runyankore/Rukiga-dominant school teachers reported missing a day of school the prior week.

Table 4.1.6. Teacher and Learner Attendance

Survey Item	Luganda Mean		Runyankore/Rukiga Mean	
Learner Attendance	**Boys**	**Girls**	**Boys**	**Girls**
Child missed a day of school last week	43%	47%	39%	42%
Number of days the child missed last week (for those who missed school)	2.1	2.2	2.2	2.3
Teacher Attendance				
A. *According to the learner*				
Child's teacher missed a day of school last week	43%		35%	
Number of days teacher was absent last week (for those with absent teachers)	1.8		2.0	
B. *According to the teacher*				
Teacher missed at least one day of school	28%		32%	
Number of days teacher was absent last week (for those who were absent)	1.9		1.4	

Figure 4.1.17 reports the full distributions of learner and teacher attendance. As shown in the figures, more than half of all learners reporting missing zero days of school the prior week. Of those who missed school, there was a relatively even distribution of learners missing 1 day, 2 days, or 3 or more days. For teachers, the majority missed zero days of school the prior week, and among those who missed school, the majority missed only one day.

Figure 4.1.17. Number of Days Absent Last Week (Learners and Teachers)
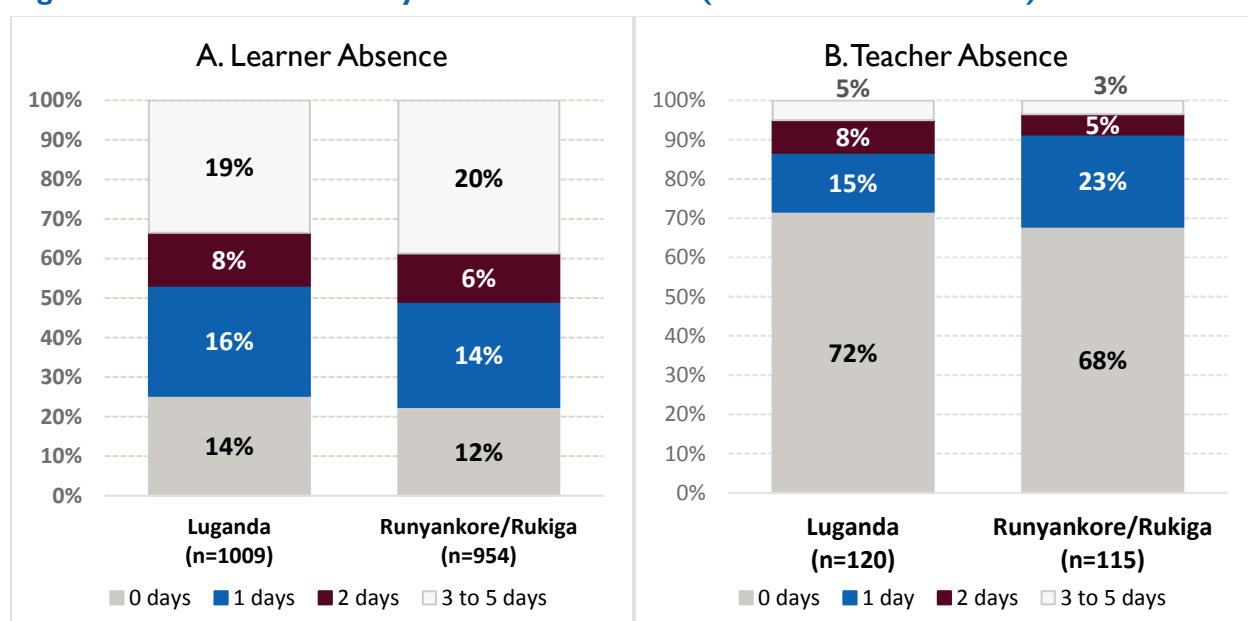
Contributing Factors to Learner Absenteeism

The survey asked learners who reported missing school, if they missed due to 12 specific reasons.[31] Figure 4.1.18 presents the percentage of children listing the most common reasons for missing school.[32] Sickness and household work were by the most common reasons for missing school. Very few P1 students reported missing school due to poor treatment from other students or teachers. Roughly 5% to 7% of learners cited other reasons for missing school. Among these other reasons listed, the most common was a lack of school fees or materials, however this only accounts for roughly 1.5% of total children.

Figure 4.1.18. Contributing Factors to Learner Absenteeism
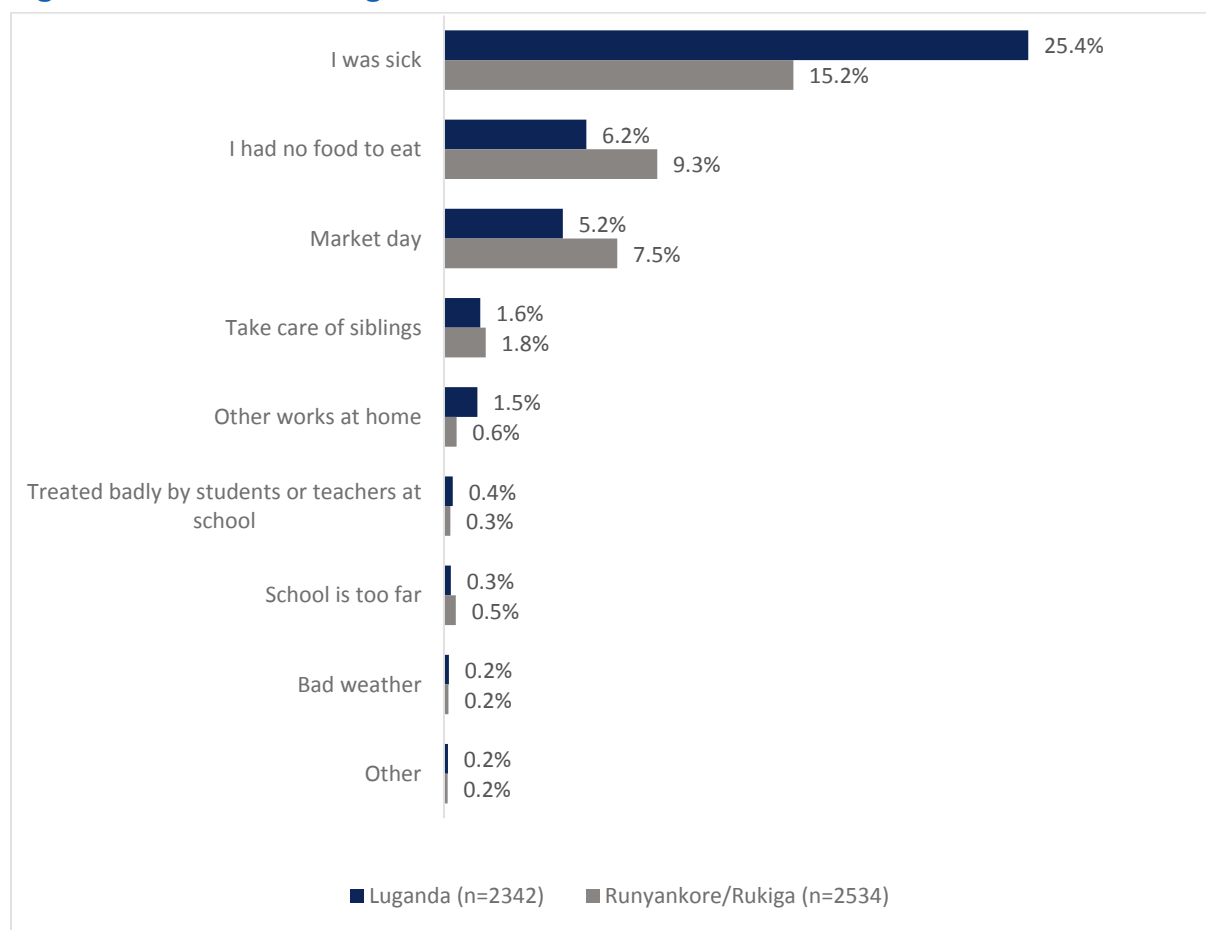
Teacher Absenteeism

In 4 of the 6 focus groups, caregivers stated that teacher absenteeism had negative effects on the progress of learners. Besides the interruption in education and lesson plans, caregivers in

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[31] Namely: being sick; lack of food to eat; market day preparations; taking care of siblings; doing household work; students are treated badly by other students or teachers at school; customs or festivals; school is too far away; school is not interesting; bad weather; lack of transport.

[32] Since not a single learner reported missing school for the following reasons – customs or festivals; school is not interesting; and lack of transport – these reasons are omitted from the figure.

Runyankore/Rukiga-dominant districts noticed that when a teacher was absent, the students had less supervision and spent the day playing, leaving school and wandering around the area, and potentially getting into trouble. One female caregiver shared the negative effects she saw in her niece's education due to not only teacher absenteeism but the lack of sufficient staffing in the schools.

> *"To add onto what the pre-current discussant said, the teachers are very few in school. Let's say the child is in P1, if the teacher happens to fall sick and spends about two three days without coming to school, the child's understanding will deteriorate. I had my sister's child in P6 in some government school, she could not write a single local language word reason being that they had always had one teacher per class teaching all the subjects. Is it possible for a teacher to teach all the subjects? We need more teachers in order to reduce on the teacher's burden and make the children learn faster."* [Female Caregiver, Luganda-dominant area]

> *"Yes, teacher absenteeism affects my child because when they send her back home, she will not reach home. Yet I will not also know where she has gone especially when they go watching films. She may even encounter problems in such places."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"I also think teachers' absenteeism affects the children because the syllabus will not be completed. Also what he intended to teach during that term will not be covered. And also when the teacher is not around, the child spends the whole day running about in the compound, fighting, going to unsafe places where they may encounter problems."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> *"When the teacher is absent from school, the child may think that her teacher may also not come the next day. So instead of going to school the next day, she may hide somewhere and spend time till it is time for going back home."* [Female Caregiver, Runyankore/Rukiga-dominant area]

Student Absenteeism

Caregivers in all 6 focus groups spoke of various factors that impact consistent school attendance and in turn reading progress. Reasons given for learner absenteeism included children stopping on the way to school, flooded roads, lack of scholastic materials, and lack of schooling fees to ensure continual attendance. Caregiver's reasons for learner absenteeism highlighted different issues than those stated by learners in their survey response. Learners mostly said they missed school because they were sick, followed by needing to take care of other work at home. Though caregivers in all 6 focus groups spoke of learner absenteeism as generally undesirable, some caregivers admitted to keeping their children at home during planting and harvesting periods to help them as they have no money to hire outside help. One female caregiver from a Luganda-dominant district said that parents who did not pay attention to the comings and goings of their children were to blame if the child did not attend school. Another caregiver, also from a Luganda-dominant district agreed that it was common for students to be absent from school.

> *"They have talked about hunger but even the roads where the children pass to and from school they are in a sorry state. Sometimes God blesses us with rain but the swamps over flood and going through becomes a problem. Some children fear to come to school when the water crosses the road. They can even spend some three days without going to school."* [Female Caregiver, Luganda-dominant area]

> *"When the child comes to school without a uniform, she appears different from the rest she feels out of place and ends up not attending class because of fear of being laughed at. Also when it is time for a subject which she normally fails, she feels it is a wastage of time and decides to dodge the lesson. More so, if she leaves home without eating anything, she may end up loitering in town instead of going to school."* [Female Caregiver, Runyankore/Rukiga-dominant area]

> **"**For me I still blame the Parents, sometimes we force the children to remain at home to help us in our gardens. You tell them, "this week you are not going to school because we are going to work in the gardens". During planting and harvesting periods, we need labor and yet we do not have money to hire. [Male Caregiver, Luganda-dominant area]

Other reasons for student absenteeism touched on the student's or caregiver's relationship with the teacher. A student may be reluctant to go to school if he/she fears punishment from the teacher. One female caregiver even said that the teacher may treat a learner unfairly when the teacher and the learner's parent do not get along. This was confirmed in the focus group with caregivers regarding SRGBV.

> **"**One of the major reasons is lack of scholastic materials. If they punish her today because she has no pen, tomorrow she will not attend class as she knows that she will be beaten. And sometimes there are teachers who just enjoy beating children. In the event that the child is not so bright in class, if she fails to answer a certain question, she is beaten. That makes the child fear to enter class and hides in the toilets." [Female Caregiver, Runyankore/Rukiga-dominant area]

> **"**Me I have one reason; there is a time you find that the teacher and the parent of the child are at loggerheads for one reason or the other. So when the child goes to school, the teacher will always find reasons to beat her whether she is in the wrong or not. For that matter, when you send her to school she stays in the bushes and when it comes to time for going home, you see her coming. As a parent, sometimes you have no time to check her day's class work. So these grudges also hinder our children from attending school and class." [Female Caregiver, Runyankore/Rukiga-dominant area]

School Characteristics

Table 4.2.1 below details the characteristics of the school. On average, schools had seven classrooms in the Luganda-dominant districts, and 9 in the Runyankore/Rukiga-dominant ones. Luganda-dominant schools were both more likely to have all classrooms protected from the elements, and were slightly more likely to have working electricity. Overall, however, only a small percentage of schools reported having working electricity. Luganda-dominant schools were also more likely to have water at their school. For both groups, the main water source was predominately a rain barrel or tank. Runyankore/Rukiga-dominant schools were more likely to have a water tap, as well.

4.2 SRGBV FINDINGS

In this section we present descriptions of the quantitative and qualitative data collected as part of the school-related gender-based violence (SRGBV) component. We provide an overview of: attitudes towards gender inequality/norms, school safety climate, attitudes and practices of violent and non-violent disciplinary methods, student self-reported past school year SRGBV, and child protection resources and availability.

Table 4.2.1 School Characteristics

Characteristic	Luganda	Runyankore/ Rukiga
Number of classrooms in school	7	9
All classrooms are protected from the elements	66%	47%
School has working electricity	20%	15%
Percentage of children reporting a disability [a]	37%	38%

Characteristic	Luganda	Runyankore/ Rukiga
Water Source of School		
No water at school	12%	25%
Well water	22%	5%
Hand pump / bore hole	16%	6%
Tap	7%	27%
Rain barrel / tank	43%	37%

a Children were asked if they had difficulty: 1) seeing even when wearing glasses, 2) hearing even when wearing a hearing aid, 3) getting around, such as walking or climbing steps, 4) thinking, such as remembering or concentrating, 5) washing all over or dressing yourself, 6) being understood when you speaking in the language you use at home?

Wherever we present quantitative data we provide overall sample findings as well as any important differences seen across regional/language groups, genders, and respondent types (learners, teachers, head teachers, and caregivers).

Attitudes Towards Gender Inequitable Norms

The learner, primary caregiver, and teacher questionnaires all included a section where the interviewers read 15 statements about different aspects of gender inequality and asked the respondents if they agreed or disagreed with the statement, or if they were not sure. Figure 4.2.1 A and B present the percentage of those agreeing with each statement for male and female learners, primary caregivers, and teachers separately. For 14 statements[33], agreement to the statement indicates belief in more inequitable gender norms. The remainder of this section will highlight important attitudinal differences across genders and respondent types.

The 14 statements were used in the construction of an inequitable gender attitudes index. Each of the items received a score on a scale from 0 at a minimum to 2 at a maximum value for the response options that include: "Do not agree," "Not sure," "Agree," following the conventions of the Gender Inequitable Men Scale[34]. Higher scores signify greater acceptance of inequitable attitudes toward gender norms. The values for responses to all items are added together, for a maximum score of 28. The level of agreement varied substantially across respondent types.

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[33] The inequitable gender norm attitudinal scale originally included 15 items but one item was omitted from results and analysis as it was erroneously a statement of equitable gender norms.

[34] http://promundoglobal.org/resources/measuring-gender-attitude-using-gender-equitable-men-scale-gems-in-various-socio-cultural-settings/

Figure 4.2.1.A. Attitudes towards Gender Inequitable Norms by Male and Female Learners, Caregivers, and Teachers

Percentage Responded "Agree"

Bathing and feeding the children are the mother's responsibility.
- 94%
- 95%
- 97%
- 78%
- 47%
- 64%

The dowry that a groom pays shows how much he values the bride.
- 81%
- 77%
- 76%
- 69%
- 47%
- 41%

A mother should tolerate violence from the father in order to keep the family together.
- 78%
- 81%
- 86%
- 73%
- 62%
- 54%

Boys are naturally better at math and science than girls.
- 75%
- 47%
- 65%
- 61%
- 44%
- 48%

Boys are usually more intelligent than girls.
- 71%
- 42%
- 52%
- 46%
- 33%
- 41%

Men need more care as they work harder than women.
- 66%
- 63%
- 62%
- 65%
- 36%
- 31%

Girls provoke boys by wearing short dresses.
- 55%
- 38%
- 72%
- 72%
- 63%
- 58%

It is more important for boys to do well in school than it is for girls.
- 80%
- 35%
- 42%
- 47%
- 29%
- 18%

Legend: Male Learners, Female Learners, Male Caregivers, Female Caregivers, Male Teachers, Female Teachers

Figure 4.2.1.B. Attitudes towards Gender Inequitable Norms by Male and Female Learners, Caregivers, and Teachers

Percentage Responded "Agree"

There are times when a man needs to beat his wife.
- 33%
- 38%
- 29%
- 17%
- 14%
- 12%

It is a girl's fault if a teacher sexually harrasses her.
- 33%
- 34%
- 22%
- 16%
- 11%
- 6%

A learner should try to fit in with friends, even if that means saying unkind things to another learner.
- 28%
- 32%
- 25%
- 25%
- 37%
- 42%

Since girls have to get married, they should not be sent for higher education.
- 37%
- 24%
- 14%
- 10%
- 3%
- 4%

It is acceptable for a woman to disagree with her husband.
- 25%
- 30%
- 13%
- 10%
- 36%
- 35%

Girls like it when boys tease and make fun of them.
- 23%
- 15%
- 18%
- 19%
- 16%
- 12%

It is acceptable for a teacher to get a learner pregnant if he marries her.
- 14%
- 11%
- 11%
- 4%
- 2%
- 2%

Legend: Male Learners, Female Learners, Male Caregivers, Female Caregivers, Male Teachers, Female Teachers

Figure 4.2.2. Attitudes towards Gender Inequitable Norms Index Score by Male and Female Learners, Caregivers, and Teachers
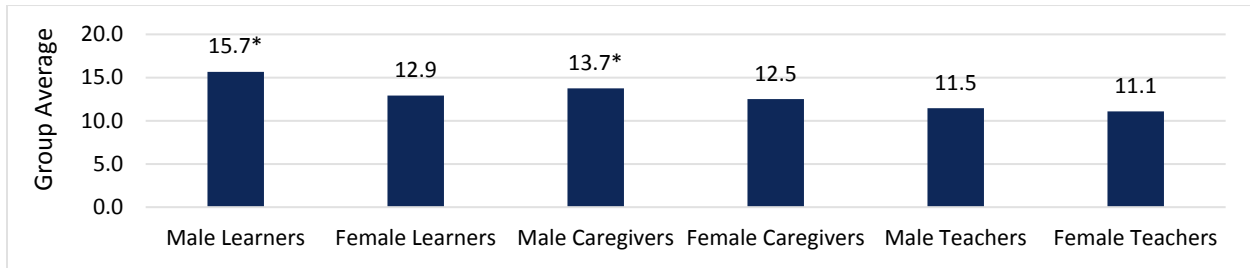
*Statistically significant different between male and female average scores.

Figure 4.2.3 shows learners' agreement levels for a subset of statements about gender inequality, disaggregating by gender of the learner. For two of the statements in the figure ("Boys are more intelligent than girls" and "It is more important for boys to do well in school than it is for girls"), levels of agreement were at least 25 percentage points higher for boys than for girls. In the cases of the other four statements in Figure 4.2.3 boy and girl learners agreed at similar rates, within 4 percentage points of each other. Interestingly, boy learners' and girl learner's attitudes diverged on the two statements regarding inequalities for boys and girls in school settings, whereas the two groups agreed about the superiority of men in the household and in the school setting. There was a significant difference in the average gender attitudes index scores for boy learners (15.7) and girl learners (12.9).

Figure 4.2.3. Learners' Attitudes towards Gender Inequitable Norms, by Boys and Girls
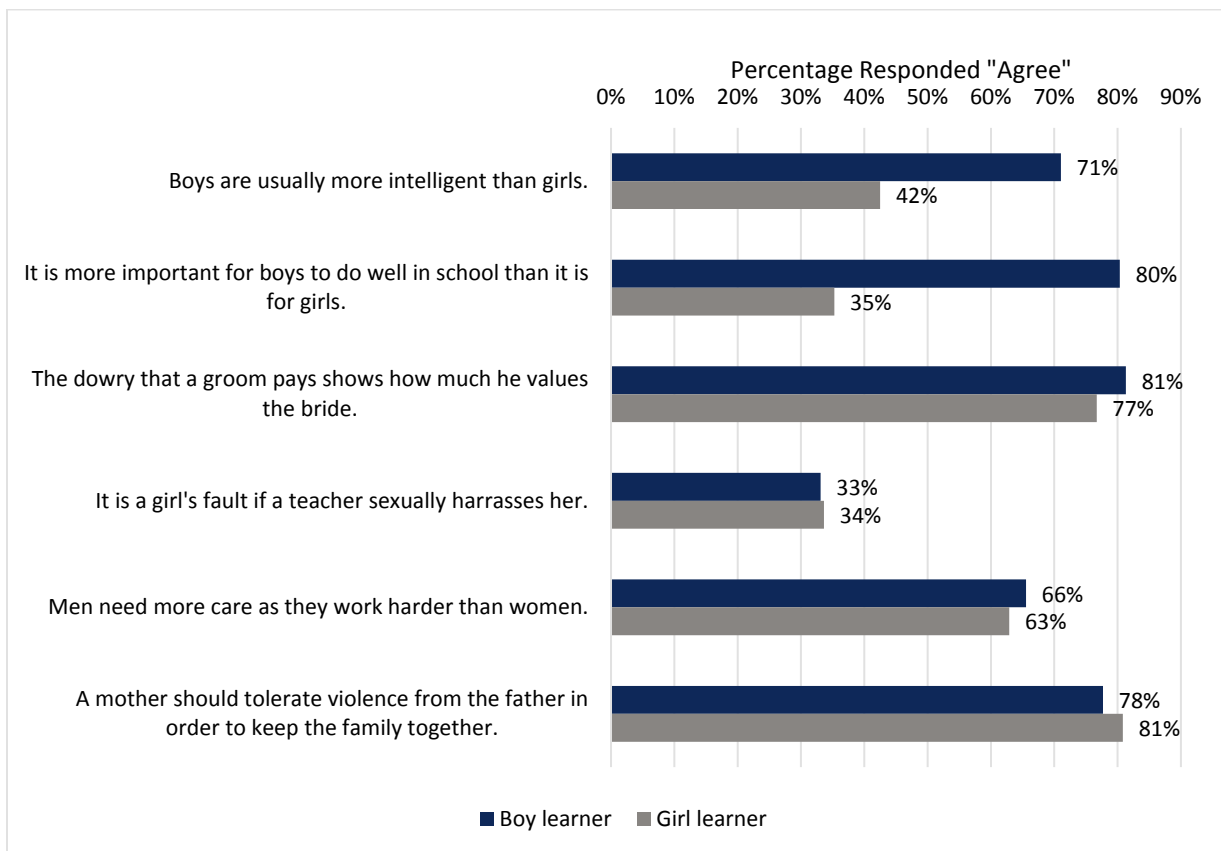
Figure 4.2.4. Teachers' Attitudes towards Gender Inequitable Norms, by Gender

Percentage Responded "Agree"

Statement	Male teachers	Female teachers
Boys are usually more intelligent than girls.	33%	41%
It is more important for boys to do well in school than it is for girls.	29%	18%
The dowry that a groom pays shows how much he values the bride.	47%	41%
It is a girl's fault if a teacher sexually harrasses her.	11%	6%
Men need more care as they work harder than women.	36%	31%
A mother should tolerate violence from the father in order to keep the family together.	62%	54%

Among school teachers, there were minor differences between male and female teachers on the percent agreeing with the gender inequitable normative statements. Figure 4.2.4 provides the percentage of male and female teachers that agreed to a subset of the statements on gender inequitable norms. Just as with the learner population, the male and female teachers differed most on the statements about boys and girls in school. Male teachers were more likely to agree that boys' success in schools is more important than girls' while female teachers were more likely to agree that boys are inherently more intelligent than girls. When comparing average scores between male teachers and female teachers for the gender attitudes index, there was no significant difference between them.

School Safety Climate

The SRGBV data collection effort captured perceptions of the schools' safety climates and documented physical aspects of actual school safety. This entailed asking learners, caregivers, teachers, and head teachers their opinions of the status of physical and emotional safety in the school setting as well as on the way to and from school. Objective measures of school safety were observed with a school infrastructure checklist completed by an interviewer while on school grounds. Respondents participating in the SRGBV surveys were read a series of statements about the climate at their school and asked to agree or disagree with the statement, or say "not sure." The list of school climate statements varied by respondent type, but four statements were read to all four respondent types. Figure 4.2.5 presents the responses to the four statements for learners, caregivers, teachers, and head teachers. In general, teachers and head teachers held higher opinions of their schools' safety climate while caregivers and learners expressed more muted agreement on the subject. For example, while 15 and 19 percent of teachers and head teachers, respectively, agreed that learners "are sometimes afraid to go to school for fear of punishment," the level of agreement was much higher among caregivers (43%) and learners (51%).

Figure 4.2.5. Perceptions of School Climate, By Learners, Caregivers, Teachers and Head Teachers[35]

Percentage Responded "Agree"
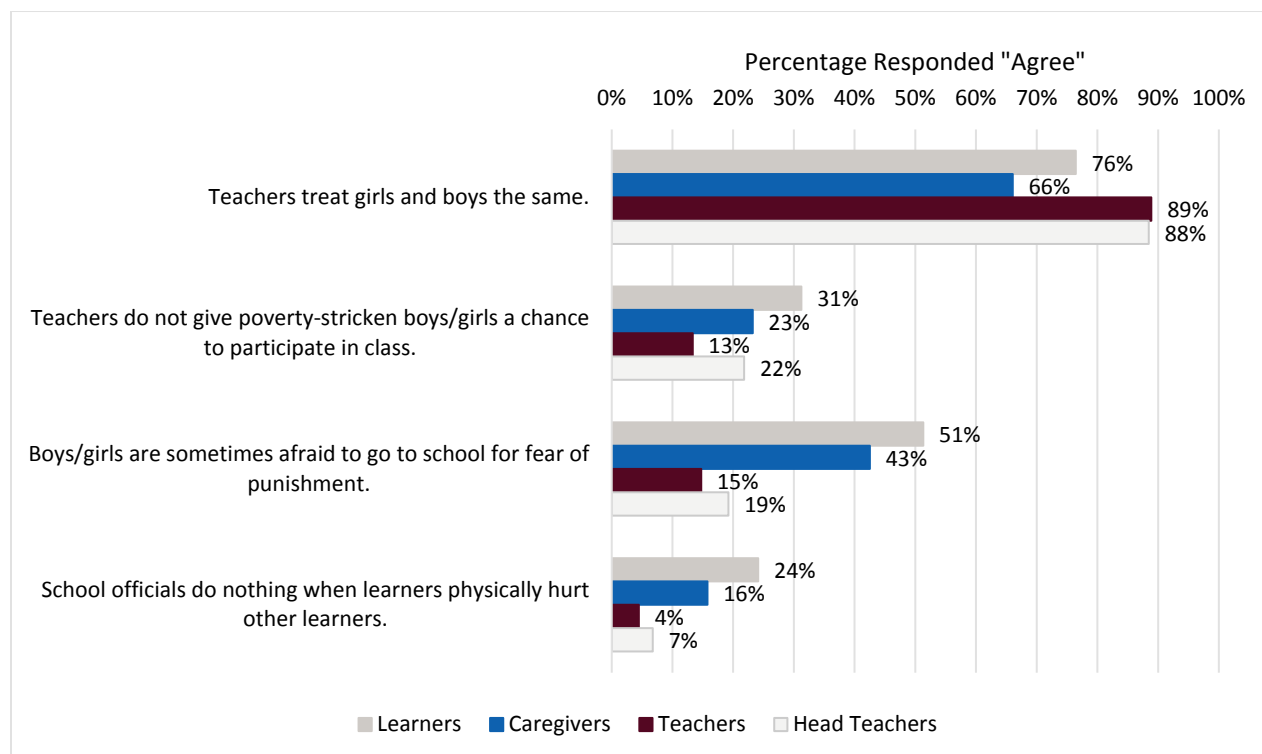
The following sections will present data related to school climate grouping results by theme: Safety travelling to and from school, Safety on school grounds, Reporting incidences of SRGBV, and School infrastructure related to safety.

Safety Traveling to and from School

To study SRGBV and its effects on school attendance and reading ability, it is important to recognize that incidences can occur on the way to and from school or in the vicinity of the school as much as on the school grounds. In fact, more severe forms of SRGBV may occur outside of school since they may be without the security and surveillance that school grounds can provide.

Table 4.2.2. Perceived Safety for Boys and Girls Traveling to and from School, by Respondent Type

	Percentage Responded "Agree"				
	Boy Learners	Girl Learners	Caregivers	Teachers	Head Teachers
GIRLS feel safe on the way to and from school.	--	64%	39%	--	53%
BOYS feel safe on the way to and from school.	73%	--	39%	--	72%

Note: -- indicates that statement was not part of the questionnaire for respondent group

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[35] Table 4.31 in the Annex compares all school climate questions by gender and respondent type.

Table 4.2.2 presents results from two statements about safety on the way to and from school read to learners, caregivers, teachers, and head teachers during the survey interviews. The statements mention girls and boys separately, as safety concerns can differ depending on the child's gender. Girls did express more concern than boys. This same sentiment is reflected in the head teachers' opinions, which indicate more concern for girls' safety outside of school than for boys'. Caregivers, however, showed the highest concern for learners' safety outside of school, for both boys and girls equally.

During focus group discussions, moderators asked learners questions about how they got to school, who they encounter along the way, and how they felt during their journey to and from school. For girls, the perceived risks associated with traveling to and from school centered on sexual violence. Girl learners raised this issue at least once in each of the 4 focus group discussions. Girls in both regions reported that boys and men often follow them in the surrounding area on their way to school. Many girls also reported having heard stories of other girls who have been raped on the way to and from school, and as a result, became pregnant or contracted a sexually transmitted infection and could no longer attend school. Consequently, girls in both regions see a connection between being sexually assaulted on the way to and from school and no longer being able to attend school.

> *"We are afraid that we can be raped by wild boys and men around the villages who could be under the influence of drugs on your way to and from school."* [Girl learner, Luganda-dominant area]

> *"For us girls who come to attend night prep, we come when we are very scared expecting to meet rapists on the way."* [Girl learners, Runyankore/Rukiga-dominant area]

For boys, discussions around the dangers of traveling to and from school centered on the risk of being hit by passing vehicles. Boys in both regions recounted stories they have heard about fellow learners being hit by passing vehicles. In the Runyankore/Rukiga-dominant districts, boys also discussed the fear of being bullied or beat up by other boys and men in the community. Many of the boys had stories of being chased or beaten with sticks by other community members.

There were slight differences by districts in other types of dangers that boys perceived. In a Luganda-dominant district, one group of boys discussed their fear of being kidnapped and used for sacrifice.

> *[We walk in groups] because, you might encounter someone and they kidnap you and take you for sacrifice or do any other harm to you. There are some children we hear that they have been kidnapped while coming to school. So when they kidnap them, they sacrifice them.* [Boy learner, Luganda-dominant area]

Concerns about kidnapping and sacrificial killings also came up during one focus group discussion with teachers in a Luganda-dominant region. During this discussion, teachers expressed concerns about how to ensure the safety of learners after a girl was kidnapped and sacrificed on her way to school.

Many caregivers and teachers expressed concerns about the time periods when leaners travel to and from school, as well as the distances they have to travel. Caregivers in both regions believe teachers could do more to promote safety by ensuring that learners are released from school at a decent hour.

Safety on School Grounds

Several statements were read to learners, caregivers, teachers, and head teachers during the survey interviews in order to ascertain their perceptions of safety for girl and boy learners at school and whether there were certain areas of the school grounds that learners perceived to be particularly exposed to SRGBV risks. The level of agreement with four statements of school safety, by respondent type, is displayed in Table 4.2.3.

As seen with safety concerns traveling to and from school, caregivers expressed the greatest concern about learner safety at school, while learners and school staff perceived it as less of a problem. Boy and girl learners had similar levels of agreement (83% and 82%, respectively) regarding feeling safe at school. Caregivers showed more concern for their safety (66-67% agreement) while head teachers felt confident that learners felt safe (95-97% agreement).

Table 4.2.3. Perceptions of School Climate for Boys and Girls, by Respondent Type

	Percentage Responded "Agree"				
	Boy Learners	Girl Learners	Caregivers	Teachers	Head Teachers
GIRLS feel safe when they are at school.	--	82%	66%	--	95%
BOYS feel safe when they are at school.	83%	--	67%	--	97%
There are places at school where it is not safe for a GIRL to go alone.	--	61%	--	--	--
There are places at school where it is not safe for a BOY to go alone.	44%	--	--	--	--

Note: -- indicates that statement was not part of the questionnaire for respondent group

During focus group discussions, learners were asked to create maps of the school and school grounds, and indicate where they felt safe or unsafe. Generally, most learners reported that they felt safe while at school. Still, among the notable similarities, there were differences in boys' and girls' accounts of where and when they feel safe in and around school.

Across both Lugnada- and Runyankore/Rukiga-dominant districts, girls and boys overwhelmingly reported that they did not feel safe using the latrines. Both girls and boys reported that that the lack of cleanliness of the latrines made them concerned for their health safety. Girls and boys also reported that they were afraid of falling in to the pit of a latrine.

When asked about specific places on the map, there were gendered differences among the places learners indicated they did not feel safe. Girls reported concerns around sexual violence in and around latrines. Girls in both types of districts indicated that they felt particularly vulnerable in and around latrines because of risks of sexual violence from boys and men outside the school who enter the school grounds. Many girls also cited the close proximity of their latrines to the boys' latrines as a primary reason for their fear of being sexually assaulted in or around the latrines.

> *"The fact that our toilets are so close to those of the boys, you fear that by any chance a boy may find you in there and rape you. There is a time I was in the toilet holding the door strongly but [a boy] forced his way inside the toilet."* [Girl learner, Luganda-dominant area]

> *"Sometime you find there [at the latrines] a stranger who wants to harm you."* [Girl learner, Luganda-dominant area]

Reporting Incidences of SRGBV

A vital step to reducing incidences of SRGBV in schools is creating a school climate where learners feel comfortable reporting incidences of violence to school staff.

Four survey items captured respondents' perceptions of whether boy and girl learners report incidences – one incident being a violent physical act and the other a violating sexual act. Two survey items asked

respondents to share perceptions of reporting rates while the other two ask about the perceived fear of reporting. The different phrasing aims to capture the overall climate for reporting SRGBV from two different angles. Table 4.2.4 shows the rates of positive responses to statements on incidence reporting, by respondent type. Generally, learners, caregivers, and school staff felt that boys and girls usually reported "when another learner punches them at school." Responses from all three respondent types indicate that boy learners may be less likely to report incidences of physical violence than girl learners. Regarding reports of sexual violation, learners, caregivers, and teachers, and head teachers differed in their opinions about whether girls and boys fear reporting. The learners themselves were most likely to agree that they fear reporting "When someone older touches their private parts at school." Whereas approximately one quarter of teachers and head teachers believe that boys or girls fear reporting. Caregivers and school staff expressed thoughts that girl learners are more fearful to report an incident of sexual violation than their male counterparts; the learners themselves felt that boys and girls were equally fearful to do so.

Table 4.2.4. Perceptions of School Incident Reporting, by Respondent Type

	Percentage Responded "Agree"				
	Boy Learners	Girl Learners	Caregivers	Teachers	Head Teachers
GIRLS usually report when another learner punches them at school.	--	83%	70%	88%	92%
BOYS usually report when another learner punches them at school.	71%	--	64%	85%	88%
GIRLS fear reporting when someone older touches their private parts at school.	--	57%	44%	34%	26%
BOYS fear reporting when someone older touches their private parts at school.	57%	--	38%	27%	20%

Note: -- indicates that statement was not part of the questionnaire for respondent group

During focus group discussions, learners were asked about who they perceived they could go to for help when they encountered an issue of violence at school. For issues of peer-on-peer violence, most felt very comfortable reporting bullying and physical violence to teachers or head teachers. Girls also reported that they felt comfortable disclosing sexual violence perpetrated by learners to women teachers and head teachers. When the perpetrator was a teacher, however, girls in both regions reported that although they felt comfortable informing women head teachers, they feared retaliation from perpetrating men teachers.

"There are some teachers who seduce girls to sleep with them for example in the evening he tells her to meet at the place they promised, then he rapes her and then he promises to reduce her marks or to cane her in case she mentioned to anyone." [Girl learner, Runyankore/Rukiga-dominant area]

"There is when a male teacher may call you to office after putting work on the board, he tells you he needs to sleep with you or else no marks. And if you refuse, he starts harassing and beating you for no good reason." [Girl learner, Runyankore/Rukiga-dominant area]

Girls repeatedly expressed concerns about retaliation in the focus group discussions. Girls in both regions indicated that they did not feel comfortable reporting incidences of violence because they observed retaliation against other girls after reporting, or they had been a target of scare tactics

themselves. Girls commonly reported threats of reduced grades, harassment, or additional corporal punishment.

Women teachers and women caregivers also raised in focus group discussions the issue of widespread intimidation of girls in and around school. Both teachers and caregivers demonstrated knowledge of the potential long-term consequences of such coercion, including the creation of a hostile classroom environment, and ultimately, school dropout.

> *"I happened to witness that in one of the neighboring schools. The teacher was telling some things to this child and she refused. The child had a jacket so the teacher picked another child's pen and hid it in this one's jacket. The owner of the pen started looking for it and eventually the teacher instructed that they check everyone. The pen was later discovered from the former's jacket and the teacher started telling her that she was a thief. The teacher told the girl to go home and bring a box of pens. This girl told one of the women teachers that the male teacher was mistreating her because she refused to have sex with him. The male teacher used to do that with many children. So, he decided to use hatred as a way of punishing them."* [Senior woman teacher, Luganda-dominant area]

> *"A teacher can tell the child that "I love you" and the child refuses, so the teacher makes this child's life difficult and fails them to learn, he violates this child's rights until the child says they can't come to school any more, all because of the teacher."* [Woman Caregiver, Luganda-dominant area]

Women teachers also raised the issue of intimidation of learners who report sexual violence from men teachers. During two focus group discussions in Luganda-dominant districts, some women teachers indicated that they face challenges when advocating for learners who have disclosed sexual violence from teachers.

> *"They love the learners; the male teachers have that habit and I have seen that for several years now and they are so harsh to us the senior women teachers once you start involving yourself in this matter. Its 10 years now and I see it; if you try to rescue the girl child from that situation, the male teacher takes you on, you become his problem."* [Senior woman teacher, Luganda-dominant area]

> *"There is defilement of children. Once in one of the schools, a deputy head teacher was caught red handed having sex with a school girl in the school garden by the senior woman. When the senior woman threatened to report him to the school committee, he threatened her with witchcraft and resorted to intimidating other school girls who tried to talk about the issue."* [Senior woman teacher, Luganda-dominant area]

Although the discussion of the scare tactics to control learners was prevalent across districts speaking either language, counterattacks against teachers who advocate on learners' behalf was only raised among teachers in the Luganda-dominant districts. Retaliatory intimidation against learners' disclosures of SRGBV also discourages learners from reporting in the future.

During focus group discussions, many teachers in both regions discussed how they initiate conversations about safety with learners. For girl learners, the discussions about safety often involved stories of other girls as cautionary tales for how to prevent sexual violence.

> *"Sometimes I narrate a story focusing on how the girl child should behave. For example a girl who was involved in sexual acts, did not listen to the parents, citing the negative and positive effects on her. Then afterwards I guide the learners on how to behave not to fall in the same category in line with the story told."* [Senior woman teacher, Runyankore/Rukiga-dominant area]

> *"I can put the girls in a certain room and tell them for example when there was someone who fell in danger giving them examples and tell them: 'you girls you heard about that girl, what happened to her, what she suffered, you must be careful. I then ask them to give examples of the girls who fell in danger known to some so that others can learn from them."* [Senior woman teacher, Runyankore/Rukiga-dominant

area]

However, some male teachers are aware of the importance of confidentiality. During one focus group discussion, senior male teachers discussed how teacher-learner relationships can be strained when teachers do not maintain privacy and confidentiality after a learner disclosure.

> *"Lack of confidentiality among teachers greatly affect the teacher-learner relationships and this greatly affect the learners in our schools. For instance if a girl [is] raped and the senior teacher fails to keep the secret this will automatically break the relationship."* [Senior men teacher, Runyankore/Rukiga-dominant area]

> *"For instance, when a boy writes to a girl and the girl takes the matter to the senior man/woman [teacher] instead of her counseling the learner, you accuse her and tell the whole staff about the matter and eventually it spreads to the whole school. The learner may be affected and may even drop out of school."* [Senior men teacher, Runyankore/Rukiga-dominant area]

<u>Observations of School Safety Infrastructure</u>

Location and physical infrastructure of a school can influence its safety climate, possibly contributing to or deterring incidents of SRGBV against learners.

The survey teams collected objective observations of building infrastructure and other physical characteristics while visiting schools, in order to construct a baseline understanding of the physical school environment of learners. The results of their observations in Luganda- and Runyankore/ Rukiga-dominant area schools are shown in Figure 4.2.6.

Five of the ten observations pertained to school latrines, as latrine facilities can be prime locations for SRGBV incidences to occur. In nearly all schools, several physical aspects of the latrine conditions contributed to a safer school environment: first, the latrines were in working condition the day of the data collection team's visit; second, they were situated near to the school buildings; and third, the latrines were separate for boys, girls, male teachers, and female teachers. One concerning observation, though, is that approximately two-thirds of schools did not have working locks on latrine doors.

Three of the ten observations concerned the availability of water, for washing and drinking, on the school grounds. Approximately one in three schools were not observed to have a water collection point nearby. This requires learners to walk long distances, often on their own, to collect water, exposing them to possible risks of SRGBV. Reports of water available for washing and drinking occurred in less than half of schools, despite the team's visit occurring during the rainy season. There was some regional variation in these observations, where Luganda-dominant schools more often lacked water points nearby, and water for drinking.

The last two observational items captured the level of security on schools grounds. Runyankore/Rukiga-dominant schools reported low theft rates (85% "safe from theft") while Luganda-dominant schools were more susceptible (56% "safe from theft"). Both regions displayed issues with securing their school grounds from strangers entering during school hours. The school latrines and water points were deemed "near" when they were in sight of the main school building. Water for washing was "enough" when any water was available at the time the observational checklist was completed.

Figure 4.2.6. School Safety and Infrastructure Observations

Percentage of School Observed "Yes"

Legend: ■ Luganda ■ Runyankore-Rukiga

Observation	Luganda	Runyankore-Rukiga
School latrines are functioning today.	92%	92%
Boys' and girls' school latrines are separate.	84%	92%
Adults' and children's school latrines are separate.	70%	94%
School latrines have working locks on the doors today.	38%	28%
School latrines are near to the compound.	95%	86%
The water point(s) is located near the school.	54%	75%
There is enough water for washing in the school today.	51%	42%
There is clean drinking water in the school today.	8%	42%
Learner books or notebooks have been safe from theft in the past school year.	56%	85%
Strangers are not permitted on the school grounds during classes or recess.	57%	56%

The focus group discussions complement the above results with caregivers, teachers, and learners also expressing concerns about specific locations -- unsecured compounds, and the safety of latrines -- when asked about situations in which it was difficult to ensure learners' safety. Within the Runyankore/Rukiga-dominant districts, women caregivers indicated that schools which their children attend do not have fences, which makes it difficult for teachers to ensure that learners are safe.

> "Safety at school is important, but as you can see our school is not fenced, and we as parents we are unable to help in getting these schools fenced. As for me, I have no one to support me, am looking after my children alone, because my husband resorted to becoming a drunkard…" [Women caregiver, Runyankore/Rukiga-dominant area]

> "Safety is to make sure that she is secure and the school is fenced, so that the teachers can be able to look after the children well, but because as parents, we are unable to fence it, our school is not fenced as you can see. Even the classes are not well constructed. We would like the government to intervene so that the teachers protect our children in a well-constructed school." [Women caregiver, Runyankore/Rukiga-dominant area]

In the FGDs, in addition to being asked questions about the places in and around school where they felt the most safe or unsafe; learners were also asked to share recommendations for how their schools could improve safety. In one focus group in a Luganda-dominant district, boys expressed their concern about a stranger they had seen walking around the school, and suggested ideas for preventing stranger intrusions.

> "For the school to be safe, they should construct a gate because there are many short cuts. If there can be

only one way and they put an askari (Security guard)." [Boy learner, Luganda-dominant area]

"There are so many entrances into this school which is a problem. A mad man can pass through the school and he beats a learner with whatever he is holding." [Boy learner, Luganda-dominant area]

Attitudes and Practices of Violent and Non-Violent Disciplinary Methods

To form a baseline understanding of the attitudes and practices of the children's authority figures in regards to discipline, all adult respondents to the survey were asked their opinion on the effectiveness of corporal punishment at school. Corporal punishment has a broad, generally accepted definition. The Committee on the Rights of the Child defines corporal punishment as, "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light."[36]

In their answers, respondents could choose from four response options: "No, it is not effective," "Most of the time it is not effective," "Most of the time it is effective," and "Yes, it is always effective." Figure 4.2.7 displays the distribution of responses from primary caregivers, teachers, and head teachers. The large majority of all three respondent types expressed that corporal punishment is not an effective method of discipline at school; only 22 percent of caregivers, 6 percent of teachers, and 3 percent of head teachers said it was effective most or all of the time.

Figure 4.2.7. Attitudes on Effectiveness of Corporal Punishment
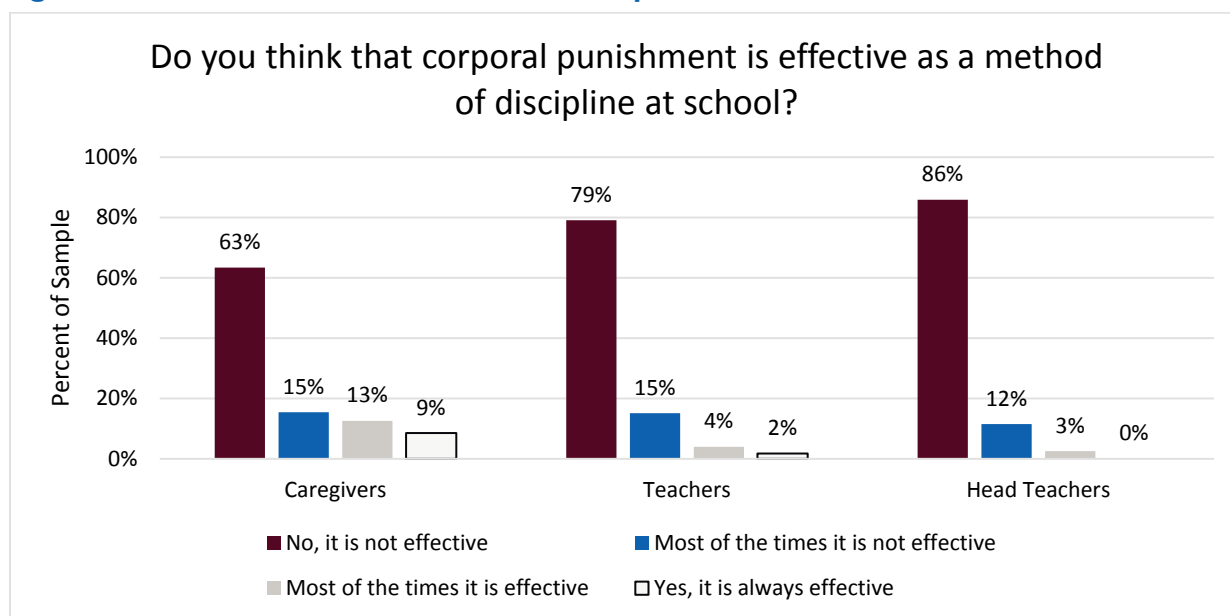
Teachers were asked how often in the past school year that they hit a child on the buttock with an object, whereas primary caregivers were asked if they hit their child with an object. Accepted responses were "Many times," A few times," "Once," and "Never in the past school year." Figure 4.2.8 presents results of the questions. Despite low opinions of the overall effectiveness of corporal punishment as a disciplinary method, use of corporal punishment by teachers and caregivers was fairly widespread. Approximately four out of five caregivers and teachers hit a child at least once with roughly one in five using the disciplinary method "Many times" in the past school year.

Examining the data for gender differences (for full examination, see the table 4.14 in the annex of this report), we find that more female caregivers hit their children at least once (78%) and hit their children "Many times" (25%), compared to male caregivers (65% and 16% respectively). Female caregivers also

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[36] UN Committee on the Rights of the Child, General Comment 8, para. 11: http://www.refworld.org/docid/460bc7772.html

were more likely to spank their children and to do it frequently. There were no gender differences to note among the teacher sample. Regional differences were not detected for these survey questions.

Figure 4.2.8. Past Use of Corporal Punishment
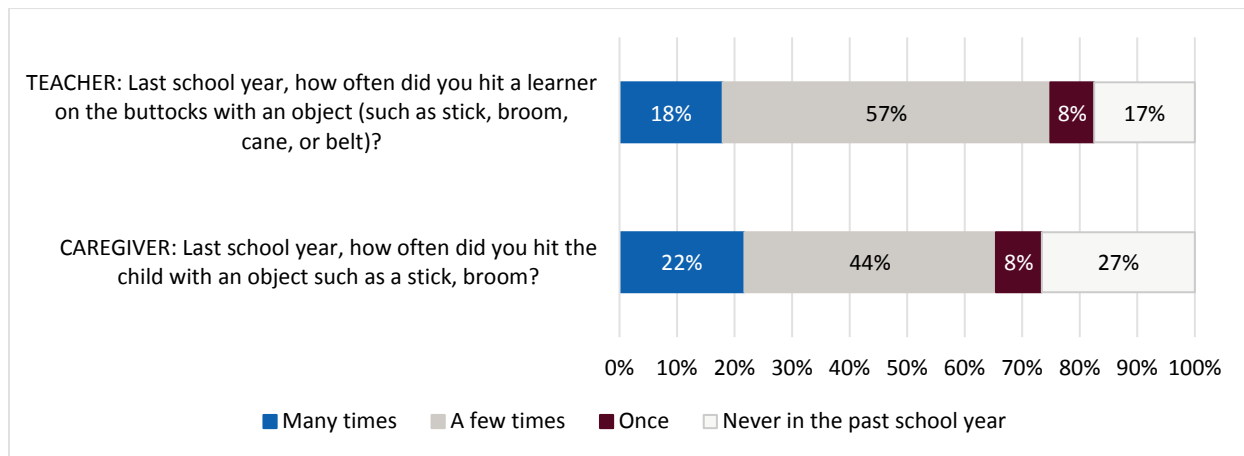
During focus group discussions, learners were deliberately not asked directly about experiences of or exposure to violence, such as the use of corporal punishment in their schools. Instead they were asked about situations, times of the day and places in which they felt angry, afraid, or sad which revealed that corporal punishment, among other forms of SRGBV, is highly prevalent. For learners, the use of corporal punishment is viewed as normal and inevitable.

> *"When you do a paper and the teacher promises to beat the number of canes equal to the numbers that you have failed, you feel so afraid."* [Girl learners, Runyankore/Rukiga-dominant area]

> *"When the teacher gives you any work and he is supposed to beat you when you fail, you feel afraid."* [Girl learners, Runyankore/Rukiga-dominant area]

In these and many other instances, learners expressed awareness that corporal punishment is widespread. Learners also reported they are at risk of corporal punishment when they do not have school supplies, a proper uniform, or school fees. For learners, this can have adverse effects on attendance and participation as they do not want to be used as an example. Learner participation can also be affected when they observe their peers receiving corporal punishment.

> *"While in class, a teacher can beat up some learner so badly and the other learners start feeling so sad. At that moment, whatever the teacher is teaching, they don't care because the teacher has caned the child more than he should have. So that causes learners to be sad. They even become bored in that lesson.'* [Boy learner, Runyankore/Rukiga-dominant area]

During focus group discussions, teachers and caregivers were asked about the disciplinary methods used in school, and the extent to which they believed such methods were effective in managing learner behavior. For many teachers and caregivers across both regions, the use of corporal punishment is not only acceptable, but also necessary. They do note, however, that any corporal punishment should not be excessive.

> *"Reasonable beating is the most appropriate method of disciplining a child…I would say beating a child on the buttocks with a cane like 3 strokes is what I call reasonable beating."* [Man caregiver, Runyankore/Rukiga-dominant area]

> *"They use the cane, I have heard that it is there but reasonable, not corporal. However, I once saw my child*

who came back home with a swollen back, but I did not take it seriously after realizing that despite the canes he was not going to get sick." [Woman caregiver, Luganda-dominant area]

In one focus group discussion in a Luganda-dominant region, caregivers discussed that their own experiences with corporal punishment as children influences their views on use today. In their belief, since they experienced corporal punishment, it should be deemed acceptable today.

"The cane, they should use the cane, we were caned as children. Two strokes!" [Woman caregiver, Luganda-dominant area]

There were a small number of men and women caregivers in both regions that expressed discomfort with the use of corporal punishment in schools. They proposed that perhaps better forms of discipline include counseling, assigning tasks, and discussing behavior with caregivers. However within the discussions, they were often met with counter statements from caregivers who do support corporal punishment, and did not further expound on their views.

Focus group discussions with teachers across both regions were much more mixed on the use of corporal punishment. While some teachers believe that the use of corporal punishment is necessary, particularly for 'stubborn' students, other teachers no longer see the value, and prefer other methods of discipline.

"I think it would be good to do counseling [with] such students than caning because caning doesn`t change the behavior of the students. It is important to invite the parent and we both do counseling to the child." [Senior woman teacher, Luganda-dominant area]

While some teachers shared her sentiment, many other teachers expressed frustration with the idea that corporal punishment should not be used in schools. Across both regions, teachers discussed their frustration with learners and caregivers that complain corporal punishment. In their opinion, it hindered their ability to control the classroom.

Types of Disciplinary Methods Used: Physical Labor

Physical abuse and exploitation are all considered forms of violence against children. Forced manual labor and exploitative tasks at school can be hazardous and directly cause harm to a child: Injury, illness, poisoning (through toxic chemical exposure), chronic conditions (e.g., scoliosis), missed meals and malnutrition, exhaustion, as well as social stigma, missed lessons. Forced manual labor and other exploitative tasks at school may be seen similarly as child labor and workplace violence against children. The World Report on Violence Against Children in 2006[37] called for increased research and policy attention to the exploitation of children's bodies and health for labor.

In addition to corporal punishment, focus group discussions among learners and caregivers in both regions also revealed that learners were subjected to other forms of physical violence, such as doing manual labor chores and other exploitative tasks for teachers. Learners believed that if they did not do what was being asked, then they teachers would punish them. However, in very few cases, manual labor or other tasks were a type of punishment in lieu of beating. During discussions with caregivers, accounts of this type of physical abuse came up when caregivers were asked about their perceptions of the types of violence that take place in school.

"Another form of violence is; there are some teachers who own gardens, and they take the P7 children to dig…they take the children far away to their gardens, as far as Kamanda!" [Woman caregiver, Luganda-dominant area]

"Some children tell us that they fetch water at school. I find that as violence to my child since he is at school

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[37] https://www.unicef.org/lac/full_tex(3).pdf

to study not to fetch water." [Man caregiver, Runyankore/Rukiga-dominant area]

"Most boys are psychologically tortured as they are always forced to do heavy work at school like offloading bricks, firewood and they end up missing classes." [Man caregiver, Luganda-dominant area]

There were some teachers, however, who condemned the practice. During two focus groups in some Luganda-dominant areas, senior men teachers revealed that although it was a common practice, they viewed it as a violation of the children's rights.

"What she is saying is true, because in the first place teachers' quarters are out of bounds to the learners, but there are teachers who take the learners to their homes to do household chores like laundry, cleaning the house and utensils etc. It can be a male or a female teacher, so that is one of the mistreatments children face." [Senior woman teacher, Luganda-dominant area]

"Male teachers prefer involving boys for instance in fetching water at wells since there are no water tanks and washing their motorcycles. On the other hand, female teachers tend to prefer girls to prepare food and clean utensils. So both girls and boys are abused beyond the limit in order to serve their teachers." [Senior man teacher, Luganda-dominant area]

During focus group discussions with learners, accounts of doing work for teachers most often came up when learners were asked about the situations in which they felt angry or sad while at school. For this type of abuse, there were more accounts from boys than there were from girls. Furthermore, there were gendered differences in the types of work they were subjected to. For girls, the work revolved around cleaning, cooking, ironing, and other household tasks. For boys, the work revolved around outside tasks, such as digging, fetching water, fetching firewood, and cleaning teachers' motorcycles.

Types of Disciplinary Methods Used: Verbal and Emotional Violence

Caregivers and teachers answered a battery of questions about using a range of disciplinary methods on a child. The battery included examples of verbally and emotionally violent and non-violent disciplinary methods. Respondents indicated for each method whether they used it "Many times," "A few times," "Once," or "Never in the past year."

Figure 4.2.9 presents how often teachers and caregivers raised their voices ("shout, yell, or scream") at a child as a form of discipline. Nearly half of all teachers reported that they never shouted at a child in the past school year, and a small group (10%) said they used it many times. More caregivers shouted at their children (69%) and more frequently, compared to teachers. Emotional violence was more prevalent for caregivers in the Luganda-dominant region. For instance, 42 percent of caregivers in the Luganda-dominant region shouted at their children "many times" while 15 percent of caregivers in Runyankore/Rukiga-dominant areas reported doing this.

Focus group discussions corroborated that the use of emotional violence in schools was prevalent across both regions. Teachers, learners, and caregivers all mentioned the use of emotional violence, and had similar accounts of the following: 1) when teachers used emotional violence, 2) the types of statements used, and 3) the effect on learners.

Figure 4.2.9. Past Use of Emotional Violence towards Children
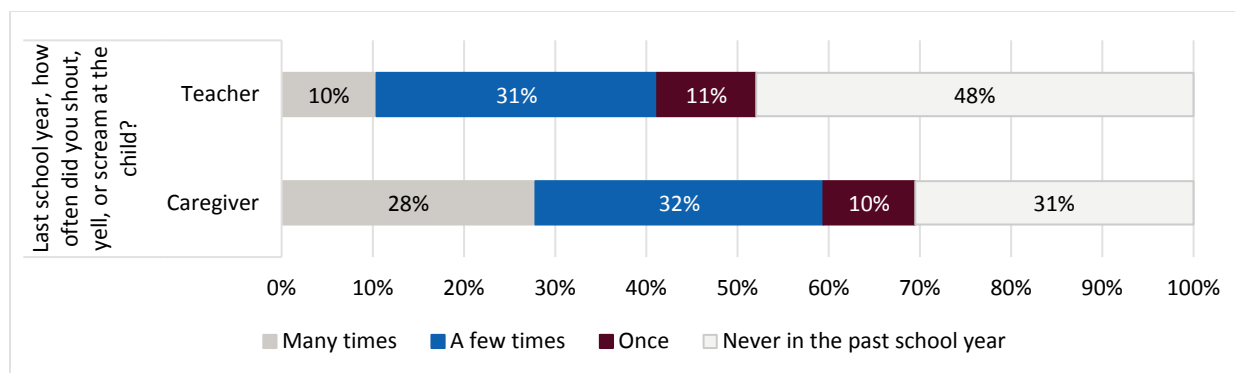
Focus group discussions also indicated that teachers use emotional violence—mostly when learners give a wrong answer in class. This can have adverse effects for learners; and inhibit their willingness to speak up and participate in class.

> *"At one time a teacher abused a child that: "you are carrying the stupidity of your entire clan in your head". This was due to the fact that this child happened to be dull in class. Things like that demotivate the children."* [Senior woman, Luganda-dominant area]

> *"Sometimes the language that teachers use while talking to the children affects the relationship and makes the learners to distance themselves from the teachers. The language used when the learners make a mistake lowers the child's esteem. Words such as 'no wonder you are stupid like your mother' or may be the teacher is always tough and the learners fear him."* [Senior woman, Runyakore-Rukiga district]

There were also several reports that strained relationships between caregivers and teachers can contribute to the emotional abuse of learners. In both regions, focus group discussions reported incidences in which learners were treated poorly as a result of their caregiver's relationship with their teachers. This theme came up among focus group discussions with learners, teachers, and caregivers.

> *"You feel afraid when you see a teacher who is always harassing you. Sometimes they can just hate you because they are not friends with our mothers. And they abuse us [saying] no wonder you look like your mother."* [Girl learner, Runyankore/Rukiga-dominant area]

> *"I have an example of a parent who withdrew their child from school because of the same issue. The teacher would all the time while in class abuse the learner for no apparent reason but because they have an issue with the parent."* [Senior woman teacher, Luganda-dominant area]

> *"As we discussed earlier some teachers segregate , they will always target some kids than others due to confrontations with their parents over non-school related issues, like land or their social economic status."* [Man caregiver, Runyankore/Rukiga-dominant area]

The use of emotional violence from teachers has adverse effects on learners' motivation. Focus group discussions reveal that learners have experienced emotional violence from teachers, ranging from being bullied for being poor to their physical appearance. This has driven some learners to leave school altogether.

> *"Now madam, there is a woman who had a daughter in one of the schools, she was a bit grown up but was in primary four, some teachers were mocking her that she had big breasts, the child was crying home and refused to go to school. Some teachers abuse children saying that their parents are very poor. This psychologically affects and discourages them from going back to school yet they can't explain what is happening to them to their parents like this one parent got to know about what was happening to her daughter through another young sibling."* [Woman caregiver, Luganda-dominant area]

Types of Disciplinary Methods Used: Non-violent

The battery of questions on disciplinary methods included several examples of non-violent methods. Figure 4.2.10 presents how often teachers and caregivers in the past year rewarded a child for behaving well, explained to a child why something he or she did was wrong, or gave a child something else to do (in order to stop or change behavior). All three non-violent methods were widely used by both caregivers and teachers. Most teachers (78%) and caregivers (58%) said they explained to a child why something he or she did was wrong "many times." Nearly 90 percent of teachers and nearly 70 percent of caregivers indicated that they used rewards and distractions at least once over the last school year.

Figure 4.2.10. Past Use of Non-Violent Disciplinary Methods
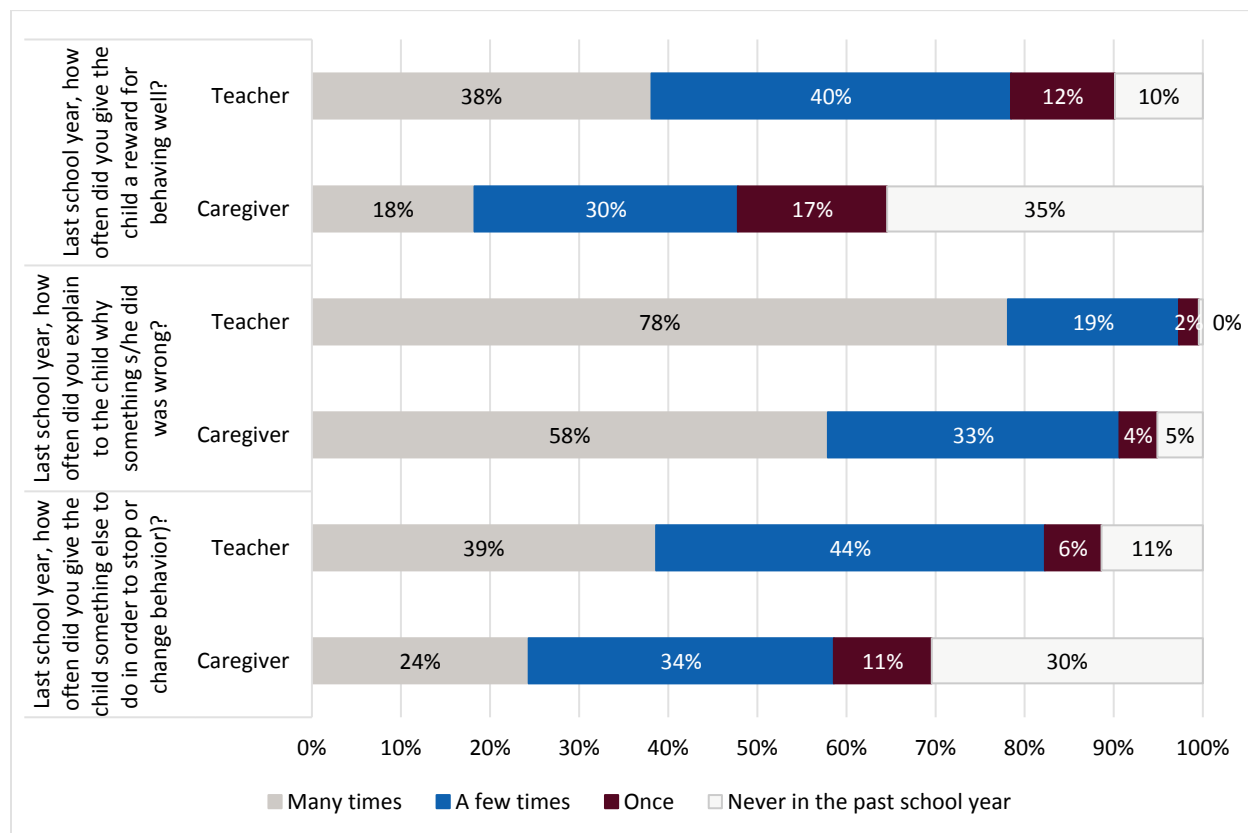
Items pertaining to disciplinary practices were scrutinized for gender or regional differences but these were not indicated.

Student Self-Reported Past School Year SRGBV

One of the main objectives of the SRGBV quantitative data collection effort is to gather reliable first-person data on incidence of gender-based violence in and around schools. Each learner interviewed for the baseline study was asked directly whether specific forms of SRGBV had happened to him or her during the last school year. This section of the questionnaire was divided into four parts: emotional violence, and physical violence, sexual violence by a range of perpetrators, and non-verbal disclosure of violence by a teacher.

Younger (6-10 year olds) and older (11+ years old) learners received different sets of questions in this section of the survey. Older learners were asked to report on more forms of sexual violence; these questions were deemed inappropriate to ask the younger learners. Additionally, older learners are able to provide more detailed information about the frequency, the location, and type of perpetrator of the

incidents.

Acknowledging that asking children about past personal experiences of SRGBV is an extremely sensitive topic, the field team had several protocols in place, including a child protection referral system, to assist learners who needed social services. Interviewers followed strict rules of maintaining privacy during the interview and gender-matching between learners and interviewers (i.e. male interviewers interviewed boy learners and female interviewers interviewed girl learners). Furthermore, this section of the survey introduced the learners to the topic gradually by reading short stories to the learner about fictional boy and girl characters (matched to the gender of the learner interviewed) experiencing SRGBV. Interviewers engaged the learners afterwards to build comprehension of the story and ask them about similar situations that they saw or that they experienced.

Incidences of Emotional Violence

The learners were first asked about incidences involving emotional violence, which includes acts of verbal abuse, public embarrassment, and social exclusion. The younger learners (6-10 years old) were asked about four specific events of violence in this section, and older learners (11+ years old) were asked about nine events total. Figure 4.2.11 and Figure 4.2.12 present the percentage of learners who indicated being the victim of the SRGBV act.

Younger and older learners reported incidents of emotional violence at similar rates. There are high rates of name calling (41-42% of learners as victims) and social exclusion (32%) for both age groups. Public humiliation among older learners was also high (39% of learners as victims). A particularly common act was learners breaking the possessions of other learners (46% of older learners as victims). Important to note, reports of emotional violence related to health problems is fairly prevalent (24% report) among the subgroup of learners that indicating having a functional impairment, in comparison to the 15% of the overall sample of learners age 11+ years.

Figure 4.2.11. Incidence of Emotional Violence for Learners Age 6-10 Years
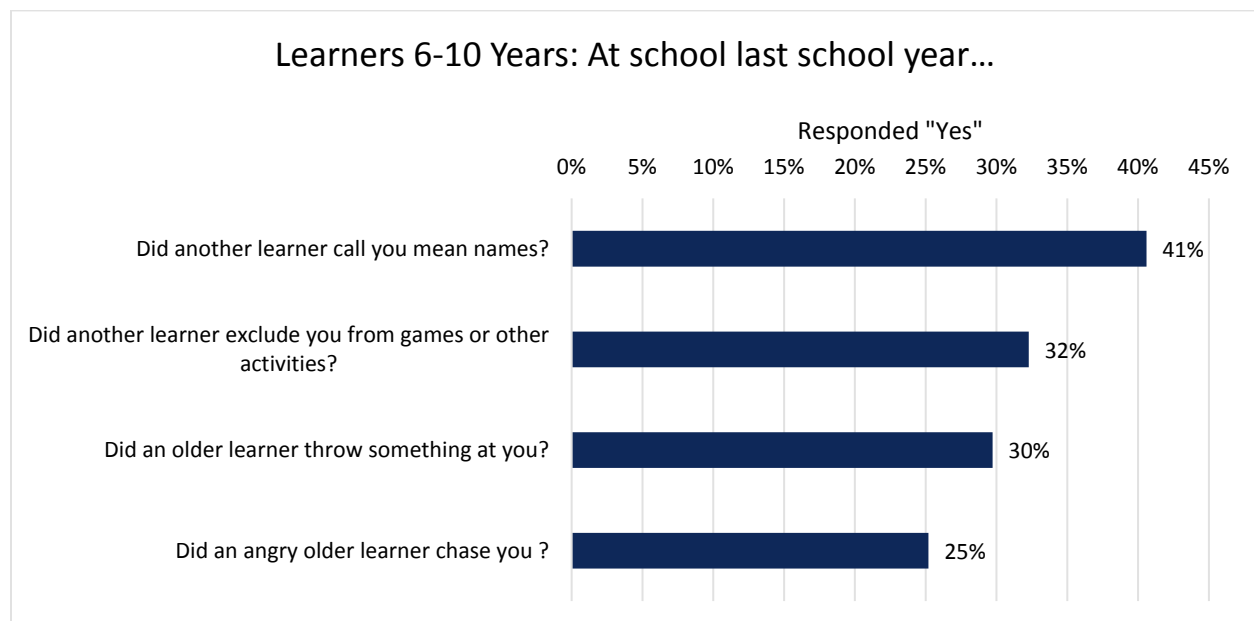
Figure 4.2.12. Incidence of Emotional Violence for Learners Age 11+ Years

Learners 11+ Years: At school last school year…

Responded "Yes"

Question	Percentage
Call you rude or hurtful names?	42%
Swear at you?	41%
Shout humiliating things at you?	39%
Leave you out of your group of friends, games, or activitites?	32%
Embarrass you because you were unable to buy things for	31%
*Embarrass you because you were an orphan/ w/o parent?	25%
Refer to any health problems you have in a hurtful way?	15%
Refer to your being a [girl/boy] in a hurtful way?	13%

*Restricted sample size because only children that indicated not living with one or more parents were asked this question.

Emotional violence incidence rates did vary between regional areas and genders. For seven of the nine items asked to older learners, the rate of victimization was significantly higher in Luganda-dominant schools than in Runyankore/Rukiga-dominant schools. One exception where the rate was significantly higher in Runyankore/Rukiga-dominant schools was for embarrassment due to being an orphan or without a parent. Differences in incidences rates by gender were few. Older male learners reported significantly more acts of name-calling and humiliation. Female learners reported significantly more acts of someone referring to them being a girl in a hurtful way.

Incidences of Physical Violence

The second of four parts in the self-reported SRGBV incident section of the survey covered acts of physical (non-sexual) violence. Younger learners (6-10 years old) were asked eight items and older learners (11+ years old) were asked ten items each.

The first result to highlight in the data is the high rate at which all learners reported acts of corporal punishment. Table 4.2.5 presents responses for younger and older learners. Four out of five learners had been hit by a cane, stick, belt, or book in the last school year, indicating that use of corporal punishment is widespread among this population. Significantly higher percentages of older (86%) and younger (85%) learners in the Luganda-dominant regions reported being hit, compared to those in Runyankore/Rukiga-dominant schools (74%, 78%). The rate of reports of corporal punishment was significantly higher among older male learners (84%) than older female learners (78%). In the questionnaire for the older learners, respondents indicated the perpetrators of corporal punishment

were most often male teachers (74% of those reporting incident), female teachers (44%), and older boys (13%).

Table 4.2.5. Incidence of Corporal Punishment

At school last year...		Responded "Yes"
6-10 year old	Did a teacher at school hit you with a cane?	80%
11+ year old	Did anyone around school hit you with any type of object such as a cane, stick, belt or book?	81%

At least a quarter of older learners reported being slapped, punched with a fist, shoved, kicked, chased, or having something thrown at them in the last school year. Male learners, in five of the seven items presented in Figure 4.2.13, reported significantly more acts of physical violence than their female classmates.

For the majority of the incidence types represented in Figure 4.2.13, the most common perpetrators of the violence were older boys and boys the same age as the learner. Second to them, many acts were perpetrated by girl learners. For reports of slapping and spanking, male teachers were the mentioned as perpetrators 30 percent and 37 percent of the time, respectively. A full presentation of perpetration data is located in Appendix 4.

Figure 4.2.13. Incidence of Physical Violence for Boys and Girls (11+ years)
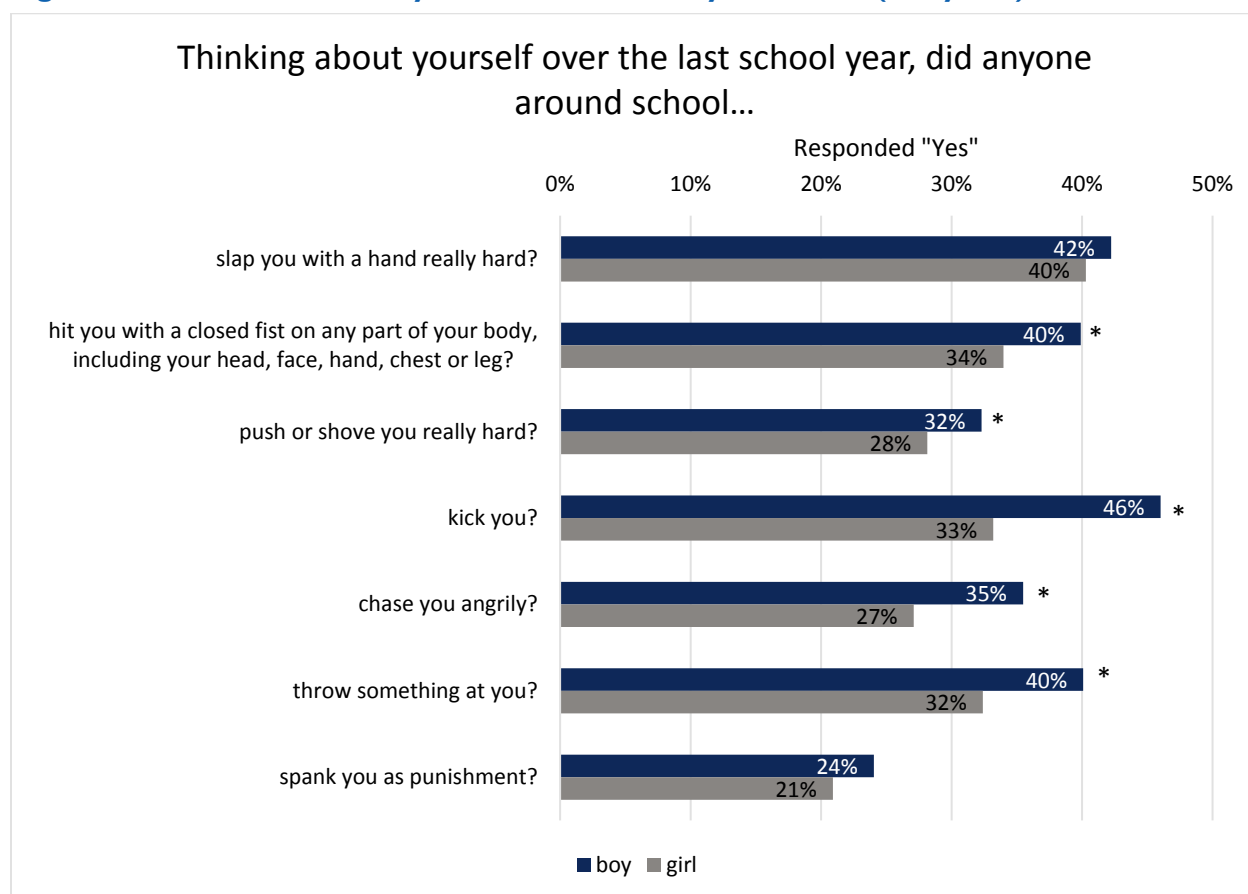
*Statistically significant difference (p<0.05) between proportion of boys and girls.

The set of physical violence questions asked to younger learners focused on acts perpetrated by teachers only. Thirty-six percent of learners 6-10 years old in Luganda-dominant schools and 22 percent of learners in Runyankore/Rukiga-dominant schools reported (during the survey interview) that a teacher slapped them with a hand really hard at school last year. Other forms of violence perpetrated by teachers—humiliating, spanking, punching, shoving—were reported by less than 15 percent of learners. Few differences were found between reporting rates of boys and girls. See full tables of results of younger learners' reports of physical violence in the tables in Annex 4.

Incidences of Sexual Violence

Incidences of sexual violence were almost exclusively asked to older learners (11+ years old). Fifteen specific forms of sexual violence were included in the set of questions. Items and are presented in Figure 4.2.14 disaggregated by gender of learner. The figure shows that female learners are disproportionately targets of sexual violence, with one exception being that more male learners were shown pictures or videos of children doing sexual things.

Among learners who reported an incident of sexual violence in the past school year, they named older boys as the most common perpetrator (31-50% of victims), then older girls (12-22% of victims) and boys their own age (10-29% of victims). In several cases, male strangers were common perpetrators. For example, 12 percent of learners reporting someone threatening to make them have sex, named male strangers as perpetrators. Teachers were not often mentioned as perpetrators of sexual violence – but mentioned a lot more in focus group discussions. Potential reasons for the difference in findings are discussed below. A full presentation of perpetration data is located in Appendix 4.

Figure 4.2.14. Incidence of Sexual Violence for Boys and Girls age 11+

Thinking about yourself over the last school year, did anyone around school…

Percentage Responded "Yes"
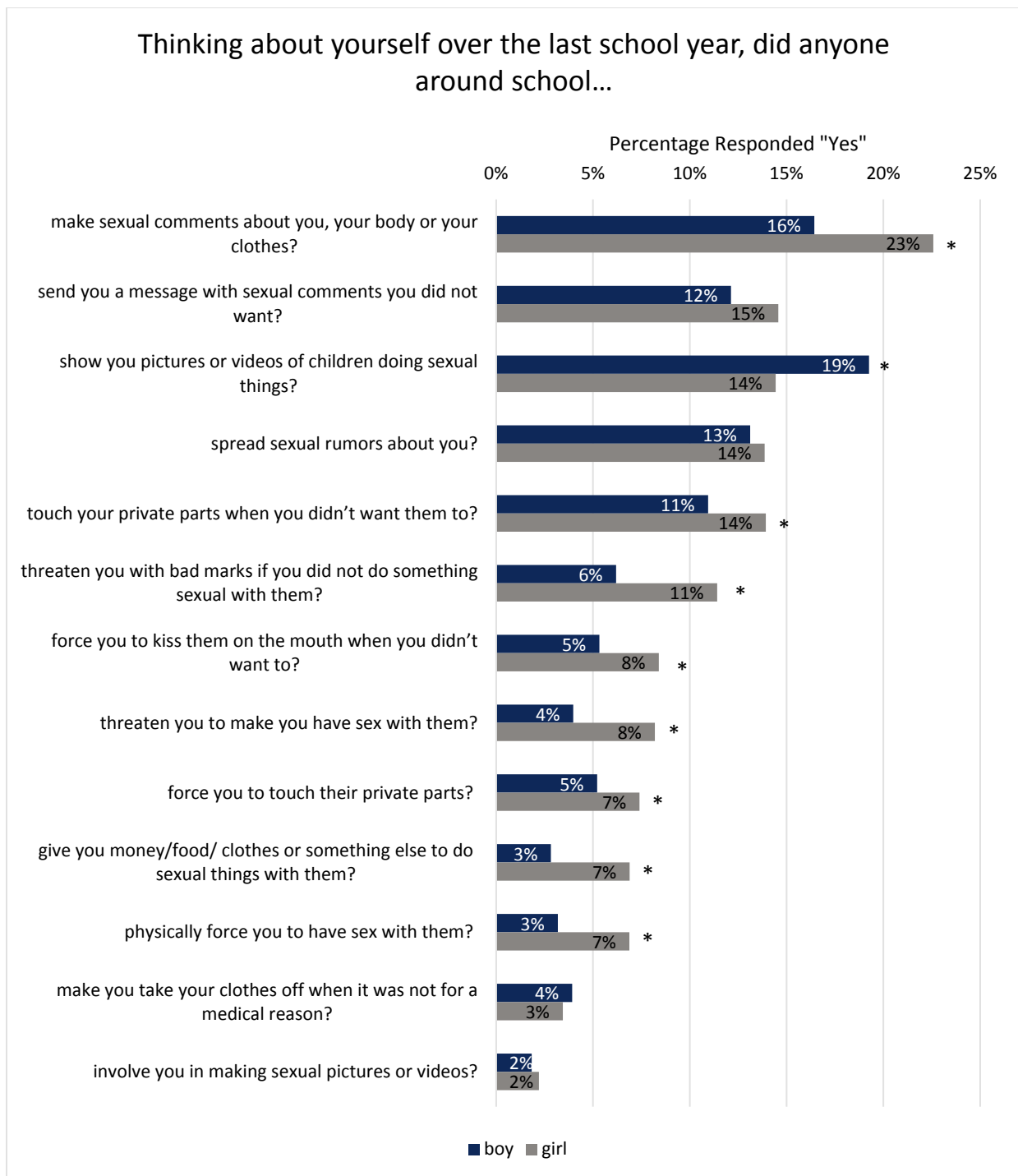
*Statistically significant difference (p<0.05) between proportion of boys and girls.

Whereas learners tended to report that emotional and physical acts of SRGBV occurred more often on schools grounds, Figure 4.2.15 shows learner reports of where sexual violence occurred—at school or on the way to or from school. The figure highlights the fact that some incidences of sexual violence are more likely to occur while traveling to and from school and some are more likely to happen at school.

Figure 4.2.15. Location of Incidence of Sexual Violence

Percentage of Learners who Reported Incident

- make sexual comments about you, your body or your clothes? — 61% (Happened at school), 45% (Happened on the way to/from school)
- touch your private parts when you didn't want them to? — 61%, 40%
- send you a message with sexual comments you did not want? — 56%, 41%
- threaten you with bad marks if you did not do something sexual with them? — 51%, 42%
- physically force you to have sex with them? — 32%, 48%
- show you pictures or videos of children doing sexual things? — 25%, 47%
- threaten you to make you have sex with them? — 37%, 56%

■ Happened at school ■ Happened on the way to/from school

Younger learners—those age six to ten—were not asked about many incidences of sexual violence, as it is inappropriate for the age group. They were also not asked to recall the location of the incident. Learners aged six to ten were asked about two forms of sexual violence during their interviews: breach of privacy in the toilets and unwanted kissing. Twelve percent of learners reported that an older learner spied on them while in the toilet at school, and four percent reported that an older learner forced them to kiss them on the mouth when they didn't want to, indicating that sexual violence is an issue for younger learners as well. Reporting rates across male and female learners were similar for these types of SRGBV.

Across both regions, focus group discussions also revealed that incidences of sexual violence were primarily against girls and perpetrated by men teachers and boy learners. Perpetration of sexual violence by teachers often involved coercive methods, while sexual violence from learners appeared to be more spontaneous. In both cases, the prevailing attitudes around sexual violence make it more difficult for girls in particular to report. Although it was widely agreed in the focus group discussions that sexual abuse is wrong, there are many teachers, caregivers, and learners who lay responsibility and blame for the use of sexual violence on the physical attributes of learners—mostly girls—or the "temptations" teachers face.

> *"On the issue of sexual abuse, I think the male teachers should not be taken far away from his family during the routine transfers; some male teachers sexually abuse learners because they are far from their wives. If they (male teachers) are near their wives and with the disciplinary committee in action, it puts them in check!"* [Senior woman teacher, Luganda-dominant area]

"[Sexual abuse], it is common with the girl child…I think they have the temptations that attract their teachers." [Woman caregiver, Luganda-dominant area]

Incidences of sexual violence from boy learners against girls were also very prevalent. While girls were not specifically prompted to discuss sexual violence, reports of incidences of sexual violence emerged when girls were asked about the things that make them angry or sad while in school.

"Girls feel angry when the boys are touching on her breast." [Girl learners, Luganda-dominant area]

"I feel sad when the boy I sit with start making bad touches on me." [Girl learner, Runyankore/Rukiga-dominant area]

Boys also reported incidences of sexual violence. However, some boys' attitudes demonstrate that they did not view sexual violence as violence, but as normal, and that, boys are entitled to sex. Further, some boys believed that girls who did not report incidences of sexual violence did not do so "because they enjoy it."

"What makes boys happy while in class is when a girl comes to borrow a pen from some boy and the boy starts touching the girl on the breasts, they start arguing and then all the boys get excited. [He does it] simply because he doesn't have and the girl's breast have grown big. It happens a lot. Some girls report, and others just keep quiet because they enjoy it." [Boy learner, Runyankore/Rukiga-dominant area]

While focus group discussants named men teachers as a key perpetrator of sexual violence in schools, the results of the survey interview did not show teachers as playing such a role. This difference could be for several reasons. The survey interview question asked about personally experiencing sexual violence from a teacher while the FGD discussed general knowledge of who perpetrates sexual violence at school. There is greater sensitivity and potential retaliation from discussing a personal experience of sexual violence compared to a general discussion, driving down reporting during survey interviews.

Focus group discussions also revealed many examples of how widespread sexual violence against girl learners often interrupts their learning process by creating a hostile environment within school.

"Then there are also girls who study when they are a little older but the male teachers do not accept them as learners but choose to look at them as women. So when the male teachers approach the girls and say something to them, they become uncomfortable in class. Even when they manage to tell a female teacher they ask you not to confront the male teachers because they fear being harassed. This makes the relationship between children and teachers bad." [Senior woman teacher, Runyakore-Rukiga district]

Sexual violence at school can also harm the relationship between non-perpetrating men teachers and girl learners with long-term implications for the academic achievement of girl learners. In one focus group, men teachers in a Runyankore/Rukiga-dominant region discussed how sexual violence in school discouraged them from engaging girl learners in the classroom.

"Some teachers distance themselves from pupils especially girls due to the false rumor of pupil-teachers affairs. Society has a false mentality that male teachers will always rape the girls. So to avoid most male teachers have distanced themselves from the girls to avoid being victim's castigation. This has led to a negative relationship between male teachers and their female students." [Senior man teacher, Runyankore/Rukiga-dominant area]

The widespread normalization of sexual violence in and around school also extends fears of retaliation to learners who are family members of learners who disclose.

"I once saw a case where a male teacher loved a learner and yet his wife was also a teacher in that school, and was a teacher to the sister of the victim learner, it was a difficult case for me to handle and it took a long time to resolve; the sister of the victim was mistreated by her teacher, the parent complained vehemently to me as the senior teacher about the insults that this teacher use to her child; all this is

> *because her husband (the male teacher) is in love with this child's sister. In the end the child left the school for another."* [Senior woman teacher, Luganda-dominant area]

Incidences of sexual violence are underpinned by attitudes that often place the burden of responsibility of preventing sexual violence on girls. Statements from learners, caregivers, and teachers demonstrated that many view sexual violence as preventable as long as the girls behave in certain ways, and stay out of certain places. Learners have also internalized beliefs that a girls being in the wrong place will result in rape and/or pregnancy—becoming her fault.

> *"They always warn us against moving at night so that we are not raped and move in groups so that we are able to overpower the smokers and drunkards from raping us."* [Girl learner, Runyankore/Rukiga-dominant area]

> *"Headmistress tells us to be careful especially on our way back from school so that men don't rape us."* [Girl learner, Runyankore/Rukiga-dominant area]

> *"When we are at school senior woman teaches us protective measures of how we can get rid of harmful boys."* [Girl learner, Runyankore/Rukiga-dominant area]

> *"We were discouraged from moving alone at night for example not going to collect water alone when it is dark that we could be raped."* [Girl learner, Luganda-dominant area]

Non-Verbal Disclosure of Sexual Violence by a Teacher

As part of good practice interviewing children about past experiences of violence, the learner survey included a question that allowed the child to disclose a past incidence of sexual violence by a teacher without needing to verbalize the response. The interviewers presented each learner with a sheet of paper that showed two illustrations: one of a smiling child, and one of a crying child. The interviewer handed the child a pen and explained to the child to mark an "X" by the sad face if a teacher had touched their private parts, or mark an "X" by the happy face if this had not happened to them. The interviewer noted the placement of the "X" as a response to the questionnaire.

When older learners were asked (verbally) about someone around school that touched their private parts or made him/her touch their private parts in the last school year, only 6 of 2,279 reported this happening with a teacher. However, the results of the non-verbal disclosure methods suggest higher incidence of violence. Among older learners, 116 girls (10%) and 74 boys (7%) disclosed a past incident of inappropriate touching with a teacher. The results of the non-verbal disclosure method are displayed in Figure 4.2.16 for older (11+ years old) and younger (6-10 years old) boys and girls. Girl learners were more likely to report sexual violence by their teachers, compared to boys in their same age category. Older learners reported higher rates of sexual violence by a teacher, which may be due to the fact that they have been in school for more years. There was not a significant difference in reported rates between Luganda- and Runyankore/Rukiga-dominant schools.

Figure 4.2.16. Non-Verbal Disclosure of Past Teacher Sexual Violation, by Age and Gender of Learner

Marked sad face on Non-Verbal Disclosure Card
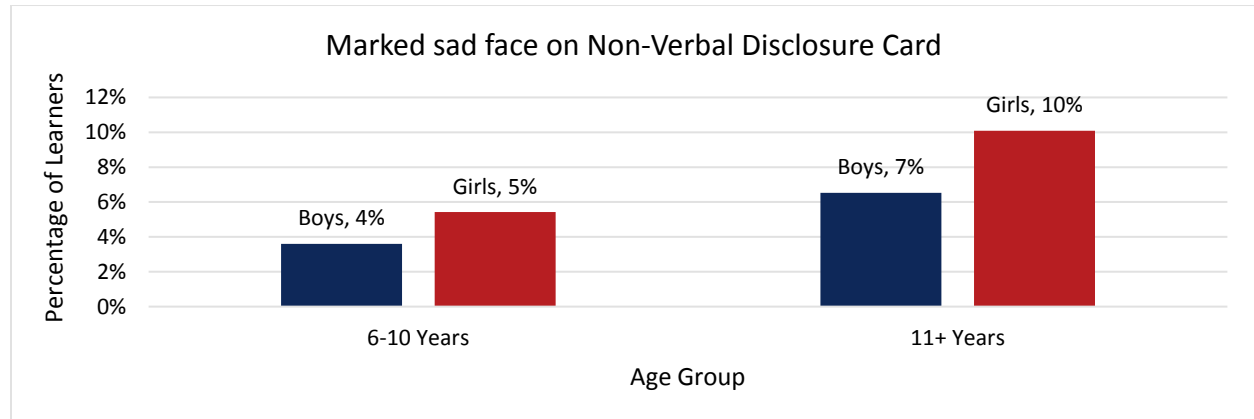
All learners who participated in the survey, regardless of whether they reporting experiencing an incident of SRGBV previously in the interview, were asked if they had ever disclosed to any other person about an incident where they were hurt at school. Eighty percent of learners had not told anybody. This result is depicted in Figure 4.2.17. For those 20 percent who indicated that they had disclosed to someone previously, a follow-up question asked them what type of person it was (i.e. their relation to the learner). Figure 4.2.18 presents the percentage of learners (among those who did disclose) who told a teacher, friend, school staff member, or family member. Learners most commonly had told their mother/female primary caregiver (34% of learners who disclosed) or a friend (17% girl, 19% boy). A smaller proportion did report an incident to staff at school, mainly a teacher (8% to a female teacher; 7% to a male teacher).

Figure 4.2.17. Disclosure of Violence

Have you ever told anyone before now about an experience you've had being hurt at school?
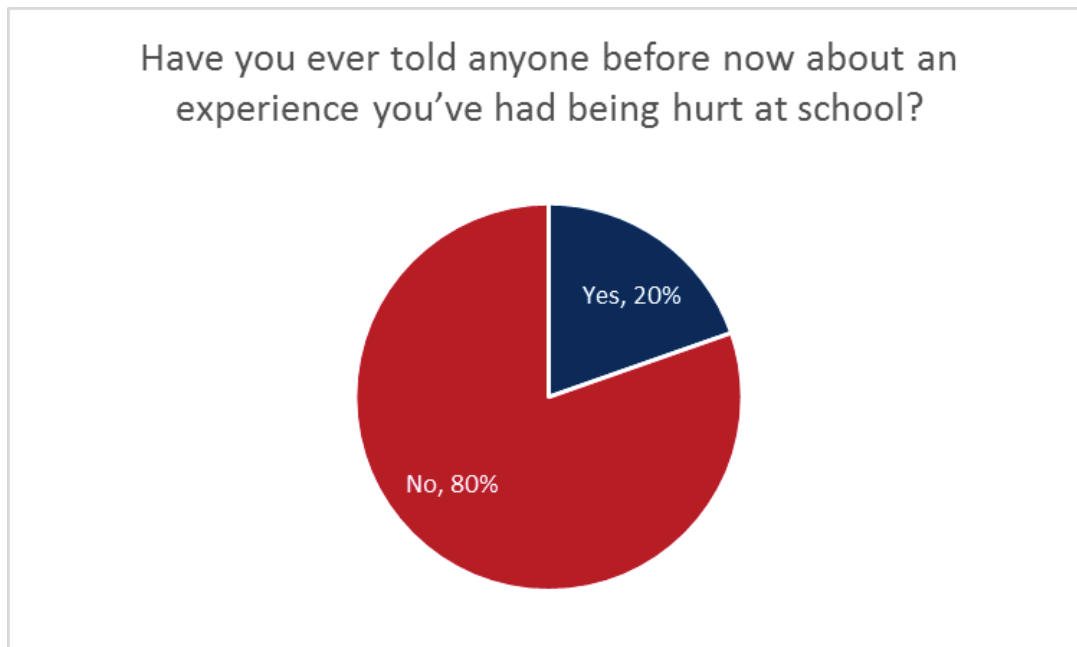
Figure 4.2.18. Disclosure of Violence, Type of Person
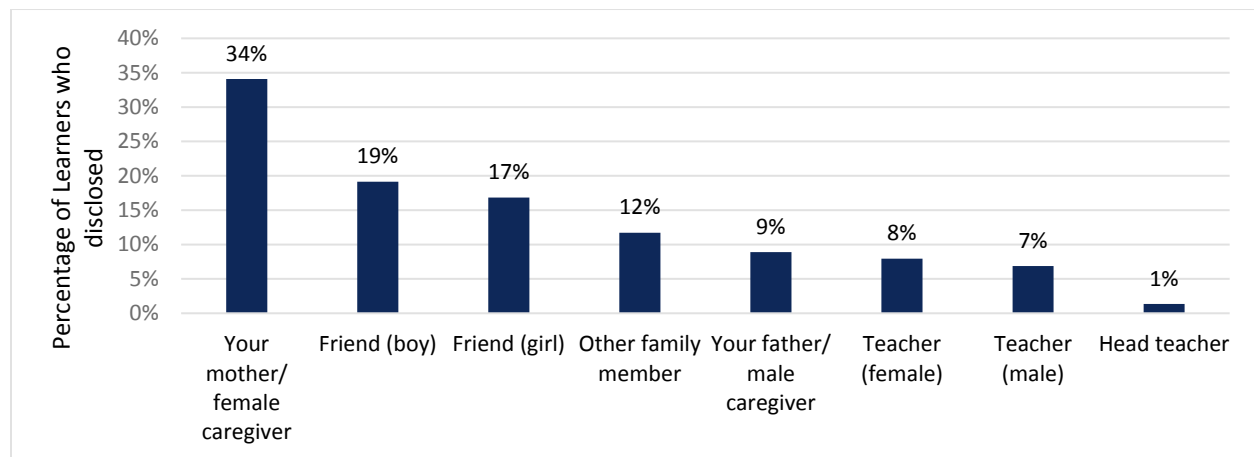
Child Protection Resources –Availability, Knowledge and Challenges

Baseline data collection efforts also captured quantitative and qualitative data on the current state of child protection resources available in the schools, the level of awareness of these resources, and the continuing challenges to providing all children a safe school environment. Child protection resources can take many forms—staff training, reporting systems, school building conditions, and teacher welfare—all of which are touched on in the following section.

Training of Teachers on Child Protection

Each surveyed teacher and head teacher reported whether they had ever been trained in addressing learner behavior problems. The majority of teachers (63%) and head teachers (68%) indicated that they had been trained in the past. For those who reported some training, the interviewer continued to ask them if they had received training specifically for addressing bullying, physical violence, and/or sexual violence. For this reduced pool of respondents (142 teachers and 53 head teachers), approximately one in three teachers and two in three head teachers had been trained in the specific forms of SRGBV. Ninety five percent of teachers and 99 percent of head teachers acknowledge that it is the responsibility of the teacher to take action to eliminate sexual violence in schools, and that there is a teacher Code of Conduct.

Figure 4.2.19. Teacher Training Opportunities
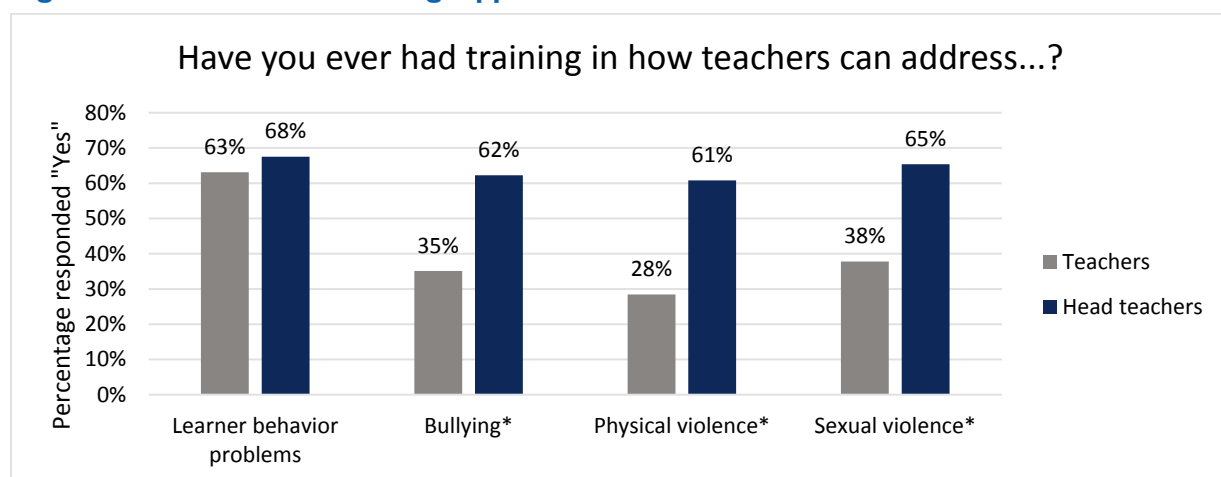
*Responses only for those who indicated receiving some training on learner behavior problems. Percentages calculated using the reduced sample size of 142 teachers and 53 head teachers.

Head teachers were asked during their survey interviews to respond to statements regarding aspects of their schools that may pose challenges to creating a safe school environment. As head teachers were not included in any focus group discussions, the responses to these statements offer an important window into the head teachers' understanding of the necessary resources and will to address SRGBV in the schools.

Head teachers were presented one-by-one with three statements regarding the capacity of their school to address incidences of SRGBV. Table 4.2.6 presents three statements read to the head teacher and the percentage of them who responded "Yes". Approximately two-thirds of head teachers felt that the teachers in their schools have "sufficient opportunities to learn new instructional methods on SRGBV," and that there is a Reporting, Referral and Response Mechanism in place at the school for handling child protection cases. About half of head teachers (49%) said they were "currently pursuing training for teachers" that will support the reporting response system at the school.

Table 4.2.6. Head Teachers' Reports of Child Protection Training and Systems

Statement	Head Teacher responded "Yes"
There are sufficient opportunities for teachers to learn new instructional methods on school-related gender-based violence.	66%
This school has a Reporting, Referral and Response Mechanism for following up on child protection cases.	69%
I am currently pursuing training for teachers to improve the quality of the Reporting, Tracking, Referral and Response to child protection cases at this school.	49%

Next, head teachers used a five-point Likert scale to express their concerns about general school building conditions and the welfare of their teachers; responses ranged from strongly agree to strongly disagree ("Not sure" responses are omitted from the figure due to low frequency). Figure 4.2.20 presents the head teachers' responses, ordering the concerns from most common to least. The gravest concerns regarding school welfare was school building disrepair and insufficient teacher salaries. Approximately half of head teachers also agreed that teaching conditions (adequate workspace, teaching schedule, sufficient instructional materials) and classroom conditions (e.g. overcrowding) posed substantial challenges for the schools. The concern appeared to be greatest in the Runyankore/Rukiga-dominant regions. For instance, 61 percent of head teachers in Runyankore/Rukiga-dominant schools agreed or strongly agreed that teachers did not have adequate workspace, while 49 percent of head teachers in Luganda-dominant schools felt this way.

Figure 4.2.20. Current State of School Building and Teaching Conditions
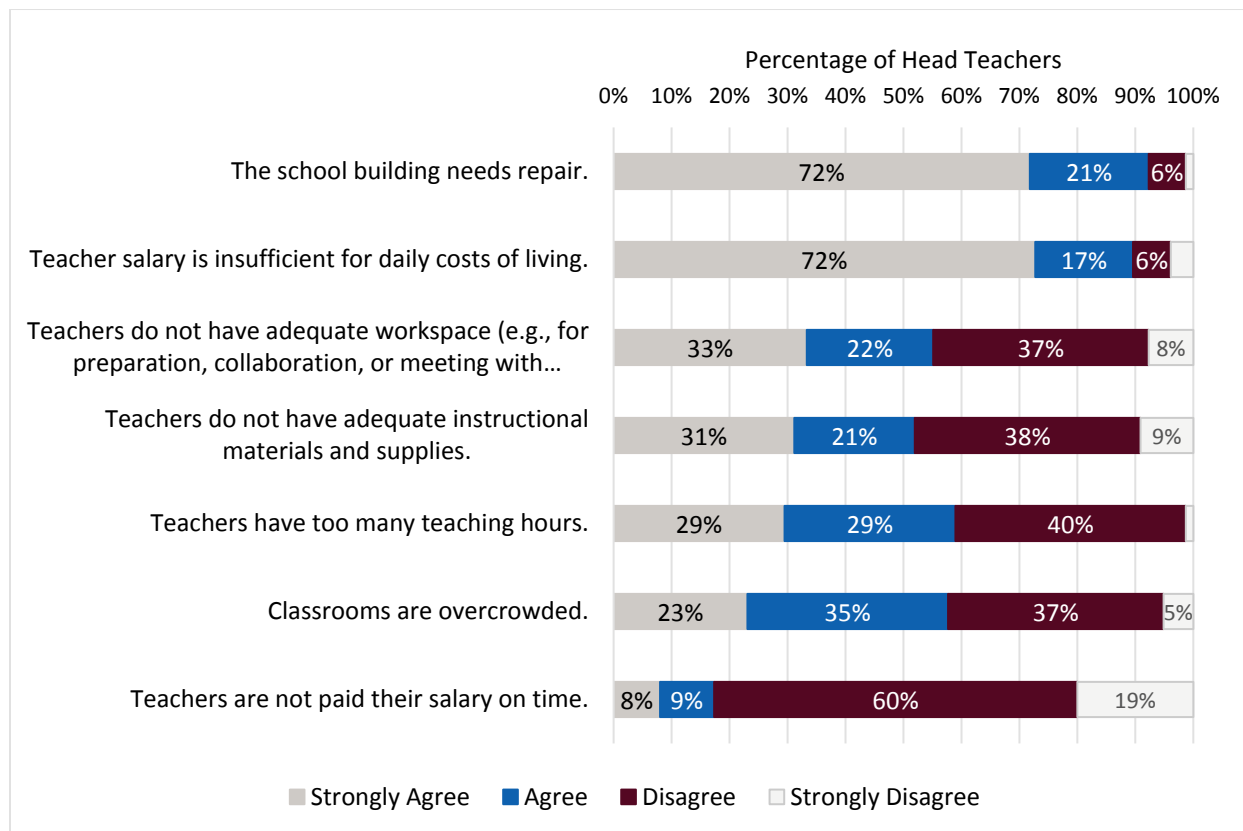
Figure 4.2.21 shows that 82 percent of surveyed learners agreed (responded "Yes") that learners know who to report to when they experience violence at school. There were only minor differences in knowledge rates between boy and girl learners, and older and younger learners.

Figure 4.2.21. Learner Knowledge of Violence Reporting System at School
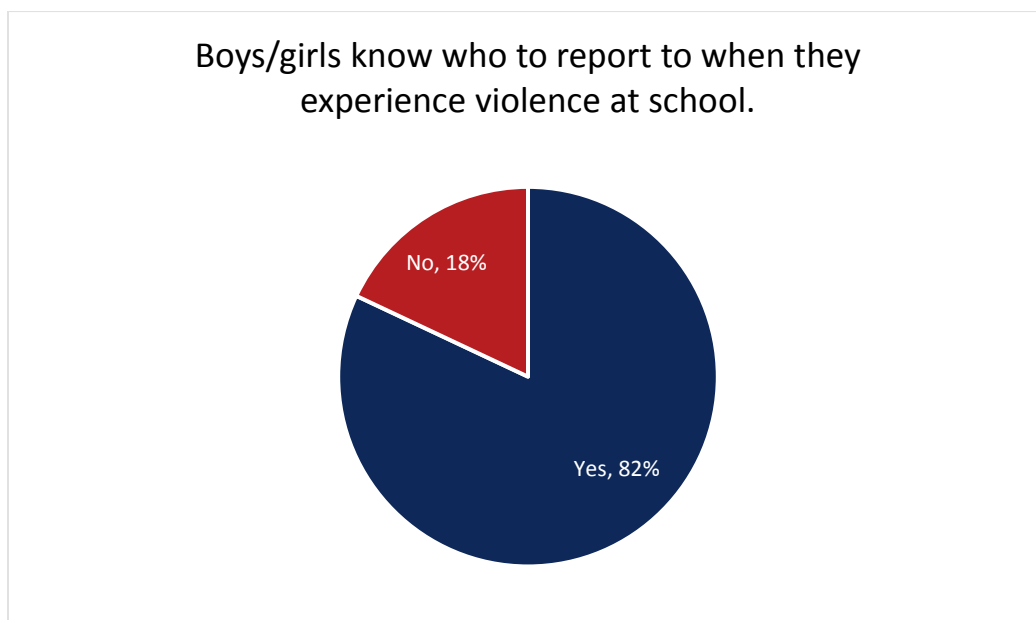
An aspect of school climate that all categories of survey respondents were asked about was their perception of how often reports of physical violence (to school official/district school officials) goes without action. Learners, caregivers, and teachers were read a statement about "school officials" while head teachers were read a statement about "district school officials" (in order to prevent head teachers from responding about themselves as a school official). The results of this question are displayed in Figure 4.2.22 for learners (separately for boys and girls), caregivers, teachers, and head teachers. The teachers and head teachers felt that the reporting system was responsive to complaints of violence, whereas more learners and caregivers felt that that it was not responsive. Female learners, in particular, expressed the most agreement (28 percent) that school officials do nothing about complaints.

Figure 4.2.22. Response to Violence Reporting
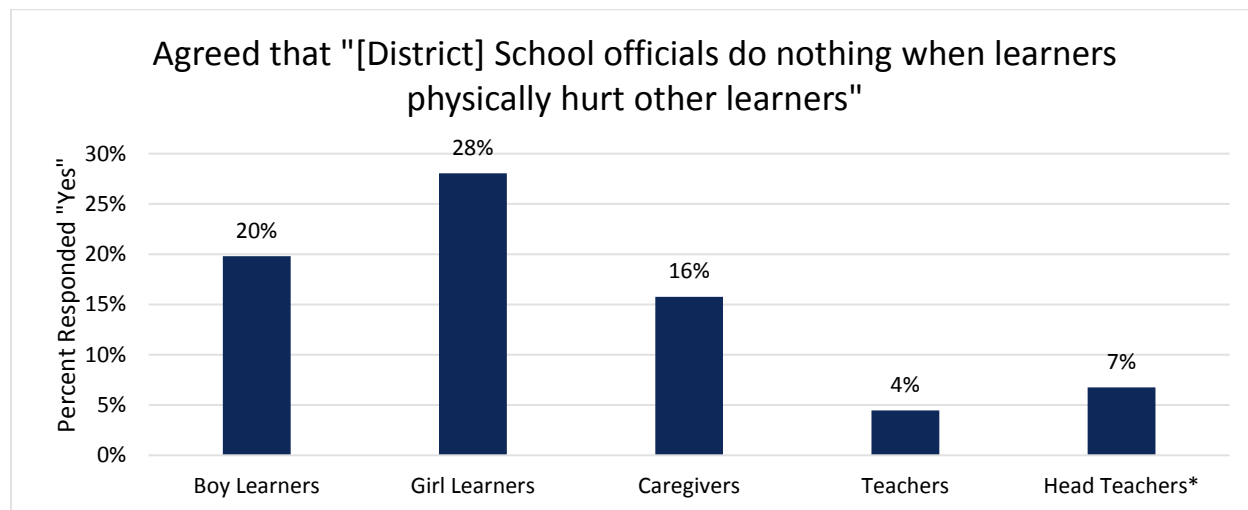
Agreed that "[District] School officials do nothing when learners physically hurt other learners"

* Learners, caregivers, and teachers were read a statement about "school officials" while head teachers were read a statement about "district school officials."

During focus group discussions, learners did not express knowledge of child protection authorities outside of school. However, teachers and caregivers reported various challenges in assisting learners with reporting to protection authorities outside school. For caregivers, the most cited reason is social status. Many caregivers perceive that protection authorities will only assist those who have money. There is also a lot of mistrust of protection authorities, as many report that only bribes will result in their cases being taken seriously.

> *"Madam, for us the parents are more inferior to our superior head teachers. So, even if I went to report them to any office, nobody would listen to me because the head teacher would have reached all those offices before me and besides, he/she is well known than us. Now that you have decided to help us, please go ahead and help us."* [Woman caregiver, Luganda-dominant area]

Even in situations where the case is reported and taken seriously, there remains mistrust in the willingness of protection authorities to seek justice. In instances where perpetrators are identified and reported to protection authorities, caregivers and teachers perceive that such perpetrators can pay off authorities and have their cases disappear.

> *"Maybe sensitize us on how to get help because usually the perpetrators pay the authorities or even agree to pay the family of the victim. This is because we are poor and the case is not accepted before it even starts. The investigations also take long and as we said you also know that our system is corrupt so that's*

it." [Man caregiver, Runyankore/Rukiga-dominant area]

Some caregivers in Luganda-dominant regions reported that a lack of English language speaking skills poses a challenge for access to child protection services. In two focus groups, caregivers expressed that they did not feel like they could go to the police because they did not speak English.

"It is like when you are illiterate, can I compete or comfortably communicate… We have a language barrier. For example, I cannot effectively communicate to [authorities] even if they came here. But the educated people can communicate with them easily. In that case, it is you to help us communicate to them and deliver our message to the different offices." [Woman caregiver, Luganda-dominant area]

"Parents and children do not go to police because of the too much English used by police officers. They lack of confidence to express themselves." [Man caregiver, Luganda-dominant area]

Caregivers in both regions expressed a desire for additional resources in accessing child protection services. In addition to challenges with access to known services in the area, the data also indicates that caregivers have limited knowledge of child protection agencies outside of police and other law enforcement. The focus group discussions revealed that compared to caregivers, teachers, have much broader knowledge of different organizations within the area that provided services for children.

Support Structures in School

Although questions about menstruation were not in the focus group discussion protocol, it was a very prevalent theme among focus group discussions with girls, women caregivers, and women teachers. For girls, menstruation was a prominent theme when girls were asked questions about who they could seek support from, the types of challenges they faced in school, and when they felt sad. Many girls indicated that they felt sad because of the shame associated with menstruation, especially when they stained their uniforms.

"When you are menstruating you become uncomfortable because you know that the moment you stand up you will be ashamed." [Girl learner, Runyankore/Rukiga-dominant area]

"When you start menstruation and stain your uniform and other children laugh at you." [Girl learner, Luganda-dominant area]

However, for many girls the conversation about menstruation was aligned with positive comments. In three out of four focus groups with girls, learners discussed that that they saw senior women and women teachers as sources for support for menstruation management.

"When I am outside class and I am in my periods I look for the matron to help me out, she makes me happy." [Girl learner, Runyankore/Rukiga-dominant area]

For caregivers and teachers, menstruation was discussed most often when they were asked questions about how to improve school safety for learners. Among teachers, much of the discourse around menstruation was around the difficulty many girls have with managing menstruation, and how that difficulty, coupled with lack of resources, could impact girls' ability to attend school.

"Some girls who lack sanitary towels/pads during their menstruation periods. This happens especially to first timers. They always fail to stand and move around because their uniforms are stained and fear to be laughed at by the rest of the children. Fellow children chase them from their desks saying they are dirty. This always forces them to miss school until the menstruation period is over." [Senior woman teacher, Luganda-dominant area]

"Some of the girls don't have enough materials to use mostly when they are in their menstruation period. When they soil their uniform, their fellow students start teasing and harassing them: 'look at that stupid girl,

see what she has done!' We call that girl, counsel her and tell her how she should pad herself properly so that the violence is reduced to enable her remain in school." [Senior woman teacher, Runyankore/Rukiga-dominant area]

"Sometimes you find a girl with a problem, she says that when she is on her way to school and she goes into her menstrual periods, she feels a lot of pain to the extent that she can't continue going to school. She prefers going back home yet there are no solution is unsafe for children. She goes back home because we at school can't do anything to help her." [Senior woman, Runyankore/Rukiga-dominant area]

Senior women also discussed the need for men teachers to be better equipped with needed knowledge, attitudes, skills and resources to provide support to girls during menstruation. Men teachers need also to be trained in how to prevent and respond to peer bullying against menstruating girls at school. In some instances, the lack of support from men teachers exacerbated the shame and stigma that girls internalized about menstruation. Girls also expressed that they were afraid to go to men teachers about issues regarding menstruation, in fear that the men would ridicule them.

In addition to support from teachers for menstruation management, girls and women teachers also discussed the need for better infrastructure within schools, particularly in the latrines. Many girls expressed that the condition of latrines was a greater concern during menstruation. Women teachers also expressed concerns about learners' ability to manage menstruation well with the lack of proper facilities. The qualitative findings indicate that improved facilities and capacity development of men teachers and peer learners could improve girls' experiences with menstruation management, reduce stigma, and minimize their absences from school during menstruation.

4.3 EGR PREDICTORS

To better understand the relation between learners' socioeconomic background, context factors and reading performance, we run regressions where we include several explanatory variables. We use a special type of regression model, the Tobit model[38], since EGRA scores are truncated at zero and, as we have shown, a large number of learners score zero in the assessment subtasks. The fact that many learners have zero scores needs to be borne in mind because it generates little variation across learners. A large number of variables could be related to EGRA scores. We experimented with a range of specifications that include:

1) Learners' characteristics: age and sex

2) Home environment: learner lives with parents, ate before going to school, has books at home, practices reading at home, someone reads to the learner at home, household assets index, learner speaks the school language of instruction at home

3) Teacher characteristics: teacher is fluent in the school language of instruction, number of years of teaching experience, education, etc.

4) School characteristics: number of P1 learners per teacher, water sources, placement and functionality of latrines, etc.

5) SRGBV and school climate: reports of physical abuse by teachers and by peers, reports of emotional abuse by teachers and peers, reports of sexual abuse by teachers and peers, unsafe school locations, fear of punishment at school, safety in the way to school, etc.

We run the regression on each of the EGRA subtask and by language. Very few factors show statistically significant correlations to the EGRA subtask scores. In the case of Luganda-dominant areas, the only

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[38] Ordinary least squares regression estimators will produce an inconsistent estimator in cases where the independent variable is censored (i.e. one end of the variable distribution is truncated, in most cases, at zero). Tobit models use a maximum likelihood estimator to produce a consistent estimator in these cases.

factor showing consistent statistically significant correlations is the child's age, where being older tends to be correlated with higher scores on EGRA subtasks. This could be related to learners that have repeated P1 or alternatively to more mature and school-ready children. In Runyankore/Rukiga-dominant areas, only children speaking the language of instruction at home is consistently statistically significantly correlated with the EGRA subtask scores. Speaking the language of instruction at home is associated with higher EGRA subtask scores. Finally, in English, there are not consistent findings for any explanatory variable.

In terms of SRGBV incidence correlating with scores, there were no consistent or statistically significant correlations. Though, this would be expected, firstly because there is not much difference in learners' reading performance and second, since the learners evaluated in the EGR assessment were usually within their first month at the new school, it is highly probable that any SRGBV atmosphere at the school would not have had time to affect learners' achievement.

We present the full regression details in Annex 3.

4.4   SRGBV ANALYSIS

In this section we conduct statistical analyses to explore the relation between learners and school characteristics, and incidences of violence and safety climate in the school. The analyses focus on predicting inequitable gender attitudes and unsafe school climate, plus predicting physical violence, emotional violence, and sexual violence, looking separately at incidences perpetrated by teachers and by other learners (same age or older).

First, we investigated the respondent characteristics associated with holding more inequitable gender norm attitudes. Responses to the 15-item battery of attitudinal statements, completed by learners, primary caregivers, and teachers, were incorporated into a single index variable ranging from 0 to 30. As we explained previously, higher values indicate agreement with more inequitable gender norm statements. Results from the ordinary least squares (OLS) regression model are presented in Table 4.4.1. Girl learners, women caregivers, and women teachers (indicated by "female" variable) are less likely to exhibit inequitable gender norm attitudes, compared to their male counterparts. On average the index is 1.4 points lower for females. Likewise, teachers, compared to primary caregivers and learners (the omitted category in the regression), are 3.2 index points less likely to share these inequitable gender attitudes. The dominant language areas –Luganda vs Runyankore/Rukiga- do not appear to have statistically significant differences in these attitudes.

Table 4.4.1. Predicting Inequitable Attitudes, Regression Results

	Inequitable Gender Norm Attitude Index
Female	-1.398***
	(0.204)
Primary Caregiver	-0.411
	(0.211)
Teacher	-3.174***
	(0.345)

	Inequitable Gender Norm Attitude Index
Luganda-dominant	-1.930
	(1.356)
Constant	16.12***
	(0.281)
Observations	2939

* p<0.05 ** p<0.01 *** p<0.001 Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Learners were also asked if they agree or disagree with the statement, "there are places at school where it is not safe for a [boy/girl] to go alone." Girls were asked about girls in the statement, and boys were asked about boys. Table 4.4.2 shows the logistic regression results of a model predicting agreement to the statement (1=agree; 0=disagree or not sure). Older learners, girls and learners in Luganda-dominant schools are significantly more likely to agree that there are unsafe places at school for them. Observations from the school yard, such as latrine placement, water collection point location, school compound security did not predict the learner's response.

Table 4.4.2. Predicting Unsafe School Climate, Regression Results

	Child says there are places unsafe to go alone in school
Age	0.058*
	(0.0233)
Girl	0.639***
	(0.116)
Functional Impairment	0.122
	(0.112)
The water point is located near the school	0.0569
	(0.142)
Boys' and girls' school latrines are separate	-0.187
	(0.264)
Adults' and children's school latrines are separate	-0.176
	(0.214)
School latrines have working locks on the doors today	0.0293
	(0.139)
School latrines are near to the compound	0.372
	(0.218)
Strangers are not permitted on the school grounds during classes or recess	0.0220
	(0.130)
Luganda-dominant	0.497*
	(0.245)

	Child says there are places unsafe to go alone in school
Constant	-1.319*
	(0.515)
Observations	1533

* p<0.05 ** p<0.01 *** p<0.001 Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Next, we present the results of a series of regressions predicting SRGBV. Given that the outcome variables are binary (1=experienced violence; 0=no experience of violence), we utilize the logistic regression model. The explanatory variables included in the logistic regression analyses were sourced from the learner survey (age, girl learner, functional impairment, parents at home) or the school safety observation checklist (classroom overcrowding, latrine locations). Apart from age, which is represented in years, all other predictor variables were binary indicators.

Table 4.4.3 presents the results of the logistic regression models predicting an experience of physical violence for a learner. For acts perpetrated by teachers, girl learners and older learners are less likely to report events (verbal disclosure during the survey interview). Classroom crowding predicts higher incidence of violence by the teacher. For acts perpetrated by peers, learners are more likely to report (in the survey interview) if they are boys, have a functional impairment, live with one or no parent, or attend a Luganda-dominant school.

Table 4.4.3. Predicting Physical Violence, Regression Results

	Physical Violence by Teacher	Physical Violence by Peers
Age	-0.039	0.227***
	(0.023)	(0.021)
Girl	-0.305*	-0.316***
	(0.123)	(0.091)
Functional Impairment	0.018	0.522***
	(0.108)	(0.086)
One or no parent at home	-0.046	0.140*
	(0.089)	(0.061)
Classrooms are overcrowded	0.084*	-0.007
	(0.044)	(0.040)
Luganda-dominant	0.100	0.348*
	(0.391)	(0.167)
Constant	1.753***	-2.463***
	(0.430)	(0.267)
Observations	3746	3752

* p<0.05 ** p<0.01 *** p<0.001 Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

The results of the regressions predicting acts of emotional violence against a learner are presented in Table 4.4.4. Acts of emotional violence, perpetrated by teachers or peers, are significantly higher in Luganda-dominant schools. Boy learners, learners with functional impairments, or learners with none or only one parent living at home disclosed more emotional violence from teachers and peers. Older learners are less likely to disclose (in the survey interview) emotional violence perpetrated by teachers, but the same was not true for acts peer-to-peer.

Table 4.4.4. Predicting Emotional Violence, Regression Results

	Emotional Violence by Teacher	Emotional Violence by Peers
Age	-0.099***	0.178***
	(0.029)	(0.019)
Girl	-0.275*	-0.097
	(0.116)	(0.087)
Functional Impairment	0.530***	0.539***
	(0.117)	(0.071)
One parent at home	0.144	0.225**
	(0.109)	(0.072)
Luganda-dominant	1.043**	0.397**
	(0.380)	(0.121)
Constant	-1.800***	-1.673***
	(0.476)	(0.232)
Observations	3828	3831

* p<0.05 ** p<0.01 *** p<0.001 Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Regression models predicting sexual violence experience also were fit and the results are displayed in Table 4.4.5. Younger learners were not asked (verbally) about any sexual violence perpetrated by teachers, therefore they were not included in the analysis and the sample size is reduced. Learners with functional impairments are more likely to report experiences of sexual violence (during the survey interview, verbally and non-verbally) perpetrated by teachers and by peers. Learners with only one or no parent at home and learners in the Luganda-dominant regions are more likely to report sexual violence perpetrated by a peer. They are not more likely to report acts committed by teachers however. The gender of the child is not a statistically significant factor in the prediction model for verbal disclosure, but girl learners were more likely to disclosure non-verbally, than boy learners, about an incidence of sexual violence by a teacher.

Table 4.4.5. Predicting Sexual Violence, Regression Results

	Sexual Violence by Teacher	Sexual Violence by Peers	Sexual Violence by Teacher, Non-Verbal Disclosure
Age	0.094	0.269***	0.167***
	(0.086)	(0.021)	(0.0307)
Girl	0.348	0.089	0.488***
	(0.301)	(0.094)	(0.125)
Functional Impairment	1.275***	0.476***	0.384*
	(0.283)	(0.086)	(0.158)
One parent at home	0.136	0.270***	0.298**
	(0.257)	(0.072)	(0.114)
Luganda-dominant	1.138	1.028**	0.641
	(1.002)	(0.316)	(0.334)
Constant	-6.276***	-5.077***	-5.580***
	(1.610)	(0.399)	(0.468)
Observations	2284	3832	3753

* $p<0.05$ ** $p<0.01$ *** $p<0.001$ Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects

5 Sample Balance Checks for Future IE Analysis

The purpose of a sample balance check exercise is to verify that respondent characteristics, environmental context, and outcome measures of the study sample are similar across treatment groups at baseline. Demonstrating similarity across randomly assigned treatment groups at the start of the study establishes credibility that the untreated group will, indeed, be a viable counterfactual to the treated group at endline. It should be mentioned, however, that differences across groups do not necessary hurt the credibility of the counterfactual and are statistically expected to occur[39].

Sample balance checks are not a verification of the randomization process itself; rather, they can verify that the implementation of the process was sound. This can be especially important for studies where randomization is conducted in the field. Since the LARA IE randomization was carried out using statistical software (not in the field) and the rate of replacement was low, there is no reason to expect any problems with the randomization process.

As expected, the sample balance checks of the EGRA and SRGBV survey data produced few indicators that show differences between the treatment groups. As stated earlier, some differences are expected and a natural outcome of a rigorously implemented randomization process. For the EGRA data, we tested a total of 30 variables for balance across the three treatment arms (T1, T2, and Control), disaggregated by language group. This amounted to a total of 180 significance tests, since each variable was tested six times (two languages, for each of three treatment arms). Of the 180 significance tests run, 19 (roughly 10%) showed differences between treatment arms, at the 5% significance level. The full details of the significance test results are presented in Annex 5.

Tests using the SRGBV data found only 5 differences between T1 and T2 averages out of 109 tests. There are 3 differences from 70 tests performed on learner survey items, 1 imbalance from 8 tests performed on head teacher survey items, 1 imbalance from 10 tests on school observation checklist items, and zero imbalances from 7 tests of the teacher survey items and 14 tests of the primary caregiver items.

Furthermore, corrections for multiple testing using conventional approaches (Bonferroni, Holm-Bonferroni and others) eliminate any significant difference between groups. Additional details of the sample balance checks for SRGBV are found Annex 6. Summarizing, there randomization process had no challenges, the sample is properly balanced and no changes to the evaluation approach are needed.

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[39] Bruhn M. and D. McKenzie, "In Pursuit of Balance: Randomization in Practice in Development Field Experiments", *American Economic Journal: Applied Economics*, 2009, vol. 1, issue 4, 200-232

6 CONCLUSIONS AND RECOMMENDATIONS

6.1 EGR

As expected EGR assessments show low levels of competence in early literacy and reading skills among learners. This is not surprising as learners were just starting P1 at the time of data collection and in general very few of them have attended pre-school[40]. Although some learners manage to identify some letter sounds and even read a few words, the vast majority tends to score zero or very low in most EGRA subtasks. Both language regions present similar levels of zero scores in their respectively local language and in English as well. There are no differences between girls and boys.

In general, learners practice some reading at home and parents are aware of the importance of education and of reading as a fundamental building block. However, student absenteeism is an important issue which gets reinforced by teacher's absenteeism. There are language problems for teachers and learners that are not fluent in the language of instruction used in the schools.

LARA's approach to teaching reading is well received and, according to teachers, take-up is high. Teachers in LARA schools like the training they received and, in general, the materials provided if they already have it. They also report using the reading teaching approach learned in class. Finally, most teachers report that their lessons plans are reviewed and that their lessons are observed by a supervisor.

Some details follow:

- Between 80 and 90% of learners report practicing reading at home although not necessarily with the daily frequency that would be desirable. Siblings are their main support. Learners read at home with their sisters more than with any other relative and brothers are the second most popular group. In some cases, this reflects the fact that parents have no education or are busy working.
- Many students struggle with language issues given that the language of instruction in school – Luganda or Runyankore/Rukiga - is not the main language they speak at home. Teachers also have challenges with the language of instruction. In the Runyankore/Rukiga-dominant schools, 15% of the teachers do not consider themselves fluent in the language. This proportion raises to 29% of the teachers in the Luganda-dominant schools. Given the importance that the LARA approach places in local language instruction, these finding have strong implications. It seems that many children may not be receiving instruction in their mother tongue and some teachers in charge may not have the proper command of the language. This is an important issue that should receive attention.
- Learner absenteeism is high, 40-45% of them report being absent the previous week and they also report teachers (35-43%) missing class at least one day during the week previous to data collection. Reasons for absenteeism among children are sickness, helping with work at home and

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[40] According to the MOES (Education and Sports Sector Fact Sheet 2002 – 2015) the gross enrollment rate in pre-primary is 9.7%: Access on Nov 22 2017 http://www.education.go.ug/data/dcat/2/Data-and-Statistics.html

some others, like fear of going to school and getting mistreated by teachers and peers for different reasons, ranging from poverty to difficult teacher-parent relations. Previous research41 also indicates that absenteeism in high in early grades in Ugandan public primary schools and tends to depress learning and reading performance. This is very important, given that a large proportion of the LARA treatment is delivered to the learners at the school therefore absenteeism could reduce LARA's potential impact, as it seems to be the case with other reading interventions, such as USAID School Health and Reading Performance (SHRP). Recommendations include increasing efforts to raise awareness about the importance of attending school every day even in the early grades, starting on the first day and attending through the last day of each term, and giving non-monetary incentives to recognize learners and families that have started the year on time, or show high attendance.

- Teachers report lower absenteeism than the children claim that they have in the Luganda-dominant schools, while numbers are similar for Runyankore/Rukiga-dominant schools. Even teachers' reports imply substantial absenteeism. Parents seem well aware about consequences of not having a teacher in class every day. Again, this is important given that LARA activities heavily rely on teachers. Previous research42 has recommended considering non-monetary incentives for teachers in improve recognition and morale.

- Almost all teachers in LARA schools find that the training they received is very useful, although short, and report using the approach to teaching reading in their classes. They also qualify teachers' guides (if they have received them) as good or very good and report actively using them in their classes and class preparation.

- Teachers are a little less enthusiastic about learners' primers, particularly in Luganda-dominant schools, and learners' books are not used daily. The textbooks should be revised as this issue has come up in the context of SHRP as well.

- Teachers report having their class plans reviewed by someone and about 90% of teachers reported being observed in the classroom, approximately 33% reported being observed weekly, although 50% of head teachers reported weekly class observations. As for CCT support, about half of the teachers had never been observed by a CCT. LARA has an approach to support supervision that aims to solve this issue.

6.2 SRGBV

Overall the SRGBV data shows that strong gender inequitable attitudes prevail in school. Both girl and boy learners feel safer in school compared to on the way to school; at school safety concerns were highest around latrines, with girls reporting additional concerns around sexual violence in latrines. Learners are more comfortable reporting incidents of physical violence; sexual violence is reported to a lesser extent due to fear of retaliation. Even though teachers and caregivers have a low opinion of the overall effectiveness of corporal punishment as a disciplinary method, its use is widespread. In addition, learners are subjected to other physical violence in the form of doing chores and tasks for teachers.

Learners disclosed the highest levels of physical violence in school, followed by emotional and then sexual violence. Across both regions, the focus group discussions also revealed that incidences of sexual violence are primarily against girls, and perpetrated by men teachers and boy learners. Finally, even

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41 NORC, "USAID Uganda P&IE SHRP Result 1 Final Impact Evaluation" July 2017
42 NORC, "USAID Uganda P&IE SHRP Result 1 Final Impact Evaluation" July 2017

though learners know who to report to when they experience violence in schools, they did not express knowledge of child protection authorities outside of school. More details are provided below.

- Generally, the survey respondents held high levels of gender inequitable attitudes. The level of agreement varied substantially across respondent types. Learners agreed with the statements of gender inequality most often, over their primary caregivers or teachers. Teachers held the lowest level of agreement for nearly all statements of gender inequality.

- In general, teachers and head teachers held higher opinions of their schools' safety climate while caregivers and learners expressed more muted agreement on the subject.

- Learners agreed generally that they felt safe walking to and from school, but girls expressed more concern than boys. Head teachers also indicated more concern for girls' safety outside of school than for boys'. Caregivers, however, showed the highest concern for learners' safety outside of school, for both boys and girls equally. For girls, the perceived risks associated with traveling to and from school centered on sexual violence. For boys, the discussions around the dangers of traveling to and from school were centered on the risk of being hit by passing vehicles.

- Boy and girl learners had similar levels of agreement (83% and 82%, respectively) regarding feeling safe at school. Caregivers showed more concern for their safety (66-67% agreement) while head teachers felt confident that learners felt safe (95-97% agreement). Boys and girls in both regions overwhelmingly reported that they did not feel safe at the latrines, with girls reporting additional concerns around sexual violence in latrines.

- Generally, learners, caregivers, and school staff felt that boys and girls usually reported "when another learner punches them at school." Responses from all three respondent types indicate that boy learners may be less likely to report incidences of physical violence than girl learners. Regarding reports of sexual violation, all three respondent types were less confident that this type of incident would be reported.

- Despite learners agreeing that incidences of hypothetical violence are often reported, only one in five surveyed learners had told someone about an experience of SRGBV. Those that did had most often told a friend or family member and rarely a school staff member.

- In focus group discussion learners mostly reported feeling very comfortable reporting bullying and physical violence from other learners to teachers or head teachers. Girls also reported that they felt comfortable disclosing sexual violence perpetrated by learners to their women teachers and head teachers. When the perpetrator was a teacher, however, girls in both regions reported that although they felt comfortable informing women head teachers, they feared retaliation from perpetrating men teachers.

- In focus group discussions learners reported the retaliation of reduced grades, bullying, or additional corporal punishment for disclosing a perpetrator of sexual violence. Both teachers and caregivers demonstrate knowledge of the potential long-term consequences of such intimidation, including the creation of a hostile class environment, and ultimately, dropping out of school.

- Despite low opinions of the overall effectiveness of corporal punishment as a disciplinary method, use of corporal punishment by teachers and caregivers was fairly widespread. More female caregivers hit their children at least once (78%) and hit their children "many times" (25%), compared to male caregivers (65% and 16% respectively). Female caregivers also were more likely to spank their children and to do it frequently. In focus group discussions learners also reported they are at risk of corporal punishment when they do not have school supplies, proper uniform, or school fees.

- In addition to corporal punishment, focus group discussions among learners and caregivers in both regions also revealed that learners were subjected to other physical violence in the form of doing chores and tasks for teachers. For girls, the work revolved around cleaning, cooking, ironing, and other household talks. For boys, the work revolved around outside tasks, such as digging, fetching water, fetching firewood, and cleaning teachers' motorcycles.

- Younger and older learners reported incidents of emotional violence at similar rates. There are high rates of name calling (41-42% of learners as victims) and social exclusion (32%) for both age groups. Public humiliation among older learners was also high (39% of learners as victims). A particularly common act was learners breaking the possessions of other learners (46% of older learners as victims). Previous studies have noted associations linking emotional and physical violence with sexual violence. For example, Espelage, et al. found an association between school-based bullying and sexual violence perpetration and have concluded that future SRGBV prevention programs should address this link[43]. Devries, et al. found that disabled girls in Ugandan primary schools are particularly more likely to experience sexual violence[44]. The LARA P&IE will examine these associations in the midline and endline IE.Four out of five learners had been hit by a cane, stick, belt, or book in the last school year, indicating that use of physical violence is widespread among this population. Significantly higher percentages of older (86%) and younger (85%) learners in Luganda-dominant regions reported being hit, compared to those in Runyankore/Rukiga-dominant schools (74%, 78%). The rate of reports of corporal punishment was significantly higher among older male learners (84%) than older female learners (78%).

- The most common perpetrators of physical violence were older boys and boys the same age as the learner. Second to them, many acts were perpetrated by girl learners. For reports of slapping and spanking, male teachers were the mentioned as perpetrators 30 percent and 37 percent of the time, respectively. Wandera, et al. found that peer violence victimization among primary school children in Uganda across 42 schools in the Luwero district, showed that 29% and 34% of learners sampled had ever experienced physical and emotional violence perpetrated by peers[45]. Among factors associated with physical and emotional violence were attitudes that upheld violence against children by school staff. Factors particularly associated with emotional violence against children in schools included "being female, walking to school reporting disability, and eating one meal on the previous day." One of the first studies exploring patterns and predictors of child exposure to emotional, physical and sexual violence in the Luwero District of Uganda was done by Clark, et al.. This study found that Ugandan children's violence exposure shows identifiable patterns by type of violence, profile of perpetrator and setting (school, family, peers, and unrelated adults outside of school). One pattern, "Class 1" linked sexual and emotional abuse by boyfriends, girlfriends and unrelated adults outside of school with exposure to emotional and physical violence by parents and relatives. Children in this category were found to be more likely to have been absent from school in the previous week. Another pattern, "Class 2" emerged in reports of emotional, physical, and sexual violence perpetrated by peers (boy and girl learners). Children in the first two categories (Class 1 and 2) showed a higher probability of exposure to emotional and physical violence by school staff.Female learners are disproportionately targets of sexual violence, with one exception being that more male learners were shown pictures or videos of children

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[43] Espelage, D., et al (2012) Bullying Perpetration and Subsequent Sexual Violence Perpetration Among Middle School Students. Journal of Adolescent Health 50 (2012) 60-65.

[44] Devries, K. M., Kyegombe, N., Zuurmond, M., Parkes, J., Child, J. C., Walakira, E. J., & Naker, D. (2014). Violence against primary school children with disabilities in Uganda: a cross-sectional study. BMC Public Health, 14, 1017. http://doi.org/10.1186/1471-2458-14-1017

[45] Wandera, S. O., Clarke, K., Knight, L., Allen, E., Walakira, E., Namy, S., … Devries, K. (2017). Violence against children perpetrated by peers: A cross-sectional school-based survey in Uganda. Child Abuse & Neglect, 68, 65–73. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5458732/?report=classic

doing sexual things. Among learners who reported an incident of sexual violence in the past school year, they named older boys as the most common perpetrator (31-50% of victims), then older girls (12-22% of victims) and boys their own age (10-29% of victims). In several cases, male strangers were common perpetrators.

- Across both regions, the focus group discussion also revealed that incidences of sexual violence are primarily against girls, and perpetrated by men teachers and boy learners. Incidences of sexual violence from teachers often involve coercive methods, while incidences of sexual violence from learners appear to be more spontaneous. Other studies on SRGBV have documented similar findings highlighting how emotional, physical and sexual violence exposure and perpetration show distinct patterns among school-age children and adults within and outside the school. For example, Knight, et al. found that physical violence perpetrated by school staff is "widespread across different types of schools" in Uganda[46]. This study explored the nature and structure of the school environment in its potential to influence learner's health and well-being outcomes, finding that "53% of students reported physical violence from staff." Learners who reported high levels of "school connectedness" as a school-level factor were found to have an estimated 36% reduced odds of experiencing physical violence by staff.

- Eighty two percent of surveyed learners agreed (responded "Yes") that learners know who to report to when they experience violence at school. There were only minor differences in knowledge rates between boy and girl learners, and older and younger learners. During focus group discussion, learners did not express knowledge of child protection authorities outside of school. Additionally, teachers and caregivers reported various challenges in assisting learners with reporting to protection authorities outside school. For caregivers, the most cited reason is social status. Many caregivers perceive that protection authorities will only assist those who have money.

- The teachers and head teachers felt that the reporting system was responsive to complaints of violence, whereas more learners and caregivers felt that that it was not responsive. Female learners, in particular, expressed the most agreement (28 percent) that school officials do nothing about complaints. On learners' awareness of where to report incidents of SRGBV, who to go to for help, and the government child protection mechanism, results from The Good Schools Study in Uganda also found that learner awareness, reporting and help-seeking behavior, as well as child protection referrals, responses and tracking mechanisms were weak, and in some places have the "potential to do harm," without first building consensus on and resources to deliver child protection best practices[47].

We suggest a few preliminary recommendations arising from the findings of the baseline impact evaluation. Since LARA has already charted its activities for the cluster two schools and conducted its own normative baseline assessment on SRGBV several of these suggestions may already be in the works.

- Since learners expressed concerns regarding safety on route to and back from school, both parents and teachers should emphasize walking in peer groups, which may need to be single sex where girls report harassment from boys. Teachers can also ensure that students are not held

[46] Knight, L., Nakuti, J., Allen, E., Gannett, K. R., Naker, D., & Devries, K. M. (2016). Are school-level factors associated with primary school students' experience of physical violence from school staff in Uganda? International Health, 8(1), 27–35. http://doi.org/10.1093/inthealth/ihv069

[47] Devries, K. M., Child, J. C., Elbourne, D., Naker, D., & Heise, L. (2015). "I never expected that it would happen, coming to ask me such questions":Ethical aspects of asking children about violence in resource poor settings. Trials, 16, 516. http://doi.org/10.1186/s13063-015-1004-7

back in school after school hours for punishments or class work, rather address these issued during recess or the lunch break.

- Address concerns regarding sexual violence in and around the school latrines by making sure that all latrine doors can be soundly locked, that doors do not have gaps at the bottom or top, and perhaps appoint senior boy and girl learners as latrine monitors around the boys and girls latrines respectively. Further, girls' and boys' latrines should be positioned separately from each other and not combined with latrines used by adults. Latrines also should not require walking through bush or long distances away from the school in order to reduce risks of sexual violence.

- Since teachers hold the least inequitable gender attitudes, they can be a significant catalyst for change in the communities, and can engage caregivers in gender discussions since they are a major purveyors of inequitable attitudes.

- Train senior men and women teachers (who also serve as counselors in school) on the importance of observing confidentiality and not disclosing boys or girls names when they report bullying or sexual violence in school.

- Inform both caregivers and teachers that corporal punishment is a criminal offence in Uganda, (and will not be tolerated in schools), and train them on non-violent and positive alternative disciplinary methods. While both caregivers and teachers stated that corporal punishment is not an effective mechanism to discipline learners, the use of corporal punishment by caregivers and teachers was fairly widespread.

- Inform caregivers about existing child protection and referral resources in the community and how to access them. Also, work with the district and sub-county community development officers as well as District Probation and Social Welfare Officer, either directly or with another IP, to build their capacity to take action on child referral cases.

- Further train district and sub-county community development officers to maintain confidentiality of children who report violence and seek assistance, and minimize the number of times a child is required to tell their full story in order to help minimize risks of stigma and prevent emotional re-victimization.

- Ensure that district and sub-county community development officers are accountable to District Probation and Social Welfare Officers for following up on child protection reports, and that funding to enable active, timely responses to urgent, serious child protection reports is adequate such that protection authorities do not require funds from caregivers before responding to a child victim seeking assistance.

ANNEXES

ANNEX 1. EGRA SCORE DISTRIBUTION

Figure 1. Orientation to Print Distribution Graph

Figure 2. Non-word Decoding Distribution Graph
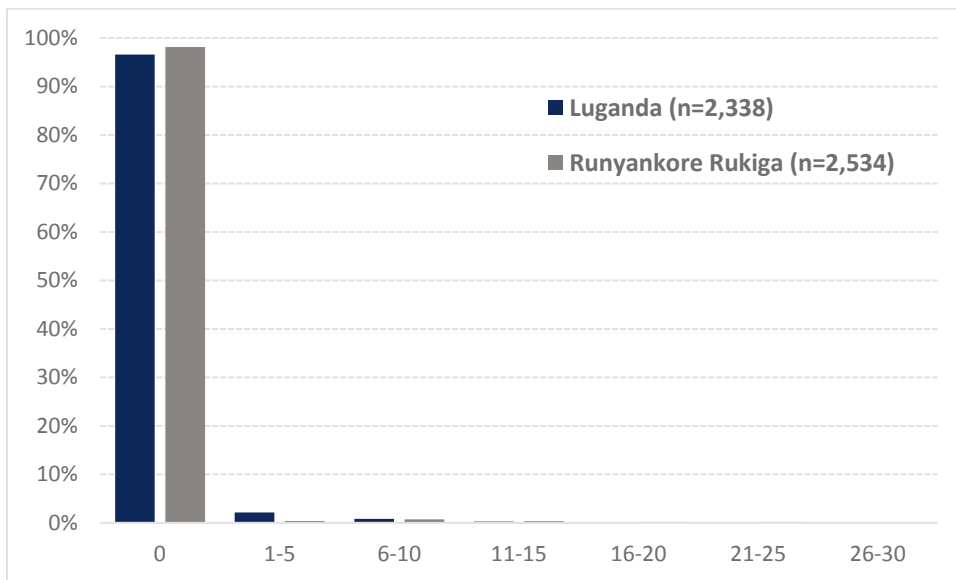
Figure 3. Letter Sounds Distribution Graph

Letter Sounds Distribution Graph showing percentage distribution for Luganda (n=2,342) and Runyankore Rukiga (n=2,534) across score ranges 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40.
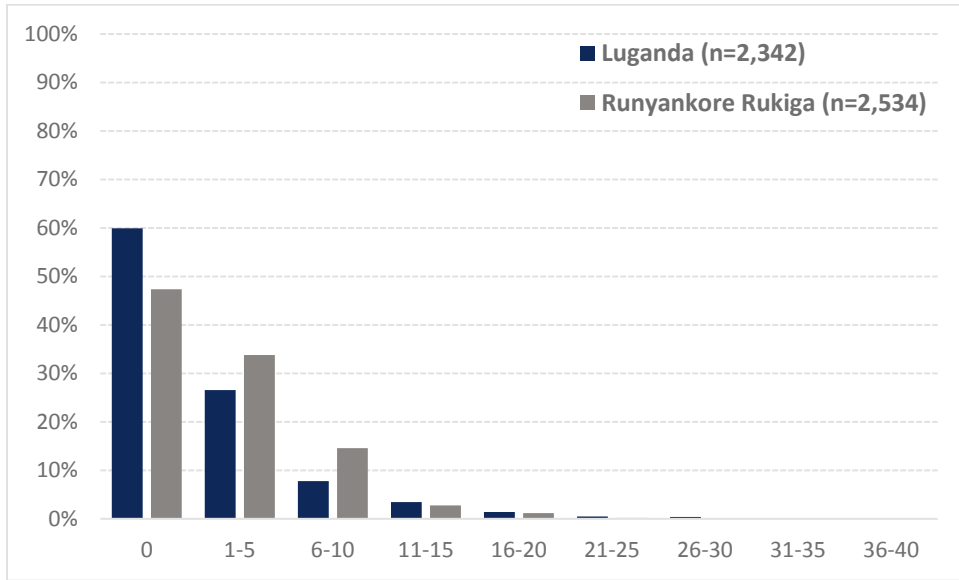
Figure 4. Segmenting Distribution Graph

Segmenting Distribution Graph showing percentage distribution for Luganda (n=2,341) and Runyankore Rukiga (n=2,534) across score ranges 0, 1-2, 3-4, 5-6, 7-8, 9-10.
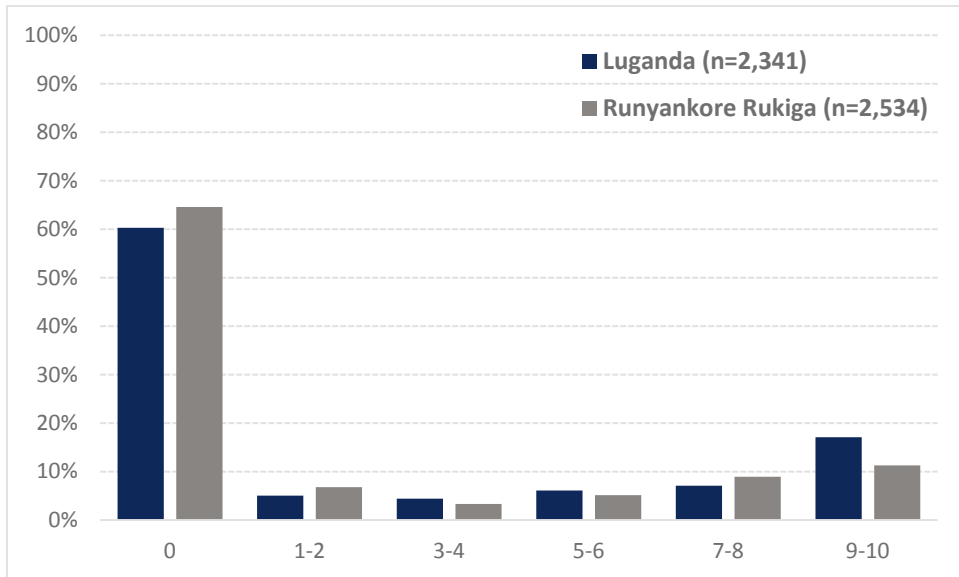
Figure 5. Oral Reading Distribution Graph
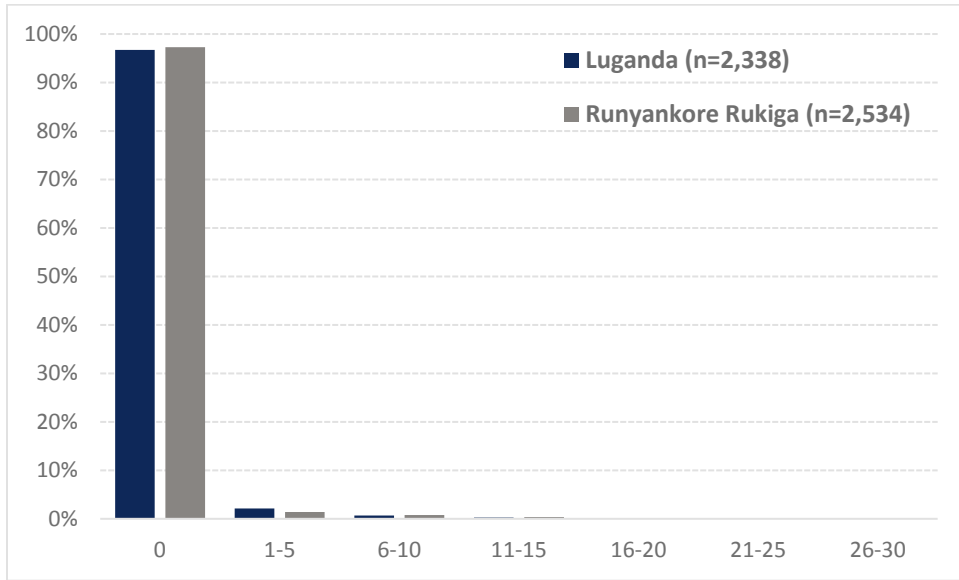
Figure 6. Reading Comprehension Distribution Graph
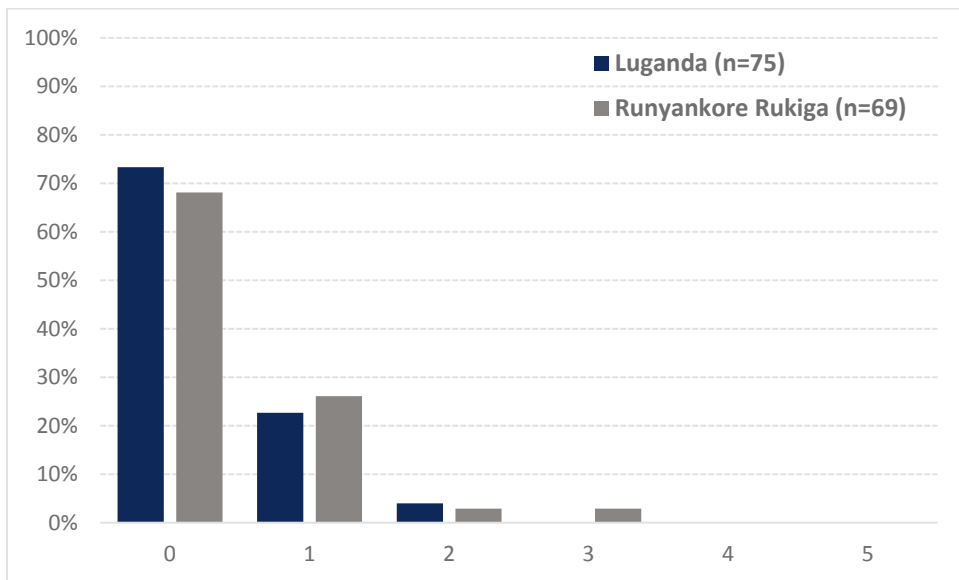
Figure 7. Listening Comprehension Distribution Graph

Legend: Luganda (n=2,342), Runyankore Rukiga (n=2,534). X-axis: 0, 1, 2, 3, 4, 5.
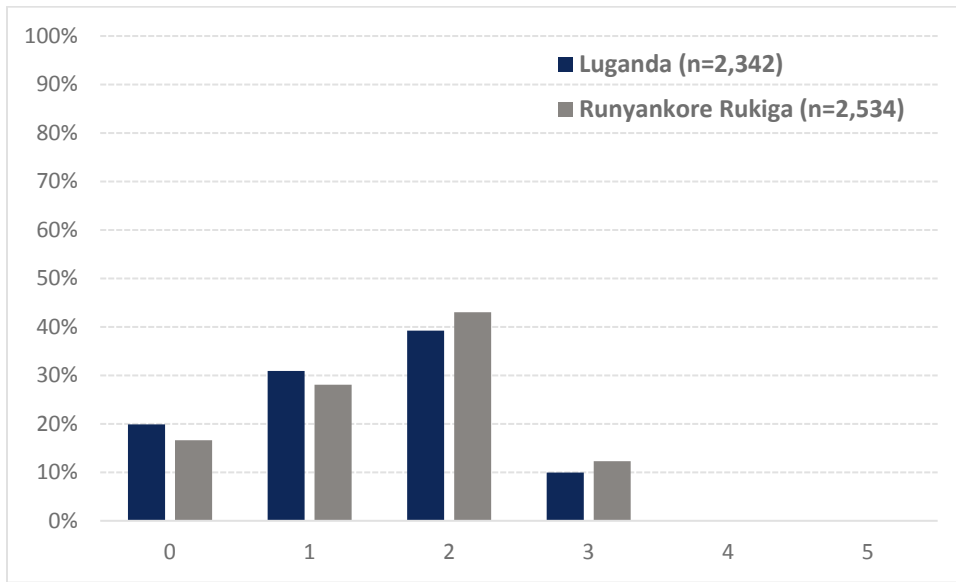
Figure 8. Letter Sounds (English) Distribution Graph

Legend: n=4,876. X-axis: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60.
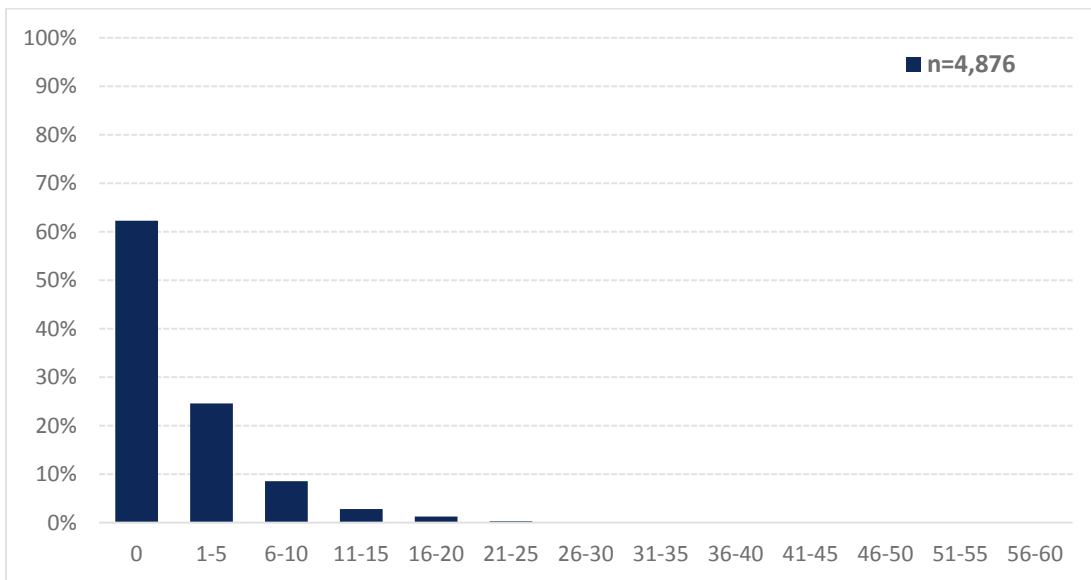
Figure 9. Oral Reading (English) Distribution Graph

n=4,869

(Bars at: 0 ≈ 90%, 1-5 ≈ 8%, 6-10 ≈ 1%, x-axis categories: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40)
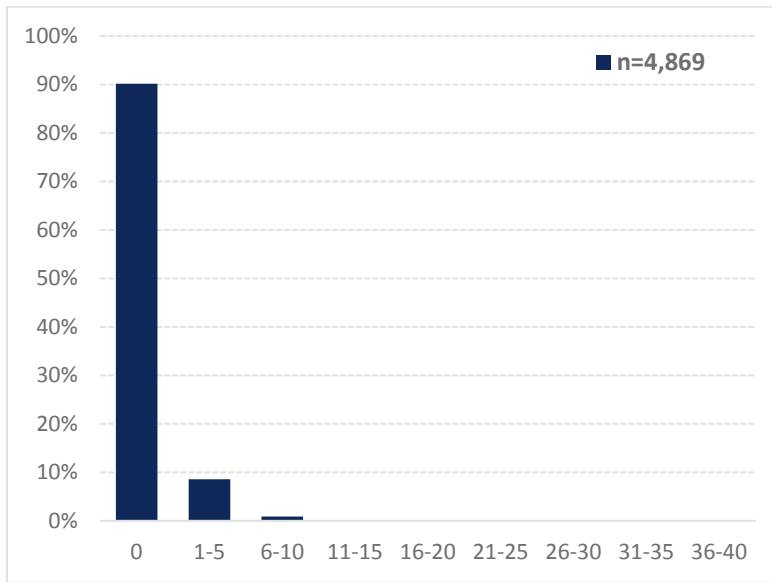
Figure 10. Reading Comprehension (English) Distribution Graph

n=483

(Bars at: 0 ≈ 97%, 1 ≈ 2%, 2 ≈ 0.5%, 3 ≈ 0.5%, x-axis categories: 0, 1, 2, 3, 4, 5)
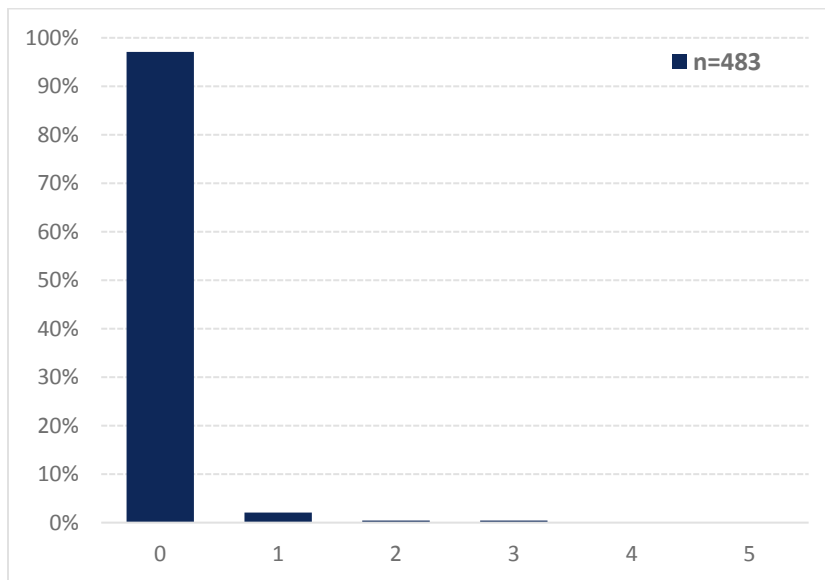
Figure 11. Vocabulary (English) Distribution Graph
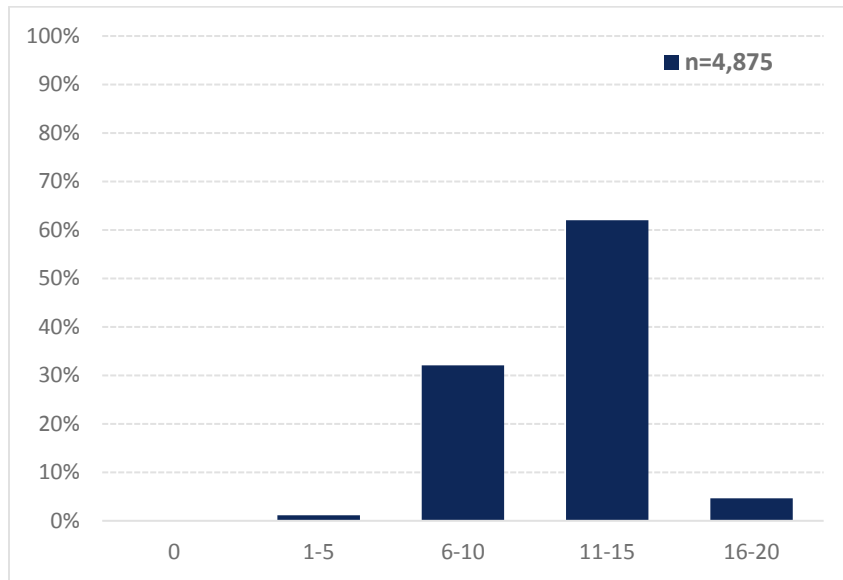
ANNEX 2. SAMPLE SIZE JUSTIFICATION

This section provides the details of the calculations used to arrive at the recommended sample sizes for the EGRA and SRGVB survey. As with any quantitative analysis based on survey data, the required sample size is determined by a mathematical calculation that depends on a number of factors. These include features of the study design, properties of the data and outcome variables, and the desired precision of the analysis. In practice, calculating the required sample size requires choices and assumptions about a range of these parameters. We carry out the power calculations using the Optimal Design software package, which can perform these calculations under a variety of scenarios.

2.1. For EGRA Data

We considered the impact evaluations of the LARA program in each language as separate evaluations. Calculating the minimum required sample size required a number of assumptions about parameters as follows:

- α is the significance level of the test, or probability of Type I error. We use the standard value of 0.95.

- β is the power of test, where (1-β) is the probability of Type II error. We use the standard value of 0.8.

- ρ is the intracluster correlation coefficient, or ICC. The ICC is a measure of the extent to which variation in outcomes is due to cluster-level factors as opposed to individual-level factors. In our case, the ICC reflects the extent to which differences in EGRA scores are due to differences between schools, rather than differences between individual students. Based on results from previous studies, such as SHRP Impact Evaluations, we assume an ICC of 0.14.

- r^2 is the proportion of the variation in the outcome due to the covariates anticipated in the regression analysis. In our case, these covariates will include a range of household and individual characteristics, as well as the intertemporal correlation between outcomes values at baseline and follow up. For this parameter, we assume an approximate value of 0.3.

Taking into consideration effect sizes in previous studies (SHRP IE) as well as the budgetary implications, NORC devises a sample able to detect a difference of approximately 3.4 words per minute in the Oral Reading Fluency subtask of the EGRA test (based on SHRP data). This requires a sample size of 44 schools in each treatment arm and 44 in the control group for each language and 20 students per school (equally divided by sex).

LARA covers some schools that use Runyoro-Rutooro as the language of instruction. In cluster 2, there is only one district for this language and the district has only 3 CCTs: Humura with 30 schools, KaKabara with 12 schools and Kisambya with 23 schools. Given the low number of schools and low representativeness, NORC and USAID agreed to leave this language out of the evaluation and concentrate only on Luganda and Runyankore-Rukiga.

Summarizing, the EGRA sample will have a total of 264 schools and 5,280 students.

2.2. For SRGBV Intermediate Outcomes

The SRGBV study can pool data from Luganda and Runyankore-Rukiga schools. To calculate the correct sample size, we use the following assumptions:

- α is the significance level of the test, or probability of Type I error. We use the standard value of 0.95.

- β is the power of test, where (1-β) is the probability of Type II error. We use the standard value of 0.8.

- ρ or ICC of 0.06 was assumed based on results from previous studies (Devries et al, 2015)[1].
- r^2 was conservatively assumed to be equal to zero.

Taking into account information from relevant previous studies in Uganda (Devries et al, 2015)[2], we calculated a sample of 40 schools (20 students in each grade) in each treatment arm which would allow us to detect a change of 9 percentage points difference between arms (48% reported violence in R1 schools vs. 39% in R2 schools) when analyzing each grade separately.

2.3. For Retention and Attendance Data

To measure the impact of LARA activities we can also can pool data from Luganda and Runyankore-Rukiga schools. To calculate the correct sample size, we use the following assumptions:

- α is the significance level of the test, or probability of Type I error. We use the standard value of 0.95.
- β is the power of test, where (1-β) is the probability of Type II error. We use the standard value of 0.8.
- ρ or ICC of 0.06.

Based on information we were able to collect on dropout rates in Uganda, we calculated a sample of 24 schools (30 students in each grade) in control and treatment arms. This sample would allow us to detect a change of 10 percentage points difference between arms (40% dropout rate vs. 30% in R2 schools) after taking into account attrition effects when analyzing by language.

Table 2.1 summarizes the quantitative data collection for learners at baseline.

Table 2.1.: Quantitative Target Sample of Learners – Baseline

Language	Group	EGRA		SRGBV		Retention Attendance	
		Schools	Students	Schools	Students	Schools	Students
Luganda	Treatment R1	44	20 P1	20	20 P2 20 P4 20 P6	12	30 P1 30 P4
	Treatment R2	44	20 P1	20	20 P2 20 P4 20 P6	12	30 P1 30 P4
	Control	44	20 P1			12	30 P1 30 P4

[1] Devries, K.M., Knight, L., Child, J.C., Mirembe, A., Nakuti, J., Jones, R., Sturgess, J….Naker, D. (2015). The Good School Toolkit for reducing physical violence from school staff to primary school students: A cluster-randomised controlled trial in Uganda. *The Lancet Global Health, 3*(7), e378–86. doi: 10.1016/S2214-109X(15)00060-1. Retrieved from http://www.thelancet.com/journals/langlo/article/PIIS2214-109X(15)00060-1/fulltext
[2] Devries, K.M., Knight, L., Child, J.C., Mirembe, A., Nakuti, J., Jones, R., Sturgess, J….Naker, D. (2015). The Good School Toolkit for reducing physical violence from school staff to primary school students: A cluster-randomised controlled trial in Uganda. *The Lancet Global Health, 3*(7), e378–86. doi: 10.1016/S2214-109X(15)00060-1. Retrieved from http://www.thelancet.com/journals/langlo/article/PIIS2214-109X(15)00060-1/fulltext

Language	Group	EGRA		SRGBV		Retention Attendance	
		Schools	Students	Schools	Students	Schools	Students
Runyankore-Rukiga	Treatment R1	44	20 P1	20	20 P2 20 P4 20 P6	12	30 P1 30 P4
	Treatment R2	44	20 P1	20	20 P2 20 P4 20 P6	12	30 P1 30 P4
	Control	44	20 P1			12	30 P1 30 P4
Total		264	5280	80	4800	72	4320

ANNEX 3. EGR SURVEY DETAILED DATA DISTRIBUTION TABLES

3.1. EGRA Data Tables

Table 3.1.1: Learner Detailed Summary Statistics (Luganda)

Variable	N	Mean	SD	Min	Max
Orientation to Print (total correct)	2,342	0.69	0.91	0	3
Non-word decoding (total correct)	2,338	0.18	1.32	0	24
Letter sounds (total correct)	2,342	2.19	4.20	0	38
Total Words Segmented	2,341	2.73	3.85	0	10
Oral reading (total correct)	2,338	0.18	1.35	0	25
Reading comprehension total correct	75	0.31	0.54	0	2
Listening comprehension total correct	2,342	1.39	0.91	0	3
Letter sounds English (total correct)	2,342	2.55	4.73	0	60
Oral reading English (total correct)	2,335	0.31	1.75	0	39
Reading comprehension (English) total correct	241	0.05	0.32	0	3
English vocabulary (total items correct)	2,341	11.18	2.51	0	19
Child is a girl	2,342	0.49	0.50	0	1
Age of child	2,112	7.56	1.71	2	13
Child stays with parents	2,342	0.79	0.41	0	1
Child ate before going to school	2,335	0.58	0.49	0	1
Child missed a day of school last week	2,270	0.45	0.50	0	1
Child's teacher missed a day of school last week	2,201	0.43	0.50	0	1
Child has books at home	2,314	0.66	0.47	0	1
Child practices reading at home	2,170	0.82	0.39	0	1
Someone reads with the child at home	2,289	0.58	0.49	0	1
Household asset index	2,341	4.87	2.20	0	10
Child speaks language of instruction at home	2,342	0.51	0.50	0	1
Child speaks Luganda at home	2,342	0.75	0.43	0	1
Child speaks Runyankore/Rukiga at home	2,342	0.09	0.29	0	1
Child speaks English at home	2,342	0.04	0.20	0	1
Child speaks Luganda in the classroom	2,342	0.59	0.49	0	1
Child speaks Runyankore/Rukiga in the classroom	2,342	0.04	0.18	0	1
Child speaks English in the classroom	2,342	0.47	0.50	0	1
Child speaks Luganda with friends	2,342	0.76	0.42	0	1
Child speaks Runyankore/Rukiga with friends	2,342	0.08	0.27	0	1
Child speaks English with friends	2,342	0.10	0.29	0	1
Child missed a day of school last week	2,270	0.45	0.50	0	1
Number of days the child missed last week (for those who missed school)	952	2.18	1.16	1	5
Child's teacher missed a day of school last week	2,201	0.43	0.50	0	1

Variable	N	Mean	SD	Min	Max
Number of days teacher was absent last week (for those with absent teachers)	844	1.82	1.03	1	5
Why child missed school: I was sick	2,342	0.25	0.44	0	1
Why child missed school: I had no food to eat	2,342	0.00	0.05	0	1
Why child missed school: Market day	2,342	0.00	0.06	0	1
Why child missed school: Take care of siblings	2,342	0.02	0.12	0	1
Why child missed school: Other works at home	2,342	0.06	0.24	0	1
Why child missed school: Treated badly by students or teachers at school	2,342	0.00	0.04	0	1
Why child missed school: Due to customs/festivals	2,342	0.01	0.09	0	1
Why child missed school: School is too far	2,342	0.00	0.05	0	1
Why child missed school: School is not interesting	2,342	0.00	0.03	0	1
Why child missed school: Bad weather	2,342	0.01	0.12	0	1
Why child missed school: No transport available	2,342	0.00	0.03	0	1
Why child missed school: Other	2,342	0.05	0.22	0	1
Child classroom activities: Child reads silently to him/herself	2,256	0.59	0.49	0	1
Child classroom activities: Child reads out loud to the class	2,174	0.74	0.44	0	1
Child classroom activities: Child listens to the teacher read	2,308	0.99	0.11	0	1
Child classroom activities: Child copies words in his/her exercise book from the chalkboard	2,312	0.97	0.17	0	1
Child has books at home	2,314	0.66	0.47	0	1
Child practices reading at home	2,170	0.82	0.39	0	1
Someone reads with the child at home	2,289	0.58	0.49	0	1
Who the child reads with: Sister	2,342	0.30	0.46	0	1
Who the child reads with: Brother	2,342	0.20	0.40	0	1
Who the child reads with: Mother	2,342	0.04	0.19	0	1
Who the child reads with: Father	2,342	0.01	0.12	0	1
Who the child reads with: Stepmother	2,342	0.00	0.03	0	1
Who the child reads with: Stepfather	2,342	0.00	0.02	0	1
Who the child reads with: Aunt	2,342	0.01	0.10	0	1
Who the child reads with: Uncle	2,342	0.01	0.10	0	1
Who the child reads with: Grandmother	2,342	0.00	0.06	0	1
Who the child reads with: Grandfather	2,342	0.00	0.02	0	1
Who the child reads with: Other	2,342	0.02	0.14	0	1
Child's household owns: Radio	2,330	0.83	0.37	0	1
Child's household owns: Cellphone	2,331	0.91	0.29	0	1
Child's household owns: Electricity	2,334	0.47	0.50	0	1

Variable	N	Mean	SD	Min	Max
Child's household owns: Television	2,330	0.29	0.45	0	1
Child's household owns: Computer	2,330	0.13	0.34	0	1
Child's household owns: Refrigerator	2,331	0.18	0.38	0	1
Child's household owns: Indoor toilet	2,330	0.37	0.48	0	1
Child's household owns: Bicycle	2,336	0.78	0.42	0	1
Child's household owns: Motorcycle	2,333	0.57	0.49	0	1
Child's household owns: Car, truck, or boat with an engine	2,337	0.35	0.48	0	1

Table 3.1.2: Learner Detailed Summary Statistics (Runyankore/Rukiga)

Variable	N	Mean	SD	Min	Max
Orientation to Print (total correct)	2,534	0.54	0.80	0	3
Non-word decoding (total correct)	2,534	0.19	1.65	0	24
Letter sounds (total correct)	2,534	2.70	3.85	0	29
Total Words Segmented	2,534	2.24	3.53	0	10
Oral reading (total correct)	2,534	0.16	1.32	0	27
Reading comprehension total correct	69	0.41	0.69	0	3
Listening comprehension total correct	2,534	1.51	0.91	0	3
Letter sounds English (total correct)	2,534	1.71	3.15	0	47
Oral reading English (total correct)	2,534	0.28	1.66	0	34
Reading comprehension (English) total correct	242	0.04	0.21	0	2
English vocabulary (total items correct)	2,534	11.77	2.54	0	19
Child is a girl	2,534	0.49	0.50	0	1
Age of child	2,258	7.94	1.87	2	16
Child stays with parents	2,534	0.84	0.37	0	1
Child ate before going to school	2,528	0.52	0.50	0	1
Child missed a day of school last week	2,472	0.40	0.49	0	1
Child's teacher missed a day of school last week	2,432	0.35	0.48	0	1
Child has books at home	2,492	0.75	0.43	0	1
Child practices reading at home	2,345	0.89	0.31	0	1
Someone reads with the child at home	2,489	0.57	0.50	0	1
Household asset index	2,534	4.36	2.56	0	10
Child speaks language of instruction at home	2,534	0.52	0.50	0	1
Child speaks Luganda at home	2,534	0.01	0.12	0	1
Child speaks Runyankore/Rukiga at home	2,534	0.75	0.43	0	1
Child speaks English at home	2,534	0.04	0.19	0	1
Child speaks Luganda in the classroom	2,534	0.01	0.08	0	1
Child speaks Runyankore/Rukiga in the classroom	2,534	0.59	0.49	0	1

Variable	N	Mean	SD	Min	Max
Child speaks English in the classroom	2,534	0.44	0.50	0	1
Child speaks Luganda with friends	2,534	0.02	0.13	0	1
Child speaks Runyankore/Rukiga with friends	2,534	0.71	0.45	0	1
Child speaks English with friends	2,534	0.10	0.30	0	1
Child missed a day of school last week	2,472	0.40	0.49	0	1
Number of days the child missed last week (for those who missed school)	890	2.22	1.18	1	5
Child's teacher missed a day of school last week	2,432	0.35	0.48	0	1
Number of days teacher was absent last week (for those with absent teachers)	721	1.96	1.10	1	5
Why child missed school: I was sick	2,534	0.15	0.36	0	1
Why child missed school: I had no food to eat	2,534	0.01	0.07	0	1
Why child missed school: Market day	2,534	0.00	0.05	0	1
Why child missed school: Take care of siblings	2,534	0.02	0.13	0	1
Why child missed school: Other works at home	2,534	0.09	0.29	0	1
Why child missed school: Treated badly by students or teachers at school	2,534	0.00	0.04	0	1
Why child missed school: Due to customs/festivals	2,534	0.00	0.03	0	1
Why child missed school: School is too far	2,534	0.00	0.04	0	1
Why child missed school: School is not interesting	2,534	0.00	0.02	0	1
Why child missed school: Bad weather	2,534	0.01	0.07	0	1
Why child missed school: No transport available	2,534	0.00	0.02	0	1
Why child missed school: Other	2,534	0.08	0.26	0	1
Child classroom activities: Child reads silently to him/herself	2,406	0.54	0.50	0	1
Child classroom activities: Child reads out loud to the class	2,465	0.86	0.35	0	1
Child classroom activities: Child listens to the teacher read	2,516	0.98	0.15	0	1
Child classroom activities: Child copies words in his/her exercise book from the chalkboard	2,513	0.98	0.14	0	1
Child has books at home	2,492	0.75	0.43	0	1
Child practices reading at home	2,345	0.89	0.31	0	1
Someone reads with the child at home	2,489	0.57	0.50	0	1
Who the child reads with: Sister	2,534	0.41	0.49	0	1
Who the child reads with: Brother	2,534	0.07	0.26	0	1
Who the child reads with: Mother	2,534	0.04	0.21	0	1
Who the child reads with: Father	2,534	0.01	0.12	0	1
Who the child reads with: Stepmother	2,534	0.00	0.04	0	1
Who the child reads with: Stepfather	2,534	0.00	0.00	0	0
Who the child reads with: Aunt	2,534	0.01	0.11	0	1

Variable	N	Mean	SD	Min	Max
Who the child reads with: Uncle	2,534	0.01	0.07	0	1
Who the child reads with: Grandmother	2,534	0.00	0.06	0	1
Who the child reads with: Grandfather	2,534	0.00	0.02	0	1
Who the child reads with: Other	2,534	0.02	0.13	0	1
Child's household owns: Radio	2,525	0.81	0.39	0	1
Child's household owns: Cellphone	2,528	0.87	0.34	0	1
Child's household owns: Electricity	2,524	0.45	0.50	0	1
Child's household owns: Television	2,519	0.29	0.45	0	1
Child's household owns: Computer	2,521	0.19	0.39	0	1
Child's household owns: Refrigerator	2,503	0.25	0.43	0	1
Child's household owns: Indoor toilet	2,496	0.27	0.44	0	1
Child's household owns: Bicycle	2,526	0.60	0.49	0	1
Child's household owns: Motorcycle	2,524	0.42	0.49	0	1
Child's household owns: Car, truck, or boat with an engine	2,528	0.24	0.43	0	1

Table 3.1.3: School-Level Detailed Summary Statistics (Luganda)

Variable	N	Mean	SD	Min	Max
Head teacher is female	124	0.39	0.49	0	1
Teacher is female	120	0.97	0.18	0	1
Teacher taught in this school last year	102	0.96	0.20	0	1
Teacher speaks language of instruction fluently	120	0.68	0.47	0	1
Teacher uses language of instruction in class most of the time	120	0.92	0.28	0	1
Head teacher promotes reading at the school	124	0.97	0.18	0	1
P1 total enrollment	122	53	38	6	235
Percent of P1 students (girls)	122	0.48	0.11	0.00	0.84
Head teacher has received training to teach reading or support teaching reading at schools	124	0.48	0.50	0	1
Head teacher attended the LARA training in Jan/Feb 2017	124	0.57	0.50	0	1
Teacher is trained on teaching in language of instruction	120	0.75	0.43	0	1
Number of years teacher has been teaching	120	13.9	8.0	1	40
Number of years teacher has been teaching as a trained teacher	119	12.8	7.5	0	40
Number of years teacher has taught at this grade level	119	6.4	5.9	1	30
Teacher attended the LARA training in Jan/Feb 2017	120	0.65	0.48	0	1
How many days teacher attended LARA training	78	5.2	0.5	5	7

Variable	N	Mean	SD	Min	Max
Teacher has attended EGR trainings from other organizations	120	0.24	0.43	0	1
Number of classrooms in school	124	7.3	1.9	2	17
P1 total enrollment	122	53	38	6	235
Percent of P1 students (girls)	122	0.48	0.11	0.00	0.84
P2 total enrollment	123	48	27	5	156
Percent of P2 students (girls)	123	0.49	0.10	0.22	0.88
P3 total enrollment	122	49	28	6	144
Percent of P3 students (girls)	122	0.49	0.11	0.16	0.83
P4 total enrollment	123	47	27	0	145
Percent of P4 students (girls)	122	0.51	0.08	0.29	0.86
Where head teacher was trained: LARA	59	0.51	0.50	0	1
Where head teacher was trained: SHRP	59	0.00	0.00	0	0
Where head teacher was trained: Mango Tree Program	59	0.00	0.00	0	0
Where head teacher was trained: Other gov't program	59	0.47	0.50	0	1
Where head teacher was trained: Other	59	0.07	0.25	0	1
Where head teacher was trained: Don't know/no response	59	0.00	0.00	0	0
How head teacher promotes reading at school: Observing reading lessons	120	0.21	0.41	0	1
How head teacher promotes reading at school: Providing materials to support reading	120	0.85	0.36	0	1
How head teacher promotes reading at school: Promoting team reading lesson planning	120	0.07	0.25	0	1
How head teacher promotes reading at school: Organizing meetings or workshops to discuss teaching about reading	120	0.11	0.31	0	1
How head teacher promotes reading at school: Other	120	0.23	0.42	0	1
How head teacher promotes reading at school: Nothing	120	0.01	0.09	0	1
Teachers' lessons plans are reviewed	123	0.91	0.29	0	1
Teachers' lessons plans reviewed weekly	109	0.71	0.46	0	1
Someone at school observes P1-P4 teachers in their classrooms	124	0.89	0.32	0	1
Teachers' classrooms are observed weekly	109	0.50	0.50	0	1
Teachers' lessons plans are reviewed	120	0.89	0.31	0	1
Teachers' lessons plans reviewed weekly	96	0.42	0.50	0	1
Teachers' classrooms are observed weekly	120	0.33	0.47	0	1
Teachers are never observed by CCTs	119	0.48	0.50	0	1
CCT offered support in teaching early grade reading	120	0.33	0.47	0	1
Number of classrooms in school	124	7.3	1.9	2	17
All classrooms are protected from the elements	124	0.66	0.48	0	1
School has working electricity	124	0.20	0.40	0	1

Variable	N	Mean	SD	Min	Max
School is in good condition	124	0.97	0.18	0	1
Water source of school: No water at school	124	0.12	0.33	0	1
Water source of school: Well water	124	0.22	0.41	0	1
Water source of school: Hand pump / bore hole	124	0.16	0.37	0	1
Water source of school: Tap	124	0.07	0.26	0	1
Water source of school: Rain barrel / tank	124	0.43	0.50	0	1
School construction: Permanent construction (Concrete/brick/cinder block)	124	0.98	0.13	0	1
School construction: Temporary construction	124	0.02	0.15	0	1
School construction: Permanent structures with locally available materials	124	0.01	0.09	0	1
School construction: Temporary sheds made form locally available materials	124	0.03	0.18	0	1
School construction: Shed structure with no walls, only a roof	124	0.01	0.09	0	1
School construction: Other	124	0.01	0.09	0	1
LARA training feedback: Learned new things at the training	78	1.00	0.00	1	1
LARA training feedback: Found the training useful	78	0.99	0.11	0	1
LARA training feedback: Thought the training was long enough	78	0.05	0.22	0	1
LARA training feedback: Teaching approaches from training are better than my usual methods	77	0.84	0.37	0	1
LARA training feedback: Feels better qualified to teach EGR after the training	78	0.92	0.27	0	1
LARA training feedback: Teacher is implementing the training approach in the classroom	78	0.99	0.11	0	1
Students have reading books in language of instruction	120	0.13	0.34	0	1
LARA supplied the reading books	15	0.53	0.52	0	1
The reading books are good or very good	16	0.69	0.48	0	1
Children use the books every day	16	0.81	0.40	0	1
Teacher has a printed teaching guide for lesson planning	111	0.86	0.34	0	1
LARA supplied the teaching guide	94	0.84	0.37	0	1
The teaching guides are good or very good	96	0.80	0.40	0	1
Teachers use the teaching guides every day	96	0.94	0.24	0	1
Class activity (days/week): Class repeated sentences	120	3.9	1.5	0	5
Class activity (days/week): Pupils copy text from the chalkboard	120	3.9	1.6	0	5
Class activity (days/week): Pupils retold a story they read	120	1.9	1.5	0	5
Class activity (days/week): Pupils sound out unfamiliar words	120	3.4	1.6	0	5
Class activity (days/week): Pupils learn the meaning of new words	120	3.6	1.6	0	5

Variable	N	Mean	SD	Min	Max
Class activity (days/week): Pupils read aloud (individually) to the teacher or the class	120	4.1	1.4	0	5
Class activity (days/week): Assigned pupils reading to do on their own during school	120	2.5	2.0	0	5
Class activity (days/week): Pupils worked in pairs/groups	120	3.4	1.9	0	5
Class activity (days/week): Pupils asked questions throughout the lesson	120	2.4	2.1	0	5
Class activity (days/week): Pupils played games related to the lesson	120	2.2	1.8	0	5
How pupils are evaluated: Pupils are not evaluated	120	0.00	0.00	0	0
How pupils are evaluated: Routine written tests	120	0.45	0.50	0	1
How pupils are evaluated: Routine oral tests	120	0.39	0.49	0	1
How pupils are evaluated: Lesson recitation	120	0.28	0.45	0	1
How pupils are evaluated: Homework	120	0.09	0.29	0	1
How pupils are evaluated: End of term evaluation	120	0.03	0.16	0	1
How pupils are evaluated: End of year examinations	120	0.01	0.09	0	1
How pupils are evaluated: Other	120	0.12	0.32	0	1
How pupils are supported: No support was given	120	0.06	0.24	0	1
How pupils are supported: No students needed support	120	0.02	0.13	0	1
How pupils are supported: Individualized remedial support outside class	120	0.15	0.36	0	1
How pupils are supported: Individualized remedial support inside class	120	0.42	0.50	0	1
How pupils are supported: Additional practice time inside the class	120	0.35	0.48	0	1
How pupils are supported: Peer pairing or small group work	120	0.13	0.34	0	1
How pupils are supported: Whole class revision	120	0.08	0.26	0	1
How pupils are supported: Additional assignments outside the classroom	120	0.10	0.30	0	1
How pupils are supported: Parent-teacher conference or communication	120	0.00	0.00	0	0
How pupils are supported: Other	120	0.03	0.18	0	1
How pupils are rewarded: Does not reward students	120	0.04	0.20	0	1
How pupils are rewarded: The whole class cheers, applauds, etc.	120	0.78	0.42	0	1
How pupils are rewarded: Gives the pupils a special good mark	120	0.25	0.43	0	1
How pupils are rewarded: Sends special notes to the parents	120	0.00	0.00	0	0
How pupils are rewarded: Has a list of the best students of the month/year	120	0.01	0.09	0	1
How pupils are rewarded: Gives the students a small gift or points towards a gift	120	0.33	0.47	0	1

Variable	N	Mean	SD	Min	Max
How pupils are rewarded: Other	120	0.08	0.28	0	1
Support teachers would find useful: Training	120	0.53	0.50	0	1
Support teachers would find useful: In-class support	120	0.21	0.41	0	1
Support teachers would find useful: Materials	120	0.74	0.44	0	1
Support teachers would find useful: Observation and feedback	120	0.10	0.30	0	1
Support teachers would find useful: Don't Know/Refuse	120	0.00	0.00	0	0
Support teachers would find useful: Other	120	0.08	0.28	0	1

Table 3.1.4: School-Level Detailed Summary Statistics (Runyankore/Rukiga)

Variable	N	Mean	SD	Min	Max
Head teacher is female	131	0.13	0.34	0	1
Teacher is female	115	0.79	0.41	0	1
Teacher taught in this school last year	90	0.96	0.21	0	1
Teacher speaks language of instruction fluently	115	0.83	0.38	0	1
Teacher uses language of instruction in class most of the time	115	0.97	0.16	0	1
Head teacher promotes reading at the school	131	0.98	0.12	0	1
P1 total enrollment	131	54	40	6	410
Percent of P1 students (girls)	131	0.47	0.08	0.17	0.74
Head teacher has received training to teach reading or support teaching reading at schools	131	0.47	0.50	0	1
Head teacher attended the LARA training in Jan/Feb 2017	131	0.53	0.50	0	1
Teacher is trained on teaching in language of instruction	115	0.77	0.43	0	1
Number of years teacher has been teaching	115	15.5	7.9	1	37
Number of years teacher has been teaching as a trained teacher	115	14.9	7.9	0	37
Number of years teacher has taught at this grade level	115	5.7	5.7	0	28
Teacher attended the LARA training in Jan/Feb 2017	115	0.61	0.49	0	1
How many days teacher attended LARA training	70	5.3	1.2	4	14
Teacher has attended EGR trainings from other organizations	115	0.25	0.44	0	1
Number of classrooms in school	131	8.6	2.0	3	17
P1 total enrollment	131	54	40	6	410
Percent of P1 students (girls)	131	0.47	0.08	0.17	0.74
P2 total enrollment	131	50	35	6	350
Percent of P2 students (girls)	131	0.49	0.09	0.19	0.73
P3 total enrollment	131	52	42	7	453

Variable	N	Mean	SD	Min	Max
Percent of P3 students (girls)	131	0.51	0.09	0.29	0.79
P4 total enrollment	131	49	35	6	347
Percent of P4 students (girls)	131	0.52	0.10	0.29	0.82
Where head teacher was trained: LARA	62	0.52	0.50	0	1
Where head teacher was trained: SHRP	62	0.00	0.00	0	0
Where head teacher was trained: Mango Tree Program	62	0.00	0.00	0	0
Where head teacher was trained: Other gov't program	62	0.37	0.49	0	1
Where head teacher was trained: Other	62	0.13	0.34	0	1
Where head teacher was trained: Don't know/no response	62	0.02	0.13	0	1
How head teacher promotes reading at school: Observing reading lessons	129	0.14	0.35	0	1
How head teacher promotes reading at school: Providing materials to support reading	129	0.87	0.34	0	1
How head teacher promotes reading at school: Promoting team reading lesson planning	129	0.13	0.34	0	1
How head teacher promotes reading at school: Organizing meetings or workshops to discuss teaching about reading	129	0.07	0.26	0	1
How head teacher promotes reading at school: Other	129	0.14	0.35	0	1
How head teacher promotes reading at school: Nothing	129	0.01	0.09	0	1
Teachers' lessons plans are reviewed	130	0.91	0.29	0	1
Teachers' lessons plans reviewed weekly	117	0.55	0.50	0	1
Someone at school observes P1-P4 teachers in their classrooms	131	0.79	0.41	0	1
Teachers' classrooms are observed weekly	103	0.49	0.50	0	1
Teachers' lessons plans are reviewed	115	0.91	0.28	0	1
Teachers' lessons plans reviewed weekly	102	0.45	0.50	0	1
Teachers' classrooms are observed weekly	114	0.33	0.47	0	1
Teachers are never observed by CCTs	114	0.58	0.50	0	1
CCT offered support in teaching early grade reading	109	0.39	0.49	0	1
Number of classrooms in school	131	8.6	2.0	3	17
All classrooms are protected from the elements	131	0.47	0.50	0	1
School has working electricity	131	0.15	0.35	0	1
School is in good condition	131	0.83	0.38	0	1
Water source of school: No water at school	131	0.25	0.44	0	1
Water source of school: Well water	131	0.05	0.21	0	1
Water source of school: Hand pump / bore hole	131	0.06	0.24	0	1
Water source of school: Tap	131	0.27	0.45	0	1
Water source of school: Rain barrel / tank	131	0.37	0.48	0	1
School construction: Permanent construction (Concrete/brick/cinder block)	131	0.92	0.28	0	1

Variable	N	Mean	SD	Min	Max
School construction: Temporary construction	131	0.07	0.25	0	1
School construction: Permanent structures with locally available materials	131	0.22	0.42	0	1
School construction: Temporary sheds made form locally available materials	131	0.04	0.19	0	1
School construction: Shed structure with no walls, only a roof	131	0.02	0.12	0	1
School construction: Other	131	0.05	0.21	0	1
LARA training feedback: Learned new things at the training	70	1.00	0.00	1	1
LARA training feedback: Found the training useful	70	1.00	0.00	1	1
LARA training feedback: Thought the training was long enough	70	0.07	0.26	0	1
LARA training feedback: Teaching approaches from training are better than my usual methods	70	0.93	0.26	0	1
LARA training feedback: Feels better qualified to teach EGR after the training	70	0.91	0.28	0	1
LARA training feedback: Teacher is implementing the training approach in the classroom	70	0.97	0.17	0	1
Students have reading books in language of instruction	114	0.31	0.46	0	1
LARA supplied the reading books	33	0.30	0.47	0	1
The reading books are good or very good	35	0.91	0.28	0	1
Children use the books every day	35	0.57	0.50	0	1
Teacher has a printed teaching guide for lesson planning	105	0.74	0.44	0	1
LARA supplied the teaching guide	75	0.75	0.44	0	1
The teaching guides are good or very good	78	0.86	0.35	0	1
Teachers use the teaching guides every day	78	0.90	0.31	0	1
Class activity (days/week): Class repeated sentences	115	3.7	1.5	0	5
Class activity (days/week): Pupils copy text from the chalkboard	115	4.1	1.3	0	5
Class activity (days/week): Pupils retold a story they read	115	1.7	1.5	0	5
Class activity (days/week): Pupils sound out unfamiliar words	115	3.5	1.8	0	5
Class activity (days/week): Pupils learn the meaning of new words	115	3.7	1.4	0	5
Class activity (days/week): Pupils read aloud (individually) to the teacher or the class	115	3.9	1.5	0	5
Class activity (days/week): Assigned pupils reading to do on their own during school	115	2.3	2.0	0	5
Class activity (days/week): Pupils worked in pairs/groups	115	2.6	1.8	0	5
Class activity (days/week): Pupils asked questions throughout the lesson	115	2.9	2.1	0	5
Class activity (days/week): Pupils played games related to the lesson	115	2.6	1.7	0	5

Variable	N	Mean	SD	Min	Max
How pupils are evaluated: Pupils are not evaluated	115	0.00	0.00	0	0
How pupils are evaluated: Routine written tests	115	0.50	0.50	0	1
How pupils are evaluated: Routine oral tests	115	0.51	0.50	0	1
How pupils are evaluated: Lesson recitation	115	0.36	0.48	0	1
How pupils are evaluated: Homework	115	0.10	0.30	0	1
How pupils are evaluated: End of term evaluation	115	0.13	0.34	0	1
How pupils are evaluated: End of year examinations	115	0.01	0.09	0	1
How pupils are evaluated: Other	115	0.23	0.43	0	1
How pupils are supported: No support was given	115	0.01	0.09	0	1
How pupils are supported: No students needed support	115	0.01	0.09	0	1
How pupils are supported: Individualized remedial support outside class	115	0.15	0.36	0	1
How pupils are supported: Individualized remedial support inside class	115	0.47	0.50	0	1
How pupils are supported: Additional practice time inside the class	115	0.63	0.49	0	1
How pupils are supported: Peer pairing or small group work	115	0.24	0.43	0	1
How pupils are supported: Whole class revision	115	0.06	0.24	0	1
How pupils are supported: Additional assignments outside the classroom	115	0.17	0.37	0	1
How pupils are supported: Parent-teacher conference or communication	115	0.01	0.09	0	1
How pupils are supported: Other	115	0.04	0.20	0	1
How pupils are rewarded: Does not reward students	115	0.03	0.18	0	1
How pupils are rewarded: The whole class cheers, applauds, etc.	115	0.75	0.44	0	1
How pupils are rewarded: Gives the pupils a special good mark	115	0.30	0.46	0	1
How pupils are rewarded: Sends special notes to the parents	115	0.00	0.00	0	0
How pupils are rewarded: Has a list of the best students of the month/year	115	0.00	0.00	0	0
How pupils are rewarded: Gives the students a small gift or points towards a gift	115	0.50	0.50	0	1
How pupils are rewarded: Other	115	0.02	0.13	0	1
Support teachers would find useful: Training	115	0.40	0.49	0	1
Support teachers would find useful: In-class support	115	0.07	0.26	0	1
Support teachers would find useful: Materials	115	0.86	0.35	0	1
Support teachers would find useful: Observation and feedback	115	0.02	0.13	0	1
Support teachers would find useful: Don't Know/Refuse	115	0.00	0.00	0	0
Support teachers would find useful: Other	115	0.08	0.27	0	1

3.2. EGRA Predictors Analysis Results

Table 3.2.5: Learner Characteristics as EGRA Predictors (Luganda)

	Orientation to Print (total correct)	Non-word decoding (total correct)	Letter sounds (total correct)	Total Words Segmented	Oral reading (total correct)	Listening comprehension total correct
Child is a girl	-0.224*	-0.271	0.766	0.161	0.562	-0.101
	(0.091)	(1.376)	(0.458)	(0.390)	(1.350)	(0.056)
Child age	0.083**	0.858*	0.526***	0.215	1.151**	0.067***
	(0.030)	(0.396)	(0.159)	(0.133)	(0.427)	(0.018)
Child stays with parents	-0.080	-0.748	-0.293	-0.328	-1.069	-0.077
	(0.133)	(1.412)	(0.540)	(0.593)	(1.228)	(0.064)
Child ate before going to school	-0.040	-0.920	0.132	0.287	-0.491	-0.069
	(0.089)	(1.345)	(0.441)	(0.428)	(1.378)	(0.056)
Child has books at home	0.122	-0.135	0.534	-0.766	1.075	0.002
	(0.112)	(2.124)	(0.590)	(0.442)	(1.899)	(0.068)
Child practices reading at home	-0.016	0.216	-0.915	0.812	-0.908	0.124
	(0.141)	(1.585)	(0.676)	(0.695)	(2.032)	(0.091)
Someone reads with the child at home	0.183	0.563	0.011	0.496	-0.379	0.069
	(0.105)	(1.340)	(0.458)	(0.435)	(1.305)	(0.060)
Household asset index	0.009	-0.336	0.163	0.005	-0.940**	0.015
	(0.025)	(0.351)	(0.120)	(0.095)	(0.326)	(0.015)
Child speaks language of instruction at home	-0.001	-2.099	0.046	0.412	-1.216	0.087
	(0.097)	(1.310)	(0.538)	(0.391)	(1.324)	(0.059)
Teacher speaks language of instruction fluently	0.247	4.469*	0.448	-0.050	2.372	0.065
	(0.134)	(2.219)	(0.869)	(0.725)	(2.096)	(0.084)
Number of years teacher has been teaching	-0.017	-0.001	0.055	-0.040	0.076	0.002
	(0.009)	(0.122)	(0.056)	(0.051)	(0.092)	(0.006)
Number of P1 learners per teacher	-0.001	-0.000	-0.026*	-0.009	-0.013	-0.002
	(0.002)	(0.034)	(0.012)	(0.013)	(0.031)	(0.001)
Constant	-0.558	-25.525***	-5.888**	-0.450	-23.855***	0.788***
	(0.401)	(7.135)	(1.930)	(1.985)	(5.810)	(0.198)
sigma						
Constant	1.705***	11.387***	7.976***	7.615***	10.867***	1.053***
	(0.040)	(1.344)	(0.424)	(0.200)	(1.140)	(0.028)
Observations	1771	1769	1771	1770	1770	1771

Notes: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Table 3.2.6: Learner Characteristics as EGRA Predictors (Runyankore/Rukiga)

	Orientation to Print (total correct)	Non-word decoding (total correct)	Letter sounds (total correct)	Total Words Segmented	Oral reading (total correct)	Listening comprehension total correct
Child is a girl	-0.102	1.400	-0.175	-0.205	0.631	-0.149***
	(0.080)	(3.254)	(0.285)	(0.419)	(1.799)	(0.037)
Child age	0.054	0.861	0.134	0.102	1.034	0.071***
	(0.028)	(1.051)	(0.079)	(0.118)	(0.629)	(0.014)
Child stays with parents	-0.142	-0.071	0.002	-0.577	-1.647	-0.007
	(0.128)	(3.907)	(0.385)	(0.559)	(2.186)	(0.059)
Child ate before going to school	-0.060	0.648	-0.407	0.168	-0.363	-0.018
	(0.099)	(3.424)	(0.302)	(0.421)	(1.849)	(0.046)
Child has books at home	0.143	-2.730	-0.050	-1.356**	-2.261	-0.078
	(0.115)	(4.138)	(0.377)	(0.505)	(2.131)	(0.059)
Child practices reading at home	-0.034	0.363	0.788	0.373	6.176	0.126
	(0.156)	(6.023)	(0.522)	(0.706)	(4.672)	(0.089)
Someone reads with the child at home	-0.002	1.298	0.284	0.156	0.559	0.099*
	(0.092)	(3.150)	(0.293)	(0.433)	(1.352)	(0.043)
Household asset index	-0.003	-0.434	0.015	-0.144	0.162	0.006
	(0.018)	(0.618)	(0.064)	(0.092)	(0.339)	(0.010)
Child speaks language of instruction at home	0.284**	6.480	1.484***	2.128***	4.048*	0.240***
	(0.087)	(3.386)	(0.349)	(0.411)	(1.804)	(0.041)
Teacher speaks language of instruction fluently	-0.323*	-2.042	-0.690	-1.150	-1.078	-0.026
	(0.133)	(4.551)	(0.420)	(0.929)	(2.860)	(0.094)
Number of years teacher has been teaching	-0.003	0.174	0.021	0.017	-0.001	-0.003
	(0.007)	(0.230)	(0.027)	(0.040)	(0.132)	(0.004)
Number of P1 learners per teacher	-0.003	-0.148	-0.027***	-0.020	-0.072	-0.002
	(0.002)	(0.094)	(0.006)	(0.010)	(0.056)	(0.001)
Constant	0.208	-48.472***	3.671**	0.200	-35.527***	1.044***
	(0.384)	(13.556)	(1.277)	(1.925)	(10.144)	(0.249)
sigma Constant	1.648***	24.571***	5.712***	7.676***	14.080***	0.980***
	(0.045)	(1.673)	(0.201)	(0.168)	(2.084)	(0.022)
Observations	1996	1996	1996	1996	1996	1996

Notes: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Table 3.2.7: Learner Characteristics as EGRA Predictors (English)

	Letter sounds English (total correct)	Oral reading English (total correct)	English vocabulary (total items correct)
Child is a girl	0.558	0.544	-0.106
	(0.316)	(0.398)	(0.074)
Child age	0.425***	0.389**	-0.063*
	(0.104)	(0.140)	(0.026)
Child stays with parents	-0.754	-0.194	0.054
	(0.442)	(0.498)	(0.098)
Child ate before going to school	0.110	0.198	0.108
	(0.310)	(0.415)	(0.080)
Child has books at home	0.343	0.581	-0.048
	(0.390)	(0.522)	(0.103)
Child practices reading at home	0.379	0.437	-0.205
	(0.492)	(0.673)	(0.111)
Someone reads with the child at home	-0.110	0.368	0.067
	(0.298)	(0.376)	(0.084)
Household asset index	-0.001	-0.208*	-0.010
	(0.070)	(0.090)	(0.019)
Child speaks language of instruction at home	0.414	0.073	0.019
	(0.344)	(0.392)	(0.087)
Teacher speaks language of instruction fluently	0.434	-0.057	0.039
	(0.612)	(0.600)	(0.173)
Number of years teacher has been teaching	0.056	-0.004	-0.004
	(0.033)	(0.031)	(0.008)
Number of P1 learners per teacher	-0.037***	-0.016	0.009**
	(0.009)	(0.013)	(0.003)
Constant	0.208	-48.472***	3.671**
	(0.384)	(13.556)	(1.277)
sigma Constant	1.648***	24.571***	5.712***
	(0.045)	(1.673)	(0.201)
Observations	1996	1996	1996

Notes: * p<0.05 ** p<0.01 *** p<0.001; Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Table 3.2.8: Learner and SRGBV Characteristics as EGRA Predictors (Luganda)

	Orientation to Print (total correct)	Non-word decoding (total correct)	Letter sounds (total correct)	Total Words Segmented	Oral reading (total correct)	Listening comprehension total correct
Child is a girl	-0.224*	-0.271	0.766	0.161	0.562	-0.101
	(0.091)	(1.376)	(0.458)	(0.390)	(1.350)	(0.056)
Child age	0.083**	0.858*	0.526***	0.215	1.151**	0.067***
	(0.030)	(0.396)	(0.159)	(0.133)	(0.427)	(0.018)
Child stays with parents	-0.080	-0.748	-0.293	-0.328	-1.069	-0.077
	(0.133)	(1.412)	(0.540)	(0.593)	(1.228)	(0.064)
Child ate before going to school	-0.040	-0.920	0.132	0.287	-0.491	-0.069
	(0.089)	(1.345)	(0.441)	(0.428)	(1.378)	(0.056)
Child has books at home	0.122	-0.135	0.534	-0.766	1.075	0.002
	(0.112)	(2.124)	(0.590)	(0.442)	(1.899)	(0.068)
Child practices reading at home	-0.016	0.216	-0.915	0.812	-0.908	0.124
	(0.141)	(1.585)	(0.676)	(0.695)	(2.032)	(0.091)
Someone reads with the child at home	0.183	0.563	0.011	0.496	-0.379	0.069
	(0.105)	(1.340)	(0.458)	(0.435)	(1.305)	(0.060)
Household asset index	0.009	-0.336	0.163	0.005	-0.940**	0.015
	(0.025)	(0.351)	(0.120)	(0.095)	(0.326)	(0.015)
Child speaks language of instruction at home	-0.001	-2.099	0.046	0.412	-1.216	0.087
	(0.097)	(1.310)	(0.538)	(0.391)	(1.324)	(0.059)
Teacher speaks language of instruction fluently	0.247	4.469*	0.448	-0.050	2.372	0.065
	(0.134)	(2.219)	(0.869)	(0.725)	(2.096)	(0.084)
Number of years teacher has been teaching	-0.017	-0.001	0.055	-0.040	0.076	0.002
	(0.009)	(0.122)	(0.056)	(0.051)	(0.092)	(0.006)
Number of P1 learners per teacher	-0.001	-0.000	-0.026*	-0.009	-0.013	-0.002
	(0.002)	(0.034)	(0.012)	(0.013)	(0.031)	(0.001)

	Orientation to Print (total correct)	Non-word decoding (total correct)	Letter sounds (total correct)	Total Words Segmented	Oral reading (total correct)	Listening comprehension total correct
SRGBV Covariates (Average School Incidence)						
Percent of learners experiencing physical abuse from teacher (all types)	-0.004	-0.138	-0.045	-0.020	-0.083	-0.005
	(0.007)	(0.130)	(0.044)	(0.042)	(0.131)	(0.006)
Percent of learners experiencing emotional abuse from teacher (all types)	0.001	-0.072	-0.062	0.064	-0.115	0.009
	(0.009)	(0.098)	(0.060)	(0.050)	(0.102)	(0.006)
Percent of learners experiencing physical abuse from peers (all types)	0.002	0.094	0.005	-0.036	0.152	-0.012*
	(0.009)	(0.150)	(0.051)	(0.053)	(0.164)	(0.005)
Percent of learners experiencing emotional abuse from peers (all types)	-0.022*	0.040	0.024	-0.025	0.089	-0.002
	(0.010)	(0.153)	(0.056)	(0.058)	(0.140)	(0.007)
Percent of learners reporting unsafe travel to and from school	-0.009	-0.141	-0.008	-0.028	-0.134	-0.004
	(0.005)	(0.098)	(0.026)	(0.021)	(0.088)	(0.003)
Constant	1.114	-17.247	-2.577	3.152	-24.762*	1.822**
	(0.941)	(13.274)	(4.925)	(5.012)	(11.705)	(0.642)
sigma Constant	1.695***	11.273***	7.951***	7.570***	10.723***	1.047***
	(0.040)	(1.316)	(0.422)	(0.202)	(1.079)	(0.028)
Observations	1771	1769	1771	1770	1770	1771

Notes: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Table 3.2.9: Learner and SRGBV Characteristics as EGRA Predictors (Runyankore/Rukiga)

	Orientation to Print (total correct)	Non-word decoding (total correct)	Letter sounds (total correct)	Total Words Segmented	Oral reading (total correct)	Listening comprehension total correct
Child is a girl	-0.102	1.400	-0.175	-0.205	0.631	-0.149***
	(0.080)	(3.254)	(0.285)	(0.419)	(1.799)	(0.037)
Child age	0.054	0.861	0.134	0.102	1.034	0.071***
	(0.028)	(1.051)	(0.079)	(0.118)	(0.629)	(0.014)
Child stays with parents	-0.142	-0.071	0.002	-0.577	-1.647	-0.007
	(0.128)	(3.907)	(0.385)	(0.559)	(2.186)	(0.059)
Child ate before going to school	-0.060	0.648	-0.407	0.168	-0.363	-0.018
	(0.099)	(3.424)	(0.302)	(0.421)	(1.849)	(0.046)
Child has books at home	0.143	-2.730	-0.050	-1.356**	-2.261	-0.078
	(0.115)	(4.138)	(0.377)	(0.505)	(2.131)	(0.059)
Child practices reading at home	-0.034	0.363	0.788	0.373	6.176	0.126
	(0.156)	(6.023)	(0.522)	(0.706)	(4.672)	(0.089)
Someone reads with the child at home	-0.002	1.298	0.284	0.156	0.559	0.099*
	(0.092)	(3.150)	(0.293)	(0.433)	(1.352)	(0.043)
Household asset index	-0.003	-0.434	0.015	-0.144	0.162	0.006
	(0.018)	(0.618)	(0.064)	(0.092)	(0.339)	(0.010)
Child speaks language of instruction at home	0.284**	6.480	1.484***	2.128***	4.048*	0.240***
	(0.087)	(3.386)	(0.349)	(0.411)	(1.804)	(0.041)
Teacher speaks language of instruction fluently	-0.323*	-2.042	-0.690	-1.150	-1.078	-0.026
	(0.133)	(4.551)	(0.420)	(0.929)	(2.860)	(0.094)
Number of years teacher has been teaching	-0.003	0.174	0.021	0.017	-0.001	-0.003
	(0.007)	(0.230)	(0.027)	(0.040)	(0.132)	(0.004)
Number of P1 learners per teacher	-0.003	-0.148	-0.027***	-0.020	-0.072	-0.002
	(0.002)	(0.094)	(0.006)	(0.010)	(0.056)	(0.001)

	Orientation to Print (total correct)	Non-word decoding (total correct)	Letter sounds (total correct)	Total Words Segmented	Oral reading (total correct)	Listening comprehension total correct
SRGBV Covariates (Average School Incidence)						
Percent of learners experiencing physical abuse from teacher (all types)	0.008	-0.296	0.003	-0.047	-0.157	-0.003
	(0.006)	(0.249)	(0.018)	(0.043)	(0.136)	(0.004)
Percent of learners experiencing emotional abuse from teacher (all types)	0.013	1.418*	0.053	0.114	0.534	0.009
	(0.014)	(0.685)	(0.081)	(0.091)	(0.456)	(0.008)
Percent of learners experiencing physical abuse from peers (all types)	0.010	-0.121	0.021	-0.067	-0.143	-0.001
	(0.006)	(0.259)	(0.028)	(0.042)	(0.187)	(0.004)
Percent of learners experiencing emotional abuse from peers (all types)	-0.010	0.485	0.006	0.048	0.163	0.004
	(0.008)	(0.343)	(0.028)	(0.044)	(0.246)	(0.005)
Percent of learners reporting unsafe travel to and from school	-0.004	-0.067	0.002	0.024	-0.208	-0.001
	(0.005)	(0.231)	(0.018)	(0.025)	(0.165)	(0.003)
Constant	-0.403	-48.926*	2.488	2.406	-20.685	1.149**
	(0.675)	(21.887)	(2.144)	(3.886)	(14.316)	(0.360)
sigma Constant	1.641***	24.007***	5.697***	7.645***	13.865***	0.978***
	(0.044)	(1.698)	(0.196)	(0.170)	(2.054)	(0.022)
Observations	1996	1996	1996	1996	1996	1996

Notes: * p<0.05 ** p<0.01 *** p<0.001; Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

Table 3.2.10: Learner and SRGBV Characteristics as EGRA Predictors (English)

	Letter sounds English (total correct)	Oral reading English (total correct)	English vocabulary (total items correct)
Child is a girl	0.558	0.544	-0.106
	(0.316)	(0.398)	(0.074)
Child age	0.425***	0.389**	-0.063*
	(0.104)	(0.140)	(0.026)
Child stays with parents	-0.754	-0.194	0.054
	(0.442)	(0.498)	(0.098)
Child ate before going to school	0.110	0.198	0.108
	(0.310)	(0.415)	(0.080)
Child has books at home	0.343	0.581	-0.048
	(0.390)	(0.522)	(0.103)
Child practices reading at home	0.379	0.437	-0.205
	(0.492)	(0.673)	(0.111)
Someone reads with the child at home	-0.110	0.368	0.067
	(0.298)	(0.376)	(0.084)
Household asset index	-0.001	-0.208*	-0.010
	(0.070)	(0.090)	(0.019)
Child speaks language of instruction at home	0.414	0.073	0.019
	(0.344)	(0.392)	(0.087)
Teacher speaks language of instruction fluently	0.434	-0.057	0.039
	(0.612)	(0.600)	(0.173)
Number of years teacher has been teaching	0.056	-0.004	-0.004
	(0.033)	(0.031)	(0.008)
Number of P1 learners per teacher	-0.037***	-0.016	0.009**
	(0.009)	(0.013)	(0.003)
SRGBV Covariates (Average School Incidence)			
Percent of learners experiencing physical abuse from teacher (all types)	0.018	-0.024	-0.003
	(0.031)	(0.031)	(0.009)
Percent of learners experiencing emotional abuse from teacher (all types)	-0.029	0.011	0.009
	(0.045)	(0.037)	(0.011)
Percent of learners experiencing physical abuse from peers (all types)	-0.025	-0.010	0.002
	(0.035)	(0.031)	(0.011)
Percent of learners experiencing emotional abuse from peers (all types)	0.023	0.013	-0.012
	(0.036)	(0.033)	(0.013)
Percent of learners reporting unsafe travel to and from school	-0.006	-0.000	0.006
	(0.027)	(0.019)	(0.005)

	Letter sounds English (total correct)	Oral reading English (total correct)	English vocabulary (total items correct)
Constant	-3.582	-8.755*	12.315***
	(3.295)	(3.404)	(0.965)
sigma Constant	7.964***	6.736***	2.293***
	(0.357)	(0.783)	(0.039)
Observations	3767	3762	3766

Notes: * p<0.05 ** p<0.01 *** p<0.001; Standard errors are clustered at the school-level. Additional covariates include district-level fixed-effects.

ANNEX 4. SRGBV DATA TABLES

Table 4.1: Inequitable Attitudes towards Gender, Teacher Survey, Overall and by Region and Gender

Do you agree, do not agree or are not sure with the following statement?		Overall	Region		Gender	
			LUG	RR	Men	Women
Boys are usually more intelligent than girls.	Agree	37%	40%	34%	33%	41%
	Do not agree	56%	53%	59%	61%	50%
	Not Sure	7%	7%	7%	6%	8%
	N =	225				
Boys are naturally better at math and science than girls.	Agree	46%	46%	46%	44%	48%
	Do not agree	45%	43%	48%	48%	43%
	Not Sure	9%	11%	6%	8%	10%
	N =	222				
A learner should try to fit in with friends, even if that means saying unkind things to another learner.	Agree	40%	37%	42%	37%	42%
	Do not agree	49%	48%	50%	51%	46%
	Not Sure	12%	16%	8%	12%	11%
	N =	220				
It is more important for boys than girls to do well in school.	Agree	24%	15%	32%	29%	18%
	Do not agree	74%	81%	68%	68%	80%
	Not Sure	2%	4%	1%	3%	2%
	N =	224				
Since girls have to get married, they should not be sent for higher education.	Agree	4%	2%	5%	3%	4%
	Do not agree	96%	97%	95%	96%	96%
	Not Sure	0%	1%	0%	1%	0%
	N =	225				
The dowry that a groom pays shows how much he values the bride.	Agree	44%	43%	45%	47%	41%
	Do not agree	47%	48%	46%	44%	50%
	Not Sure	9%	9%	9%	9%	8%
	N =	225				
Girls like it when boys tease and make fun of them.	Agree	14%	13%	16%	16%	12%
	Do not agree	79%	81%	78%	77%	82%
	Not Sure	0.0625	6%	6%	7%	6%
	N =	224				
Girls provoke boys by wearing short dresses.	Agree	61%	55%	67%	63%	58%
	Do not agree	33%	37%	30%	31%	36%
	Not Sure	6%	8%	4%	6%	6%
	N =	223				

Do you agree, do not agree or are not sure with the following statement?		Overall	Region		Gender	
			LUG	RR	Men	Women
It is a girls' fault if a teacher sexually harasses her.	Agree	8%	8%	9%	11%	6%
	Do not agree	90%	88%	91%	86%	93%
	Not Sure	2%	4%	0%	3%	1%
	N =	225				
It is acceptable for a teacher to get a learner pregnant if he marries her.	Agree	2%	1%	3%	2%	2%
	Do not agree	96%	95%	97%	96%	96%
	Not Sure	2%	5%	0%	3%	2%
	N =	224				
It is acceptable for a woman to disagree with her husband.	Agree	36%	41%	30%	36%	35%
	Do not agree	57%	50%	63%	57%	57%
	Not Sure	8%	9%	6%	7%	8%
	N =	224				
Men need more care as they work harder than women.	Agree	33%	35%	32%	36%	31%
	Do not agree	63%	59%	66%	60%	65%
	Not Sure	4%	5%	3%	4%	4%
	N =	224				
Giving the children a bath and feeding them are the mother's responsibility.	Agree	55%	43%	67%	47%	64%
	Do not agree	44%	55%	32%	52%	35%
	Not Sure	1%	2%	1%	2%	1%
	N =	225				
There are times when a man needs to beat his wife.	Agree	13%	15%	11%	14%	12%
	Do not agree	84%	84%	84%	84%	84%
	Not Sure	3%	2%	4%	3%	4%
	N =	225				
A mother should tolerate violence from the father in order to keep the family together.	Agree	58%	45%	71%	62%	54%
	Do not agree	39%	51%	27%	35%	43%
	Not Sure	3%	5%	2%	3%	3%
	N =	225				

Table 4.2: Attitudes towards School Climate, Teacher Survey, Overall and by Region and Gender

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say "no." If you're not sure, say "not sure."		Overall	Region		Gender	
			LUG	RR	Men	Women
Teachers treat girls and boys the same.	Yes	89%	93%	85%	90%	88%
	No	10%	6%	13%	8%	12%
	Not Sure	1%	1%	2%	3%	0%
	N =	225				
Teachers do not give very poverty-stricken learners a chance to participate in class.	Yes	13%	22%	5%	10%	17%
	No	84%	75%	93%	86%	81%
	Not Sure	3%	4%	2%	3%	2%
	N =	225				
Learners are sometimes afraid to go to school for fear of punishment.	Yes	15%	11%	18%	18%	11%
	No	79%	84%	74%	74%	84%
	Not Sure	7%	5%	8%	8%	5%
	N =	224				
Girls usually report when another learner punches them at school.	Yes	88%	92%	85%	86%	91%
	No	9%	6%	12%	11%	7%
	Not Sure	2%	2%	3%	3%	2%
	N =	224				
Boys usually report when another learner punches them at school.	Yes	85%	89%	81%	85%	85%
	No	13%	9%	17%	14%	12%
	Not Sure	2%	2%	3%	2%	3%
	N =	224				
Girls fear reporting when someone older touches their private parts at school.	Yes	34%	32%	35%	30%	37%
	No	45%	43%	48%	43%	48%
	Not Sure	21%	25%	17%	27%	15%
	N =	214				
Boys fear reporting when someone older touches their private parts at school.	Yes	27%	27%	28%	21%	34%
	No	50%	48%	52%	53%	46%
	Not Sure	23%	26%	20%	26%	20%
	N =	215				
School officials do nothing when learners hurt other learners.	Yes	4%	6%	3%	3%	7%
	No	94%	92%	96%	97%	92%
	Not Sure	1%	2%	1%	1%	2%
	N =	224				

Table 4.3: Use of Disciplinary Practices, Teacher Survey, Overall and by Region and Gender

How often have you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Explained to a learner why something s/he did was wrong	Many times	78%	72%	83%	75%	81%
	A few times	19%	23%	16%	23%	15%
	Once	2%	4%	1%	2%	3%
	Never in the past school year	0%	1%	0%	0%	1%
	N =	224				
Gave a learner a reward for behaving well	Many times	38%	33%	43%	41%	36%
	A few times	40%	40%	41%	38%	43%
	Once	12%	14%	10%	13%	10%
	Never in the past school year	10%	13%	7%	9%	11%
	N =	223				
Told a learner to start or stop doing something	Many times	81%	77%	85%	79%	83%
	A few times	14%	18%	11%	16%	13%
	Once	3%	4%	3%	4%	2%
	Never in the past school year	1%	2%	1%	1%	2%
	N =	223				
Hit a learner on the buttocks with an object	Many times	18%	19%	17%	21%	15%
	A few times	57%	54%	60%	57%	57%
	Once	8%	7%	8%	8%	8%
	Never in the past school year	17%	19%	16%	15%	21%
	N =	223				
Hit elsewhere "not buttocks" with an object	Many times	5%	6%	3%	7%	2%
	A few times	18%	24%	13%	19%	17%
	Once	8%	8%	9%	8%	9%
	Never in the past school year	69%	63%	75%	67%	72%
	N =	221				
Gave a learner something else to do	Many times	39%	27%	50%	47%	30%
	A few times	44%	51%	36%	40%	48%
	Once	6%	7%	5%	5%	8%
	Never in the past school year	11%	14%	9%	9%	14%
	N =	220				

How often have you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Threatened to expel a learner	Many times	5%	6%	4%	7%	3%
	A few times	16%	13%	19%	21%	10%
	Once	9%	8%	9%	10%	7%
	Never in the past school year	70%	73%	68%	62%	80%
	N =	220				
Shouted, yelled, or screamed at a learner	Many times	10%	16%	5%	12%	9%
	A few times	31%	31%	31%	31%	30%
	Once	11%	9%	12%	13%	9%
	Never in the past school year	48%	44%	52%	44%	52%
	N =	221				
Threatened to invoke harmful people, ghosts, or evil spirits against a learner	Many times	4%	3%	4%	3%	4%
	A few times	6%	2%	11%	7%	6%
	Once	5%	8%	3%	6%	4%
	Never in the past school year	85%	88%	82%	83%	87%
	N =	219				
Cursed at a learner	Many times	1%	2%	1%	1%	2%
	A few times	4%	1%	6%	4%	3%
	Once	4%	5%	3%	4%	3%
	Never in the past school year	91%	92%	90%	90%	92%
	N =	218				
Spanked a learner with bare hand	Many times	1%	1%	2%	2%	1%
	A few times	32%	35%	29%	30%	33%
	Once	7%	8%	6%	10%	5%
	Never in the past school year	60%	56%	63%	58%	61%
	N =	221				
Locked a learner out of school	Many times	1%	1%	2%	1%	2%
	A few times	5%	4%	6%	5%	5%
	Once	2%	4%	0%	3%	0%
	Never in the past school year	92%	92%	92%	91%	93%
	N =	223				
Took away a learner's privileges	Many times	1%	1%	2%	2%	1%
	A few times	13%	12%	13%	12%	13%
	Once	7%	6%	8%	5%	8%
	Never in the past school year	79%	81%	77%	81%	77%
	N =	223				

How often have you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Forbade a learner from going out during break time	Many times	2%	0%	3%	3%	1%
	A few times	11%	10%	12%	12%	10%
	Once	5%	8%	3%	3%	8%
	Never in the past school year	82%	81%	82%	82%	81%
	N =	223				
Insulted a learner by calling him/her dumb, lazy or other names like that	Many times	2%	2%	2%	1%	3%
	A few times	12%	12%	12%	15%	9%
	Once	7%	9%	4%	8%	6%
	Never in the past school year	79%	77%	82%	77%	82%
	N =	223				
Refused to speak to a learner	Many times	2%	2%	3%	3%	2%
	A few times	4%	5%	3%	2%	7%
	Once	4%	5%	3%	3%	4%
	Never in the past school year	90%	89%	91%	92%	88%
	N =	223				
Blamed a learner for bad things that happened in your life	Many times	4%	5%	3%	3%	5%
	A few times	10%	7%	13%	9%	11%
	Once	4%	2%	5%	3%	4%
	Never in the past school year	82%	86%	79%	84%	80%
	N =	222				
Locked a learner up or tied him/her to restrict movement	Many times	0%	0%	1%	1%	0%
	A few times	6%	6%	5%	6%	6%
	Once	3%	5%	1%	3%	3%
	Never in the past school year	91%	89%	93%	91%	92%
	N =	223				
Withheld a school meal as a punishment	Many times	1%	0%	2%	1%	1%
	A few times	3%	5%	2%	3%	4%
	Once	1%	3%	0%	1%	2%
	Never in the past school year	95%	93%	97%	96%	93%
	N =	222				
Used public humiliation to discipline a learner	Many times	3%	4%	3%	3%	3%
	A few times	17%	15%	19%	13%	22%
	Once	8%	6%	9%	10%	5%
	Never in the past school year	72%	75%	70%	74%	71%
	N =	223				

How often have you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Do you think that corporal punishment is effective as a method of discipline at school?	No, it is never effective	79%	78%	80%	78%	80%
	Most of the times it is not effective	15%	15%	16%	15%	15%
	Most of the times it is effective	4%	5%	3%	5%	3%
	Yes, it is always effective	2%	3%	1%	2%	2%
	N =	225				

Table 4.4: Ideas about a Teacher's Responsibility to Eliminate Sexual Violence, Teacher Survey, Overall and by Region and Gender

		Overall	Region		Gender	
			LUG	RR	Men	Women
Do you feel it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?	Yes	95%	95%	95%	95%	94%
	No	3%	3%	4%	3%	4%
	Not Sure	2%	3%	2%	3%	2%
	N =	224				

Table 4.5: Existence of a Teacher Code of Conduct, Teacher Survey, Overall and by Region and Gender

		Overall	Region		Gender	
			LUG	RR	Men	Women
Is there a teacher Code of Conduct?	Yes	95%	95%	94%	92%	97%
	No	3%	2%	4%	6%	0%
	Not Sure	2%	3%	2%	2%	3%
	N =	223				

Table 4.6: Training in Addressing Behavioral Problems, Teacher Survey, Overall and by Region and Gender

	N	Overall	Region		Gender	
			LUG	RR	Men	Women
Have you ever had training in how teachers can address learner behavior problems?	225	63%	58%	68%	69%	57%
Have you ever had training on how to prevent or respond to: Bullying?	141	56%	54%	58%	58%	53%
Have you ever had training on how to prevent or respond to: Physical violence?	142	45%	44%	46%	53%	34%*
Have you ever had training on how to prevent or respond to: Sexual violence?	142	60%	52%	67%	62%	57%

Note: * p<0.05

Table 4.7: Characteristics of Head Teachers, Head Teacher Survey, Overall and by Region and Gender

		Overall	Region		Gender	
			LUG	RR	Men	Women
Please indicate if you are a man or a woman.	Man	76%	64%	87%	100%	0%
	Woman	24%	36%	13%	0%	100%
	N =	78				

Table 4.8: Attitudes about School Climate, Head Teacher Survey, Overall and by Region and Gender

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure."		Overall	Region		Gender	
			LUG	RR	Men	Women
Girls feel safe on the way to and from school.	Yes	53%	44%	62%	58%	37%
	No	24%	33%	15%	17%	47%
	Not Sure	23%	23%	23%	25%	16%
	N =	78				
Boys feel safe on the way to and from school.	Yes	72%	72%	72%	76%	58%
	No	12%	15%	8%	7%	26%
	Not Sure	17%	13%	21%	17%	16%
	N =	78				

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure."		Overall	Region		Gender	
			LUG	RR	Men	Women
Girls feel safe when at school during school hours.	Yes	95%	95%	95%	98%	84%
	No	4%	5%	3%	0%	16%
	Not Sure	1%	0%	3%	2%	0%
	N =	78				
Boys feel safe when at school during school hours.	Yes	97%	95%	100%	100%	89%
	No	3%	5%	0%	0%	11%
	N =	78				
Teachers treat girls and boys the same.	Yes	88%	82%	95%	90%	84%
	No	8%	13%	3%	7%	11%
	Not Sure	4%	5%	3%	3%	5%
	N =	78				
Teachers do not give very poor pupils a chance to participate in class.	Yes	22%	33%	10%	14%	47%
	No	76%	62%	90%	83%	53%
	Not Sure	3%	5%	0%	3%	0%
	N =	78				
Pupils are sometimes afraid to go to school for fear of punishment.	Yes	19%	26%	13%	19%	21%
	No	68%	67%	69%	68%	68%
	Not Sure	13%	8%	18%	14%	11%
	N =	78				
Girls usually report when another learner punches them at school.	Yes	92%	95%	90%	90%	100%
	No	3%	0%	5%	3%	0%
	Not Sure	5%	5%	5%	7%	0%
	N =	78				
Boys usually report when another learner punches them at school.	Yes	88%	87%	90%	90%	84%
	No	8%	10%	5%	5%	16%
	Not Sure	4%	3%	5%	5%	0%
	N =	78				
Girls fear reporting when someone older touches their private parts at school.	Yes	26%	28%	24%	24%	32%
	No	55%	54%	55%	52%	63%
	Not Sure	19%	18%	21%	24%	5%
	N =	77				

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure."		Overall	Region		Gender	
			LUG	RR	Men	Women
Boys fear reporting when someone older touches their private parts at school.	Yes	20%	24%	16%	20%	21%
	No	55%	47%	62%	54%	58%
	Not Sure	25%	29%	22%	27%	21%
	N =	75				
District school officials do nothing when pupils hurt other pupils.	Yes	7%	0%	14%	9%	0%
	No	84%	92%	76%	79%	100%
	Not Sure	9%	8%	11%	13%	0%
	N =	74				
There are sufficient opportunities for teachers to learn new instructional methods on school-related gender-based violence.	Yes	66%	66%	67%	66%	67%
	No	32%	32%	33%	32%	33%
	Not Sure	1%	3%	0%	2%	0%
	N =	77				
This school has a Reporting, Referral and Response Mechanism for following up on child protection cases	Yes	69%	69%	69%	76%	47%
	No	28%	28%	28%	22%	47%
	Not Sure	3%	3%	3%	2%	5%
	N =	78				
I am currently pursuing training for teachers to improve the quality of the Reporting, Tracking, Referral and Response to child protection cases at this school.	Yes	49%	41%	56%	47%	53%
	No	47%	54%	41%	47%	47%
	Not Sure	4%	5%	3%	5%	0%
	N =	78				
The school building needs repair.	Strongly Agree	72%	64%	79%	73%	68%
	Agree	21%	28%	13%	19%	26%
	Disagree	6%	8%	5%	7%	5%
	Strongly Disagree	1%	0%	3%	2%	0%
	N =	78				
Classrooms are overcrowded.	Strongly Agree	23%	15%	31%	22%	26%
	Agree	35%	33%	36%	32%	42%
	Disagree	37%	46%	28%	39%	32%
	Strongly Disagree	5%	5%	5%	7%	0%
	N =	78				

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure."		Overall	Region		Gender	
			LUG	RR	Men	Women
Teachers have too many teaching hours.	Strongly Agree	29%	21%	38%	31%	26%
	Agree	29%	36%	23%	29%	32%
	Disagree	40%	44%	36%	39%	42%
	Strongly Disagree	1%	0%	3%	2%	0%
	N =	78				
Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students)	Strongly Agree	33%	28%	38%	32%	37%
	Agree	22%	21%	23%	24%	16%
	Disagree	37%	44%	31%	34%	47%
	Strongly Disagree	8%	8%	8%	10%	0%
	N =	78				
Teachers do not have adequate instructional materials and supplies.	Strongly Agree	31%	18%	44%	32%	26%
	Agree	21%	18%	23%	22%	16%
	Not Sure	1%	0%	3%	2%	0%
	Disagree	38%	51%	26%	36%	47%
	Strongly Disagree	9%	13%	5%	8%	11%
	N =	78				
Teachers are not paid their salary on time.	Strongly Agree	8%	5%	10%	10%	0%
	Agree	9%	10%	8%	8%	11%
	Not Sure	4%	3%	5%	3%	5%
	Disagree	60%	54%	67%	59%	63%
	Strongly Disagree	19%	28%	10%	19%	21%
	N =	78				
Teacher salary is insufficient for daily costs of living.	Strongly Agree	72%	74%	69%	73%	68%
	Agree	17%	15%	18%	15%	21%
	Not Sure	1%	0%	3%	2%	0%
	Disagree	6%	3%	10%	7%	5%
	Strongly Disagree	4%	8%	0%	3%	5%
	N =	78				

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure."		Overall	Region		Gender	
			LUG	RR	Men	Women
Teachers engage in "love" relationships with learners	Agree	9%	5%	13%	8%	11%
	Not Sure	3%	3%	3%	2%	5%
	Disagree	41%	44%	38%	37%	53%
	Strongly Disagree	47%	49%	46%	53%	32%
	N =	78				
Do you think that corporal punishment is effective as a method of discipline at school?	No, it is never effective	86%	90%	82%	81%	100%
	Most of the times it is not effective	12%	10%	13%	15%	0%
	Most of the times it is effective	3%	0%	5%	3%	0%
	N =	78				
Do you feel it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?	No	1%	3%	0%	0%	5%
	Yes	99%	97%	100%	100%	95%
	N =	77				
Is there a teacher Code of Conduct in this school?	No	1%	0%	3%	0%	5%
	Yes	99%	100%	97%	100%	95%
	N =	77				
Have you ever had training in how teachers can address learner behavior problems?	No	32%	41%	24%	29%	42%
	Yes	68%	59%	76%	71%	58%
	N =	77				
Have you ever had training on how to prevent or respond to: Bullying?	No	38%	35%	40%	40%	27%
	Yes	62%	65%	60%	60%	73%
	N =	53				
Have you ever had training on how to prevent or respond to: Physical Violence?	No	39%	30%	46%	40%	36%
	Yes	61%	70%	54%	60%	64%
	N =	51				
Have you ever had training on how to prevent or respond to: Sexual Violence?	No	35%	30%	38%	39%	18%
	Yes	65%	70%	62%	61%	82%
	N =	52				

Table 4.9: Ideas about a Teacher's Responsibility to Eliminate Sexual Violence, Head Teacher Survey, Overall and by Region and Gender

	N	Overall	Region		Gender	
			LUG	RR	Men	Women
Do you feel it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?	77	99%	97%	100%	100%	95%

Table 4.10: Existence of a Code of Conduct, Head Teacher Survey, Overall and by Region and Gender

	N	Overall	Region		Gender	
			LUG	RR	Men	Women
Is there a teacher Code of Conduct in this school?	77	99%	100%	97%	100%	95%

Table 4.11: Training in Addressing Behavioral Problems, Head Teacher Survey, Overall and by Region and Gender

	N	Overall	Region		Gender	
			LUG	RR	Men	Women
Have you ever had training in how teachers can address learner behavior problems?	77	68%	59%	76%	71%	58%
Have you ever had training on how to prevent or respond to: Bullying?	53	62%	65%	60%	60%	73%
Have you ever had training on how to prevent or respond to: Physical Violence?	51	61%	70%	54%	60%	64%
Have you ever had training on how to prevent or respond to: Sexual Violence?	52	65%	70%	62%	61%	82%

Table 4.12: Inequitable Gender Normative Attitudes, Caregiver Survey, Overall and by Region and Gender

Do you agree with, do not agree with, or not sure about the following statements?		Overall	Region		Gender	
			LUG	RR	Men	Women
Boys are usually more intelligent than girls.	Agree	49%	53%	47%	46%	52%
	Somewhat Agree	11%	9%	13%	12%	10%
	Disagree	39%	39%	40%	42%	38%
	N =	839				
Boys are naturally better at math and science than girls.	Agree	63%	61%	66%	61%	65%
	Somewhat Agree	12%	13%	11%	12%	11%
	Disagree	25%	26%	23%	27%	23%
	N =	810				
A learner should try to fit in with friends, even if that means saying unkind things to another learner.	Agree	25%	18%	32%	25%	25%
	Somewhat Agree	9%	4%	14%	10%	9%
	Disagree	65%	77%	54%	65%	66%
	N =	897				
It is more important for boys to do well in school than it is for girls to.	Agree	44%	42%	45%	47%	42%
	Somewhat Agree	7%	4%	11%	7%	8%
	Disagree	49%	54%	44%	47%	50%
	N =	900				
Since girls have to get married, they should not be sent for higher education.	Agree	13%	9%	17%	10%	14%
	Somewhat Agree	4%	1%	7%	6%	4%
	Disagree	83%	90%	75%	84%	82%
	N =	934				
The dowry that a groom pays shows how much he values the bride.	Agree	73%	84%	63%	69%	76%
	Somewhat Agree	7%	3%	11%	7%	6%
	Disagree	20%	13%	27%	24%	18%
	N =	927				
Girls like it when boys tease and make fun of them.	Agree	19%	18%	19%	19%	18%
	Somewhat Agree	6%	3%	9%	6%	6%
	Disagree	75%	78%	73%	75%	76%
	N =	908				

Do you agree with, do not agree with, or not sure about the following statements?		Overall	Region		Gender	
			LUG	RR	Men	Women
Girls provoke boys by wearing short dresses.	Agree	72%	87%	57%	72%	72%
	Somewhat Agree	5%	2%	8%	6%	4%
	Disagree	23%	11%	34%	22%	24%
	N =	929				
It is a girl s fault if a teacher sexually harasses her.	Agree	20%	15%	25%	16%	22%
	Somewhat Agree	4%	3%	6%	5%	4%
	Disagree	76%	83%	69%	79%	74%
	N =	931				
It is acceptable for a teacher to get a pupil pregnant if he marries her.	Agree	8%	9%	7%	4%	11%
	Somewhat Agree	3%	1%	4%	3%	2%
	Disagree	89%	90%	88%	93%	87%
	N =	933				
It is acceptable for a woman to disagree with her husband.	Agree	12%	10%	14%	10%	13%
	Somewhat Agree	3%	1%	5%	3%	2%
	Disagree	85%	89%	82%	86%	85%
	N =	937				
Men need more care as they work harder than women.	Agree	63%	69%	58%	65%	62%
	Somewhat Agree	5%	4%	6%	4%	6%
	Disagree	31%	27%	36%	31%	32%
	N =	932				
Giving the children a bath and feeding them are the mother's responsibility.	Agree	90%	90%	90%	78%	97%
	Somewhat Agree	2%	2%	2%	3%	1%
	Disagree	9%	8%	9%	19%	2%
	N =	939				
There are times when a man needs to beat his wife.	Agree	24%	18%	30%	17%	29%
	Somewhat Agree	7%	4%	9%	7%	6%
	Disagree	69%	77%	61%	76%	65%
	N =	930				
A mother should tolerate violence from the father in order to keep the family together.	Agree	81%	72%	89%	73%	86%
	Somewhat Agree	5%	5%	5%	6%	4%
	Disagree	14%	23%	5%	21%	10%
	N =	938				

Table 4.13: Attitudes towards School Climate, Caregiver Survey, Overall and by Region and Gender

If you think that a statement is true at your child's school, say "yes," and if you don't think the statement is true, say, "no" If you're not sure, say "not sure"		Overall	Region		Gender	
			LUG	RR	Men	Women
Girls feel safe on the way to and from school.	Yes	39%	21%	57%	42%	38%
	No	45%	59%	30%	44%	45%
	Not Sure	16%	20%	12%	15%	17%
	N =	940				
Boys feel safe on the way to and from school.	Yes	39%	21%	56%	41%	38%
	No	45%	58%	33%	44%	46%
	Not Sure	16%	21%	11%	16%	16%
	N =	941				
Girls feel safe when they are at school.	Yes	66%	67%	66%	68%	65%
	No	20%	14%	26%	18%	22%
	Not Sure	13%	19%	8%	14%	13%
	N =	941				
Boys feel safe when they are at school.	Yes	67%	67%	67%	70%	66%
	No	19%	14%	25%	16%	21%
	Not Sure	13%	19%	8%	14%	13%
	N =	940				
Teachers treat girls and boys the same.	Yes	66%	54%	78%	69%	64%
	No	10%	9%	11%	8%	11%
	Not Sure	24%	37%	11%	22%	25%
	N =	940				
Teachers do not give very poor pupils a chance to participate in class.	Yes	23%	24%	23%	22%	23%
	No	49%	46%	52%	52%	48%
	Not Sure	28%	30%	25%	26%	29%
	N =	939				
Pupils are sometimes afraid to go to school for fear of punishment.	Yes	43%	44%	41%	40%	44%
	No	46%	39%	53%	49%	43%
	Not Sure	12%	18%	6%	10%	13%
	N =	941				

If you think that a statement is true at your child's school, say "yes," and if you don't think the statement is true, say, "no" If you're not sure, say "not sure"		Overall	Region		Gender	
			LUG	RR	Men	Women
Girls usually report when another learner punches them at school.	Yes	70%	66%	73%	70%	70%
	No	14%	16%	13%	15%	14%
	Not Sure	16%	18%	15%	15%	16%
	N =	938				
Boys usually report when another learner punches them at school.	Yes	64%	60%	69%	64%	64%
	No	19%	22%	16%	21%	18%
	Not Sure	17%	19%	15%	15%	18%
	N =	939				
Girls fear reporting when someone older touches their private parts at school.	Yes	44%	46%	43%	44%	45%
	No	26%	20%	32%	25%	27%
	Not Sure	30%	35%	26%	32%	29%
	N =	938				
Boys fear reporting when someone older touches their private parts at school.	Yes	38%	39%	38%	38%	39%
	No	28%	23%	34%	28%	29%
	Not Sure	33%	38%	29%	35%	32%
	N =	938				
School officials do nothing when pupils hurt other pupils.	Yes	16%	15%	16%	15%	16%
	No	68%	64%	72%	71%	67%
	Not Sure	16%	20%	12%	15%	16%
	N =	939				

Table 4.14: Use of Disciplinary Practices, Caregiver Survey, Overall and by Region and Gender

In the last school year, how often did you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Explained to the child why something s/he did was wrong	Many times	58%	56%	60%	54%	60%
	A few times	33%	33%	33%	35%	31%
	Once	4%	3%	5%	4%	4%
	Never in the past school year	5%	8%	2%	6%	4%
	N =	941				

In the last school year, how often did you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Gave the child a reward for behaving well	Many times	18%	16%	21%	18%	18%
	A few times	30%	24%	35%	34%	27%
	Once	17%	17%	17%	14%	19%
	Never in the past school year	35%	43%	28%	35%	36%
	N =	937				
Hit the child with an object (such as a stick, broom, cane, or belt)	Many times	22%	23%	20%	16%	25%
	A few times	44%	40%	47%	41%	45%
	Once	8%	7%	9%	8%	8%
	Never in the past school year	27%	29%	24%	34%	22%
	N =	940				
Gave the child something else to do (in order to stop or change behavior)	Many times	24%	22%	26%	23%	25%
	A few times	34%	28%	41%	35%	34%
	Once	11%	10%	12%	8%	13%
	Never in the past school year	30%	40%	21%	35%	28%
	N =	937				
Shouted, yelled, or screamed at the child	Many times	28%	42%	15%	23%	31%
	A few times	32%	41%	23%	34%	30%
	Once	10%	6%	14%	9%	10%
	Never in the past school year	31%	12%	49%	34%	28%
	N =	934				
Cursed at the child	Many times	3%	1%	4%	1%	4%
	A few times	7%	4%	11%	6%	8%
	Once	4%	2%	5%	4%	4%
	Never in the past school year	87%	94%	80%	90%	85%
	N =	927				
Spanked the child with bare hand	Many times	16%	16%	16%	8%	20%
	A few times	38%	36%	40%	35%	40%
	Once	11%	10%	11%	10%	11%
	Never in the past school year	36%	38%	33%	47%	29%
	N =	937				

In the last school year, how often did you…		Overall	Region		Gender	
			LUG	RR	Men	Women
Took away the child's privileges	Many times	7%	4%	11%	7%	7%
	A few times	11%	9%	12%	9%	12%
	Once	5%	4%	5%	4%	5%
	Never in the past school year	78%	82%	73%	80%	76%
	N =	931				
How often do you think that corporal punishment is effective as a method of children's discipline?	No, it is not effective	63%	81%	46%	68%	60%
	Most of the times it is not effective	15%	10%	21%	13%	17%
	Most of the times it is effective	13%	6%	19%	13%	13%
	Yes, it is always effective	9%	3%	14%	7%	10%
	N =	937				

Table 4.15: School Safety Observations, School Observations Survey, Overall and by Region

Are the following statements true for this school?		Overall	Region	
			LUG	RR
Learner books or notebooks have been safe from theft in the past school year.	No	30%	44%	15%
	Yes	70%	56%	85%
	N =	69		
The water point (s) is located near the school.	No	36%	46%	25%
	Yes	64%	54%	75%
	N =	73		
There is enough water for washing in the school today.	No	53%	49%	58%
	Yes	47%	51%	42%
	N =	73		
There is clean drinking water in the school today.	No	75%	92%	58%
	Yes	25%	8%	42%
	N =	73		
School latrines are functioning today.	No	8%	8%	8%
	Yes	92%	92%	92%
	N =	73		

Are the following statements true for this school?		Overall	Region	
			LUG	RR
Boys' and girls' school latrines are separate.	No	12%	16%	8%
	Yes	88%	84%	92%
	N =	73		
Adults' and children's school latrines are separate.	No	18%	30%	6%
	Yes	82%	70%	94%
	N =	73		
School latrines have working locks on the doors today.	No	67%	62%	72%
	Yes	33%	38%	28%
	N =	73		
School latrines are near to the compound.	No	10%	5%	14%
	Yes	90%	95%	86%
	N =	73		
Strangers are not permitted on the school grounds during classes or recess.	No	44%	43%	44%
	Yes	56%	57%	56%
	N =	71		

Table 4.16: Learners Household Composition, Learners Surveys (all), Overall and by Region, Gender, and Age

		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Do you live with your mother?	3844	72%	65%	77%*	71%	72%	74%	70%*
Do you live with your father?	3844	60%	53%	66%*	59%	61%	62%	58%*
Do you live with woman/women who are not related to you?	3842	13%	15%	10%*	11%	14%*	15%	11%*
Do you live with man/men who are not related to you?	3839	12%	16%	9%*	11%	13%	15%	10%*

Note: * p<0.05

Table 4.17: Learner Functional Impairments, Learners Surveys (all), Overall and by Region, Gender, and Age

		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Do you have difficulty seeing, even if wearing glasses?	3838	9%	8%	10%*	8%	10%	8%	9%
Do you have difficulty hearing, even if using a hearing aid?	3840	7%	8%	6%*	7%	7%	7%	6%
Do you have difficulty getting around, such as walking or climbing steps?	3838	8%	8%	8%	9%	8%	7%	10%*
Do you have difficulty thinking, such as remembering or concentrating?	3838	24%	25%	24%	26%	22%*	23%	25%
Do you have difficulty washing all over or dressing yourself?	3841	4%	3%	4%	4%	3%	5%	3%*
Do you have difficulty being understood when you speak in the language you use at home?	3839	7%	9%	6%*	8%	7%	8%	7%*

Note: * p<0.05

Table 4.18: Inequitable Gender Normative Attitudes, Learners Surveys (all), Overall and by Region, Gender, and

If you think that a statement is true, say "agree," and if you don't think the statement is true, say, "do not agree." If you're not sure, say "not sure."		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Boys are usually more intelligent than girls.	Agree	56%	51%	60%	42%	71%	56%	56%
	Do not agree	36%	40%	33%	49%	21%	38%	34%
	Not Sure	8%	9%	8%	9%	8%	6%	9%
	N =	1775						
Boys are naturally better at math and science than girls.	Agree	60%	59%	61%	47%	75%	59%	61%
	Do not agree	34%	35%	34%	47%	20%	36%	34%
	Not Sure	6%	6%	5%	6%	5%	5%	6%
	N =	1757						
A learner should try to fit in with friends, even if that means saying unkind things to another learner.	Agree	30%	26%	33%	32%	28%	35%	27%
	Do not agree	66%	69%	63%	64%	67%	61%	68%
	Not Sure	4%	5%	4%	3%	6%	4%	5%
	N =	1758						
It is more important for boys to do well in school than it is for girls.	Agree	57%	56%	57%	35%	80%	58%	55%
	Do not agree	39%	40%	38%	59%	17%	37%	40%
	Not Sure	4%	4%	5%	6%	3%	4%	4%
	N =	1765						

If you think that a statement is true, say "agree," and if you don't think the statement is true, say, "do not agree." If you're not sure, say "not sure."		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Since girls have to get married, they should not be sent for higher education.	Agree	30%	32%	28%	24%	37%	39%	25%
	Do not agree	65%	64%	66%	72%	57%	57%	70%
	Not Sure	5%	4%	5%	4%	6%	5%	5%
	N =	1752						
The dowry that a groom pays shows how much he values the bride.	Agree	79%	89%	71%	77%	81%	79%	79%
	Do not agree	15%	8%	21%	19%	12%	15%	15%
	Not Sure	6%	3%	8%	5%	7%	5%	6%
	N =	1712						
Girls like it when boys tease and make fun of them.	Agree	19%	21%	18%	15%	23%	23%	17%
	Do not agree	77%	76%	78%	81%	73%	74%	79%
	Not Sure	4%	3%	4%	3%	4%	3%	4%
	N =	1764						
Girls provoke boys by wearing short dresses.	Agree	46%	60%	35%	38%	55%	46%	46%
	Do not agree	50%	37%	61%	59%	40%	51%	50%
	Not Sure	4%	3%	4%	3%	4%	4%	4%
	N =	1749						
It is a girl's fault if a teacher sexually harasses her.	Agree	33%	40%	28%	34%	33%	34%	33%
	Do not agree	63%	56%	68%	63%	63%	62%	64%
	Not Sure	4%	4%	3%	3%	4%	4%	3%
	N =	1741						
It is acceptable for a teacher to get a learner pregnant if he marries her.	Agree	12%	19%	7%	11%	14%	15%	10%
	Do not agree	85%	77%	91%	86%	83%	82%	87%
	Not Sure	3%	4%	2%	3%	3%	3%	3%
	N =	1749						
It is acceptable for a woman to disagree with her husband.	Agree	27%	32%	23%	30%	25%	35%	22%
	Do not agree	70%	65%	73%	67%	73%	62%	74%
	Not Sure	3%	2%	4%	4%	3%	2%	4%
	N =	1744						
Men need more care as they work harder than women.	Agree	64%	63%	65%	63%	66%	68%	62%
	Do not agree	32%	32%	33%	33%	32%	28%	35%
	Not Sure	4%	5%	3%	5%	2%	4%	3%
	N =	1746						
Bathing and feeding the children are the mother's responsibility.	Agree	94%	94%	94%	95%	94%	94%	95%
	Do not agree	4%	5%	4%	4%	5%	5%	4%
	Not Sure	1%	1%	2%	1%	1%	2%	1%
	N =	1784						

If you think that a statement is true, say "agree," and if you don't think the statement is true, say, "do not agree." If you're not sure, say "not sure."		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
There are times when a man needs to beat his wife.	Agree	36%	40%	32%	38%	33%	38%	34%
	Do not agree	63%	58%	66%	61%	65%	61%	64%
	Not Sure	2%	2%	2%	2%	2%	1%	2%
	N =	1759						
A mother should tolerate violence from the father in order to keep the family together.	Agree	79%	79%	80%	81%	78%	77%	81%
	Do not agree	19%	19%	19%	17%	21%	21%	18%
	Not Sure	2%	2%	2%	2%	1%	2%	1%
	N =	1768						

Note: * p<0.05

Table 4.19: Attitudes towards School Climate, Learners Surveys (all), Overall and by Region, Gender, and Age

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Learners get along with each other.	Yes	94%	93%	94%	94%	94%	92%	95%
	No	5%	5%	5%	5%	5%	6%	4%
	Not Sure	1%	2%	1%	1%	1%	1%	1%
	N =	1787						
Most [boys/girls] follow the rules in class and school.	Yes	83%	74%	90%	84%	82%	83%	83%
	No	13%	18%	8%	11%	15%	14%	12%
	Not Sure	4%	8%	1%	4%	4%	3%	5%
	N =	1781						
[Boys/girls] feel safe on the way to and from school.	Yes	68%	71%	66%	64%	73%	69%	68%
	No	26%	22%	29%	30%	22%	26%	26%
	Not Sure	6%	7%	5%	6%	5%	5%	6%
	N =	1774						
[Boys/girls] feel safe when at school during school hours.	Yes	82%	87%	79%	82%	83%	84%	81%
	No	15%	10%	19%	15%	15%	13%	16%
	Not Sure	3%	4%	2%	3%	3%	3%	3%
	N =	1776						

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Teachers treat girls and boys the same.	Yes	76%	81%	73%	75%	78%	76%	77%
	No	21%	16%	24%	21%	20%	21%	21%
	Not Sure	3%	3%	3%	4%	2%	3%	3%
	N =	1775						
Teachers do not give poverty-stricken [boys/girls] a chance to participate in class.	Yes	31%	34%	29%	33%	29%	34%	29%
	No	62%	57%	66%	59%	65%	60%	63%
	Not Sure	7%	9%	5%	7%	6%	6%	8%
	N =	1763						
Sometimes teachers are unkind to [boys/girls] who are disabled, meaning a [boy/girl] who has difficulty seeing, hearing, thinking, talking or walking.	Yes	34%	39%	30%	39%	29%	38%	32%
	No	60%	54%	65%	54%	67%	58%	62%
	Not Sure	6%	7%	5%	7%	4%	4%	7%
	N =	1749						
[Boys/girls] are sometimes afraid to go to school for fear of punishment.	Yes	51%	58%	46%	50%	53%	52%	51%
	No	46%	38%	52%	47%	45%	46%	46%
	Not Sure	3%	4%	2%	3%	2%	2%	3%
	N =	1771						
There are places at school where it is not safe for a [boy/girl] to go alone.	Yes	53%	54%	52%	61%	44%	53%	53%
	No	43%	40%	45%	35%	52%	44%	43%
	Not Sure	4%	5%	3%	4%	4%	3%	4%
	N =	1773						
Boys usually report when another learner punches them at school.	Yes	77%	82%	74%	83%	71%	81%	75%
	No	22%	18%	25%	16%	28%	18%	24%
	Not Sure	1%	1%	1%	1%	1%	1%	1%
	N =	1783						
[Boys/Girls] usually fear reporting when someone older touches their private parts.	Yes	57%	66%	50%	57%	57%	58%	56%
	No	40%	30%	48%	40%	40%	39%	40%
	Not Sure	3%	4%	2%	3%	3%	3%	4%
	N =	1761						

If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
[Boys/Girls] know who to report to when they experience violence at school.	Yes	82%	78%	85%	82%	82%	81%	83%
	No	15%	18%	13%	15%	15%	17%	14%
	Not Sure	3%	4%	2%	3%	3%	2%	4%
	N =	1775						
School officials do nothing when learners physically hurt other learners.	Yes	24%	30%	20%	28%	20%	27%	22%
	No	71%	64%	75%	66%	75%	69%	72%
	Not Sure	5%	6%	5%	6%	5%	4%	6%
	N =	1765						
The school provides psychological counseling to boys/girls when needed.	Yes	77%	75%	78%	77%	77%	74%	79%
	No	18%	18%	19%	18%	18%	21%	17%
	Not Sure	5%	7%	3%	5%	5%	6%	5%
	N =	1756						
[Boys/Girls] are asked for their ideas on how to improve the school.	Yes	71%	69%	74%	74%	68%	72%	71%
	No	23%	25%	22%	21%	26%	23%	23%
	Not Sure	5%	6%	5%	5%	6%	6%	5%
	N =	1736						

Note: * p<0.05

Table 4.20: Story of Emotional Violence, Learners Surveys (all), Overall and by Region, Gender, and Age

	N	Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Did the learners understand the story?	3820	94%	94%	94%	92%	96%*	94%	94%
Have you heard about someone in your school who experienced the same thing or something similar in or around the school?	3789	41%	36%	45%*	43%	38%*	37%	43%*
Have you seen a student being treated this way by other students at school?	3785	41%	38%	44%*	44%	38%*	38%	43%*
Has anything like this ever happened to a friend or classmate of yours at school?	3799	36%	29%	42%*	40%	32%*	32%	39%*
Has anything like this ever happened to you?	3818	25%	20%	28%*	26%	23%*	22%	26%*

Note: * p<0.05

Table 4.21: Incidents of Emotional Violence, Learners 6-10 years old Survey, Overall and by Region, Gender, and Age

		N	Overall	Region		Gender		Age	
				LUG	RR	Girl	Boy	6 to 10	11+
Did another learner call you mean names at school last school year? Did this happen…		1552	41%	49%	32%*	39%	42%		
	One time?		20%	20%	20%	22%	17%		
	More than one time?		80%	80%	80%	78%	83%		
	N=	624							
Did another learner exclude you from games or other activities at school last school year? Did this happen…		1552	32%	34%	30%	32%	33%		
	One time?		31%	30%	32%	34%	27%		
	More than one time?		69%	70%	68%	66%	73%		
	N=	497							
Did an older learner throw something at you at school last school year? Did this happen…		1551	30%	31%	29%	28%	32%		
	One time?		41%	40%	42%	41%	40%		
	More than one time?		59%	60%	58%	59%	60%		
	N=	457							
Did an angry older learner chase you at school last school year? Did this happen…		1552	25%	25%	25%	24%	27%		
	One time?		39%	39%	40%	45%	34%		
	More than one time?		61%	61%	60%	55%	66%		
	N=	388							

Note: * p<0.05

Table 4.22: Incidents of Emotional Violence, Learners 11+ years old Survey, Overall and by Region and Gender

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school call you rude or hurtful names?		2278	42%	50%	37%*	38%	46%*
Did this happen at school?		950	81%	86%	76%*	78%	83%
Did this happen on your way to or from school?		948	40%	33%	46%*	38%	41%
In the past school year, did this happen...	Once?		24%	22%	25%	29%	19%
	A few times?		38%	37%	39%	39%	37%
	Many times?		38%	40%	36%	32%	43%
	N =	952					
Did anyone around school swear at you?		2281	41%	45%	39%*	41%	42%
Did this happen at school?		699	66%	73%	59%*	68%	64%
Did this happen on your way to or from school?		699	39%	32%	45%*	38%	40%
In the past school year, did this happen...	Once?		41%	37%		41%	41%
	A few times?		42%	45%		41%	43%
	Many times?		17%	19%		18%	16%
	N =	682					
Did anyone around school shout humiliating things at you?		2279	39%	47%	34%*	37%	42%*
Did this happen at school?		886	74%	80%	68%*	73%	74%
Did this happen on your way to or from school?		886	44%	36%	51%*	43%	44%
In the past school year, did this happen...	Once?		27%	28%		34%	21%
	A few times?		41%	36%		38%	44%
	Many times?		32%	36%		29%	35%
	N =	883					
Did anyone around school refer to your being a [girl/boy] in a hurtful way?		2261	13%	15%	11%*	16%	10%*
Did this happen at school?		175	66%	76%	59%*	66%	999
Did this happen on your way to or from school?		175	42%	32%	49%*	42%	999
In the past school year, did this happen...	Once?		41%	32%		41%	
	A few times?		39%	39%		39%	
	Many times?		19%	29%		19%	
	N =	175					

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school refer to any health problems you have in a hurtful way?		2261	15%	20%	12%*	14%	16%
Did this happen at school?		343	68%	74%	62%*	65%	71%
Did this happen on your way to or from school?		341	39%	32%	47%*	39%	39%
In the past school year, did this happen...	Once?		34%	32%		37%	32%
	A few times?		37%	35%		32%	41%
	Many times?		29%	33%		30%	27%
	N =	340					
Did anyone around school embarrass you because you were an orphan/ w/o parent?		1111	25%	20%	29%*	26%	24%
Did this happen at school?		274	53%	55%	51%	48%	58%
Did this happen on your way to or from school?		274	45%	39%	48%	48%	41%
In the past school year, did this happen...	Once?		34%	31%		39%	28%
	A few times?		36%	37%		36%	38%
	Many times?		30%	32%		25%	34%
	N =	274					
Did anyone around school embarrass you because you were unable to buy things for school?		2276	31%	30%	33%	31%	32%
Did this happen at school?		711	73%	75%	72%	74%	72%
Did this happen on your way to or from school?		711	38%	33%	40%	37%	38%
In the past school year, did this happen...	Once?		33%	32%		37%	30%
	A few times?		41%	43%		42%	41%
	Many times?		25%	25%		21%	29%
	N =	707					
Did anyone around school leave you out of your group of friends, games, or activities?		2279	32%	35%	30%*	34%	31%
Did this happen at school?		729	90%	94%	87%*	90%	91%
Did this happen on your way to or from school?		727	18%	10%	24%*	17%	18%
In the past school year, did this happen...	Once?		33%	32%		39%	27%
	A few times?		43%	44%		40%	46%
	Many times?		24%	24%		21%	27%
	N =	727					

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school break or ruin something of yours on purpose?		2278	46%	50%	43%*	45%	47%
Did this happen at school?		1034	88%	89%	86%	89%	86%
Did this happen on your way to or from school?		1033	16%	10%	20%*	11%	20%*
In the past school year, did this happen…	Once?		50%	55%		49%	50%
	A few times?		36%	32%		37%	35%
	Many times?		15%	13%		14%	15%
	N =	1032					

Note: * p<0.05

Table 4.23: Story of Physical Violence, Learners Surveys (all), Overall and by Region, Gender, and Age

		N	Overall	Region		Gender		Age	
				LUG	RR	Girl	Boy	6 to 10	11+
Did the learners understand the story?		3827	93%	95%	93%*	92%	95%*	92%	95%*
Have you heard about someone in your school who experienced the same thing or something similar in or around the school?		3802	34%	26%	39%*	33%	34%	30%	36%*
Has anything like this ever happened to a friend or classmate of yours at school?		3801	30%	23%	36%*	31%	29%	26%	33%*
Has anything like this ever happened to you?		3808	19%	15%	22%*	18%	19%	17%	20%*

Note: * p<0.05

Table 4.24 Incidents of Physical Violence, Learners 6-10 year old Survey, Overall and by Region, Gender, and Age

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did a teacher shout humiliating things at you at school last school year?		1553	13%	19%	7%*	10%	16%*
Did this happen…	One time?		37%	42%	25%	34%	40%
	More than one time?		63%	58%	75%	66%	60%
	N =	201					
Did a teacher push or shove you really hard at school last school year?		1557	6%	6%	6%	6%	6%
Did this happen…	One time?		52%	59%	43%	50%	54%
	More than one time?		48%	41%	57%	50%	46%
	N =	93					
Did a teacher at school slap you with a hand really hard last school year?		1557	29%	36%	22%*	29%	30%
Did this happen…	One time?		48%	52%	42%	49%	47%
	More than one time?		52%	48%	58%	51%	53%
	N =	453					
Did a teacher at school hit you with a closed fist last school year on any part of your body including your head, face, hand, chest or leg?		1556	7%	6%	8%	8%	6%
Did this happen…	One time?		51%	51%	51%	48%	56%
	More than one time?		49%	49%	49%	52%	44%
	N =	106					
Did a teacher at school spank you last school year?		1555	12%	11%	14%*	12%	13%
Did this happen…	One time?		32%	27%	36%	33%	32%
	More than one time?		68%	73%	64%	67%	68%
	N =	191					
Did a teacher at school hit you with a cane last school year?		1555	80%	86%	74%*	80%	81%
Did this happen…	One time?		13%	15%	11%	15%	12%
	More than one time?		87%	85%	89%	85%	88%
	N =	1245					

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did an older learner spy on you while you were in the toilet at your school last school year? Did this happen…		1550	12%	12%	11%	11%	12%
	One time?		46%	46%	46%	46%	47%
	More than one time?		54%	54%	54%	54%	53%
	N =	181					
Did an older learner force you to kiss them on the mouth when you didn't want to last school year? Did this happen…		1523	4%	4%	4%	4%	4%
	One time?		51%	56%	47%	53%	48%
	More than one time?		49%	44%	53%	47%	52%
	N =	57					

Note: * p<0.05

Table 4.25 Incidents of Physical Violence, Learners 11+ years old Survey, Overall and by Region and Gender

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school hurt you or cause pain to you physically? In the past school year, did this happen…		2272	36%	28%	42%*	35%	38%
	Once		33%	25%	37%	35%	32%
	A few times		42%	45%	41%	39%	45%
	Many times		24%	30%	22%	26%	23%
	N =	825					
Did this happen at school?		825	77%	82%	75%*	78%	76%
Did this happen on your way to or from school?		825	34%	28%	36%*	33%	35%
Did anyone around school hurt you or caused pain to you physically on your way to or from school? In the past school year, did this happen…		2279	36%	40%	33%*	36%	36%
	Once		46%	48%	44%	48%	43%
	A few times		37%	35%	39%	36%	38%
	Many times		17%	17%	17%	16%	19%
	N =	809					
Did this happen at school?		808	22%	19%	25%	21%	24%
Did this happen on your way to or from school?		805	83%	87%	81%*	87%	80%*

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school slap you with a hand really hard?		2276	41%	46%	38%*	40%	42%
In the past school year, did this happen…	Once		51%	57%	46%	55%	47%
	A few times		35%	30%	39%	33%	37%
	Many times		14%	13%	15%	13%	15%
	N =	926					
Did this happen at school?		929	78%	81%	76%	80%	77%
Did this happen on your way to or from school?		928	24%	18%	29%*	20%	27%*
Did anyone around school hit you with a closed fist on any part of your body, including your head, face, hand, chest or leg?		2278	37%	37%	37%	34%	40%*
In the past school year, did this happen…	Once		48%	52%	44%	57%	40%
	A few times		37%	31%	41%	33%	41%
	Many times		16%	17%	15%	11%	19%
	N =	832					
Did this happen at school?		833	72%	72%	72%	72%	73%
Did this happen on your way to or from school?		834	33%	33%	34%	29%	37%*
Did anyone around school push or shove you really hard?		2274	30%	31%	30%	28%	32%*
In the past school year, did this happen…	Once		53%	66%	45%	58%	49%
	A few times		33%	26%	37%	31%	34%
	Many times		14%	8%	18%	11%	17%
	N =	683					
Did this happen at school?		684	77%	80%	75%	73%	81%*
Did this happen on your way to or from school?		681	28%	19%	33%*	25%	30%
Did anyone around school kick you?		2277	40%	39%	40%	33%	46%*
In the past school year, did this happen…	Once		48%	53%	44%	53%	43%
	A few times		36%	33%	39%	35%	37%
	Many times		16%	14%	17%	11%	19%
	N =	893					
Did this happen at school?		893	73%	74%	72%	70%	75%
Did this happen on your way to or from school?		894	35%	31%	38%*	33%	37%

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school chase you angrily?		2277	31%	35%	29%*	27%	35%*
In the past school year, did this happen…	Once		51%	52%	50%	52%	50%
	A few times		34%	34%	34%	35%	33%
	Many times		15%	14%	16%	13%	17%
	N =	702					
Did this happen at school?		704	60%	62%	58%	56%	62%
Did this happen on your way to or from school?		702	42%	36%	47%*	41%	42%
Did anyone around school throw something at you?		2275	36%	40%	34%*	32%	40%*
In the past school year, did this happen…	Once		47%	52%	43%	54%	41%
	A few times		37%	35%	38%	33%	40%
	Many times		17%	13%	19%	13%	19%
	N =	818					
Did this happen at school?		819	64%	63%	64%	63%	65%
Did this happen on your way to or from school?		817	39%	36%	41%	34%	43%*
Did anyone around school spank you as punishment?		2279	22%	19%	25%*	21%	24%
In the past school year, did this happen…	Once		35%	43%	30%	39%	31%
	A few times		42%	38%	44%	35%	48%
	Many times		23%	18%	26%	25%	21%
	N =	500					
Did this happen at school?		498	77%	74%	78%	72%	80%*
Did this happen on your way to or from school?		499	23%	21%	24%	22%	24%
Did anyone around school hit you with any type of object such as a cane, stick, belt or book?		2280	81%	85%	78%*	78%	84%*
In the past school year, did this happen…	Once		15%	14%	15%	17%	12%
	A few times		33%	29%	36%	33%	34%
	Many times		52%	56%	49%	50%	54%
	N =	1842					
Did this happen at school?		1842	94%	95%	93%*	93%	94%
Did this happen on your way to or from school?		1838	13%	9%	16%*	9%	16%*

Note: * p<0.05

Table 4.26: Story of Sexual Violence, Learners Surveys (all), Overall and by Region, Gender, and Age

	N	Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Did the learners understand the story?	3826	95%	95%	94%	94%	95%	93%	96%*
Have you heard about someone in your school who experienced the same thing or something similar in or around the school?	3819	33%	26%	38%*	36%	29%*	24%	38%*
Have you seen a student being treated this way by other students at school?	3806	30%	22%	35%*	33%	26%*	21%	35%*
Has anything like this ever happened to a friend or classmate of yours?	3807	25%	18%	30%*	29%	20%*	15%	32%*
Has anything like this ever happened to you?	2276	11%	9%	13%*	15%	8%*		

Note: * p<0.05

Table 4.27: Incidents of Sexual Violence, Learner 6-10 years old Survey, Overall and by Region, Gender, and Age

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school make sexual comments about you, your body or your clothes?		2279	20%	27%	14%*	23%	16%*
In the past school year did this happen…	Once	40%		35%	45%	40%	38%
	A few times	37%		36%	38%	37%	37%
	Many times	23%		29%	16%	22%	25%
	N =	440					
Did this happen at school?		438	61%	71%	48%*	58%	64%
Did this happen on your way to or from school?		437	45%	36%	56%*	48%	40%
Did anyone around school spread sexual rumors about you?		2275	13%	11%	15%*	14%	13%
In the past school year did this happen…	Once	48%		32%		52%	
	A few times	39%		43%		36%	
	Many times	14%		26%		12%	
	N =	300					
Did this happen at school?		302	54%	57%	52%	54%	54%
Did this happen on your way to or from school?		302	47%	44%	48%	43%	50%

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school send you a message with sexual comments you did not want?		2276	13%	13%	13%	15%	12%
In the past school year did this happen…	Once	53%		50%		56%	
	A few times	33%		31%		33%	
	Many times	14%		19%		11%	
	N =	296					
Did this happen at school?		295	56%	57%	56%	52%	61%
Did this happen on your way to or from school?		298	41%	36%	43%	44%	37%
Did anyone around school threaten you with bad marks if you did not do something sexual with them?		2279	9%	14%	5%*	11%	6%*
In the past school year did this happen…	Once	54%		52%		57%	
	A few times	35%		37%		29%	
	Many times	11%		11%		14%	
	N =	195					
Did this happen at school?		197	51%	41%	69%*	52%	51%
Did this happen on your way to or from school?		196	42%	52%	26%*	43%	40%
Did anyone around school show you pictures or videos of children doing sexual things?		2275	17%	20%	15%*	14%	19%*
In the past school year did this happen…	Once	54%		51%		60%	
	A few times	32%		32%		30%	
	Many times	14%		17%		9%	
	N =	375					
Did this happen at school?		378	25%	22%	28%	28%	23%
Did this happen on your way to or from school?		378	47%	46%	48%	40%	53%*
Did anyone around school make you take your clothes off when it was not for a medical reason?		2279	4%	4%	3%	4%	3%
In the past school year did this happen…	Once	58%		49%		57%	
	A few times	29%		34%		31%	
	Many times	13%		17%		12%	
	N =	79					
Did this happen at school?		82	33%	31%	35%	25%	42%
Did this happen on your way to or from school?		82	48%	33%	59%*	48%	47%

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school involve you in making sexual pictures or videos?		2280	2%	2%	2%	2%	2%
In the past school year did this happen…	Once	45%		56%		43%	
	A few times	45%		39%		48%	
	Many times	9%		6%		10%	
	N =	44					
Did this happen at school?		45	33%	28%	37%	33%	33%
Did this happen on your way to or from school?		45	53%	50%	56%	52%	54%
Did anyone around school force you to kiss them on the mouth when you didn't want to?		2269	7%	5%	8%*	8%	5%*
In the past school year did this happen…	Once	58%		57%		61%	
	A few times	30%		26%		29%	
	Many times	12%		17%		9%	
	N =	156					
Did this happen at school?		155	43%	52%	39%	41%	47%
Did this happen on your way to or from school?		154	53%	44%	57%	55%	51%
Did anyone around school force you to touch their private parts?		2279	6%	7%	6%	7%	5%*
In the past school year did this happen…	Once	52%		50%		56%	
	A few times	37%		32%		35%	
	Many times	11%		18%		10%	
	N =	139					
Did this happen at school?		139	45%	44%	45%	41%	50%
Did this happen on your way to or from school?		139	43%	37%	48%	47%	38%
Did anyone around school touch your private parts when you didn't want them to?		2282	12%	15%	11%*	14%	11%*
In the past school year did this happen…	Once	44%		43%		45%	
	A few times	45%		46%		39%	
	Many times	11%		12%		16%	
	N =	278					
Did this happen at school?		279	61%	62%	60%	56%	66%
Did this happen on your way to or from school?		280	40%	35%	45%	42%	39%

		N	Overall	Region		Gender	
				LUG	RR	Girl	Boy
Did anyone around school give you money/food/ clothes or something else to do sexual things with them?		2278	5%	6%	4%*	7%	3%*
In the past school year did this happen…	Once	41%		38%		42%	
	A few times	46%		47%		46%	
	Many times	13%		16%		12%	
	N =	110					
Did this happen at school?		110	27%	31%	23%	23%	38%
Did this happen on your way to or from school?		110	50%	43%	58%	53%	44%
Did anyone around school threaten you to make you have sex with them?		2279	6%	9%	4%*	8%	4%*
In the past school year did this happen…	Once	51%		54%		55%	
	A few times	36%		35%		33%	
	Many times	13%		11%		12%	
	N =	134					
Did this happen at school?		134	37%	32%	43%	34%	43%
Did this happen on your way to or from school?		133	56%	58%	54%	57%	55%
Did anyone around school physically force you to have sex with them?		2279	5%	6%	5%	7%	3%*
In the past school year did this happen…	Once	50%		43%		50%	
	A few times	43%		47%		42%	
	Many times	7%		10%		8%	
	N =	111					
Did this happen at school?		112	32%	37%	29%	26%	44%
Did this happen on your way to or from school?		112	48%	47%	49%	50%	44%

Note: * $p<0.05$

Table 4.28: Nonverbal Disclosure of Sexual Violence from Teachers, Learner Surveys (all), Overall and by Region, Gender, and Age

		Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Learner indicates having experienced sexual violence from a teacher	MARKED SMILEY FACE	93%	93%	93%	92%	95%	95%	92%
	MARKED SAD FACE	7%	7%	7%	8%	5%	5%	8%
	N =	3834						

Note: * p<0.05

Table 4.29: Disclosure of Violence, Learners Surveys (all), Overall and by Region, Gender, and Age

	N	Overall	Region		Gender		Age	
			LUG	RR	Girl	Boy	6 to 10	11+
Have you ever told anyone before now about an experience you've had being hurt at school?	3780	20%	22%	18%*	20%	20%	17%	21%*
Told about incident, Man Teacher	742	7%	6%	8%	2%	12%*	6%	7%
Told about incident, Woman Teacher	742	8%	6%	10%*	12%	3%*	6%	9%
Told about incident, Friend that's a girl	742	17%	15%	19%	31%	2%*	19%	15%
Told about incident, Friend that's a boy	742	19%	22%	16%	1%	39%*	24%	16%*
Told about incident, Head teacher	742	1%	2%	1%	1%	1%	2%	1%
Told about incident, Other man staff member of the school	742	1%	1%	1%	0%	1%*	1%	0%
Told about incident, Other woman staff member of the school	742	0%	0%	1%	1%	0%	0%	0%
Told about incident, Mother/woman primary caregiver	742	34%	31%	37%	42%	26%*	29%	37%
Told about incident, Father/man primary caregiver	742	9%	9%	8%	5%	13%*	7%	10%
Told about incident, Another family member	742	12%	14%	9%*	11%	12%	14%	10%
Told about incident, None of the above	742	2%	2%	2%	3%	1%	2%	2%
Told about incident, Don't know	742	0%	0%	0%	0%	0%	0%	0%
Told about incident, No response	742	0%	0%	0%	0%	0%	0%	0%

Note: * p<0.05

Table 4.30: Learner Identified Perpetrators, Learners 11+ Surveys, By Identified Perpetrator

Did anyone around school…	N	Male teacher(s)	Female teacher(s)	3:older girl(s)	Older boy(s)	Boy(s) your age	Girl(s) your age	Male stranger(s)	Female stranger(s)
call you rude or hurtful names?	958	3%	3%	20%	37%	37%	24%	2%	1%
swear at you?	945	1%	1%	14%	27%	18%	13%	2%	2%
shout humiliating things at you?	896	3%	1%	21%	35%	35%	27%	1%	2%
refer to your being a [girl/boy] in a hurtful way?	178	2%	3%	25%	27%	22%	28%	4%	2%
refer to any health problems you have in a hurtful way?	346	3%	1%	21%	35%	31%	21%	3%	3%
embarrass you because you were an orphan/ w/o parent?	275	2%	0%	21%	27%	23%	22%	4%	10%
embarrass you because you were unable to buy things for school?	716	2%	2%	23%	28%	26%	27%	3%	3%
leave you out of your group of friends, games, or activities?	735	5%	3%	23%	28%	21%	31%	1%	1%
break or ruin something of yours on purpose?	1039	0%	0%	17%	29%	35%	25%	1%	0%
hurt you or cause pain to you physically	828	27%	14%	14%	34%	22%	14%	4%	2%
hurt you or caused pain to you physically on your way to or from school?	817	5%	2%	17%	48%	21%	10%	6%	1%
slap you with a hand really hard?	939	30%	11%	13%	29%	14%	9%	3%	2%
hit you with a closed fist on any part of your body, including your head, face, hand, chest or leg?	841	6%	2%	12%	47%	28%	8%	2%	0%
push or shove you really hard?	687	4%	2%	17%	40%	27%	16%	1%	1%
kick you?	901	5%	1%	8%	53%	32%	6%	2%	0%
chase you angrily?	712	4%	1%	14%	44%	19%	10%	5%	2%
throw something at you?	824	2%	2%	16%	36%	31%	17%	1%	2%
spank you as punishment?	512	37%	17%	10%	22%	11%	6%	2%	3%
hit you with any type of object such as a cane, stick, belt or book?	1848	74%	44%	5%	13%	6%	4%	1%	0%
make sexual comments about you, your body or your clothes?	445	2%	1%	22%	44%	24%	12%	5%	2%
spread sexual rumors about you?	307	2%	1%	18%	37%	21%	18%	3%	3%
send you a message with sexual comments you did not want?	304	1%	0%	14%	37%	29%	13%	4%	3%

Did anyone around school…	N	Male teacher(s)	Female teacher(s)	3:older girl(s)	Older boy(s)	Boy(s) your age	Girl(s) your age	Male stranger(s)	Female stranger(s)
threaten you with bad marks if you did not do something sexual with them?	201	6%	5%	16%	34%	17%	8%	8%	1%
show you pictures or videos of children doing sexual things ?	383	2%	0%	12%	50%	10%	6%	9%	2%
make you take your clothes off when it was not for a medical reason?	84	7%	5%	20%	27%	13%	6%	7%	4%
involve you in making sexual pictures or videos?	46	0%	2%	17%	35%	17%	11%	13%	0%
force you to kiss them on the mouth when you didn't want to?	156	1%	0%	19%	39%	21%	15%	5%	1%
force you to touch their private parts?	144	1%	1%	22%	31%	22%	10%	7%	1%
touch your private parts when you didn't want them to?	284	1%	0%	17%	38%	26%	14%	3%	1%
give you money/food/ clothes or something else to do sexual things with them?	111	5%	1%	15%	31%	18%	8%	9%	6%
threaten you to make you have sex with them?	139	3%	0%	16%	39%	12%	9%	12%	5%
physically force you to have sex with them?	115	2%	0%	21%	37%	17%	7%	7%	2%

Table 4.31: Attitudes About School Climate, By Respondent Type And Gender

Statement	Boy Learners	Girl Learners	Men Caregivers	Women Caregivers	Men Teachers	Women Teachers	Head Teachers
Learners get along with each other.	94%	94%	--	--	--	--	--
Most boys follow the rules in class and school.	82%	--	--	--	--	--	--
Most girls follow the rules in class and school.	--	84%	--	--	--	--	--
Boys feel safe on the way to and from school.	73%		38%	41%	--	--	72%
Girls feel safe on the way to and from school.	--	64%	38%	42%	--	--	53%
Boys feel safe when at school during school hours.	83%	--	66%	70%	--	--	97%
Girls feel safe when at school during school hours.	--	82%	65%	68%	--	--	95%
There are places at school where it is not safe for a boy to go alone.	44%	--	--	--	--	--	--

Statement	Boy Learners	Girl Learners	Men Caregivers	Women Caregivers	Men Teachers	Women Teachers	Head Teachers
There are places at school where it is not safe for a girl to go alone.	--	61%	--	--	--	--	--
Teachers treat girls and boys the same.	78%	75%	64%	69%	90%	88%	88%
Teachers do not give poverty-stricken learners a chance to participate in class.	29%	33%	23%	22%	10%	17%	22%
Sometimes teachers are unkind to learners who are disabled.	29%	39%	--	--	--	--	--
Learners are sometimes afraid to go to school for fear of punishment.	53%	50%	44%	40%	18%	11%	19%
Boys usually report when another learner punches them at school.	71%	--	64%	64%	85%	85%	88%
Girls usually report when another learner punches them at school.	--	83%	70%	70%	86%	91%	92%
Boys usually fear reporting when someone older touches their private parts	57%	--	39%	38%	21%	34%	20%
Girls usually fear reporting when someone older touches their private parts	--	57%	45%	44%	30%	37%	26%
School/District officials do nothing when learners physically hurt other learners.	20%	28%	16%	15%	3%	7%	7%
Learners know who to report to when they experience violence at school.	82%	82%					
The school provides psychological counseling to boys/girls when needed.	77%	77%	--	--	--	--	--
Boys/girls are asked for their ideas on how to improve the school.	68%	74%	--	--	--	--	--

ANNEX 5. SAMPLE BALANCE RESULTS (EGRA)

Below we present summary results for the balance tests on the learner, teacher, and head teacher surveys. For detailed balance test results, including sample sizes and means for each subgroup, refer to Annex 5.1.1.

EGRA Balance

Table 3.1 presents the summary balance test results for the EGRA scores[3]. For Luganda learners, most subtasks were balanced across treatment arms, with the exception of word segmenting, listening comprehension, and word comprehension. Even though the differences here were statistically significant, the absolute difference across groups was small. For Runyankore/Rukiga, all treatment arms show balance as compared to the control group. However, when comparing T1 and T2, we see that T2 performs marginally better than T1 in orientation to print, non-word decoding, and oral reading. For English subtasks, there is general balance, except for oral reading and reading comprehension.

Table 5.1.1: EGRA Scores Summary Balance Results

	Treatment 1 vs. Control	Treatment 2 vs. Control	Treatment 1 vs. Treatment 2
EGRA Scores (Luganda)			
Orientation to Print (total correct)	Balanced	Balanced	Balanced
Non-word decoding (total correct)	Balanced	Balanced	Balanced
Letter sounds (total correct)	Balanced	Balanced	Balanced
Total Words Segmented	T1 < C (-0.05)	T2 > C (+1.3)	Balanced
Oral reading (total correct)	Balanced	Balanced	Balanced
Reading comprehension total correct	Balanced	Balanced	T2 > T1 (+0.36)
Listening comprehension total correct	T1 > C (+0.27)	T2 > C (+0.33)	Balanced
EGRA Scores (Runyankore/Rukiga)			
Orientation to Print (total correct)	Balanced	Balanced	T2 > T1 (+0.22)
Non-word decoding (total correct)	Balanced	Balanced	T2 > T1 (+0.26)
Letter sounds (total correct)	Balanced	Balanced	Balanced
Total Words Segmented	Balanced	Balanced	Balanced
Oral reading (total correct)	Balanced	Balanced	T2 > T1 (+0.2)
Reading comprehension total correct	Balanced	Balanced	Balanced
Listening comprehension total correct	Balanced	Balanced	Balanced
EGRA Scores (English)			
Letter sounds English (total correct)	Balanced	Balanced	Balanced
Oral reading English (total correct)	Balanced	Balanced	T2 < T1 (-0.52)
Reading comprehension (English) total correct	T1 < C (-0.07)	Balanced	T2 < T1 (-0.05)
English vocabulary (total items correct)	Balanced	Balanced	Balanced

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[3] For the balance tests, standard errors were clustered at the coordinating center (CC) level. Differences across groups were considered statistically significant for p<0.05.

Learner Characteristics Balance

Table 5.1.2 presents the summary balance results for learner characteristics. For both language groups, learner characteristics are generally balanced. For Luganda, the only characteristic showing imbalance was whether the child ate a meal before going to school – where children in the control group tended to be more likely to have eaten than children in the treatment arms. In Runyankore/Rukiga schools, the only imbalance was the household asset index, where T2 learners tended, on average, to hold 0.4 more household assets than T1 learners.[4]

Table 5.1.2: Learner Characteristics Summary Balance Results

	Treatment 1 vs. Control	Treatment 2 vs. Control	Treatment 1 vs. Treatment 2
Learner Characteristics and Attendance (Luganda)			
Child is a girl	Balanced	Balanced	Balanced
Age of child	Balanced	Balanced	Balanced
Child stays with parents	Balanced	Balanced	Balanced
Child ate before going to school	T1 < C (-5%)	T2 < C (-5%)	Balanced
Child has books at home	Balanced	Balanced	Balanced
Child practices reading at home	Balanced	Balanced	Balanced
Someone reads with the child at home	Balanced	Balanced	Balanced
Household asset index	Balanced	Balanced	Balanced
Child speaks language of instruction at home	Balanced	Balanced	Balanced
Child missed a day of school last week	Balanced	Balanced	Balanced
Number of days the child missed last week (for those who missed school)	Balanced	Balanced	Balanced
Learner Characteristics and Attendance (Runyankore/Rukiga)			
Child is a girl	Balanced	Balanced	Balanced
Age of child	Balanced	Balanced	Balanced
Child stays with parents	Balanced	Balanced	Balanced
Child ate before going to school	Balanced	Balanced	Balanced
Child has books at home	Balanced	Balanced	Balanced
Child practices reading at home	Balanced	Balanced	Balanced
Someone reads with the child at home	Balanced	Balanced	Balanced
Household asset index	Balanced	Balanced	T2 > T1 (+0.4)
Child speaks language of instruction at home	Balanced	Balanced	Balanced
Child missed a day of school last week	Balanced	Balanced	Balanced
Number of days the child missed last week (for those who missed school)	Balanced	Balanced	Balanced

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[4] The household asset index is a count of the number of assets a child claimed his or her household possessed. The list of possible assets included: radio; mobile phone; electricity; television; computer; refrigerator; toilet; bicycle; motorcycle; motor vehicle.

Teacher and School Characteristics Balance

Table 5.1.3 presents results for balance on teacher and school characteristics. Teacher and school characteristics are generally balanced, though the rates of teachers being trained on teaching in the language of instruction can vary. In Luganda and Runyankore/Rukiga schools, teachers are more likely to have been trained on teaching in the language of instruction. This is likely being driven by teachers in the treatment arms having attended the LARA trainings in January. Also, in Luganda schools, teachers in the T2 arm have, on average, four additional years of teaching experience as compared to T1 teachers.

Table 5.1.3: Teacher and School Characteristics Summary Balance Results

	Treatment 1 vs. Control	Treatment 2 vs. Control	Treatment 1 vs. Treatment 2
Teacher and School Characteristics (Luganda)			
Teacher is trained on teaching in language of instruction	T1 > C (+45%)	T2 > C (+45%)	Balanced
Number of years teacher has been teaching	Balanced	Balanced	T2 > T1 (+4)
Teacher speaks language of instruction fluently	Balanced	Balanced	Balanced
At least half of the students are having reading difficulties	Balanced	Balanced	Balanced
Number of classrooms in school	Balanced	Balanced	Balanced
All classrooms are protected from the elements	Balanced	Balanced	Balanced
School has working electricity	Balanced	Balanced	Balanced
No water at school	Balanced	Balanced	Balanced
Teacher and School Characteristics (Runyankore/Rukiga)			
Teacher is trained on teaching in language of instruction	T1 > C (+37%)	T2 > C (+35%)	Balanced
Number of years teacher has been teaching	Balanced	Balanced	Balanced
Teacher speaks language of instruction fluently	Balanced	Balanced	Balanced
At least half of the students are having reading difficulties	Balanced	Balanced	Balanced
Number of classrooms in school	Balanced	Balanced	Balanced
All classrooms are protected from the elements	Balanced	Balanced	Balanced
School has working electricity	Balanced	Balanced	Balanced
No water at school	Balanced	Balanced	Balanced

5.1.1 Detailed Balance Results (EGRA)

Table 5.1.4: EGRA Score Detailed Balance Results (Luganda)

	Control		T1	
	N	Mean	N	Mean
Orientation to Print (total correct)	749	0.6	787	0.7
Non-word decoding (total correct)	747	0.1	786	0.2
Letter sounds (total correct)	749	1.7	787	2.1
Total Words Segmented	748	1.7	787	3.5**
Oral reading (total correct)	747	0.2	787	0.2
Reading comprehension total correct	14	0.3	27	0.1
Listening comprehension total correct	749	1.2	787	1.5**

	Control		T2	
	N	Mean	N	Mean
Orientation to Print (total correct)	749	0.6	806	0.7
Non-word decoding (total correct)	747	0.1	805	0.2
Letter sounds (total correct)	749	1.7	806	2.7
Total Words Segmented	748	1.7	806	3**
Oral reading (total correct)	747	0.2	804	0.2
Reading comprehension total correct	14	0.3	34	0.5
Listening comprehension total correct	749	1.2	806	1.5**
	T1		T2	
	N	Mean	N	Mean
Orientation to Print (total correct)	787	0.7	806	0.7
Non-word decoding (total correct)	786	0.2	805	0.2
Letter sounds (total correct)	787	2.1	806	2.7
Total Words Segmented	787	3.5	806	3
Oral reading (total correct)	787	0.2	804	0.2
Reading comprehension total correct	27	0.1	34	0.5***
Listening comprehension total correct	787	1.5	806	1.5

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.5: EGRA Score Detailed Balance Results (Runyankore/Rukiga)

	Control		T1	
	N	Mean	N	Mean
Orientation to Print (total correct)	822	0.5	865	0.4
Non-word decoding (total correct)	822	0.1	865	0.1
Letter sounds (total correct)	822	2.5	865	2.4
Total Words Segmented	822	2.0	865	2.1
Oral reading (total correct)	822	0.1	865	0.1
Reading comprehension total correct	12	0.8	15	0.3
Listening comprehension total correct	822	1.4	865	1.5
	Control		T2	
	N	Mean	N	Mean
Orientation to Print (total correct)	822	0.5	847	0.7
Non-word decoding (total correct)	822	0.1	847	0.4
Letter sounds (total correct)	822	2.5	847	3.2
Total Words Segmented	822	2.0	847	2.6
Oral reading (total correct)	822	0.1	847	0.3
Reading comprehension total correct	12	0.8	42	0.4
Listening comprehension total correct	822	1.4	847	1.6
	T1		T2	
	N	Mean	N	Mean
Orientation to Print (total correct)	865	0.4	847	0.7*
Non-word decoding (total correct)	865	0.1	847	0.4*
Letter sounds (total correct)	865	2.4	847	3.2
Total Words Segmented	865	2.1	847	2.6
Oral reading (total correct)	865	0.1	847	0.3*
Reading comprehension total correct	15	0.3	42	0.4
Listening comprehension total correct	865	1.5	847	1.6

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.6: EGRA Score Detailed Balance Results (English)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Letter sounds English (total correct)	1,571	1.7	1,652	2
Oral reading English (total correct)	1,567	0.4	1,650	0.2
Reading comprehension (English) total correct	151	0.07	132	0*
English vocabulary (total items correct)	1,571	11.7	1,652	11.7
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Letter sounds English (total correct)	1,571	1.7	1,653	2.6
Oral reading English (total correct)	1,567	0.4	1,652	0.4
Reading comprehension (English) total correct	151	0.07	200	0.05
English vocabulary (total items correct)	1,571	11.7	1,652	11.1
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Letter sounds English (total correct)	1,652	2.0	1,653	2.6
Oral reading English (total correct)	1,650	0.2	1,652	0.4**
Reading comprehension (English) total correct	132	0.00	200	0.05*
English vocabulary (total items correct)	1,652	11.7	1,652	11.1

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.7: Learner Characteristics Detailed Balance Results (Luganda)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Child is a girl	749	0.49	787	0.49
Age of child	680	7.4	711	7.7
Child stays with parents	749	0.74	787	0.79
Child ate before going to school	746	0.62	785	0.56*
Child has books at home	736	0.66	775	0.64
Child practices reading at home	670	0.82	733	0.81
Someone reads with the child at home	720	0.57	774	0.58
Household asset index	749	4.9	786	4.8
Child speaks language of instruction at home	749	0.44	787	0.6
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Child is a girl	749	0.49	806	0.48
Age of child	680	7.4	721	7.6
Child stays with parents	749	0.74	806	0.82
Child ate before going to school	746	0.62	804	0.56*
Child has books at home	736	0.66	803	0.68
Child practices reading at home	670	0.82	767	0.83
Someone reads with the child at home	720	0.57	795	0.59
Household asset index	749	4.9	806	4.9
Child speaks language of instruction at home	749	0.44	806	0.5

	T1		T2	
	N	**Mean**	**N**	**Mean**
Child is a girl	787	0.49	806	0.48
Age of child	711	7.7	721	7.6
Child stays with parents	787	0.79	806	0.82
Child ate before going to school	785	0.56	804	0.56
Child has books at home	775	0.64	803	0.68
Child practices reading at home	733	0.81	767	0.83
Someone reads with the child at home	774	0.58	795	0.59
Household asset index	786	4.8	806	4.9
Child speaks language of instruction at home	787	0.56	806	0.5

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.8: Learner Characteristics Detailed Balance Results (Runyankore/Rukiga)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Child is a girl	822	0.5	865	0.5
Age of child	735	8.02	756	7.91
Child stays with parents	822	0.82	865	0.85
Child ate before going to school	820	0.51	862	0.55
Child has books at home	812	0.77	847	0.72
Child practices reading at home	755	0.89	798	0.88
Someone reads with the child at home	809	0.6	846	0.6
Household asset index	822	4.25	865	4.2
Child speaks language of instruction at home	822	0.50	865	0.5
	Control		T2	
	N	**Mean**	**N**	**Mean**
Child is a girl	822	0.5	847	0.5
Age of child	735	8.02	767	7.9
Child stays with parents	822	0.82	847	0.85
Child ate before going to school	820	0.51	846	0.49
Child has books at home	812	0.77	833	0.76
Child practices reading at home	755	0.89	792	0.91
Someone reads with the child at home	809	0.6	834	0.55
Household asset index	822	4.25	847	4.6
Child speaks language of instruction at home	822	0.50	847	0.5
	T1		T2	
	N	**Mean**	**N**	**Mean**
Child is a girl	865	0.5	847	0.5
Age of child	756	7.91	767	7.9
Child stays with parents	865	0.85	847	0.85
Child ate before going to school	862	0.55	846	0.49
Child has books at home	847	0.72	833	0.76
Child practices reading at home	798	0.88	792	0.91
Someone reads with the child at home	846	0.6	834	0.55
Household asset index	865	4.21	847	4.6*
Child speaks language of instruction at home	865	0.52	847	0.5

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.9: Learner and Teacher Attendance Detailed Balance Results (Luganda)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Child missed a day of school last week	720	0.45	768	0.45
Number of days the child missed last week (for those who missed school)	296	2.2	321	2.2
Child's teacher missed a day of school last week	690	0.36	747	0.54**
Number of days teacher was absent last week (for those with absent teachers)	212	1.9	365	1.8
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Child missed a day of school last week	720	0.45	782	0.45
Number of days the child missed last week (for those who missed school)	296	2.2	335	2.1
Child's teacher missed a day of school last week	690	0.36	764	0.39
Number of days teacher was absent last week (for those with absent teachers)	212	1.9	267	1.8
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Child missed a day of school last week	768	0.45	782	0.45
Number of days the child missed last week (for those who missed school)	321	2.2	335	2.1
Child's teacher missed a day of school last week	747	0.54	764	0.39**
Number of days teacher was absent last week (for those with absent teachers)	365	1.8	267	1.8

Note: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; standard errors clustered at the CC level

Table 5.1.10: Learner and Teacher Attendance Detailed Balance Results (Runyankore/Rukiga)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Child missed a day of school last week	802	0.38	844	0.42
Number of days the child missed last week (for those who missed school)	271	2.2	309	2.3
Child's teacher missed a day of school last week	786	0.36	817	0.34
Number of days teacher was absent last week (for those with absent teachers)	245	2.1	226	1.9
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Child missed a day of school last week	802	0.38	826	0.41
Number of days the child missed last week (for those who missed school)	271	2.2	310	2.2
Child's teacher missed a day of school last week	786	0.36	829	0.35
Number of days teacher was absent last week (for those with absent teachers)	245	2.1	250	1.9
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Child missed a day of school last week	844	0.42	826	0.41
Number of days the child missed last week (for those who missed school)	309	2.3	310	2.2
Child's teacher missed a day of school last week	817	0.34	829	0.35
Number of days teacher was absent last week (for those with absent teachers)	226	1.9	250	1.9

Note: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; standard errors clustered at the CC level

Table 5.1.11: Teacher Characteristics Detailed Balance Results (Luganda)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Teacher is trained on teaching in language of instruction	40	0.5	40	0.9*
Number of years teacher has been teaching	40	13.9	40	11.9
Teacher speaks language of instruction fluently	40	0.65	40	0.63
At least half of the students are having reading difficulties	39	0.82	40	0.7
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Teacher is trained on teaching in language of instruction	40	0.5	40	0.9*
Number of years teacher has been teaching	40	13.9	40	15.9
Teacher speaks language of instruction fluently	40	0.65	40	0.78
At least half of the students are having reading difficulties	39	0.82	40	0.8
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Teacher is trained on teaching in language of instruction	40	0.9	40	0.9
Number of years teacher has been teaching	40	11.9	40	15.9*
Teacher speaks language of instruction fluently	40	0.63	40	0.78
At least half of the students are having reading difficulties	40	0.65	40	0.8

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.12: Teacher Characteristics Detailed Balance Results (Runyankore/Rukiga)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Teacher is trained on teaching in language of instruction	38	0.5	38	0.89*
Number of years teacher has been teaching	38	14.0	38	14.9
Teacher speaks language of instruction fluently	38	0.76	38	0.79
At least half of the students are having reading difficulties	37	0.54	38	0.5
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Teacher is trained on teaching in language of instruction	38	0.5	39	0.87**
Number of years teacher has been teaching	38	14.0	39	17.7
Teacher speaks language of instruction fluently	38	0.76	39	0.92
At least half of the students are having reading difficulties	37	0.54	39	0.6
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Teacher is trained on teaching in language of instruction	38	0.9	39	0.87
Number of years teacher has been teaching	38	14.9	39	17.7
Teacher speaks language of instruction fluently	38	0.79	39	0.92
At least half of the students are having reading difficulties	38	0.53	39	0.6

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 5.1.13: School Characteristics Detailed Balance Results (Luganda)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Number of classrooms in school	41	7.8	41	6.7
All classrooms are protected from the elements	41	0.66	41	0.61
School has working electricity	41	0.15	41	0.17
No water at school	41	0.17	41	0.15
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Number of classrooms in school	41	7.8	42	7.4
All classrooms are protected from the elements	41	0.66	42	0.71
School has working electricity	41	0.15	42	0.29
No water at school	41	0.17	42	0.05
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Number of classrooms in school	41	6.7	42	7.4
All classrooms are protected from the elements	41	0.61	42	0.71
School has working electricity	41	0.17	42	0.29
No water at school	41	0.15	42	0.05

Note: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; standard errors clustered at the CC level

Table 5.1.14: School Characteristics Detailed Balance Results (Runyankore/Rukiga)

	Control		T1	
	N	**Mean**	**N**	**Mean**
Number of classrooms in school	43	8.4	44	8.8
All classrooms are protected from the elements	43	0.40	44	0.45
School has working electricity	43	0.21	44	0.11
No water at school	43	0.30	44	0.18
	Control		**T2**	
	N	**Mean**	**N**	**Mean**
Number of classrooms in school	43	8.4	44	8.7
All classrooms are protected from the elements	43	0.40	44	0.55
School has working electricity	43	0.21	44	0.11
No water at school	43	0.30	44	0.27
	T1		**T2**	
	N	**Mean**	**N**	**Mean**
Number of classrooms in school	44	8.8	44	8.7
All classrooms are protected from the elements	44	0.45	44	0.55
School has working electricity	44	0.11	44	0.11
No water at school	44	0.18	44	0.27

Note: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; standard errors clustered at the CC level

ANNEX 6. SAMPLE BALANCE RESULTS (SRGBV)

This section presents summary results for the balance tests conducted with the data captured in the SRGBV surveys. Tables are presented for younger learners (6-10 years old), older learners (11+ years old), primary caregivers, teachers, head teacher and the school safety observation checklist. For detailed balance test results, including sample sizes and means for each subgroup, refer to Annex 6. Each table indicates whether or not the treatment arms were balanced ("balanced" indicates that the p-value associated with the t-test between the treatment 1 mean and the treatment 2 mean was greater than 0.05), and if not, details the imbalance—how much and in which direction. Table 6.1.1 presents balance tests results for data from the learner 6-10 survey instrument. Child characteristics and functional impairment items were completely balanced. Of the 13 items for SRGBV experiences, one item ("Did an older learner throw something at you at school last school year?") showed slight imbalance.

Table 6.1.1: Learner Survey, 6-10 years old, Summary Balance Results

	Treatment 1 vs. Treatment 2
Child Characteristics and Home Environment	
How old are you?	Balanced
Respondent is a girl	Balanced
Do you live with your mother?	Balanced
Do you live with your father?	Balanced
Do you live with a woman/women who are not related to you?	Balanced
Do you live with a man/men who are not related to you?	Balanced
Functional Impairment	
Do you have difficulty seeing, even if wearing glasses?	Balanced
Do you have difficulty hearing, even if using a hearing aid?	Balanced
Do you have difficulty getting around, such as walking or climbing steps?	Balanced
Do you have difficulty thinking, such as remembering or concentrating?	Balanced
Do you have difficulty washing all over or dressing yourself?	Balanced
Do you have difficulty being understood when you speak in the language you use at home?	Balanced
Experience of SRGBV	
Did another learner call you mean names at school last school year?	Balanced
Did another learner exclude you from games or other activities at school last school year?	Balanced
Did an older learner throw something at you at school last school year?	T1 < T2 (-5%)
Did an angry older learner chase you at school last school year?	Balanced
Did a teacher shout humiliating things at you at school last school year?	Balanced
Did a teacher push or shove you really hard at school last school year?	Balanced
Did a teacher at school slap you with a hand really hard last school year?	Balanced
Did a teacher at school hit you with a closed fist last school year on any part of your body including your head, face, hand, chest or leg?	Balanced
Did a teacher at school spank you last school year?	Balanced
Did a teacher at school hit you with a cane last school year?	Balanced
Did an older learner spy on you while you were in the toilet at your school last school year?	Balanced

	Treatment 1 vs. Treatment 2
Did an older learner force you to kiss them on the mouth when you didn't want to last school year?	Balanced
Learner indicates having experienced sexual violence from a teacher	Balanced

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Balance tests results using data captured during the learner age 11+ survey interviews is in table 6.1.2 Child characteristics and functional impairment items were completely balanced. Of the 33 items regarding SRGBV experiences, 2 item showed some imbalance. Both of these items ("Did anyone around school involve you in making sexual pictures or videos?", "Did anyone around school force you to kiss them on the mouth when you didn't want to?") were in the sexual violence section and were not commonly reported (2% and 7% of learners reported, respectively), hence why a difference of 2 percent or 3 percent between treatment arms was considered statistically significant.

Table 6.1.2: Learner Survey, 11+ years old, Summary Balance Results

	Treatment 1 vs. Treatment 2
Child Characteristics and Home Environment	
How old are you?	Balanced
Respondent is a girl	Balanced
Do you live with your mother?	Balanced
Do you live with your father?	Balanced
Do you live with a woman/women who are not related to you?	Balanced
Do you live with a man/men who are not related to you?	Balanced
Functional Impairment	
Do you have difficulty seeing, even if wearing glasses?	Balanced
Do you have difficulty hearing, even if using a hearing aid?	Balanced
Do you have difficulty getting around, such as walking or climbing steps?	Balanced
Do you have difficulty thinking, such as remembering or concentrating?	Balanced
Do you have difficulty washing all over or dressing yourself?	Balanced
Do you have difficulty being understood when you speak in the language you use at home?	Balanced
Experience of SRGBV	
Did anyone around school call you rude or hurtful names?	Balanced
Did anyone around school swear at you?	Balanced
Did anyone around school shout humiliating things at you?	Balanced
Did anyone around school refer to your being a [girl/boy] in a hurtful way?	Balanced
Did anyone around school refer to any health problems you have in a hurtful way?	Balanced
Did anyone around school embarrass you because you were an orphan/ w/o parent?	Balanced
Did anyone around school embarrass you because you were unable to buy things for school?	Balanced
Did anyone around school leave you out of your group of friends, games, or activities?	Balanced
Did anyone around school break or ruin something of yours on purpose?	Balanced

	Treatment 1 vs. Treatment 2
Did anyone around school hurt you or cause pain to you physically?	Balanced
Did anyone around school hurt you or cause pain to you physically?	Balanced
Did anyone around school slap you with a hand really hard?	Balanced
Did anyone around school hit you with a closed fist on any part of your body, including your head, face, hand, chest or leg?	Balanced
Did anyone around school push or shove you really hard?	Balanced
Did anyone around school kick you?	Balanced
Did anyone around school chase you angrily?	Balanced
Did anyone around school throw something at you?	Balanced
Did anyone around school spank you as punishment?	Balanced
Did anyone around school hit you with any type of object such as a cane, stick, belt or book?	Balanced
Did anyone around school make sexual comments about you, your body or your clothes?	Balanced
Did anyone around school spread sexual rumors about you?	Balanced
Did anyone around school send you a message with sexual comments you did not want?	Balanced
Did anyone around school threaten you with bad marks if you did not do something sexual with them?	Balanced
Did anyone around school show you pictures or videos of children doing sexual things?	Balanced
Did anyone around school make you take your clothes off when it was not for a medical reason?	Balanced
Did anyone around school involve you in making sexual pictures or videos?	T1 > T2 (+2%)
Did anyone around school force you to kiss them on the mouth when you didn't want to?	T1 > T2 (+3%)
Did anyone around school force you to touch their private parts?	Balanced
Did anyone around school touch your private parts when you didn't want them to?	Balanced
Did anyone around school give you money/food/ clothes or something else to do sexual things with them?	Balanced
Did anyone around school threaten you to make you have sex with them?	Balanced
Did anyone around school physically force you to have sex with them?	Balanced
Learner indicates having experienced sexual violence from a teacher	Balanced

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

All variables developed from the primary caregiver survey that were tested for balance across treatment arms were found to be balanced. Results are in table 6.1.3.

Table 6.1.3: Primary Caregiver Survey, Summary Balance Results

	Treatment 1 vs. Treatment 2
Adverse Childhood Events	
Did child ever live with a parent or guardian who got divorced or separated after child was born?	Balanced
Did child ever live with a parent or guardian who died?	Balanced
Did child ever live with a parent or guardian who served time in jail or prison after child was born?	Balanced
Did child ever see or hear any parents, guardians, or any other adults in [his/her] home slap, hit, kick, punch, or beat each other up?	Balanced
Was child ever the victim of violence or witnessed anyone hitting another person hard in [his/her] neighborhood?	Balanced
Did child ever live with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks?	Balanced
Did child ever live with anyone who had a problem with alcohol or drugs?	Balanced
Focal Child Characteristics	
Caregiver of a girl learner	Balanced
Child's age	Balanced
Caregiver and Household Characteristics	
Home located in town/city	Balanced
Caregiver: Some secondary education	Balanced
Finished Flooring in HH	Balanced
Finished Roof in HH	Balanced
Finished Walls in HH	Balanced

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

The treatment group balance analysis included testing whether teacher and head teacher characteristics were similar across treatment arms. The tests are summarized in tables 6.1.4 and 6.1.5. Teachers had similar levels of training, and the proportion of male teachers was similar. For head teachers, most characteristics were balanced across groups with the exception of head teachers in the T2 group reporting more training in learning behavior program (79% vs. 55%). This may seem like a large gap in training, but the sample size of 38 or 39 in each group means that the reporting difference is equal to 10 head teachers.

Table 6.1.4: Teacher Survey, Summary Balance Results

	Treatment 1 vs. Treatment 2
Teacher is male	Balanced
Have you received any instruction on teaching in this language?	Balanced
How many years have you been teaching as a trained teacher?	Balanced
Ever had training for learning behavior problems?	Balanced
Have you ever had training on how to prevent or respond to: Bullying?	Balanced
Have you ever had training on how to prevent or respond to: Physical violence?	Balanced
Have you ever had training on how to prevent or respond to: Sexual violence?	Balanced

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 6.1.5: Head Teacher Survey, Summary Balance Results

	Treatment 1 vs. Treatment 2
Head teacher is male	Balanced
Have you received any instruction on teaching in this language?	Balanced
How many years have you been teaching as a trained teacher?	Balanced
Did you serve as head teacher in this school last year?	Balanced
Ever had training for learning behavior problems?	T1 < T2 (-24%)
Have you ever had training on how to prevent or respond to: Bullying?	Balanced
Have you ever had training on how to prevent or respond to: Physical Violence?	Balanced
Have you ever had training on how to prevent or respond to: Sexual Violence?	Balanced

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

The final set of data tested for balance across treatment arms is from the school safety observation checklist. Results of the balance checks (table 6.1.6) show that 9 of 10 observational items were balanced. For the imbalanced item ("Strangers are not permitted on the schools grounds during classes or recess"), the statement was true for 44 percent of T1 schools and 68 percent of T2 schools.

Table 6.1.6: School Safety Observation Checklist, Summary Balance Results

	Treatment 1 vs. Treatment 2
Learner books or notebooks have been safe from theft in the past school year	Balanced
The water point is located near the school	Balanced
There is enough water for washing in the school today	Balanced
There is clean drinking water in the school today	Balanced
School latrines are functioning today	Balanced
Boys and girls school latrines are separate	Balanced
Adults' and children's school latrines are separate	Balanced
School latrines have working locks on the doors today	Balanced
School latrines are near to the compound	Balanced
Strangers are not permitted on the school grounds during classes or recess	T1 < T2 (-24%)

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

6.1.1 Detailed Balance Results (EGRA)

Table 6.1: Caregiver

	T1		T2	
	N	Mean	N	Mean
Caregiver of a girl learner	464	0.52	478	0.56
Child's age	464	11.51	478	11.36

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

	T1		T2	
	N	Mean	N	Mean
Did child ever live with a parent or guardian who got divorced or separated after child was born?	463	0.31	475	0.35
Did child ever live with a parent or guardian who died?	464	0.16	475	0.18
Did child ever live with a parent or guardian who served time in jail or prison after child was born?	459	0.19	472	0.21
Did child ever see or hear any parents, guardians, or any other adults in [his/her] home slap, hit, kick, punch, or beat each other up?	454	0.33	465	0.30
Was child ever the victim of violence or witnessed anyone hitting another person hard in [his/her] neighborhood?	446	0.39	456	0.37
Did child ever live with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks?	456	0.14	473	0.10
Did child ever live with anyone who had a problem with alcohol or drugs?	462	0.39	470	0.36

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

In the last school year, how often did you…	T1		T2	
	N	Mean	N	Mean
Explained to the child why something s/he did was wrong	464	1.53	477	1.60
Gave the child a reward for behaving well	461	2.70	476	2.69
Hit the child with an object (such as a stick, broom, cane, or belt)	463	2.40	477	2.39
Gave the child something else to do (in order to stop or change behavior)	463	2.53	474	2.42
Shouted, yelled, or screamed at the child	461	2.39	473	2.47
Cursed at the child	456	3.77	471	3.72
Spanked the child with bare hand	462	2.63	475	2.69
Took away the child's privileges	457	3.49	474	3.56

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

	T1		T2	
	N	Mean	N	Mean
Age of Caregiver	464	42.26	477	43.28
Home located in town/city	464	0.17	477	0.14
Caregiver: Some secondary education	461	0.38	474	0.39
Finished Flooring in HH	447	0.30	467	0.31
Finished Roof in HH	377	0.96	403	0.94
Finished Walls in HH	449	0.60	459	0.51

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 6.2: Learner 6-10 Survey

	T1		T2	
	N	Mean	N	Mean
How old are you?	767	8.90	786	8.89
Respondent is a girl	770	0.56	792	0.56
Do you live with your mother?	770	0.74	791	0.73
Do you live with your father?	770	0.64	790	0.61
Do you live with a woman/women who are not related to you?	770	0.15	788	0.14
Do you live with a man/men who are not related to you?	770	0.14	787	0.15
Do you have difficulty seeing, even if wearing glasses?	768	0.09	790	0.08
Do you have difficulty hearing, even if using a hearing aid?	769	0.08	789	0.06
Do you have difficulty getting around, such as walking or climbing steps?	768	0.07	791	0.07
Do you have difficulty thinking, such as remembering or concentrating?	768	0.24	789	0.21
Do you have difficulty washing all over or dressing yourself?	769	0.05	790	0.04
Do you have difficulty being understood when you speak in the language you use at home?	767	0.09	789	0.08
Boys are usually more intelligent than girls.	365	0.59	334	0.52
Boys are naturally better at math and science than girls.	363	0.59	324	0.59
A learner should try to fit in with friends, even if that means saying unkind things to another learner.	354	0.37	324	0.32

	T1		T2	
	N	Mean	N	Mean
It is more important for boys to do well in school than it is for girls.	362	0.61	325	0.56
Since girls have to get married, they should not be sent for higher education.	356	0.42	322	0.35
The dowry that a groom pays shows how much he values the bride.	343	0.80	307	0.79
Girls like it when boys tease and make fun of them.	362	0.26	324	0.19
Girls provoke boys by wearing short dresses.	359	0.52	316	0.39
It is a girl's fault if a teacher sexually harasses her.	347	0.34	320	0.34
It is acceptable for a teacher to get a learner pregnant if he marries her.	353	0.16	321	0.13
It is acceptable for a woman to disagree with her husband.	359	0.37	317	0.33
Men need more care as they work harder than women.	353	0.67	322	0.69
Bathing and feeding the children are the mother's responsibility.	365	0.95	336	0.93
There are times when a man needs to beat his wife.	360	0.39	327	0.37
A mother should tolerate violence from the father in order to keep the family together.	360	0.80	329	0.73*
Learners get along with each other.	363	0.94	338	0.9
Most [boys/girls] follow the rules in class and school.	366	0.82	331	0.83
[Boys/girls] feel safe on the way to and from school.	364	0.65	333	0.74*
[Boys/girls] feel safe when at school during school hours.	365	0.84	334	0.85
Teachers treat girls and boys the same.	363	0.77	331	0.75
Teachers do not give poverty-stricken [boys/girls] a chance to participate in class.	360	0.36	329	0.33
Sometimes teachers are unkind to [boys/girls] who are disabled, meaning a [boy/girl] who has difficulty seeing, hearing, thinking, talking or walking.	353	0.41	324	0.35
[Boys/girls] are sometimes afraid to go to school for fear of punishment.	362	0.57	332	0.46*
There are places at school where it is not safe for a [boy/girl] to go alone.	363	0.52	331	0.53
[Boys/girls] usually report when another learner punches them at school.	365	0.80	335	0.81
[Boys/girls] usually fear reporting when someone older touches their private parts at school.	360	0.62	322	0.54
[Boys/girls] know who to report to when they experience violence at school.	363	0.77	329	0.85
School officials do nothing when learners physically hurt other learners.	360	0.31	327	0.23
The school provides psychological counseling to [boys/girls] when needed.	358	0.73	323	0.74
[Boys/girls] are asked for their ideas on how to improve the school.	353	0.71	314	0.72
Did another learner call you mean names at school last school year?	766	0.39	786	0.42

	T1		T2	
	N	**Mean**	**N**	**Mean**
Did another learner exclude you from games or other activities at school last school year?	768	0.30	784	0.34
Did an older learner throw something at you at school last school year?	769	0.27	782	0.32**
Did an angry older learner chase you at school last school year?	766	0.24	786	0.27
Did a teacher shout humiliating things at you at school last school year?	767	0.14	786	0.12
Did a teacher push or shove you really hard at school last school year?	769	0.07	788	0.06
Did a teacher at school slap you with a hand really hard last school year?	768	0.29	789	0.3
Did a teacher at school hit you with a closed fist last school year on any part of your body including your head, face, hand, chest or leg?	768	0.07	788	0.06
Did a teacher at school spank you last school year?	767	0.13	788	0.11
Did a teacher at school hit you with a cane last school year?	767	0.80	788	0.81
Did an older learner spy on you while you were in the toilet at your school last school year?	766	0.12	784	0.11
Did an older learner force you to kiss them on the mouth when you didn't want to last school year?	758	0.04	765	0.03
Learner indicates having experienced sexual violence from a teacher	767	0.05	785	0.05
Have you ever told anyone before now about an experience you've had being hurt at school?	735	0.18	777	0.17

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 6.3: Learners 11+ Survey

	T1		T2	
	N	**Mean**	**N**	**Mean**
How old are you?	1147	12.84	1137	12.71
Respondent is a girl	1147	0.50	1137	0.51
Do you live with your mother?	1147	0.72	1136	0.69
Do you live with your father?	1147	0.60	1137	0.57
Do you live with a woman/women who are not related to you?	1147	0.10	1137	0.12
Do you live with a man/men who are not related to you?	1147	0.10	1135	0.1
Do you have difficulty seeing, even if wearing glasses?	1145	0.10	1135	0.09
Do you have difficulty hearing, even if using a hearing aid?	1145	0.06	1137	0.07
Do you have difficulty getting around, such as walking or climbing steps?	1143	0.09	1136	0.1
Do you have difficulty thinking, such as remembering or concentrating?	1145	0.24	1136	0.26
Do you have difficulty washing all over or dressing yourself?	1146	0.03	1136	0.03
Do you have difficulty being understood when you speak in the language you use at home?	1146	0.07	1137	0.06
Boys are usually more intelligent than girls.	549	0.60	527	0.52
Boys are naturally better at math and science than girls.	547	0.61	523	0.6

	T1		T2	
	N	**Mean**	**N**	**Mean**
A learner should try to fit in with friends, even if that means saying unkind things to another learner.	551	0.28	529	0.26
It is more important for boys to do well in school than it is for girls.	549	0.57	529	0.54
Since girls have to get married, they should not be sent for higher education.	549	0.28	525	0.21*
The dowry that a groom pays shows how much he values the bride.	543	0.78	519	0.79
Girls like it when boys tease and make fun of them.	550	0.18	528	0.15
Girls provoke boys by wearing short dresses.	548	0.50	526	0.42
It is a girl's fault if a teacher sexually harasses her.	546	0.34	528	0.32
It is acceptable for a teacher to get a learner pregnant if he marries her.	547	0.11	528	0.1
It is acceptable for a woman to disagree with her husband.	546	0.23	522	0.22
Men need more care as they work harder than women.	547	0.64	524	0.6
Bathing and feeding the children are the mother's responsibility.	553	0.95	530	0.94
There are times when a man needs to beat his wife.	543	0.38	529	0.3
A mother should tolerate violence from the father in order to keep the family together.	549	0.81	530	0.82
Learners get along with each other.	554	0.96	532	0.94*
Most [boys/girls] follow the rules in class and school.	552	0.84	532	0.83
[Boys/girls] feel safe on the way to and from school.	550	0.69	527	0.67
[Boys/girls] feel safe when at school during school hours.	547	0.82	530	0.8
Teachers treat girls and boys the same.	551	0.77	530	0.76
Teachers do not give poverty-stricken [boys/girls] a chance to participate in class.	547	0.32	527	0.26
Sometimes teachers are unkind to [boys/girls] who are disabled, meaning a [boy/girl] who has difficulty seeing, hearing, thinking, talking or walking.	546	0.34	526	0.3
[Boys/girls] are sometimes afraid to go to school for fear of punishment.	550	0.55	527	0.47
There are places at school where it is not safe for a [boy/girl] to go alone.	551	0.56	528	0.5
[Boys/girls] usually report when another learner punches them at school.	553	0.76	530	0.74
[Boys/girls] usually fear reporting when someone older touches their private parts at school.	551	0.57	528	0.55
[Boys/girls] know who to report to when they experience violence at school.	553	0.82	530	0.83
School officials do nothing when learners physically hurt other learners.	549	0.26	529	0.18*
The school provides psychological counseling to [boys/girls] when needed.	548	0.80	527	0.78
[Boys/girls] are asked for their ideas on how to improve the school.	543	0.74	526	0.69
Did anyone around school call you rude or hurtful names?	1144	0.42	1134	0.42
Did anyone around school swear at you?	1145	0.42	1136	0.41

	T1		T2	
	N	Mean	N	Mean
Did anyone around school shout humiliating things at you?	1145	0.42	1134	0.37
Did anyone around school refer to your being a [girl/boy] in a hurtful way?	1129	0.13	1132	0.13
Did anyone around school refer to any health problems you have in a hurtful way?	1131	0.16	1130	0.15
Did anyone around school embarrass you because you were an orphan/ w/o parent?	530	0.26	581	0.24
Did anyone around school embarrass you because you were unable to buy things for school?	1141	0.33	1135	0.3
Did anyone around school leave you out of your group of friends, games, or activities?	1146	0.35	1133	0.3
Did anyone around school break or ruin something of yours on purpose?	1145	0.47	1133	0.44
Did anyone around school hurt you or cause pain to you physically?	1144	0.38	1128	0.35
Did anyone around school hurt you or cause pain to you physically?	1146	0.35	1133	0.37
Did anyone around school slap you with a hand really hard?	1145	0.42	1131	0.4
Did anyone around school hit you with a closed fist on any part of your body, including your head, face, hand, chest or leg?	1145	0.39	1133	0.35
Did anyone around school push or shove you really hard?	1142	0.32	1132	0.28
Did anyone around school kick you?	1145	0.40	1132	0.39
Did anyone around school chase you angrily?	1145	0.33	1132	0.3
Did anyone around school throw something at you?	1144	0.38	1131	0.34
Did anyone around school spank you as punishment?	1145	0.26	1134	0.19
Did anyone around school hit you with any type of object such as a cane, stick, belt or book?	1146	0.81	1134	0.81
Did anyone around school make sexual comments about you, your body or your clothes?	1144	0.20	1135	0.19
Did anyone around school spread sexual rumors about you?	1141	0.14	1134	0.13
Did anyone around school send you a message with sexual comments you did not want?	1143	0.15	1133	0.12
Did anyone around school threaten you with bad marks if you did not do something sexual with them?	1145	0.09	1134	0.08
Did anyone around school show you pictures or videos of children doing sexual things?	1144	0.18	1131	0.16
Did anyone around school make you take your clothes off when it was not for a medical reason?	1145	0.04	1134	0.03
Did anyone around school involve you in making sexual pictures or videos?	1145	0.03	1135	0.01*
Did anyone around school force you to kiss them on the mouth when you didn't want to?	1134	0.08	1135	0.05*
Did anyone around school force you to touch their private parts?	1145	0.07	1134	0.06
Did anyone around school touch your private parts when you didn't want them to?	1146	0.14	1136	0.11
Did anyone around school give you money/food/ clothes or something else to do sexual things with them?	1145	0.06	1133	0.04
Did anyone around school threaten you to make you have sex with them?	1145	0.07	1134	0.06

	T1		T2	
	N	**Mean**	**N**	**Mean**
Did anyone around school physically force you to have sex with them?	1143	0.06	1136	0.04
Learner indicates having experienced sexual violence from a teacher	1147	0.10	1135	0.07
Have you ever told anyone before now about an experience you've had being hurt at school?	1141	0.20	1127	0.22

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 6.4: Teacher

	T1		T2	
	N	**Mean**	**N**	**Mean**
Teacher is male	113	0.53	112	0.52
Have you received any instruction on teaching in this language?	111	0.69	110	0.67
How many years have you been teaching as a trained teacher?	113	10.96	112	12.88
Ever had training for learning behavior problems?	113	0.63	112	0.63
Have you ever had training on how to prevent or respond to: Bullying?	71	0.56	70	0.56
Have you ever had training on how to prevent or respond to: Physical violence?	71	0.42	71	0.48
Have you ever had training on how to prevent or respond to: Sexual violence?	71	0.63	71	0.56

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 6.5: Head Teacher

	T1		T2	
	N	**Mean**	**N**	**Mean**
Head teacher is male	39	0.72	39	0.79
Have you received any instruction on teaching in this language?	39	0.87	39	0.9
How many years have you been teaching as a trained teacher?	39	21.10	39	19.44
Did you serve as head teacher in this school last year?	38	0.84	37	0.78
Ever had training for learning behavior problems?	38	0.55	39	0.79*
Have you ever had training on how to prevent or respond to: Bullying?	22	0.50	31	0.71
Have you ever had training on how to prevent or respond to: Physical Violence?	21	0.62	30	0.6
Have you ever had training on how to prevent or respond to: Sexual Violence?	21	0.57	31	0.71

Note: * p<0.05 ** p<0.01 *** p<0.001; standard errors clustered at the CC level

Table 6.6: School Observations

	T1		T2	
	N	**Mean**	**N**	**Mean**
Learner books or notebooks have been safe from theft in the past school year	33	0.727	36	0.67
The water point is located near the school	36	0.639	37	0.65
There is enough water for washing in the school today	36	0.472	37	0.46
There is clean drinking water in the school today	36	0.222	37	0.27
School latrines are functioning today	36	0.917	37	0.92
Boys and girls school latrines are separate	36	0.861	37	0.89
Adult's and children's school latrines are separate	36	0.833	37	0.81
School latrines have working locks on the doors today	36	0.278	37	0.38
School latrines are near to the compound	36	0.917	37	0.89
Strangers are not permitted on the school grounds during classes or recess	36	0.444	35	0.69*

Note: * $p<0.05$ ** $p<0.01$ *** $p<0.001$; standard errors clustered at the CC level

ANNEX 7. SOW

SECTION C – STATEMENT OF WORK

C.1 OVERVIEW

C.1.1 Activity Title:

"Performance and Impact Evaluation for the Literacy Achievement and Retention Program" (LARA-P&IE)

C.1.2 Contract Purpose

The United States Agency for International Development Mission in Uganda (USAID/Uganda), in collaboration with the Africa Bureau, Office of Sustainable Development, Education Division (AFR/SD/ED) requires technical assistance to conceptualize and conduct a performance and impact evaluation of the five-year Literacy Achievement and Retention Activity (LARA) (Cooperative Agreement AID-617-A-15-00009, awarded April 1, 2015). The purpose of this performance and impact evaluation is to evaluate the extent to which intended outcomes are being achieved and the effectiveness of program approaches and interventions. The impact evaluation will test the extent to which the program's activities improve reading skills and retention in primary grades. A particular focus will be the activity's impact on student safety and school-related gender-based violence (SRGBV) and to what extent these result in measurable impact on student learning, specifically early grade reading.[1] The results are expected to be used by USAID, other development organizations, and local stakeholders to inform policy and program design in the education sector. Additionally, the evaluation will provide evidence necessary for effective dialogue with policy makers and other education stakeholders to raise awareness of the seriousness of SRGBV.

Within 30 days of the award, the LARA-P&IE Contractor will begin working closely with USAID and the LARA Implementing Partner (IP) to identify the best way to evaluate retention in recognition of concerns about the availability and reliability of data and other constraints. The USAID Contracting Officer's Representative (COR) will approve the design option that is selected to evaluate retention as well as the overall design of the P&IE. The LARA P&IE Contractor will identify, collect and analyze data to support the impact evaluation of Results 1 and 2. A final data collection plan will be approved by the COR as part of the overall P&IE design and work plan. It is crucial that USAID, the LARA IP, and the LARA P&IE Contractor work closely together to create a viable evaluation design.

C.2 BACKGROUND

C.2.1 School Related Gender-Based Violence[2]

One factor contributing to poor student retention is unsafe learning environments. In developing countries, school-related gender-based violence (SRGBV) is especially prevalent. In a survey conducted in Uganda, more than 33 percent of school children reported having been in a physical fight during the

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[1] USAID acknowledges that measuring for a causal relationship may be too complex for the scope of this contract given the linkages assumed in the LARA Results Framework between SRGBV and retention, and retention and educational achievement as measured through early grade reading assessment outcomes. Evaluation questions will be developed in consultation with the LARA IP and USAID. The Contractor is responsible, in consultation with the LARA IP, and USAID, for determining which relationships are appropriate and realistic to measure.

[2] SRGBV includes physical, sexual or psychological violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality or gender identities. The underlying intent of this violence is to reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment. Unequal power relations between adults and children and males and females contribute to this violence, which can take place in the school, on school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, other school staff, students, or community members. Both girls and boys can be victims, as well as perpetrators. SRGBV results in sexual, physical, or psychological harm to girls and boys.

school year.[3] Other research reports that children may be subjected to a range of school violence including corporal punishment, humiliation, fighting, sexual harassment and assault, and bullying based on gender, sexuality, disability, stigmatized illness, or minority group status. Direct and indirect experiences of school violence can also lead to school avoidance, low student participation in class, an inability to concentrate in class, and poor student attitudes towards school. Though sparse, some studies have reported an association between the safety of schools and educational achievement. The patchy evidence that school violence has a negative impact on educational achievement is compelling and a relationship that USAID seeks to further explore.

The USAID Africa Bureau is addressing SRGBV through the Opportunities for Achievement and Safety in Schools (OASIS) program, which aims to conduct and disseminate research further investigating a causal link between non-violent, safe schools and learning through a series of analytic and outreach activities. OASIS will conduct rigorous evaluations of safe schools intervention programs in a select number of USAID sub-Saharan countries to test their impact on educational achievement. The LARA P&IE represents a major effort to support the goals of OASIS.

C.2.2   USAID Evaluation a Policy and Required Data Reporting

USAID introduced an Evaluation Policy in 2011 emphasizing that to be effective stewards of public resources, USAID's policy and investment decisions must be based on the best empirical evidence available. USAID's evaluation policy aims to increase our focus on rigorous data collection and evaluation techniques.

The USAID Policy defines performance evaluations as those evaluations that focus on descriptive and normative questions: what a particular project or program has achieved (either at an intermediate point in execution or at the conclusion of an implementation period); how it is being implemented; how it is perceived and valued; whether expected results are occurring; and other questions that are pertinent to program design, management and operational decision making. Performance evaluations often incorporate before-after comparisons, but generally lack a rigorously defined counterfactual.

According to USAID policy an impact evaluation measures the change in a development outcome that is attributable to a defined intervention: impact evaluations are based on models of cause and effect and require a credible and rigorously defined counterfactual to control for factors other than the intervention that might account for the observed change. Impact evaluations in which comparisons are made between beneficiaries, who are randomly assigned to either a treatment or a control group, provide the strongest evidence of a relationship between the intervention under study and the outcome measured.

The USAID Evaluation Policy specifies that "In cases where impact evaluations are undertaken to examine the relationship between an intervention or a set of interventions and changes in a key development outcome, a parallel contractual or grant agreement will be established at the inception to accompany implementation." It is with this intention that USAID/Uganda has released this RFP for the LARA P&IE.

C.2.3 USAID/Uganda Mission and Africa Bureau Collaboration on Ideas and Learning

A central principle to USAID/Uganda's programming approach is the Collaborating, Learning and Adapting Agenda (CLA). The CLA Agenda acknowledges that program design and implementation occur in dynamic contexts, that information is often incomplete and that policy and implementation environments change. The CLA Agenda aims to ensure that as programs are designed, a deliberate attempt is made for systematic information gathering, reflection, and adaptation of USAID programs to reflect Uganda's evolving context and needs. The Africa Bureau's Office of Sustainable Development is also charged with generating new ideas that respond to global development challenges and is collaborating with USAID/Uganda on the evaluation contract through its OASIS program. The

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[3] World Health Organization.2003.Global school-based student health survey Uganda.
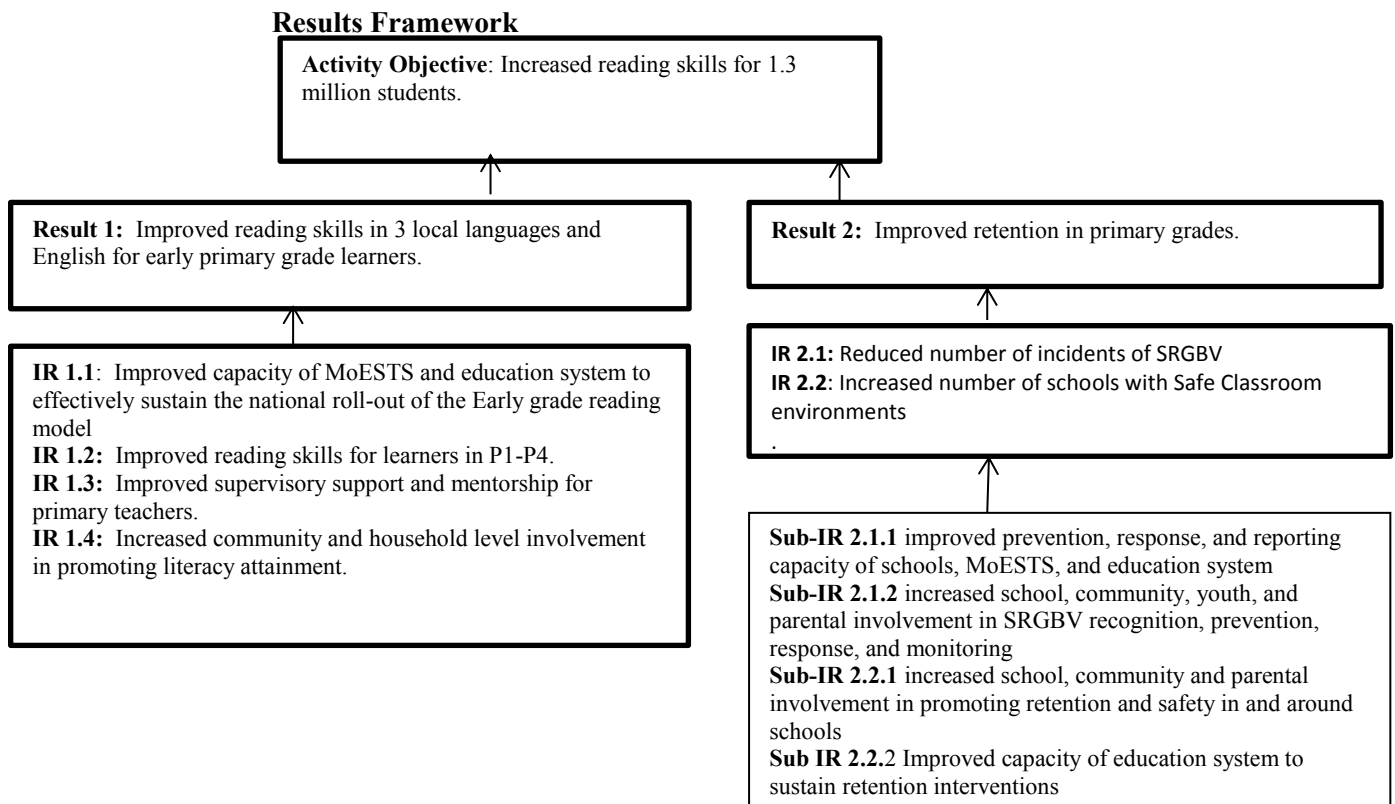
evaluation activities envisioned under this impact evaluation contract support the Mission's CLA Agenda and the Africa Bureau's OASIS program with the goal to advance research specifically related to SRGBV and reading outcomes. Because SRGBV is such a severe problem, with research sorely needed, exceptional collaboration, learning, and ongoing adaptations by the LARA Implementing Partner (IP), the LARA-P&IE Contractor, and USAID are essential.

C.2.4 Literacy Achievement and Retention Activity

LARA's purpose is to improve key aspects of reading skills in both English and three local languages in the early primary grades (Result 1); and improve the retention of learners in the primary grades (Result 2). The LARA program description serves as the primary technical reference for the LARA P&IE. LARA and the LARA P&IE will collaborate closely and directly with each other, and this collaboration will extend to the Ministry of Education, Science, Technology, and Sports (MoESTS) and USAID to develop the evaluation design, P&IE data collection systems, and the selection procedures required for an experimental or quasi-experimental impact evaluation.

Because LARA is results based, the P&IE Contractor will not have full knowledge of planned interventions and sample size until after the P&IE award is issued. Upon award of the two instruments, the two partners, together with USAID and MoESTS, must work collaboratively to create and agree upon a rigorous evaluation design for LARA Results 1 and 2, including the definition of carefully selected indicators that provide meaningful measures of performance and impact that support both the overall evaluation goals of USAID's international policies and guidelines, and USAID/Uganda in particular.

C.2.5 LARA Results Framework

Results Framework

Activity Objective: Increased reading skills for 1.3 million students.

Result 1: Improved reading skills in 3 local languages and English for early primary grade learners.

Result 2: Improved retention in primary grades.

IR 1.1: Improved capacity of MoESTS and education system to effectively sustain the national roll-out of the Early grade reading model
IR 1.2: Improved reading skills for learners in P1-P4.
IR 1.3: Improved supervisory support and mentorship for primary teachers.
IR 1.4: Increased community and household level involvement in promoting literacy attainment.

IR 2.1: Reduced number of incidents of SRGBV
IR 2.2: Increased number of schools with Safe Classroom environments
.

Sub-IR 2.1.1 improved prevention, response, and reporting capacity of schools, MoESTS, and education system
Sub-IR 2.1.2 increased school, community, youth, and parental involvement in SRGBV recognition, prevention, response, and monitoring
Sub-IR 2.2.1 increased school, community and parental involvement in promoting retention and safety in and around schools
Sub IR 2.2.2 Improved capacity of education system to sustain retention interventions

LARA will focus on achieving the Results and Intermediate Results in the Results Framework. The finalized Activity Results Framework must lend itself to impact evaluation through a clear articulation, to the extent possible, of the causal linkages building from sub-IRs to Program Results.

One major focus of the impact evaluation will be to test the hypothesis that if SRGBV is reduced, then children's learning (as measured through the early grade reading assessment (EGRA) tools) will improve. The LARA P&IE Contractor will identify, collect, and analyze data to support the impact evaluation of Results 1 and 2. A final data collection plan will be approved by the COR as part of the overall P&IE design and work plan. Below is a brief summary of LARA Results 1 and 2.

Result 1: *Improved reading skills in three local languages and English for primary grade learners.*

LARA will scale-up and implement the Early Grade Reading model (EGR) in 28 districts. This will include training teachers, tutors, and district officials, providing support supervision for teachers, as well as printing and distributing teacher and pupil reading materials[4] in 3 local languages and English. Special emphasis will be placed on collecting data and information on Primary 4, the transition year from local language to English. The LARA IP must collect and analyze information on key factors contributing to a successful transition from the use of the local language to English as the main means of gaining academic information and skills. Increased reading comprehension will be the focus of P4 interventions. The activity will continue to strengthen MoESTS support-supervision processes to ensure teachers receive sufficient support as they use the materials and put into practice the newly acquired teaching methodologies in the classroom. Additionally, the activity will develop and carry out community and household level interventions to promote literacy in communities and at homes by mobilizing youth and family members.

Indicators:

The LARA P&IE Contractor will provide technical assistance to the LARA IP and USAID in revising the Results Framework as needed, in selecting impact indicators, and in developing the Activity Monitoring and Learning Plan.

Required Data Collection Activities:

The full lists of activities for LARA are in the program description. The LARA P&IE Contractor will identify, collect, and analyze data to support the impact evaluation of Result 1, incorporating available information and data from MoESTS and other sources.

Result 2: *Improved retention in primary grades.*

Promoting a safer primary learning environment is expected to increase retention because learners will be able to focus on their lessons and feel secure enough to stay in school. Ensuring a safe learning environment includes non-violent classroom management, positive discipline, safeguarding of children's rights, and the prevention, response and reporting of school-related gender-based violence. [5]

The activity will focus on introducing classroom management practices that create a safer learning environment. Community-based approaches will be developed or strengthened to promote accountability for students' safety and to increase retention rates. These interventions must be fully coordinated with other USAID IPs working in the child protection sector. Training will be provided for teachers, parents, community members, and learners on how to curb gender-based violence and other forms of abuse within the school system.

Indicators:

Impact indicators will be selected in collaboration with USAID and the LARA IP.

Required Data Collection Activities:

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[4] Instructional materials are being designed by the School Health and Reading Program.
[5] USAID's Doorways materials are a necessary reference: http://www.usaid.gov/documents/1865/doorways-training-manual-school-related-gender-based-violence-prevention-and-response

The LARA IP will conduct a rapid assessment to identify the most important causes of primary students "dropping out," focusing on critical vulnerabilities for children at schools---special attention will be given to vulnerabilities faced by girls and SRGBV. The P&IE Contractor will have the responsibility for identifying and collecting data for the Result 2 impact evaluation, incorporating information and data from MoESTS and other sources as appropriate for the final performance evaluation. Overall primary survival rate improvements will not be available during the life of the activity because the seven-year primary cycle in Uganda is longer than the length of the activity.

Expected Outcomes:

An overall decrease in learners' exposure to violence, including physical, sexual, and psychosocial, in schools and nearby communities will lead to improved retention for learners, providing overall support to literacy interventions.

C.2.6. Activity Monitoring and Evaluation for LARA

Project monitoring and evaluation (M&E) for LARA is a requirement of the LARA IP, who will track a range of indicators (input, output, and outcome) that are relevant for each of its components and consistent with USAID's performance monitoring and evaluation policies, including financial data to permit costing and financial analysis. The P&IE Contractor will contribute to identifying essential data necessary to support activity monitoring and evaluation. Best practices will be documented and presented to appropriate forums. The LARA IP is expected to work closely and continuously with the P&IE Contractor to coordinate, plan, and implement a literacy and retention learning agenda as well as the performance and impact evaluation.

C.3.   EVALUATION RATIONALE

Primary reading achievement levels in Uganda are dismal, with alarming implications for long-term economic growth, health outcomes, and democratic governance. At this point in the development of Uganda's early grade reading approach, solid impact data are crucial to support the efforts of the MoESTS and the three MoESTS-backed early grade reading activities that USAID is supporting in 85 of Uganda's 112 districts. The need for a focus on Result 2 is based on current knowledge of school safety and school-related gender-based violence (SRGBV), which has been associated with lower enrollment, low and intermittent attendance, and higher drop-out rates. A recent literature review suggests that SRGBV also negatively impacts learning outcomes, suggesting that SRGBV may be a significant obstacle in the way of achieving USAID's Education Strategy Goals 1 and 3, improved reading skills for 100 million children in primary grades (Goal 1) and increased equitable access to education in crisis and conflict environments for 15 million learners (Goal 3). However, the relationship between SRGBV and educational outcomes is still not well understood. The evidence that does exist comes largely from correlational studies or smaller-scale studies from developed countries, and is largely restricted to bullying but does not include rigorous studies of other types of SRGBV. One of the specific recommendations of the aforementioned literature review is to conduct a number of impact evaluations of programs designed to reduce SRGBV in developing countries. Such impact evaluations would enable a better understanding of the relationship between SRGBV and learning.

The purpose of the impact evaluation is to test the extent to which the program's Result 1 activities improve primary reading skills, and the extent to which Result 2 activities intended to promote student safety and reduce SRGBV improve student learning, specifically early grade reading. The overall development hypothesis for this activity is if USAID/Uganda supports early-grade reading and complementary retention interventions, including reduction of SRGBV, and works through MoESTS systems at all levels to strengthen their capacity to sustain EGR methodology implementation at scale, then better quality educational services will become more accessible, higher literacy levels will be achieved, and primary retention rates will increase, providing foundational support to broad-based economic growth, health outcomes, and democratic governance.

A key element of the development hypothesis is that reduced incidence of SRGBV leads to improved retention and improved learning as measured by early grade reading test scores. The evaluation will enable a better understanding of the mechanisms and impact of SRGBV, especially on learning. Understanding the link between SRGBV and learning is critical for future programming: if SRGBV prevents students from learning, then interventions focused on academic issues, by themselves, will not be sufficient.

Impact evaluation questions for Results 1 and 2 will be developed and finalized by the P&IE Contractor, the LARA IP, and USAID during the early collaboration phase.

C.4   EVALUATION DESIGN AND METHODOLOGY

The P&IE Contractor will execute a descriptive and analytical performance evaluation employing qualitative and quantitative methods of data collection. Qualitative methods will include document review; key informant interviews at the national, district, and school level, focus group discussions, and school and classroom observation. Monitoring data and performance feedback from all activities will be considered. Quantitative data collected through EGRA and other sources will be developed to meet the need of the impact evaluation. Purposeful sampling of schools and districts will be employed. Data quality and analysis will be validated through triangulation of multiple sources and stakeholders. Performance evaluation questions covering management, learning, design, implementation, and results will be developed in consultation with the LARA IP and USAID.

The P&IE Contractor's impact evaluation design will address the extent to which quantitative and qualitative data can be used, and how to measure the impact of the five-year LARA activity on student learning, retention, and safer classrooms (i.e., reduced school-related gender-based violence); it will, where possible, include comparative analysis of the factors contributing to program results. It is anticipated that impact will be measured at the level of the program's target schools. There will be both treatment and control schools. The estimated total number of schools in the 28 target districts is 3,847; this number will be clarified as part of the rapid start-up assessment done by LARA. Some treatment schools will receive Results 1 activities, some treatment schools will receive both Results 1 and 2 activities, and the method of selecting control schools will be determined by USAID and the LARA IP in consultations with the P&IE Contractor and MoESTS, considering the lessons learned from the School Health and Reading Program.

The regulations and processes of the Government of Uganda review boards that regulate research at all levels will be clearly identified and followed by the P&IE Contractor, and included in the Work Plan.

The evaluation design will clearly define how impact will be defined and measured and examine the strength of the development hypotheses and causal relations that formed the basis for the Activity Results Framework. Because the impact evaluation is intended to advance a global research agenda, it will be designed to address the information and management needs of the MoESTS and the USAID/Uganda Mission, but also to further USAID's Agency-wide priorities for literacy and the prevention and response to school-related gender-based violence, within implementation constraints.

It is expected that an experimental or quasi-experimental design will be the primary methodology used, depending on selection of program and control schools, which must be coordinated with the LARA IP. The contractor is expected to develop methodologies and tools to measure SRGBV, retention, and other appropriate aspects of both Results 1 and 2, and collect supporting impact data in coordination with the LARA IP and USAID.

Additionally, impact evaluations conducted in isolation from other sources of information are vulnerable both technically and in terms of their potential effectiveness. Therefore, data collection and evaluation will include contextual factors, such as changes in policy, other interventions in the same districts, and others. While impact evaluations may produce reliable estimates of the causal effects of the safe school package of interventions, they aren't designed to provide insights into the program implementation.

Because of this, the performance evaluation and specific use of qualitative data will be required to examine aspects of the safe school interventions, in order to inform and interpret the results from the impact evaluation. Complementary qualitative research will produce more comprehensive answers to the evaluation questions.

The evaluation design and corresponding methodologies will be developed jointly with the LARA Program IP, USAID and MoESTS after the award of the P&IE contract.

C.5   EVALUATION PRODUCTS

In collaboration with the USAID COR and LARA, the Contractor is expected to develop the methodology and analysis required to execute the contract, and specifically the following deliverables:

	Contract Deliverables	Year
1	**Evaluation Design and Overall Activity Work Plan**	Year 1
2	**Data Collection Tools Report**	Year 1
3	**Baseline Enumerator Training and Reporting** 3.A Training Plan 3.B Training Report	Year 1
4	**Baseline Impact Data Collection;** (to be determined as indicated in C.5.1)	Year 1
5	**Baseline Descriptive Data Report**	Year 2
6	**Mid-term Impact and Final Performance Data Collection**	Year 4-5
7	**Mid-term Impact and Final Performance Evaluation**	Year 5
8	**Endline Enumerator Training and Reporting** 7.A Training Plan 7.B Training Report	Year 5
9	**Endline Impact Data Collection**	Year 5
10	**Endline Impact Report**	Year 5
11	**Final Impact and Performance Evaluation**	Year 5
12	**Learning Workshops for Evaluation Findings with a CLA focus** (see above C.2.3, and below C.5.11): 12.A. Mid-term Learning Workshops 12.B. Final Learning Workshops	 Year 4-5 Year 5

C.5.1   Evaluation Design and Overall Activity Work Plan (Deliverable 1)

USAID's Evaluation Policy recognizes that the ability to conduct performance and impact evaluations requires that key elements of project evaluation design must be coordinated from the program's inception. USAID's purpose in issuing two parallel instruments—one for program implementation and the other for evaluation—is to enable consultation and collaboration in ensuring that the critical elements for evaluation design are jointly considered and agreed upon by all stakeholders from the outset of the program. It is expected that upon award of these instruments, the two implementers will communicate and work together, consulting USAID and MoESTS, to develop a rigorous evaluation design and plan. The collaborative process, its outcomes and challenges must be documented in a detailed design and work-plan document to be approved by the USAID COR. Deliverables and Payment Schedule may change as a result of completing Milestone 1 of B.4. The evaluation design and plan will, at a minimum, address the following components:

A.   Design Rationale

The LARA program description will guide the P&IE Contractor regarding the design rationale of the LARA P&IE, and the P&IE Contractor will work with LARA and USAID to define key areas to be

addressed in terms that will enable measurement, performance and impact evaluation. The design rationale will describe the research/evaluation activities that are explicit and/or implicit to the activity design, and the opportunities and constraints of the implementing context of the activity.

B.   Finalized Program Results Framework

Changes to the Activity Results Framework may be proposed by the P&IE Contractor to strengthen the foundation for rigorous performance and impact evaluations. It will clearly differentiate between the Activity Results, the Intermediate Results that are necessary to accomplish those results, and proposed activities that will lead to Intermediate and Activity Results. The results framework will also clearly identify the most critical assumptions and other changes in the operating environment that may influence the activity outcomes. It is important that this Activity Results Framework clearly illustrate possible causal relationships to justify the selection of the impact evaluation designs, recognizing that inter-dependency dynamics between sub I.R.s, feedback loops and participant attrition rates may also require special considerations

C.   Selection of Subjects and Comparisons

The selection of subjects largely determines potential impact evaluation designs and methodologies, including the distinction between experimental and quasi-experimental design. The selection of subjects must necessarily be guided by the program's planned strategic approaches and treatments, which will also influence the determination of how to constitute a comparison or control group. The selection of subjects will be done by the LARA IP in consultations with the P&IE Contractor, USAID and MoESTS. Both the locus and mode of selecting subjects will be clarified, including whether to use centralized locus and randomized selection, or instead to choose a quasi-experimental impact evaluation design. This section will discuss the selection of either a comparison or control group, or explain in detail any other evaluation methodology agreed upon for assessing the counterfactual. If using a quasi-experimental design, this section will discuss threats to internal/external validity of the proposed design, and propose means of countering those threats when selecting subjects and comparisons.

D.   Description of Treatment(s)

In partnership with the LARA IP and the MoESTS, the research design/evaluation plan will briefly summarize the treatment(s) planned under Results 1 and 2. If multiple treatments are intended for the same group, a description will be included for each of the key treatments that will be assessed as separate factors contributing to program impact. To the extent that different treatments are intended for different groups (i.e., within target schools or districts vs. at the national level), differences between those treatments will be clearly articulated. Treatment(s) will be described concisely, but with adequate detail on component activities to serve as the basis for formulating questions and methodologies for the performance evaluation, and to draw useful conclusions regarding effective program design based upon the findings of the impact evaluation. The design must propose the method and timing to integrate control schools into the activity (i.e. receive treatments).

E.   Data Collection, Quality, and Measurement Systems

The P&IE Contractor will describe and define the impact data collection and measurement systems that will be used at a level of detail that is adequate to ensure the capacity for rigorous impact evaluation. This requires consultation among all stakeholders including MoESTS on which measurement systems will be designed, using which data collection tools, with what frequency, and from which subjects and comparison groups. The impact measurement systems must generate baseline and endline data adequate to inform the impact evaluation. Decisions on data collection will also consider USAID reporting requirements. The LARA P&IE Contractor will identify, collect, and analyze data to conduct the impact evaluation of Results 1 and 2. Any additional data collection planned by the P&IE Contractor will be described in this section.

Data on SRGBV will include data on attitudes and opinions relating to SRGBV as well as gender-based violence and gender equality more broadly, frequency and type of corporal punishment, bullying, physical violence, sexual harassment and sexual violence. Data collection on school enrollment, attendance, retention and completion and learning outcomes will include EGRA assessments in line with the Education Strategy Implementation Guidance and Technical Notes. All data will be disaggregated by sex; other factors by which to disaggregate (such as geographical location, age, or urban vs. rural areas) may be determined (when possible). Baseline data collection will be done with cluster 2 schools before program interventions begin and endline data during year five; all data collection timelines will be coordinated among stakeholders, with timelines adjusted to meet implementation constraints such as school terms and MoESTS standardized testing.

The Evaluation Design and Activity Work Plan will define roles and responsibilities of different parties, and include an implementation timeline of the five-year life of the program.

Deliverable 1 must be technically approved by USAID and officially submitted to the USAID Contracting Officer's Representative (COR) within six months of program start-up. It is expected that the initial rapid assessment done by LARA will yield important information for the design of the P&IE evaluation and may necessitate some adjustments to the Work Plan.

C.5.2 Data Collection Tools Report (Deliverable 2)

The P&IE Contractor must define the types of assessment tools, instruments and processes needed to yield quantitative and qualitative data (where appropriate and needed), and select or develop appropriate assessment tools for obtaining information about safe schools, including identification of the most common factors that lead to SRGBV, in coordination with the School Health and Reading Program and the LARA IP.

Assessment tools are required for the baseline and end line data collections. Where possible and appropriate, these tools will be identified from existing USAID assessment tools, in consultation with the LARA IP[6]. Other assessment tools available through the international community that do not require copyright royalty payments or other user fees may also be considered. If the P&IE Contractor identifies key areas that cannot be assessed through existing tools, the development of new assessment tools may be necessary, which will require pre-testing and possible revisions. The P&IE Contractor will identify and assess the relevance of assessment tools to those factors generally considered related to safe schools. The Contractor will recommend additional assessment tools, survey-type instruments, key informant type instruments, or other methodological approaches when appropriate and determine whether or not they need to be developed.

Deliverable 2 must be technically approved by USAID and officially submitted to the USAID Contracting Officer's Representative within eight months of program start-up.

C.5.3 Baseline Enumerator Training and Reporting (Deliverable 3)

3.A. The P&IE Contractor will develop a plan for recruiting and training of enumerators in a timely fashion, so that training is completed prior to data collection. Methods for assessing enumerators' ability to administer the surveys in a child- and gender-sensitive manner will be included. Using LARA and other previously-trained enumerators will be considered.

3.B. A report on the actual training will be submitted.

Deliverable 3.A will be submitted within ten months of program start-up. 3.B will be submitted to the USAID Contract Officer's Representative for approval within one month after completion of training.

C.5.4 Baseline Impact Data Collection (Deliverable 4)

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[6] USAID does not maintain a list of its assessment tools. Internet searches of IPs' website may yield a range of assessment tools developed under a contract with USAID.

Prior to the beginning of the baseline data collection, the Contractor will coordinate with the LARA IP to identify effective referral and after-care services that are in place to support students who may be identified by participating in the baseline when possible. Baseline impact data will be collected before the start of treatments. The LARA P&IE Contractor will identify and collect baseline data to support the performance and impact evaluation of Results 1 and 2 in close coordination with USAID and the LARA IP.

Deliverable 4, the baseline impact data collection, will be completed before the start of treatments and will be described in the work plan and evaluation design, and reported as described below in C.5.5 as part of Deliverable 5.

C.5.5 Baseline Descriptive Data Report (Deliverable 5)

The content format and presentation of the baseline report will be determined in consultation with the USAID COR.

Deliverable 5 must be submitted to the USAID Contracting Officer's Representative for approval within three months after the baseline data collection.

C.5.6 Mid-Term Impact and Final Performance Data Collection (Deliverable 6)

The LARA P&IE Contractor will identify and collect data to support the final performance and mid-term impact evaluation of Results 1 and 2 in close coordination with USAID and the LARA IP.

Deliverable 6, the mid-term impact and final performance data collection, will be described in the work plan and evaluation design, and reported as described in C.5.7 as part of deliverable 7. The data collection will be completed one month before the midline date.

C.5.7 Mid-Term Impact and Final Performance Evaluation Report (Deliverable 7)

The P&IE Contractor will execute a final performance evaluation employing qualitative and quantitative methods of data collection as described above in C.4. Deliverable 7 will include a mid-term impact and final performance evaluation data collection section reporting on Deliverable 6.

Deliverable 7 must submitted to the USAID COR eight months after the midline date.

C.5.8 End line Enumerator Training and Reporting (Deliverable 8)

8.A. The P&IE Contractor will develop a plan for recruiting and training of enumerators in a timely fashion, so that training is completed prior to data collection. Methods for assessing enumerators' ability to administer the surveys in a child- and gender-sensitive manner will be included. Using LARA and other previously-trained enumerators will be considered.

8.B. A report on the actual training will be submitted.

Deliverable 8.A will be submitted two months prior to the enumerating training. 8.B will be submitted to the USAID Contract Officer's Representative for approval within one month after completion of training.

C.5.9 End line Impact Data Collection (Deliverable 9)

Endline impact data will be collected within the first eight months of Year 5.

For Deliverable 9 the end line impact data collection will be described in the work plan and evaluation design, and reported as described below.

C.5.10 End line Impact Data Report (Deliverable 10)

The content format and presentation of the end line findings will be based on what is approved for the previous reports. This detailed report will contain an executive summary, analysis of impact evaluation findings and implications for USAID and the MoESTS, and any written and/or visual presentations planned for dissemination.

Deliverable 10 must be submitted to the USAID Contracting Officer's Representative within two months after the end line data collection.

C5.11 Final Impact and Performance Evaluation (Deliverable 11)

The P&IE Contractor will execute a final impact evaluation employing qualitative and quantitative methods of data collection as described above. Format and content will be developed before the end of year four based on previous reporting and in consultation with the USAID COR.

Deliverable 11 must submitted to the USAID COR for approval four months before the end of the program.

C.5.12 Learning Workshops for Evaluation Findings with a CLA focus (Deliverable 12)

The performance and impact evaluation results will contribute to learning through CLA workshops with stakeholders in Uganda, with invitations extended to international stakeholders in consultation with the COR. A specific plan for workshops will be developed as part of the initial Evaluation Design and Overall Activity Work Plan and budgeted as part of the overall P&IE contract. The proposed workshop plan will consider logistics and whether it is better to have central workshops in Kampala or to include regional workshops. The basic components are: 12.A Mid-term Learning Workshop/s, and 12.B Final Learning Workshop/s to be developed in consultation with the COR.

Deliverable 12 is due as follows: 12.A is due within 3 months after the completion of the mid-term performance report. 12.B is due at least 3 months before the end of the award. 12.C- at least 3 months before the end of the award.

C.6   GUIDING PRINCIPLES AND USAID POLICY

The following are guiding principles that will help in the successful implementation of this evaluation.

C.6.1   USAID Evaluation Policy

The P&IE Contractor must ensure that the evaluation follows the USAID Evaluation Policy requirements for rigorous impact evaluations.

C.6.2   Data Quality Standards

The P&IE Contractor must ensure that the P&IE adheres to USAID's requirements for data quality. USAID data quality standards are detailed in the Automated Directives System (ADS) 578 and ADS 203, which will be provided to the Contractor. The P&IE Contractor will do data quality assessments for LARA as part of the Performance and Impact Evaluation Design and Work Plan (see above, C.5.1,)

The Contractor will provide data, technical materials, and other information produced in the execution of USAID funded activities

The Contractor will provide USAID with data, technical materials, and other relevant materials produced in the execution of this Award. This includes pedagogical materials and other technical inputs developed to support early grade reading outcomes and other Award objectives, as well as data and information needed for reporting under the relevant foreign assistance objectives, areas and elements.

Pedagogical Materials and Technical Inputs

The Awardee is required to provide pedagogical materials and other technical inputs developed to support early grade reading outcomes and other Award objectives. Examples of technical inputs to be provided to USAID include scripted lesson plans, supplementary readers, assessment instruments, observation tools, training guides, workshop reports, radio programs, assessment tools, sampling frames, photographs, videos, and other recordings. The Awardee will transmit technical materials to the relevant COR (if applicable), and submit them to the USAID Development Experience Clearinghouse (https://dec.usaid.gov/).

Data for Reporting Under Foreign Assistance Objectives

The Awardee is required to provide datasets and codebooks that include data on student learning outcomes and information needed to estimate the number of unique pupils benefiting from program activities over the life of the program. Implementing partners may be responsible, in collaboration with USAID, for obtaining country level memoranda of understanding that allow for the sharing of the datasets and other data with USAID, as well as public access to the data through the partner organization, where possible.

Within 90 days of the completion of data collection, the Contractor will transmit requested data to USAID. The transmittal will be according to the following specifications:

- Datasets must be complete, clean, and final, and include any derived or secondary variables used to calculate indicator values provided in assessment reports.

- Datasets must be cleansed of Personally Identifiable Information (PII) prior to transmittal to USAID. PII includes any information that could be used to identify an individual student, teacher, or administrator for whom data have been collected.

- Datasets will include all variables included in the initial data collection, with the exception of any data that must be edited or cleaned to protect the privacy and anonymity of students, teachers, or administrators represented in the data.

- If variables are edited or removed in order to protect the privacy and anonymity of research subjects, steps must be taken to ensure that sufficient information is retained to allow analyses that require grouping students by school, or track schools/students across datasets if appropriate.

- Data must be transmitted along with relevant supporting materials and instruments. This includes questionnaires and other instruments, codebook, data dictionary, information on sample design, setup and weights, assessment reports, performance management plans or other materials that describe the structure of the assessment and/or program, and any other information a researcher may need when working with the data.

- Learning Assessment data can be transmitted in formats including Stata, SPSS, SAS, R, or an open and machine readable format. Supporting documents can be transmitted in MS Office or an open and machine readable format.

- Awardee will provide information on the number of pupils benefiting from the program, disaggregated by sex and grade for each year that the program is active.

- Datasets will be delivered through email, addressed to the relevant COR/AOR. The Awardee may also be directed by USAID to submit data and related documents to a third party site (e.g. https://sartdatacollection.org).

- All prerequisites to providing the complete, cleaned datasets must be completed by the implementing partner prior to the provision of the dataset to USAID, such as review and approval by Missions and host country governments, as appropriate.

Reporting will be coordinated LARA and USAID because LARA will have much of the same data.

C.6.3   Consultation with Key Stakeholders

The P&IE Contractor will consult with key education stakeholders throughout the evaluation process and create opportunities for collaboration, learning, and adaptation as described above. Primary stakeholders include the MoESTS, the Uganda National Evaluation Board (UNEB), local education institutions, civil society, and education cooperating partner donors. Involving members of the Uganda Evaluation Association, as a key constituent within USAID/Uganda's Learning Contract, is another consideration. Transparent and consistent communication with key stakeholders will be critical for building interest and

momentum around the P&IE findings to ignite higher-level policy changes and inform GOU and donor resource allocation decision making. USAID/Uganda will provide a list of key stakeholders with contact information to the P&IE Contractor prior to the commencement of the P&IE.

C.6.4 Gender

Promoting gender equality and advancing the status of women and girls is vital to achieving USAID's development objectives. It is USAID policy that the activity must mainstream and integrate gender into its interventions. Therefore, the contractor will be expected to demonstrate compliance with USAID Policy ADS 205, and must explicitly state how this activity supports the gender policies and strategies of the United States and the Government of Uganda.[7]

C.6.5 Disability

The Contractor must ensure that students with special needs or learning disabilities will be able to access assessment materials developed under this contract.

C.6.6 Ethical Considerations in Working with Children

The LARA project deals with sensitive issues related to violence and abuse perpetrated against children. The P&IE Contractor will be required to collect data from children regarding experiences they may have had directly or indirectly with violence. Accordingly, the Contractor will follow best practices in research including human subjects, in line with the Common Federal Policy for Protection of Human Subjects in Research (the "Common Rule") – see 22 CFR part 225 – and the USAID guidance on Protection of Human Subjects in Research Supported by USAID: A Mandatory Reference for ADS Chapter 200:(1) Review of the research by a properly constituted ethical committee or Institutional Review Board (IRB); (2) A meaningful assessment of risks and benefits by the IRB; and (3) A meaningful informed consent procedure for research subjects.

More specifically, for this research on gender-based violence including children, minimum standards will include the following:

- Interviews have to ensure privacy and anonymity of participants.
- Interviews have to be conducted by same-sex interviewers. Possibly interviewers could also be matched on other criteria, such as socio-economic status or age.
- Interviewers have to be properly trained and vetted to ensure that they are able to ask interview questions in a child-sensitive, encouraging, non-judgmental manner.
- Informed consent has to be obtained from all participants and in case of minors from their parents, guardians, or caregivers as well. This needs to include informing participants about the option to terminate participation at any time, for any reason, without negative consequences, and information about how reports of abuse will be responded to.
- A response plan for counseling services will be developed in coordination with the LARA IP for cases of severe abuse.

Links to more detailed guidelines for child protection in research as well as research, monitoring and evaluation around gender-based violence can be found in Annex A.

[END OF SECTION C]

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[7] These U.S. policies and strategies include: The Gender Equality and Female Empowerment Policy; The U.S. National Action Plan on Women, Peace and Security; The U.S. Strategy to Prevent and Respond to Gender-Based Violence Globally; The USAID Vision for Ending Child Marriage and Meeting the Needs of Married Children; The USAID Counter-Trafficking in Persons Policy.