

Girls' Education South Sudan

Output 1

Midline Results



Girls' Education South Sudan (GESS) is an initiative of the Ministry of General Education and Instruction (MoGEI), Government of the Republic of South Sudan, funded by UK aid from the UK government, and the Government of the Republic of South Sudan. In order to realise its strategic objectives of eliminating barriers to girls' education and promoting gender equality throughout the education system, MoGEI is supported by a consortium, led by BMB Mott MacDonald/Cambridge Education, and including BBC Media Action, Charlie Goldsmith Associates and Winrock International.

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1. Introduction

The Girls' Education South Sudan (GESS) initiative is a six year programme running from 2013 to 2018 that aims to transform the life chances of a generation of children in South Sudan, especially girls, through education. It works to achieve this by improving girls' enrolment, retention and learning at primary and secondary school.

The GESS initiative implements activities that address the financial, cultural and quality barriers to education for girls to attend and stay in school. As such the programme consists of five outputs:

- Output 1 – Behaviour change communication
- Output 2a – Cash Transfers to girls in education
- Output 2b – Capitation Grants to schools
- Output 2c – Practical support to teachers
- Output 3c – Increased knowledge and evidence

BBC Media Action is implementing Output 1 of the Girls' Education South Sudan (GESS) project. Under this Output, BBC Media Action is aiming to enhance household and community awareness and empowerment for supporting girls' education. This includes producing *Our School*, a 15-minute magazine-style radio programme, targeted at girls, their parents, community leaders and teachers and has been broadcast nationally since April 2014. The programme is made by a team of South Sudanese producers who explore the lives of girls and their families as they struggle to resolve the challenges of going to school. The programme is produced in nine languages (Dinka, Bari, Simple (Juba) Arabic, Wau Arabic, Lutoko, Toposa, Azande, Madi and Nuer) and broadcast on 29 different partner stations.

In addition, BBC Media Action is implementing a range of community mobilisation activities (also starting in April 2014), such as listening clubs and community dialogues. These activities include listening to the *Our School* programme on solar powered wind-up radios or using visual storytelling materials accompanied by group discussion or music, dance and drama. The aim of these activities is to extend the reach of the social and behavioural change output among school communities in all locations, including those where there is no radio coverage and/or communities speak a different language from the one of the radio broadcasts.

This report summarises the performance of BBC Media Action's programme and outreach at midline in September 2016. It draws on a number of different sources of data including:

1. The quantitative midline survey, fielded (May - July 2016) in the 10 former states with a nationally representative sample of 3,169 respondents aged 15+.
2. The quantitative baseline survey fielded (July 2014) in six of the ten former states in South Sudan, representative of the accessible areas of those six states (at the time of fieldwork). It should be noted that estimates had to be drawn for three of the former states that were not accessible and this may have underestimated the reach. In total, interviews were conducted with 1,902 respondents aged 15+.
3. Community mobilisation monitoring data collected through the Kobo Collect mobile survey tool when reporting on the community mobilisation indicator in the logframe.
4. Qualitative data gathered at different time points throughout the project, including user-testing, the longitudinal qualitative study and interviews with community mobilisation officers.

2. Executive Summary

Led by BBC Media Action, GESS Output 1 seeks to create an enabling social-cultural environment for supporting girls' education through a social and behaviour change communication approach via the radio programme *Our School*, which is broadcast in nine different languages across South Sudan. As well as through radio, the programmes are aired during community mobilization activities, including listening clubs and community dialogue sessions.

The objective of the Output 1 midline survey was to collect data on the reach of *Our School* and its role in influencing knowledge, attitudes, behaviours, social norms, and practices related to girls' education in South Sudan, with the ultimate aim to increase enrolment, retention and improved learning outcomes for girls as per the consortium impact objective for the programme.

The findings suggest *Our School* is successfully addressing social and behaviour change, improving knowledge, support for education and contributing to more girls going to school.

Our School is contributing to the consortium's aim of increased enrolment and retention. Regular listeners to *Our School* with a daughter/girl are significantly more likely to say the girl is in school compared to non-listeners, after controlling for a number of other factors. The South Sudan School Attendance Monitoring System (SSAMS) still demonstrates that more boys than girls are enrolled in school – though girls' enrolment has increased year on year since the start of the GESS programme.

The Our School audience is more likely to actively participate in education-related activities. On all measures, participation was significantly higher among those who listened to *Our School* compared to those who did not. For example, 48% of those who listened to *Our School* said they had asked a question or sought information from a local school compared to 29% of those who did not listen. Overall, regression analysis also showed that regular listeners of *Our School* are on average 1.6 times more likely to have been highly involved with/participated in education compared to non-listeners¹. This is the case even when controlling for a number of other factors that could also influence this level of participation, such as age, education, knowledge about the education system, awareness to other activities done by partner NGOs, access to radio, gender and confidence.

The Our School audience also discusses education with their children more frequently. Regression analysis showed that regular listeners to *Our School* are on average two times more likely to frequently discuss with their daughters/girls about education compared to non-listeners.

Our School contributes to improved knowledge of initiatives that support girls' education. Overall, listeners reported having learnt from *Our School* on the ways parents and communities can support girls (95%), why it is important for a girl to stay in school (92%), how to register a child at school (90%), how girls receive cash transfers (89%), budgeting for girls' education (88%) and the role of parent teacher associations and school management committees and how they relate to the community (88%).

¹ Participation/involvement in education was measured by the number of activities or actions taken related to education, such as visiting a school, seeking information, donating money or being a member of a parent association.

At midline, there was a higher proportion of respondents aware of elements of the school system that support girls' education (including cash transfers, capitation grants, training for head teachers and teachers, school mentors and school management committees). In total, 53% of respondents were aware of three or more of these initiatives compared to only 22% at baseline. This may reflect the increase in roll-out and marketing around these activities that has happened since the time the baseline was conducted in 2014. There was also a significant and positive association between awareness of initiatives supporting education and *Our School*, with 76% of those reached by *Our School* aware of three or more initiatives compared to 44% of those who did not listen.

Audiences listening to Our School have better knowledge about education in their community compared to those who do not listen. The survey included a factual test which asked questions about respondent's knowledge of education in their community. Those who listened to *Our School* did better on elements of the factual test than those who did not listen – 34% of those who listened were able to answer correctly on four of the questions asked, compared to only 16% of those who did not listen. Regression analysis showed that, when controlling for other factors, this association remained significant for listeners from the low income group, who were on average 3.5 times more likely to have improved knowledge about the education system in South Sudan compared to non-listeners.

Barriers which Our School and the project as a whole need to continue addressing

While perceptions of education continue to be positive, a large number of respondents still would prioritise boys if they had limited funds to spend on education. Attitudes towards girls going to school continued to be generally positive. 92% of respondents agreed with the statement “**girls and boys have the same rights to an education in South Sudan**” compared to 84% at baseline. However, 40% of respondents **agreed with the statement “if there is a limited amount of money for education it should be spent on sons first”**, showing that in practice when money is limited, a boys education is prioritised by many, although not a majority.

Respondents express suspicion about displaced people moving into their communities. The conflict continues to affect every-day-life for many South Sudanese people. Population movement and displacement is common. In response, *Our School* episodes have explored how schools can be inclusive irrespective of a student's background. However, it is worrying that 22% of respondents **strongly** agreed with the statement “people who are not from the local area should not be able to attend school here”, showing it is still important that programming continues to address this issue especially considering the upsurge in conflict and ethnically based attacks in July 2016.

Our School audience report positive actions in relation to budgeting to support school fees but a lack of money is still the most common reason for girls dropping out of school in South Sudan. The midline shows a positive association between *Our School* and respondents reporting actions related to budgeting. For example 59% of listeners reported saving money or selling something to help pay for uniforms or books compared to 49% of non-listeners. Regression analysis found that listeners were 1.4 times more likely to have done this compared to non-listeners, even when controlling for a number of other factors such as levels of income and education, among others. However, at both baseline and midline, the main reported reason that girls and boys drop out of school is ‘lack of money for fees’², showing this is an important barrier that needs to continue being addressed.

² Free education is a government policy in South Sudan, however, in reality parents are charged to enrol children in school.

The Our School audience has doubled since baseline

The reach of *Our School* increased from 0.9million in 2014 to approximately 2million in 2016 (surpassing its target of 1.4million at midline).³ Of this total, 80% of listeners, or 1.6 million, are listening to at least every other episode, suggesting that the audience is growing and interest is high. There may be a number of reasons for the increase in reach including the changing media landscape in South Sudan and the increase in number of languages and broadcast partners since baseline.

Our School reached and regularly reached an audience with an equal number of men and women. However, within their respective groups, listenership is still higher among men, 34% of all men surveyed listen to the programme, compared to 25% of all women surveyed listening to the programme. The *Our School* audience also under-represents those with no education, this is in large part due to those without an education having less access to radio and so there is a continued need for the community mobilisation activities to reach these groups.

Community mobilisation activities have taken place in over 900 school communities, extending Our School listenership to areas with no media access: The number of school communities reached with community mobilisation activities (listening groups and community dialogues) increased from 437 in 2014 to 913 in 2016, again surpassing its target of 845 at midline. The community mobilisation activities have formed an essential part of the project, as it helps reach people who may not have access to media and enable discussion, and increase the impact of the project⁴. These community mobilisation activities give people a chance to listen to the programme and discuss it in groups.

3. GESS Logical Framework Indicators

The table below summarises the achievements of Output 1 against the various indicators for Output 1. The red figures indicate achievements against targets in million or in percentage point (pp) increases since the baseline.

Table 1.1: Output 1 Logical Framework Indicators

³ The conversion into millions of the total proportion of population reached uses 2015 estimate population figures for adults aged 15+ from the Population Reference Bureau (PRB). These estimates by the PRB do not take into account large migration movements. Based on figures from UNHCR, BBC Media Action estimates the reach of *Our School* to be between 1.9 and 2 million for overall reach and between 1.5 and 1.6 million for regular reach if these migration figures following the increase in conflict in 2016 are taken into account. See appendix 1 for more detail.

⁴ As found by the midline survey figures on which this report is based.

Outcome indicator 4:	Baseline: Sept- 14		Midline: Sept-16	Endline: Sept- 18	
Percentage of adults in the sample study who place importance on sending girls to school	27%		Target: Baseline +5pp 36%	Target: Baseline + 10pp	
Output indicator 1.1	Baseline: e: Sept- 13	Progress: Sept-14	Midline: Sept-16	Endline: Sept-18	
Number of adults (15 years +) reached with girls' education radio outputs	0	0.9 million	Target: 1.4 million 2 million	Target: 2 million	
Output indicator 1.2	Sept 14	Progress: Sept-15	Midline: Sept-16	Sept- 17	Endline Sept-18
Number of school communities reached with community mobilisation activities	437	667	Target: 845 913	Target: 1,085	Target: 1,325
Output indicator 1.3:	Baseline: Sept- 14		Midline: Sept-16	Endline: Sept-18	
Percentage of people in the sample study who demonstrate awareness and understanding of elements of the school system that support girls' education	22%		Target: Baseline +5pp 53%	Target: Baseline + 10pp	

Our School, magazine radio programme

At midline in September 2016, BBC Media Action has exceeded all targets. With an audience reach of 2 million⁵ and a regular reach of 1.6 million, there is evidence that the programme is not only popular but engages listeners who continue to tune in.

At the time the midline survey started (May 2016), *Our School* had been on air for approximately two years. Since baseline the programme had expanded into additional languages including Toposa, which is broadcast to communities within Kapoeta and the wider Eastern Equatoria region. The midline survey was also preceded by a marketing campaign, which included the production and broadcast of promotional trails, the development of an *Our School* logo, and announcements on partner radio stations and in newspapers reminding audiences of the time and days of broadcast for the *Our School* programmes.

GESS component activities

The higher levels of awareness of elements of the school system that support girls' education coincide with the increased roll-out of GESS component activities including cash transfers, capitation grants and elements of quality education including: training of head teachers and teachers, school management committees and school mentors⁶. Awareness raising activities around these interventions including

⁵ Or between the 1.9 and 2 million bracket for reach and between the 1.5 and 1.6 bracket for regular reach if recent migration due to conflict is accounted for, as explained in footnote 1.

⁶ **Cash transfers** - Cash transfers are direct payments made to girls enrolled in and regularly attending school. They are available to all girls in year groups of P5 to S4 enrolled in and regularly attending school. The rate for 2016 was 2,300SSP. More information at: <http://girlseducationouthsudan.org/cash-transfers/>

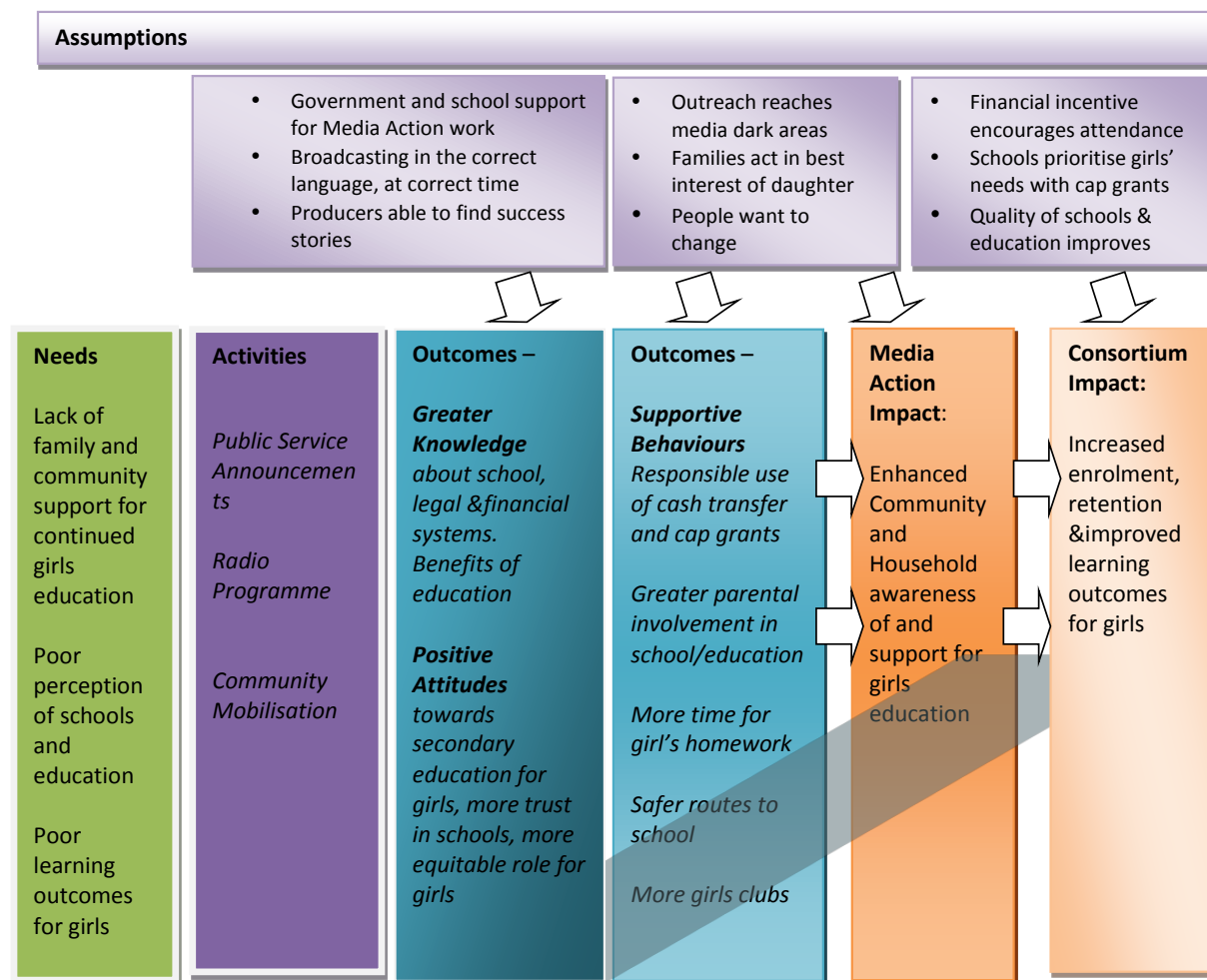
collaboration with Output I activities, press coverage and forging relationships with partners working in the sector are expected to have also contributed to this levels of awareness.

Community mobilisation for media dark

For Output I, community mobilisation continues to be a key element of the project. With approximately 38% of the population without access to any media, as per midline survey figures, it is imperative that outreach activities that allow people who otherwise would not be able to listen to the programme and discuss it in groups continue. Unlike the other indicators, community mobilisation is measured via a different methodology using mobile phone survey technology as this midline survey is sampled to capture the extent of the reach and impact to the media component but not to capture outreach activities.

Theory of Change

BBC Media Action devised a theory of change for Output I, outlining the assumptions underpinning the programme and the needs it is addressing. The theory of change is also outlining how the activities of the programme are expected to lead to positive outcomes for the audience, including the impacts of the BBC Media Action activities and the consortium as a whole.



Capitation Grants - provide financial support for all not-for-profit schools. Capitation grants will provide funding for school facilities and materials to improve the environment and quality of education and provide reliable funding to schools removing registration fees for students and parents. More information at: <http://girlseducationsouthsudan.org/capitation-grants/>

Assumptions and Hypothesis

- BBC Media Action believes people adopt certain behaviours by observing the actions of others and the consequence of those actions and by envisaging consequences on their own lives.
- BBC Media Action research shows that highlighting positive deviance in communities leads to more people following those behaviours.
- The extent to which a person talks about a behaviour has been shown to be directly correlated to them taking up that behaviour.
- Breaking down a behaviour into small, achievable steps is more likely to result in behaviour change than simply expecting a major change.
- Experience and research shows that people in South Sudan enjoy radio programmes with real life stories, which can provide role models.

In designing the programme, the assumption is made that there are a range of decision makers and drivers involved when it comes to girls going to and staying in school; mothers, as well as fathers, brothers and extended family members. It is these decision makers that the programme seeks to reach, along with girls themselves, with a combination of on air broadcasts, public service announcements and a feedback mechanism consisting of call-ins and texts

It is important to note that behaviour change happens over a long period of time and through stages, as people discuss new behaviours, recognise the benefits or consequences of changing, or not, and then taking small steps towards that change. Individual behaviour is also embedded in the way in which a society thinks and acts, which is especially important in South Sudan, a deeply tribal society where social norms and the opinion of others are key drivers.

The following part of this report will evaluate this theory of change by examining the main findings from the midline quantitative survey. It will consider how the findings compare to baseline and will look specifically at how the media landscape and sources of information have changed, the reach and profile of the audience listening to *Our School* and the impact of GESS project in terms of its objectives in relation to knowledge, attitudes and practices relevant to girls' education.

4. Media Landscape

In total, 62% of respondents had access to some form of media including radio, mobile, TV or internet.⁷

Radio was the most widely accessed media, with 56% of survey respondents having access either through a radio set or through radio on their mobile phone. This was slightly higher than at baseline, where access stood at approximately 52%, and is consistent with other recent surveys which show radio to be the most accessed media.⁸

Figure 2.1: Media Access by Type

Base: All respondents (n=3,168)

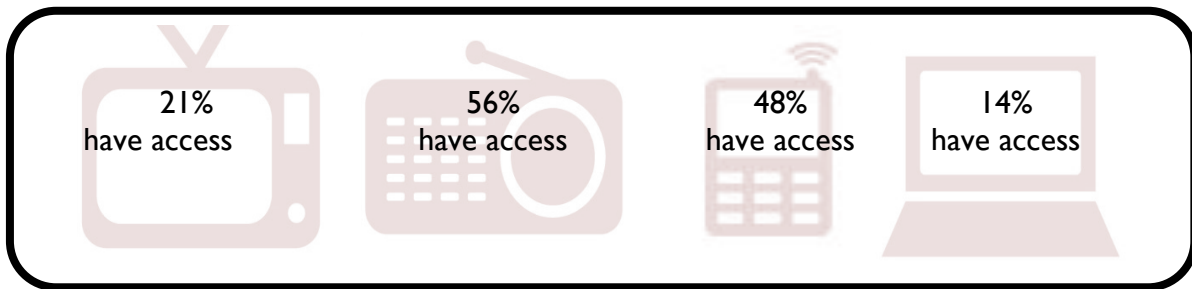
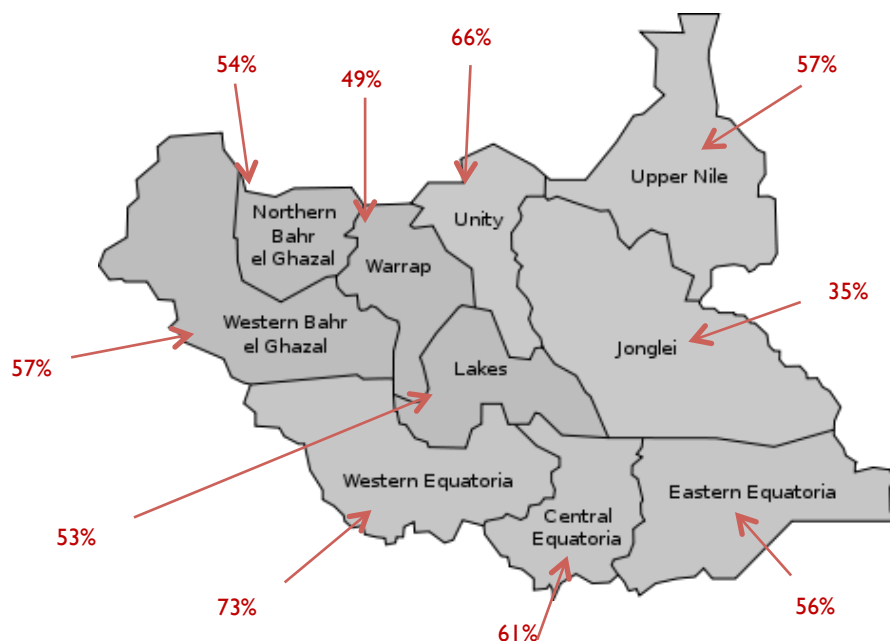


Figure 2.2: Assessment of Radio Access by Former States⁹



⁷ The survey measured radio access with questions asking respondents if they have access to a radio in the home or anywhere else. As such the data presented here is not a measure or presentation of radio stations' signal coverage.

⁸ Findings from radio access have been compared with other recent survey data collected in 2016 and 2015. While findings vary by a few % points there are no substantive, unexplainable differences. Nevertheless, it should be noted that the media landscape in South Sudan is constantly changing and development in the media sector as well as interruptions brought on by conflict will mean access increases and decreases at certain time-points.

⁹ In November 2016, the South Sudanese parliament approved the creation of 28 new states in place of the 10 existing states. The sample design and fieldwork took place before this change. Therefore the ten states are referred to in this report as 'former states'

The map shows that radio access continues to vary according to former state areas. Radio penetration continues to be high in Western Equatoria, Central Equatoria and Unity but is still low in Jonglei. Access has increased dramatically in Eastern Equatoria: in 2013 it stood at 29% but in this survey was 56%.

Table 2.1: Radio Access by Demographics

Base: All respondents (n=3,168)

Demographic	Demographic Break	Level of Radio Access within Demographic Break
Sex	Male (n=1834)	62%
	Female (n=1334)	52%
Age	15-24 (n=1117)	61%
	25-34 (n=917)	54%
	35-44 (n=560)	53%
	45-54 (n=301)	53%
	55-64 (n=142)	47%
	65+ (n=57)	58%
Education	Never attended School (n=1396)	36%
	Some primary only (n=1050)	66%
	Completed primary but not secondary (n=112)	76%
	At least some secondary (n=248)	84%
	Completed secondary (n=211)	88%
	Some university (n=89)	89%

Women continue to have lower levels of access to radio compared with men and access is also lower among those with no education. These groups are often the most vulnerable within the South Sudanese context and it is important that the community mobilisation efforts continue to target these individuals.

5. Sources of Information on Education and Levels of Trust

Radio and interpersonal discussion are key sources of information on education issues

At midline, radio continued to be the most common source of information about education issues among respondents increasing from 36% at baseline to 39% at midline.

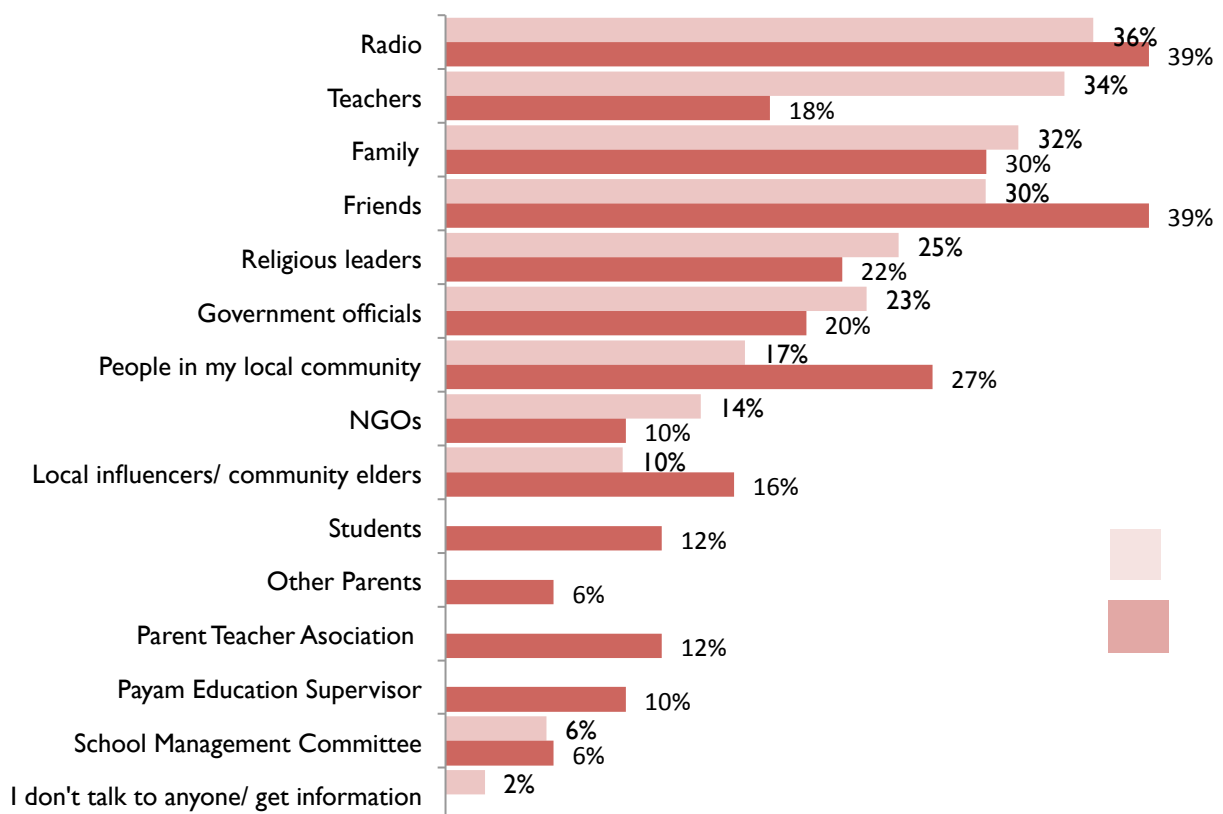
This was closely followed by friends (39%), family (30%) and 'people in my local community' (27%) suggesting there is an increase in discussion amongst people.

However, since baseline the number of people mentioning teachers unprompted as a main source of information dropped from 34% to 18%. A likely reason for this is that some respondents instead answered "Parent Teacher Association", an answer option which was not available at baseline. It could also be that, as general discussion in the community has increased, friends people in the in the local community and local influencers have all increased as main sources of information, teachers as a source may have decreased in importance for some respondents.

Figure 3.1: Main Sources of Information About Education Issues

Base: 2014 - All respondents (n=1902); 2016 – All Respondents (n=3,168)

Unprompted, Multiple Responses Allowed



Trust in radio is higher than at baseline and trust in teachers remains high

Respondents were also asked to **rate their levels of trust in various information sources**.

The figures show a marked increase of reported levels of trust in radio as an information source on education issues, from 57% at baseline to 77% at midline. This may be because radio as a source of information is increasing too. Trust in teachers remains high, despite their importance as a source of information decreasing.

However, answers to this question suggest that respondents continue to trust interpersonal communication with those in their immediate community.

Table 3.1: Levels of Trust in Different in Information Sources on Education Issues

Base: 2014 - All respondents (n=1902); 2016 – All Respondents (n=3,168)

Source of Information A lot and a bit of trust ¹⁰	2014	2016
Teachers	82%	86%
Religious leaders	75%	87%
Friends and family	73%	85%
Government officials	69%	78%
NGOs	66%	82%
Local influencers/ community elders	62%	77%
Radio	57%	77%
School Management Committee (SMC)		82%
Parent Teacher Association (PTA)		75%
School Mentor		69%
Other Parents		74%
Payam Education Supervisor		79%

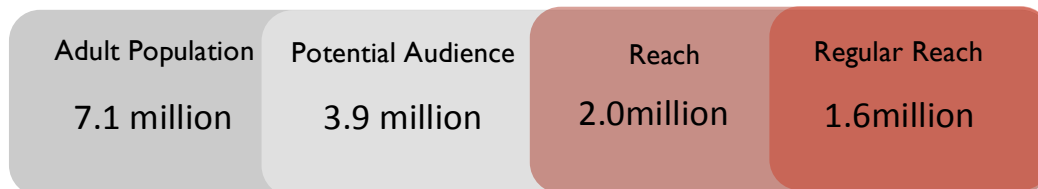
At baseline, trust in School Management Committees, Parent Teacher Associations, Payam Education Supervisors, school mentors and other parents was not measured. However, midline results suggest that GESS initiatives around supporting school management committees, parent teacher associations and school mentors may be proving successful with communities, with the majority of respondents saying they trust these “a lot” or “a bit”.

¹⁰ Response options included “not at all” “not very much” “a bit” and “a lot”. Figures above are the combined measure for “a lot” and “a bit”.

6. The Our School Audience

Our School started broadcasting at the end of March 2014. At the time the midline survey was fielded (May 2016) the programmes had been on air for approximately two years, with some regional variation as a result of the introduction of new language programmes.

Figure 4.1: Our School Reachⁱ and Regular Reach 2016ⁱⁱ



Our School increased its reach and engaged listeners

Overall, approximately half of those aged 15+ with access to the radio or approximately 2million people have listened to *Our School*. This is an increase from the 0.9million reached in the baseline survey fielded in July-August 2014.¹¹ Among those who listen to the programme there are indications that engagement is high, with 1.6million (or 80% of listeners) listening to at least every other episode.¹²

Potential contributing reasons for the increase in reach between the surveys in 2014 and 2016 include:

1. The media landscape changed in areas, such as Eastern Equatoria, which led to a dramatic increase in listeners in these regions;
2. The number of languages *Our School* is produced in increased, providing greater levels of accessibility to the general population;
3. An increase in the number of broadcast partners across the country, allowing greater opportunity for listening and access to the programmes in different areas;
4. The *Our School* programmes had been on air for longer, allowing more opportunity for people to know what the programmes are and to tune in;
5. Partner radio stations are contractually obliged to play at least one episode a week. However, anecdotally partners have suggested that they in-fact play the programme more often to help fill programme schedules;
6. At the time preceding the survey, there was a marketing campaign launched by partner radio stations reminding audiences of the time and day they could listen to the programme in their area

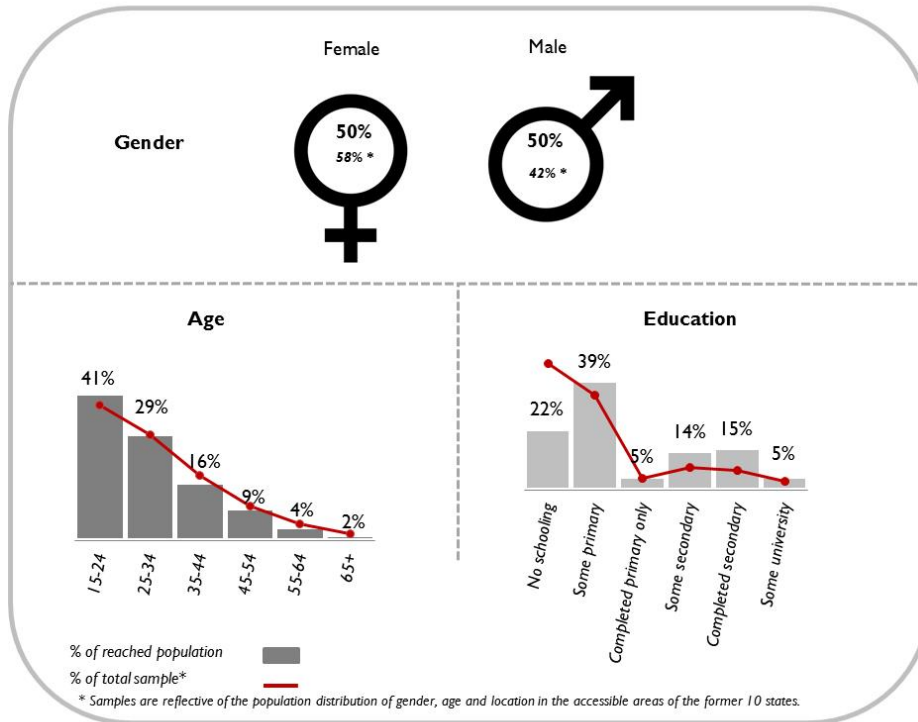
Licensed programme content has been played by different organisations which has helped exposure

In addition to the above, the Output 1 team has licensed content to be played by different organisations in a variety of settings. For example, an agreement with Internews in 2016 has seen the *Our School* programme played among listening groups in Protection of Civilian sites in Benitiu, UN House in Juba, Bor and Malakal. The programmes have also been used in War Child Holland’s “Teacher Connect” initiatives and in the Output 2c mentoring component of the GESS initiative.

Figure 4.2 Our School Reach Demographic Profile

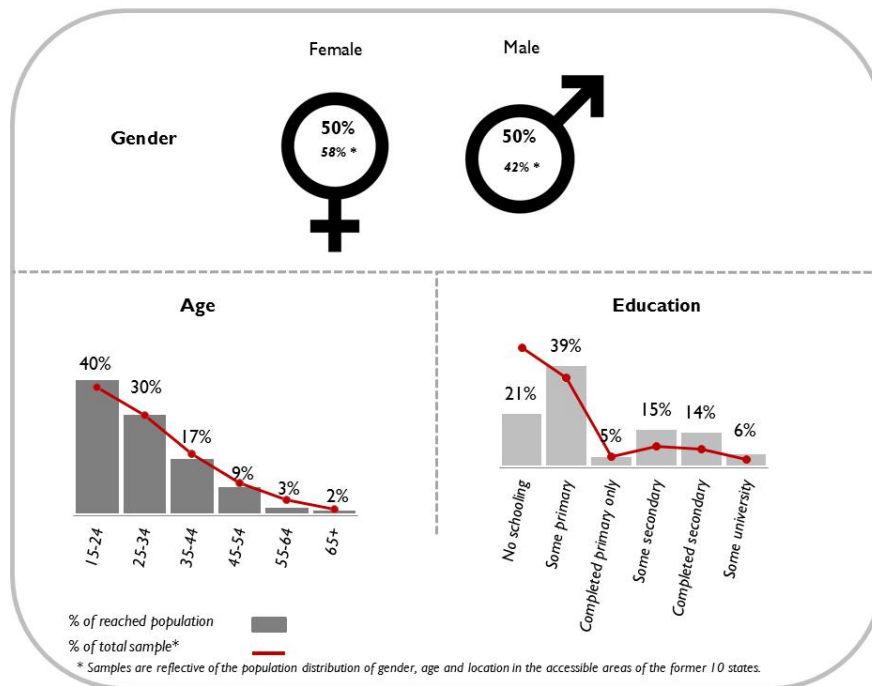
¹¹ See appendix I for a clarification on population figures and reach estimation in millions

¹² This is inclusive of repeat episodes.



Note: The total may not add up to 100% due to rounding.

Figure 4.3 Our School Regular Reach Demographic Profile



Note: The total may not add up to 100% due to rounding.

Our School listenership under-represents those with no education, who have less access to radio

The demographic profile for those reached and regularly reached is very similar. The audience is split equally between men and women, however, as the general population comprises more women than men (58% women and 42% men), a greater proportion of men listen to the programme: in total 34% of all men surveyed listened to the programme. By comparison, 25% of all women

surveyed listened to the programme.

While reflective of the population on age, the *Our School* audience tends to under-represent those with no education. This is consistent with the reach profiles of other non-GESS BBC Media Action programmes and is in large part due to those without an education having less access to radio. There is a continued need for the community mobilisation activities to reach these groups.

Our School listenership in the former states Eastern Equatoria and Western Bahr el Ghazal, substantially increased from baseline to midline and was likely due to increased radio access and broadcast partnerships

Table 4.1 shows the difference in listenership between 2014 and 2016 by state among those who have access to a radio. The increase in reach in Eastern Equatoria coincides with increased radio access in that state and the production of programmes in additional languages relevant to that region. Listenership has also increased in Western Bahr el Ghazal. In both Eastern Equatoria and Western Bahr el Ghazal, the number of partnerships with local partner stations to broadcast the *Our School* programmes increased between baseline and midline which arguably explain part of this increase.

The table also shows quite different listenership figures in the former states of Jonglei, Unity and Upper Nile between 2014 and 2016. As is noted on the table the 2014 figures are estimates drawn on the basis of data from 2013. The 2016 figures suggest that these original figures may have been under-estimated. However, despite this it is encouraging that the programmes continue to have a reach in these states, particularly given the severity of the conflict in these areas.

TABLE 4.4: ESTIMATED OUR SCHOOL AUDIENCE¹³

Former State	2014 % of Radio Listeners listening to <i>Our School</i>	2016 % of Radio Listeners listening to <i>Our School</i>
Central Equatoria	35%	37%
Eastern Equatoria	13%	69%
Western Equatoria	22%	44%
Northern Bahr el Ghazal	37%	55%
Western Bahr el Ghazal	28%	64%
Lakes	37%*	44%
Warrap	62%	67%
Jonglei	13%**	62%
Unity	13%**	24%
Upper Nile	13%**	47%

*At baseline in 2014, the estimate for Lakes based on % achieved in NBG as closest match for language/broadcast partners

** At baseline in 2014, the estimate for the Greater Upper Nile states based on % achieved in Eastern Equatoria (the lowest reach) as the only broadcast partner in these areas is Radio Miraya (Simple Arabic programme)

Views on the programme: relevance and detail

In a qualitative study conducted in November 2016¹⁴, radio listeners explained that they liked the content of *Our School* as it covers relevant issues about girls' education in their community such as

¹³ This table uses data from the GESS Output 1 baseline on the proportion of those with access to radio who report having listened to an episode of *Our School* along with population data from the Population Reference Bureau and the 2008 Census and national estimates of radio access from Internews' 2013 Audience Survey to estimate the no. of adults 15+ who have listened to at least one episode of *Our School* since it started broadcasting in March 2014.

dropping out of school due to pregnancy, how parents should support education, reducing domestic work for girls. These topics were seen to be relevant as they are happening in the respondents' community.

There was a view that the realistic format was appealing, such as listening to the presenter going into a Tukul and describing how the family is cooking or carrying on with the daily activities.

Some radio listeners reported that the programme helped them to understand that girls should continue with their education and go back to school if they get pregnant and have a baby.

Others learned that parents should avoid overworking their daughters. A couple of participants reported learning how to talk to parents about supportive practices for girls' education, such as allowing ample time for the girl to study.

"I tell families that when the girls are going to school they shouldn't be given extra duties, for instance giving them money for grinding maize (sending them to the grinding meal to grind grain) as they return from school. All these are things I listen to from that program of Our School". Our School radio listener, Female, 40-50 years old, Wau

Some radio listeners described that the programme talks about avoiding marriage before completing school.

"It encouraged me that you should leave a girl to finish her school and I can even tell them that the time they are in is not a good time for marriage. You should wait, you should finish". Our School radio listener, Male (40-50 year old) Aweil Jedid

¹⁴ See appendix for details on the methodology

7. Knowledge of Education

Key Insights

Knowledge levels across the population

In total, 69% of respondents said they knew a great deal or a fair amount about education in their community. Overall, respondents answered correctly when asked at what age children should start school, when the school year starts, how many classes there are in primary school.

When tested, respondents in Upper Nile and Lakes former states had lower levels of factual knowledge about the education system in South Sudan. This may in part be explained by the disruption brought on by conflict in these areas.

Impact of Our School

Regular listeners to *Our School* from the low income group are on average 3.5 times more likely to have improved knowledge about the education system in South Sudan compared to non-listeners.

Listeners reported having learnt about: why it is important to support girls to go to and stay in school, the benefits of educated girls and more practical things like how to register children at school or how girls can receive cash transfers.

This section will first look at any changes in the overall population (changes between baseline and midline). It will then focus on the impact of *Our School* on listeners' knowledge of the school system, and also knowledge about activities that support education.

I. Knowledge levels about education in South Sudanese population

There were two main knowledge indicators that were used for this survey. The first was the self-reported knowledge survey question "how well informed do you feel about education in South Sudan?".

The second was a knowledge test which included four questions:

- How many classes are there in primary school? Correct answer: 8
- In what month should the school year start? Correct answer: February
- At what age should a boy start primary school? Correct answer: 5-6 years old
- At what age should a girl start primary school? Correct answer: 5-6 years old

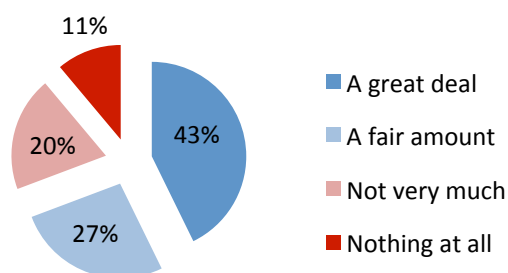
Overall, respondents continued to have quite high levels of knowledge about education in their community

In total, approximately 69% of respondents said they knew a great deal or a fair amount about education in their community. While this might initially look like a decrease from the baseline figure of 74%, this change can in large part be attributable to the increase in size and scope of the midline sample.¹⁵

FIGURE 5.1: SELF-ATTRIBUTION: HOW MUCH DO RESPONDENTS KNOW ABOUT THE EDUCATION SYSTEM?

Base: All respondents (n=3,168)

¹⁵ When comparing strictly between the areas sampled in both surveys the difference is only 2 percentage points.



The total may not add up to 100% due to rounding.

In the survey, knowledge about basic factual aspects of the schooling system in South Sudan was tested. **Overall, respondents answered correctly when asked at what age children should start school, when the school year starts and how many classes there are to complete in primary school.** Knowledge was, however, lower on how many days a week a girl or boy should go to school.

TABLE 5.1: TESTED: HOW MUCH DID RESPONDENTS KNOW THE EDUCATION SYSTEM?

Base: All respondents (n=3,168)

Number of correct answers given:	
0	22%
1	14%
2	25%
3	19%
4	21%

Includes: how many primary classes there are (8), the month in which the school year should start (February) and the ages at which both boys and girls should start school (five to six years old). As can be seen of the knowledge elements no one was able to get all right. The total may not sum to 100% due to rounding.

when knowledge was tested, there were no statistical significant differences between men and women's results.

- There were some small but significant differences in self-reported knowledge by sex: with a slightly higher proportion of men (45%) reporting “a great deal of knowledge” than women (41%). However, there were no statistically significant associations between factual knowledge and sex, suggesting that men are more confident rather than more knowledgeable.
- Unsurprisingly, self-reported and tested knowledge on the education system was higher amongst respondents with higher levels of education.

Parents who send girls to school, reported higher levels of knowledge about the education system

There were significant correlations between **greater levels of both self-reported and tested knowledge, and parents or caregivers sending their girls to school.** For example, 74% of parents with all girls in school reported knowing “a great deal” or “fair amount” about the education system compared with 60% of those who did not send any of their girls to school.

TABLE 5.2: SELF-REPORT KNOWLEDGE AND ASSOCIATION WITH PRACTICE

Base: All respondents (n=3,168)

Self-reported knowledge	No girls in school	Some girls in school	All girls in school
A great deal	34%	50%	45%
A fair amount	26%	23%	29%
Not very much	20%	20%	16%
Nothing at all	20%	7%	9%

The total may not sum to 100% due to rounding.

This suggests it continues to be important to raise levels of knowledge among the population about key elements of the education system alongside demonstrating the importance of sending girls to school.

Differences between knowledge and practice

Encouragingly, there were no substantial differences in the age at which respondents thought boys or girls should start school, or the number of days a week girls and boys should be at school. However, while these measures suggest a degree of gender equity school enrolment and attendance data from the South Sudan School Attendance Monitoring System still demonstrates that more boys than girls are enrolled in school – though girls’ enrolment has increased year on year since the start of the GESS programme. This difference between knowledge and practice is likely in part explained by some attitudinal barriers and household and structural constraints – such as finance – discussed further below.

In reality, parents are charged to enrol children in school, even when free education is a government policy in South Sudan

When asked “how much should it cost to register a child in a government school” all respondents mentioned a price, despite the fact that in response to a separate question 78% of respondents said that the statement “education shall be accessible and free to any citizen of South Sudan” was taken from law. That most respondents put a price on registering a child, regardless of most knowing that education should be free, is perhaps reflective of the reality that **parents are charged to enrol their children in school regardless of government policy**. This finding was observed in baseline as well. During qualitative fieldwork as part of the longitudinal qualitative study in 2015, BBC Media Action researchers witnessed the process of registration at schools where teachers were asking parents / caregivers for fees to register their child.

One listener, who was a father of three, described in an interview in November 2016 that he had called the programme to discuss how he had learned to earn money so he could pay for his children’s tuition.

“One of the things I was able to share was the lesson I learnt. It was about how one can work so that he can be able to earn money for paying his children’s tuition, how one can control. So that time I shared about how little my salary at University of Bahr el Gazal is, and how I do small business buying charcoal at around 100 to 200 pounds, then selling in small heaps in order to be able to earn money for sending my children and my brothers to school. This is one of the things I was able to share last week.” Our School listener, Male, 42, Hai Salaam, Wau

2. Our School - Impact on Knowledge

The overall aim of *Our School* is to create greater knowledge and awareness of school systems.

Our School episodes have put an emphasis on particular topics that formed

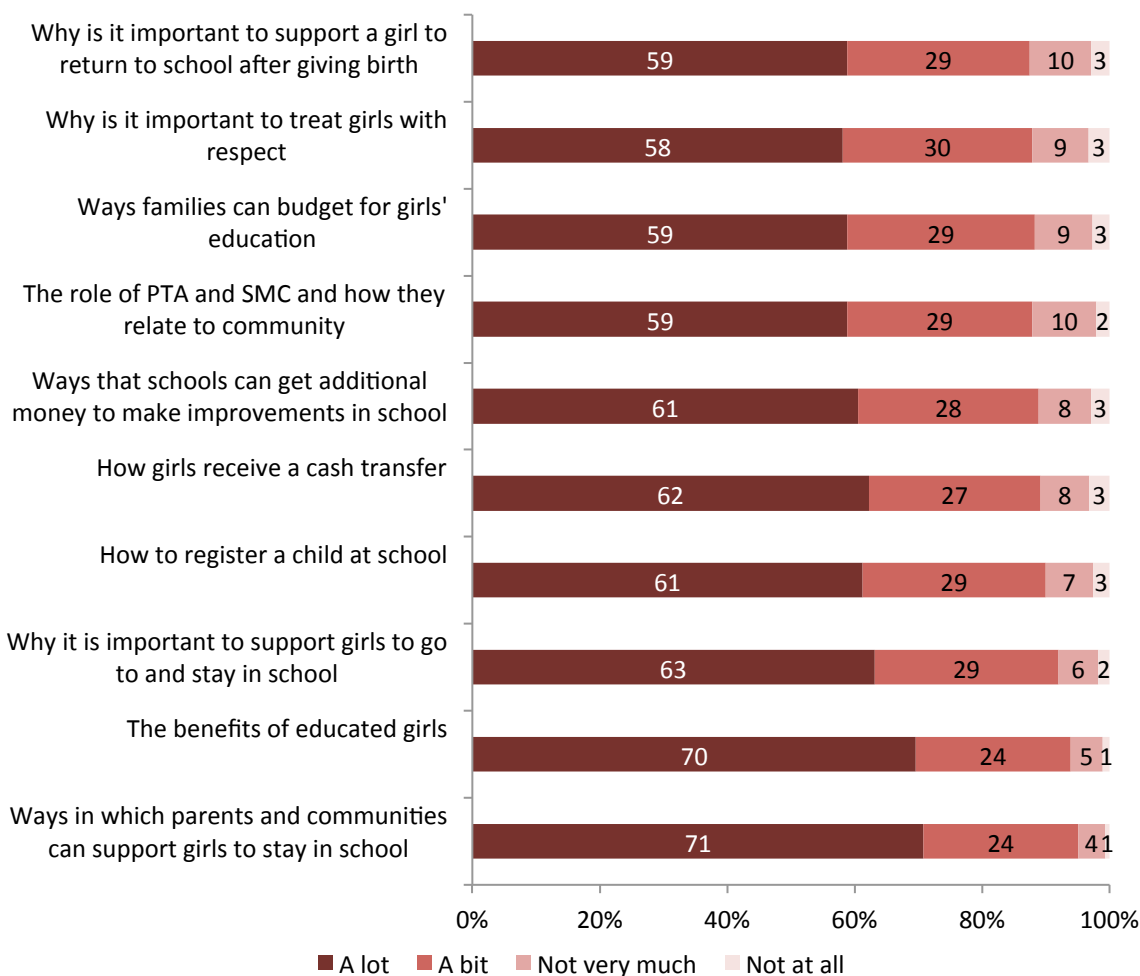
the basis of the knowledge test¹⁶ used in the survey. For example, episodes around the age at which girls should go to school discussed why it is important for girls to start school aged 5-6 and the consequences of not doing so. These episodes included interviews with families who were sending their girls to school at the right age but also spoke with girls who had started school later about their experiences and the difficulties they had encountered as a result.

Listeners reported learning from *Our School* ways of supporting girls' education and the importance of girls staying in school

When asked directly what they had learnt from *Our School*, **listeners said they had learnt “a lot” or “a bit”** about these very issues including: **ways parents and communities can support girls** (95%), **why it is important for a girl to stay in school** (92%), how to **register a child at school** (90%), **how girls receive cash transfers** (89%), **budgeting for girls' education** (88%) and the **role of parent teacher associations and school management committees** and how they relate to the community (88%).

FIGURE 5.2: WHAT LISTENERS REPORTED LEARNING FROM OUR SCHOOL¹⁷
Base: *Our School* listeners (n=909)

¹⁶ The knowledge test included questions on: days at which a girl starts primary, days in which boys and girls need to attend school, cost of registering a child to school, month in which the school year starts and number of classes in primary.



Note: The total may not add up to 100% due to rounding.

While knowledge on most aspects of the education system was high amongst the population, there were some **significant and positive associations between knowledge and listening to *Our School***.

TABLE 5.3: HOW MUCH DID RESPONDENTS KNOW THE EDUCATION SYSTEM BY EXPOSURE
Base: All respondents (n=3,168)

Number of Correct Answers	Not Reached	Reached
0	27%	8%
1	14%	13%
2	24%	26%
3	18%	20%
4	16%	32%

As the table above shows, **those who listen to *Our School* did better on elements of the factual test than those who did not listen** – 32% of those who listened were able to answer correctly on four of the questions asked compared to only 16% of those who did not listen.

Recognising that audiences to *Our School* are on average better educated than the sample, regression analysis was conducted to control for a number of factors including the level of education of

the respondent, income, age, levels of knowledge on the education system and access to radio overall. **This analysis showed that there was a positive association between better knowledge of the school system and listening to *Our School* for respondents from the lowest income group¹⁸.**

Knowledge about the education system in South Sudan			
Insight: Regular listeners to <i>Our School</i> from the low income group are on average 3.5 times more likely to have improved knowledge about the education system in South Sudan compared to non-listeners. Exposure to <i>Our School</i> however did not have an effect on knowledge for regular listeners from other income levels.			
Regular listeners How much more likely?	Statistically significant?	Additional factors that the model has controlled for as potentially influencing knowledge	Statistically significant?
3.5	Yes***	Education level Income level Age Awareness of other GESS initiatives Confidence Gender Access to radio overall Being a parent or guardian of a girl	Yes*** Yes*** Yes*** Yes*** Yes** No No No

How to read this table: The “How much more likely?” column indicates how likely a regular listener is to have a higher level of knowledge compared with those who did not listen. The significant column details the degree of confidence we have that the finding did or did not occur by chance in our data. The more asterisks the more confident we are in the odds ratio: *** indicates 99.9% confidence, ** indicates >95% confidence and * indicates 95% confidence. We consider results significant at a 95% level of confidence or above.

3. Elements of the School System That Support Education

More respondents at midline are aware about the initiatives provided by GESS to support girls’ education

The survey measured respondents’ awareness of elements of the school system that support girls’ education as provided by other GESS consortium partners. These include: cash transfers, capitation grants, training for head teachers and teachers, school mentors and school management committees.

In total, 53% of respondents were aware of three or more of these initiatives (22% of respondents were aware of all six). At baseline, only 22% of respondents were aware of three or more initiatives, a difference that may reflect the increase in roll-out and marketing around these activities that has happened since the time the baseline was conducted in 2014.

TABLE 5.3: HOW MUCH DID RESPONDENTS KNOW ABOUT INITIATIVES OF THE SCHOOL SYSTEM SUPPORTING GIRLS EDUCATION?

Base: All respondents (n=3,168)

Number of initiatives aware of:	
0	21%
1	13%
2	14%

¹⁸ This regression analysis included accounting for interaction effects, which isolates the association of exposure with knowledge within specific sub-groups. This approach helps us to understand whether the programme is particularly effective or not with listeners who might have a higher need for behaviour change communication due to their demographic characteristics.

3	9%
4	10%
5	13%
6	22%

Includes: Capitation grants from the government to help schools with running costs and improvements; cash transfers to girls or their parents to help them in school; school mentors; training of head teachers and teachers; SMC and PTA. The total may not add up to 100% due to rounding.

Awareness of these activities was significantly higher among men than women: **56% of men were aware of three or more GESS activities that support girls' education compared to approximately 51% of women.** It is important to note that men are also more exposed to radio programming which cover these activities (in part likely due to greater access to the radio) and also participate more in activities related to these components, including School Management Committees and Parent Teacher Associations.

4. Impact of *Our School* in raising awareness about elements that support the school system

Over the course of the 18 months between baseline and midline, the ***Our School* production team coordinated with other consortium partners to ensure programmes raise levels of knowledge and awareness of these activities and provide an opportunity for audiences to explore and discuss associated issues.** Specific episodes around these programmes have looked at cash transfers - the eligibility requirements and what girls want to and do spend their money on. Similarly, programmes on capitation grants have included interviews with teachers about how the schools qualified for the grant and what they will use the money for. Crucially on the issue of capitation grants, subsequent programmes have followed up with those same schools to look at what they have used the money on.

There was a significant and **positive association between awareness of initiatives supporting education and *Our School***

76% of those reached by *Our School* were aware of three or more initiatives compared to 44% of those who did not listen. There was also some evidence of better awareness according to the extent of listenership – with those regularly listening to the programme reporting greater awareness than those who had listened within the last year but not regularly.

TABLE 5.4: RESPONDENTS KNOWLEDGE ABOUT INITIATIVES OF THE SCHOOL SYSTEM SUPPORTING EDUCATION BY EXPOSURE

Base: All respondents (n=3,168)

Awareness	Not Reached	Reached Only	Regularly Reached
Awareness of less than 3 elements	56%	27%	23%
Aware of 3 or more elements	44%	73%	77%

8. Attitudes Towards Girls' Education

Key Insights

Views across the population

Reported **perceptions of education and attitudes towards girls' education in the community continue to be positive**, in some cases more positive than they were at baseline.

- In total, 92% of respondents agreed with the statement **“girls and boys have the same rights to an education in South Sudan”** compared to 84% at baseline.

However, in practice **when money is limited, some favour spending it on boy's education.**

- **40% of respondents agreed with the statement “if there is a limited amount of money for education it should be spent on sons first”** and 40% of respondents believed that others in their community prioritise a boys’ education over a girls’ when money is limited.
- There were some differences between former states. In Unity, 70% of respondents agreed with the statement “if there is a limited amount of money for education it should be spent on sons first”. This is compared with **only 20% who agreed with the statement in Central Equatoria.**

Views amongst *Our School* listeners

Regular listeners are significantly more likely to say they have the daughter/girl in school compared to non-listeners, even when controlling for factors such as level of education of the respondent, income, age, levels of knowledge on the education system and access to radio overall.

There were also positive associations between **those who listen to *Our School* and positive attitudes towards behaviours like sharing household chores and girls being able to do as well as boys at school.**

Reasons for Leaving School

Lack of money was reported as the main reasons for girls leaving school early. This was also the main reason respondents reported for boys leaving early.

After money, respondents mentioned **pregnancy, getting involved in relationships and wanting to get married as other reasons** – topics the *Our School* programme has addressed.

At the time the project began, South Sudan had some of the worst education indicators in the world, with girls less likely to enrol and stay in school than boys.¹⁹ The state of the educational infrastructure was poor as were the standards and quality of education provided.

To address barriers to girls’ education and to improve the quality of education provided, the wider GESS programme has provided the following:

- **Cash transfers to girls** – to enable families to send girls to school by removing some of the direct and indirect cost barriers to education
- **School capitation grants** – funds made available to schools to help with running costs and to improve the school environment, including facilities such as separate toilets for girls and boys, new classrooms etc.
- **Quality education** – support provided to schools, teachers and managers to improve the quality of education. This includes providing training to teachers and head-teachers, encouraging school-based mentoring systems and encouraging the use of school management committees and parent teacher associations.

This section will first look at perceptions and attitudes to girls’ education within the general population and will then look at the impact of *Our School*.

General Perceptions

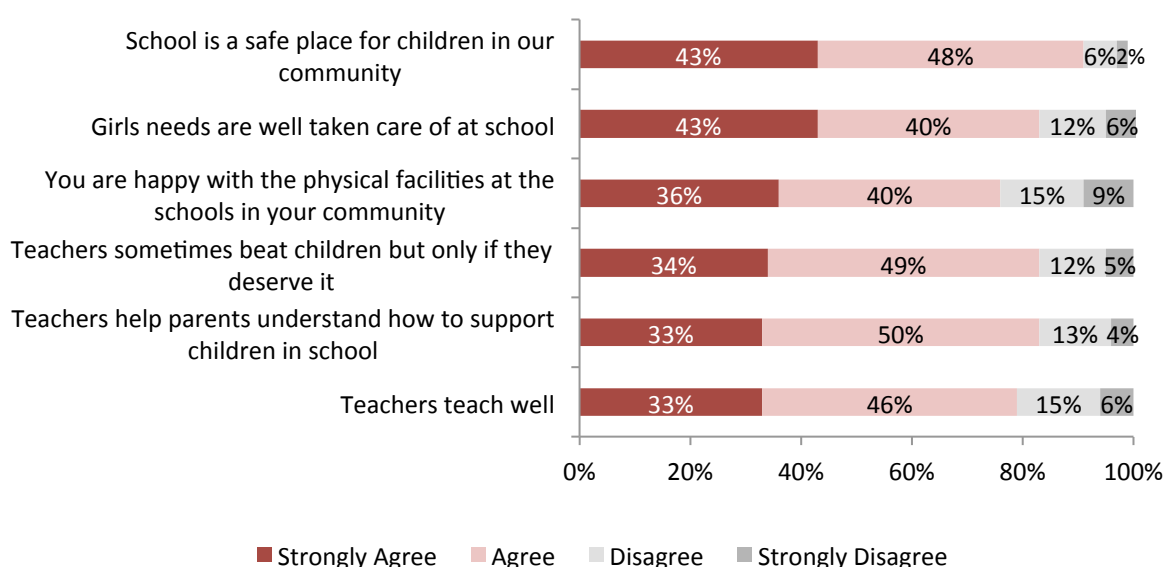
¹⁹ Education for Change, “Development of Knowledge, Evidence and Research work for Girls’ Education South Sudan programme”, available at: <http://www.efc.gov.uk/projects/gess.jsp>

Perceptions around schools being a safe space for children and the quality of teaching being high were higher at midline compared to baseline.

Overall **perceptions of the educational infrastructure in the community and the quality of teaching remained positive** as they were at baseline. However, there were still **some increases in positive perceptions** around schools as a safe space for children (71% at baseline compared to 92% at midline), the quality of teaching being high (66% at baseline compared to 79% at midline) and the assessment that school buildings cater well to the needs of girls (71% at baseline compared to 83% at midline). Furthermore, 83% of respondents at midline felt that teachers were helping them to understand how to support children in school.²⁰

These positive perceptions around schools and the quality of schooling were echoed in recent research conducted in 2016 as part of the GESS Knowledge Evidence and Research Output. In interviews conducted as part of this study, teachers and community members continued to express positive attitudes towards teachers and schools in spite of various challenges. There was also observable and reported evidence of the impact of capitation grants on schools, with grants being used to pay teachers and support the maintenance of building of classrooms.

However, there continue to be both structural and behavioural issues within the school system. Indicative of this are the attitudes reported around corporal punishment. In total, 83% of respondents strongly agreed or agreed with the statement that “teachers sometimes beat children but only if they deserve it.”



Note: The total may not add up to 100% due to rounding.

²⁰ The results for comparable areas only were very similar to those of the sample as a whole: school is a safe place, 90%, quality of teaching (76%), school buildings cater well 83%, teachers help understand 79%, beating 79%

Those with children had higher levels of agreement with state men

Regional differences

Overall levels of agreement on the principle that girls and boys have the same rights to an education in South Sudan (“strongly agree” and “agree”) did not differ substantially by former state areas. However, **when asked whether they agreed or disagreed with the principle that “if there is a limited amount of money for education it should be spent on sons first”, there were key differences between the former states.** While agreement was low in the Equatorias, particularly Central Equatoria (20%) and Eastern Equatoria (23%), there was **much higher agreement with the statement in the Greater Upper Nile States** and in particular in Upper Nile where 70% of respondents agreed.

ts around the quality of the school environment

The perception of the school environment among respondents was not associated with the sex of the respondent, though there were correlations according to whether the respondent had a child. **Overall, those with children had small but significantly higher levels of agreement on some of the statements relating to girl’s needs being well taken care of, school being a safe space, teachers teaching well and teaching helping parents to understand how to support children in school.** Interestingly, a higher proportion of parents agreed with the statement about teachers beating children if they deserved it than those without children.

There were some significant associations between these measures and whether the parents or caregivers surveyed sent their girls to school. However, the differences were often small and not linear (for example, parents with all girls in school and parents with no girls in school responded similarly but those with some in school might report differently) suggesting other factors continue to influence whether parents or caregivers send their girls to school or not – for example finance.

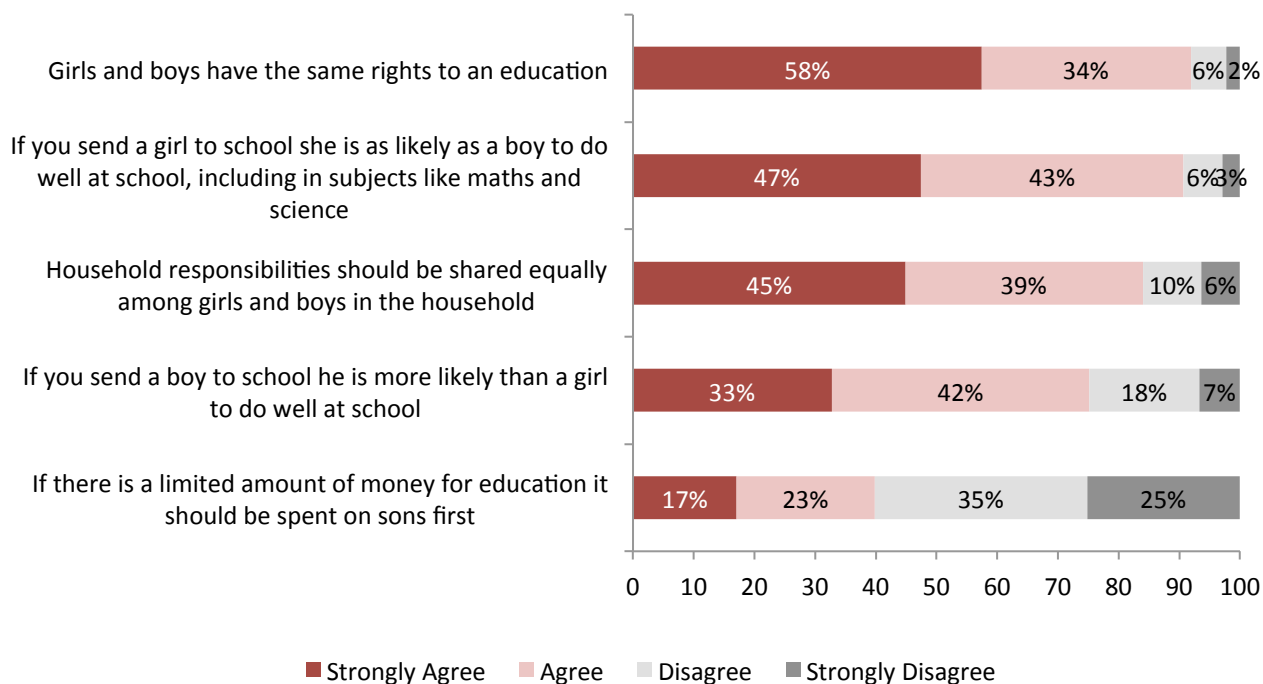
Attitudes towards Girls Education

More people at midline thought that ‘girls and boys have the same right to an education in South Sudan’ compared to baseline

In the baseline survey, attitudes towards girls’ education were positive, with 84% of respondents agreeing that “girls and boys have the same right to an education in South Sudan”. At midline this was higher, with 92% of respondents agreeing. When it came to attitudes towards girls’ education, there were very few significant differences between men and women.

FIGURE 6.1: ATTITUDES TOWARDS GIRLS’ EDUCATION

Base: All respondents (n=3,168)



Note: The total may not add up to 100% due to rounding.

Despite positive statements on girls' education, over a third would prioritise boys' education if there is limited money.

While results on these measures of attitudes are positive, our qualitative research shows that **attitudes towards girls' education are complex and traditional views on the role of girls and women to stay at home and do the housework prevail**. There were some indications of the complexity of these attitudes and measuring them quantitatively in some of the other statements displayed in Figure 6.2 above. For example, **40% of respondents agreed with the statement "if there is a limited amount of money for education it should be spent on sons first"**.

To further explore perceptions of girl's education, the survey also attempted a measurement of social norms through asking questions targeted at measuring respondent's own beliefs, their perception of the reality around them and their perception of others judgements on their behaviours. The results are presented in the tables below:

TABLE 6.1: VIEWS ON GIRLS ENROLMENT

Base: All respondents (n=3,168)

	Girls aged 5-18 in my community should be enrolled in school	The majority of girls aged 5-18 in my community are enrolled in school	The majority of people in my community would disapprove if I didn't send my girls to school
Strongly Agree	55%	43%	32%
Agree	37%	40%	42%
Disagree	6%	14%	19%
Strongly Disagree	2%	4%	7%

The total may not add up to 100% due to rounding.

TABLE 6.2: DECISIONS AROUND WHO TO SEND TO SCHOOL

Base: All respondents (n=3,168)

	If there is only enough money to send one child to school, parents should spend it on the child which has the greatest ability to do well at school	If there is only enough money to send one child to school, the majority of parents in my community base their decision on which child has the greatest ability to do well at school	The majority of parents in my community believe that if I only have money to send one child to school I should base my decision on which child has the greatest ability to do well at school
Strongly Agree	26%	23%	23%
Agree	35%	36%	37%
Disagree	25%	27%	26%
Strongly Disagree	14%	14%	14%

On enrolment, there was little deviation from the otherwise positively reported attitudes in the rest of the survey. The results on the questions around which child to send to school were more interesting and **suggest that there is not a strong social norm around basing educational decisions on ability when money is limited.** On these measures, approximately 40% of respondents did not agree that others in their community based decisions around which child to educate based on ability. In addition, 40% disagreed with the statement that others in their community believed they should base their decisions on which child to send to school based on ability.

Our School and Social and Cultural Attitudes towards Education

The **Our School programme continues to focus on social and cultural barriers towards education.** For example, programmes have included topics such as “school subjects for all” which discussed the perception that girls are better at arts and boys are better at sciences. This episode included discussion with teachers and then included a group interview with boys and girls who discussed the issue among themselves and talked about their love for subjects that would not commonly be associated with them – for example, girls spoke of how they enjoyed and had a talent for sciences while boys spoke similarly about the arts subjects. Other programmes have focused on the distribution of household chores – looking at how families can distribute chores evenly among girls and boys with a view to both having time to go to school.

Regression analysis shows that regular listeners with a daughter/girl are more likely to say they have the daughter/girl in school compared to non-listeners.

Regression analysis controlled for factors such as; level of education of the respondent, income, age, levels of knowledge on the education system and access to radio overall.

Having a girl/daughter in school

Insight: Regular listeners to *Our School* with a daughter/girl are significantly more likely to say they have the daughter/girl in school compared to non-listeners. (There is however an exception: this effect appears to be the opposite for those parents who attended primary but not completed it themselves. This group of listeners are less likely to say they have a girl in school.)

Regular listeners	Statistically significant?	Additional factors that the model has controlled for as potentially influencing the likelihood of	Statistically significant?

How much more likely?		parents/caregivers having girls in school.	
6.0²¹	Yes***	Education level Income level Knowledge about the education system in South Sudan Confidence Access to radio overall Age Gender Awareness of other GESS activities Being a parent or guardian of a girl	Yes*** No No No No No No No No

How to read this table: The “How much more likely?” column indicates how likely a regular listener is to have a daughter or girl in school than those who did not listen. The significant column details the degree of confidence we have that the finding did or did not occur by chance in our data. The more asterisks the more confident we are in the odds ratio: *** indicates 99.9% confidence, ** indicates >95% confidence and * indicates 95% confidence. We consider results significant at a 95% level of confidence or above.

Longitudinal /Radio Listener Case Study: Head Teacher in Wau

A Head Teacher in Wau with six children of her own regularly listens to *Our School*. She likes the programme as it gives her ideas on how to talk to her female students and their parents, about the social issues that affect them. She has noticed many girls dropping out of school due to pregnancy.

She reported speaking to the parents of a girl who left school when she was pregnant. She told them not to be disappointed and encouraged them to listen to the programme. After having a baby, the girl was able to successfully return to school and continue with her studies.

“I also encouraged them (the parents) to listen to that programme of Our School because I knew there are many testimonies from other girls that will educate them to allow that girl to return back to school. Now for me I am happy because the girl is now back to school with me. Her baby is still young but she always comes to school and she is doing fine”. Head teacher, Wau

²¹ Other iterations of the model are being run to triangulate this finding.

Positive attitudes were slightly more common amongst listeners of *Our School* compared to non-listeners in relation to boys and girls sharing household chores and girls are as likely to do well as boys at school. However, the higher levels of education amongst listeners could have contributed to these differences.

Among those surveyed there were corresponding **associations between those who listen to the programmes and positive attitudes towards behaviours like sharing household chores and girls being able to do as well as boys at school:**

- 97% of listeners agreed that girls and boys have the same rights to an education compared to 90% of those who did not listen
- 89% of listeners agreed that household chores should be shared equally between boys and girls compared to 82% of those who did not listen
- 95% of listeners agreed that a girl is as likely as a boy to do well at school compared to 89% of non-listeners.

TABLE 6.3: ATTITUDES TOWARDS GIRLS' EDUCATION AND EXPOSURE TO OUR SCHOOL

Base: All respondents (n=3,168)

*The results presented below are for “strongly agree” and “agree” response only

Attitude	Not Reached	Reached
Girls and boys have the same rights to an education	90%	97%
If there is a limited amount of money for education it should be spent on son's first	42%	34%
Household responsibilities should be shared equally among boys and girls in the household	82%	89%
If you send a girl to school she is as likely as a boy to do well at school	89%	95%
If you send a boy to school he is more likely than a girl to do well at school	73%	80%

Barriers to sending girls to school

For those unable to send any or all of their girls to school, and excluding those who said it was because the child was too young to attend, the main reason for not sending the girl(s) to school was **not being able to afford sending the girl to school** (31%) followed by the **girl being needed to work at home or earn money** (27%). These responses were not different or more common than that mentioned by respondents who did not send some or all of their boys to school.

Reasons for dropping out of school

Respondents were asked why they thought girls dropped out of school. When asked what they felt the **main reasons for girls leaving school early was**, the most common answer

among respondents was lack of money for fees. This was also the most common answer when respondents were asked what they thought was the main reason boys left school early. Over a quarter gave the reason that the girl(s) wanted to get married.

TABLE 6.4: REPORTED REASONS GIRLS AND BOYS DROP OUT OF SCHOOL
 Base: All respondents (n=3,168)

This table reports the perceived reasons respondents gave for girls and boys dropping out of school. The respondents were asked an open question, so they were able to give more than one reason. The percentage is the number of people who chose each reason.

Reasons Girls Drop Out		Reasons Boys Drop Out	
Lack of money for fees	66%	Lack of money for fees	67%
They get pregnant	43%	Bad behaviour, drugs, alcohol, drugs	34%
Not enough money for school equipment	36%	Not enough money for school equipment	34%
Not enough money for school uniform	29%	Not enough money for school uniform	28%
They want to get married	28%	They get a girl pregnant	19%
They get involved in relationships with boys	26%	They want to get married	17%

While the reasons for girls and boys not going to school or leaving school primarily relate to finances, the reported reasons for girls and boys dropping out suggest that **the programme must continue to address issues related to behaviours within and outside of the classroom for both girls and boys**, inappropriate relationships and address aspirations and management of expectations around ambitions such as marriage.

The Our School programmes have also focused on addressing barriers for girls and why girls may be dropping out of school including girls getting into relationships or getting pregnant at young ages. For example, episodes have looked at topics including girls being teased at school because of their age, being bullied for not managing their periods (for example, their clothes getting stained because they have no money for sanitary pads), girls being beaten by teachers and girls facing pressure from older men to get into relationships.

9. Supportive Practices

Key Insights

Levels of participation across the population

Levels of participation have not changed from baseline overall, but are significantly higher amongst *Our School* listeners for all forms of participation asked, such as seeking information from a local school or helping make the journey of a girl safer.

Like at baseline, **men report more involvement with education in the community** compared to women, such as visiting a school or seeing information.

Levels of **participation varied among the 10 states**. Those in Upper Nile and Jonglei reported relatively high levels of participation (69% and 70% respectively compared to a 47% average), taking actions such as helping make the journey to school safer for children in their community.

Impact of *Our School*

Regular listeners to *Our School* were on average 1.6 times more likely to have been highly involved with/participated in education compared to non-listeners, even when controlling for a number of other factors that could also influence this higher level of participation, such as age, education, knowledge on the education system, awareness to other activities done by partner NGOs, access to radio, gender or confidence.

Parents who regularly **listened to *Our School* were on average 2 times more likely to frequently talk to their daughters about education compared to non-listeners**. This was the case after controlling for a number of other factors.

Across the population, levels of participation around education remained as they were at baseline

All respondents were asked about their participation in education in their community.

In the survey, parents were asked if they had ever done a range of activities such as: visited a local school, sought information from/asked a question of a local school, been a member of a parent/teacher association or school management committee, given money for someone outside of your household to be able go to school, and helped make the journey to school safer for children in your community by travelling with them.

FIGURE 7.1: PARTICIPATION IN

EDUCATION IN THE COMMUNITY

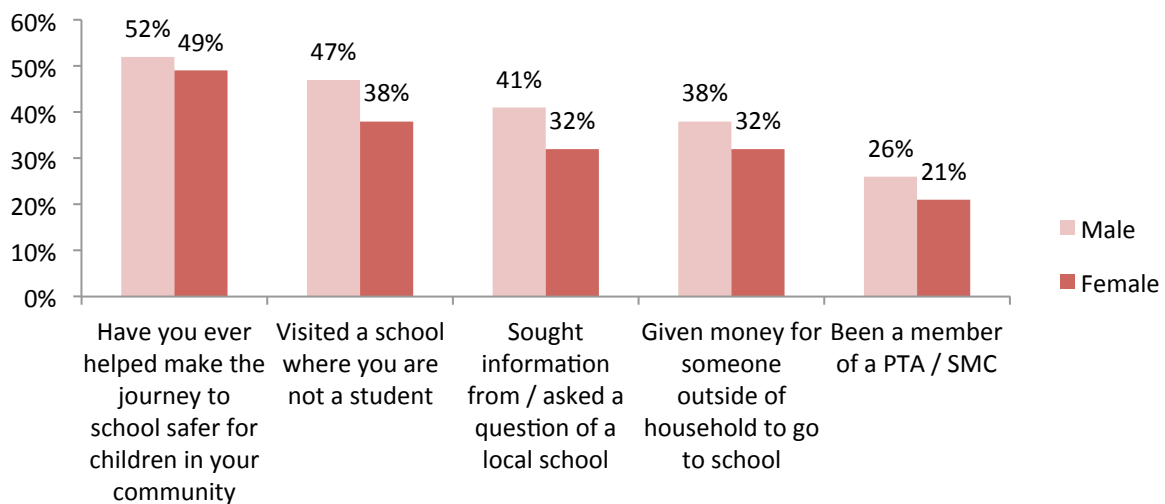
	Baseline (n=1902)	Midline (n=3168)
Have you ever helped make the journey to school safer for children in your community	50%	50%
Have you ever visited a local school where you were not a student?	41%	42%
Have you ever sought information from/asked a question of a local school?	35%	36%
Have you ever given money for someone outside of your household to be able to go	34%	34%
Have you ever been a member of a parent teacher association/school management company	23%	23%

Men continue to report higher levels of participation, which may relate to their control of finances and their role in the community

With the exception of helping to make the journey to school safer for children in the community, there was a significant difference in levels of participation by gender with men reporting higher participation. This **trend in higher levels of male participation** was also seen at baseline. Reasons for increased participation may be to do with men having control of the finances within the household and therefore being those more able to give money towards education and also the perceived role of men versus women in the community enabling men to be more active in asking questions of schools etc.

FIGURE 7.2: PARTICIPATION IN EDUCATION IN THE COMMUNITY AMONG WOMEN AND MEN

Base: All respondents (n=3,168)

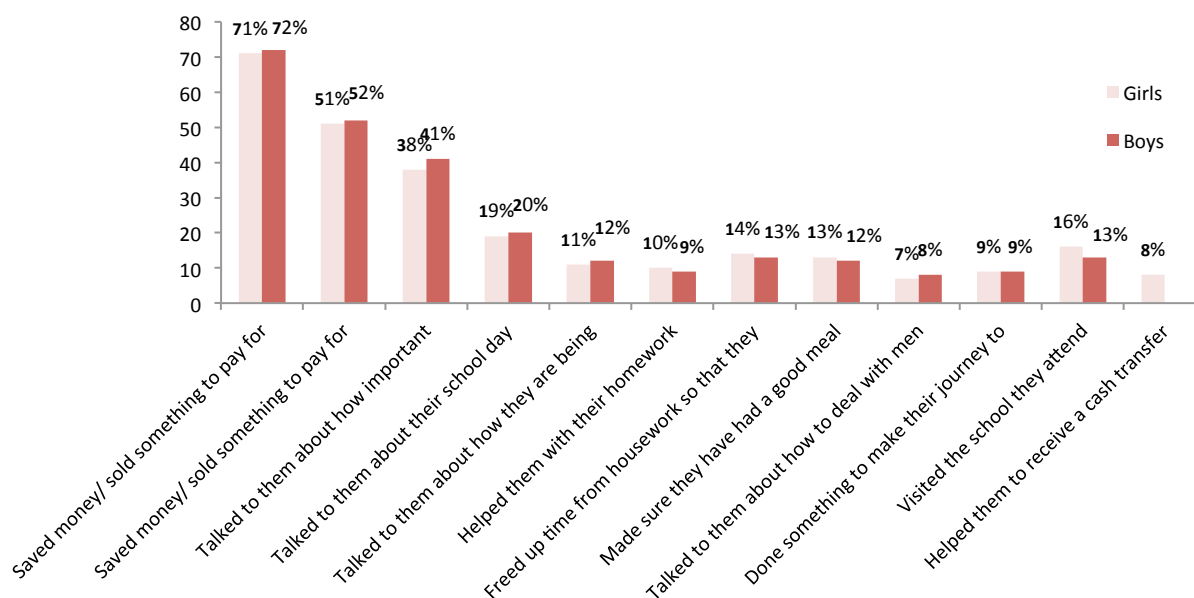


Parents supporting their children's education

In the survey, parents were also asked about what they do to support their children's education. This question was asked separately for boys and girls, although the levels of support are very similar.

FIGURE 7.3: SUPPORTIVE PRACTICES AMONG PARENTS FOR BOYS AND GIRLS

Base: Parents Only (Parents of Girls n=2250) (Parents of Boys n=1706)



The **most common ways of supporting children in school were saving money** to help with school fees or associated school materials. **Supportive practices that require more time or investment from the parents** (including perhaps their own skill or ability) **were lower** – for example helping children with their homework or freeing up the child’s time within the home so they can study.

There are **no substantial changes in the type of support that parents are providing their children with from baseline**, where again the most frequent types of support reported were around saving money to pay for fees. This is perhaps unsurprising given the deteriorating economic and security situation in South Sudan, which has placed more pressure on both men and women to take on extra work to financially support the household. In qualitative research undertaken by BBC Media Action throughout the course of 2015 and 2016, this financial pressure on families has been increasingly stressed by participants as a main barrier to enacting change that requires them to devote more time or energy to other tasks that do not bring money into the household.

Again, there are no substantial differences in the types of support provided to girls and boys. There was also no significant or substantial difference in levels of discussion parents have with their sons compared with daughters or what is discussed during those conversations.

Impact of *Our School* on participation and supportive practices

The ***Our School* programmes are aimed at encouraging participation**, with episodes focusing on making the journey to school safer, demonstrating how communities can support education in different ways including: building schools.

There have been **examples of the impact this has had on children** gathered over the course of the project. For example, in Motoya in the former Eastern Equatoria, Easter and her mother spoke about how the programme had showed them the importance of accompanying girls to school:

“The program I heard from Radio Emmanuel made me realise that it is not safe to leave the kids to move alone to school as our country is still not safe yet and even they can fall sick and fall on the way without anyone to bring the message home. And it is even worst for girls: they can be abused on the way. Since I heard about that program up to now I am the one taking them to school so that they reach to school safe.”

On all measures, **participation was significantly higher among those who listened to *Our School* than those who did not.** For example, 48% of those who listened to *Our School* said they had asked a question or sought information from a local school compared to 29% of those who did not listen and 66% of those who listened reported doing something to help make the journey to school safer compared to 43% of those who did not listen.

TABLE 7.1: SUPPORTIVE COMMUNITY PRACTICES BY EXPOSURE

Base: All respondents (n=3,168)

Supportive Community Practice	Not Reached	Reached but not regularly	Regularly Reached
Visited a school where you were not a student	35%	56%	57%
Sought information from / asked a question of a local school	29%	48%	53%
Been a member of a PTA or SMC	18%	25%	39%
Given money for someone outside of the household to go to school	28%	49%	50%
Helped make the journey to school safer for children in your community	43%	66%	69%

Regression analysis shows that *Our School* is associated to more participation/involvement with regular listeners being on average 1.6 times more likely to be highly involved (taken 2 or more actions) compared to non-listeners. This is the case even when controlling for other factors that could also influence this levels participation, such as age, education, knowledge on the education system, awareness to other activities done by partner NGOs, access to radio, gender or confidence.

Participation/involvement in education (number of activities or actions taken related to education, such as visiting a school, seeking information, donating money or being a member of a parent association):

Insight: Regular listeners to *Our School* are on average 1.6 times more likely to have been highly involved with/participated in education compared to non-listeners (for the purpose of this analysis, high participation/involvement is defined as having reported 2 or more actions as opposed to none or only 1).

Regular listeners How much more likely?	Statistically significant?	Additional factors that the model has controlled for as potentially influencing participation/involvement in education	Statistically significant?
--	----------------------------	--	----------------------------

1.6	Yes***	Education level Confidence Access to radio overall Awareness of other GESS activities Knowledge about the education system in South Sudan Being a parent or guardian or a girl Age Income Gender	Yes*** Yes*** Yes*** Yes*** No No No No No No
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How to read this table: The “How much more likely?” column indicates how likely a regular listener is to have taken more actions related to education than those who did not listen. The significant column details the degree of confidence we have that the finding did or did not occur by chance in our data. The more asterisks the more confident we are in the odds ratio: *** indicates 99% confidence, ** indicates 95% confidence and * indicates 90% confidence. We consider results significant at a 95% level of confidence.

Supportive practices

There was an **association between listening to *Our School* and supportive practices for girls among parents, particularly on practices that involve providing more time and support** – such as helping with homework or talking to girls about how they are being treated by teachers and pupils in the classroom.

Our School has always focused on how parents can help their children in different ways, specifically on types of support that do not require a financial investment. For example, episodes have and continue to focus on how parents can talk to children about education at home and the child’s experiences at school.

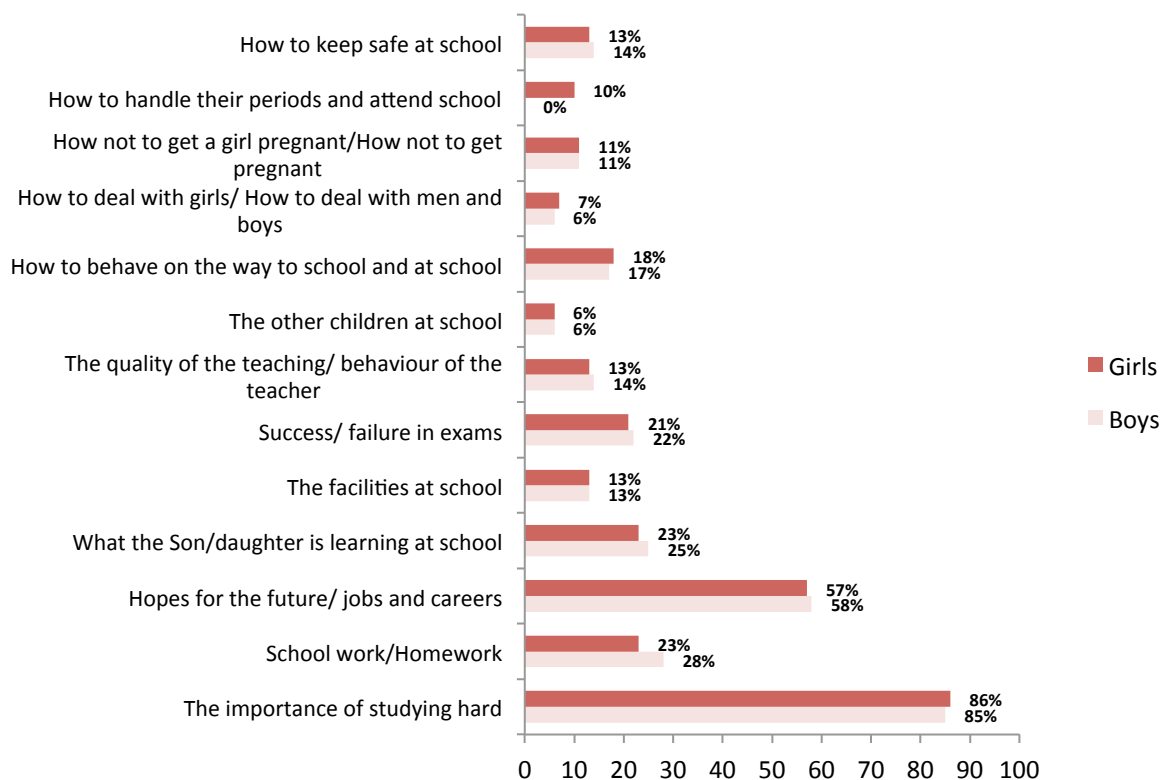
Other episodes have focused on topics like “Easing Hunger in Schools” which demonstrated simple ways in which parents can give their children something to eat during school and the consequences of hunger on classroom performance.

Discussion among Parents and Children

When looking more specifically at what parents said they talked to their children about, the majority said that they talked about the importance of studying and hopes for the future. **Conversations around things like how to keep safe at school, how girls can handle their periods while attending school and avoiding pregnancy were infrequent – issues that negatively affect girls more than boys.**

TABLE 7.3: TOPICS OF DISCUSSION AMONG PARENTS AND CHILDREN

Base: Parents Only (Parents of Girls n=2250) (Parents of Boys n=1706)



Our School impact on discussion

Regression analysis also showed that there is an association between listeners of *Our School* and more frequent discussion with girls and daughters on education. This analysis was able to control for other factors such as age, gender, education level, income level, confidence, knowledge of other GESS Partners' activities or access to radio.

Discussion on education with girls/daughter (Do you talk to your daughter/girl about education frequently, occasionally or never?):

Insight: Regular listeners to *Our School* are on average 2 times more likely to frequently discuss with their daughters/girls about education compared to non-listeners.

How much more likely?	Statistically significant?	Additional factors that the model has controlled for as potentially influencing the frequency of discussion	Statistically significant?
2.0	Yes***	Income level Knowledge about the education system in South Sudan Confidence Level of education Access to radio overall Age Gender Awareness of other GESS activities	Yes*** Yes*** Yes*** Yes** No No No No

How to read this table: The "How much more likely?" column indicates how likely a regular listener is to discuss education with their daughters/girls more frequently than those who did not listen. The significant column details the degree of confidence we have that the finding did or did not occur by chance in our data. The more asterisks the more confident we are in the odds ratio: *** indicates 99.9% confidence, ** indicates >95% confidence and * indicates 95% confidence. We consider results significant at a 95% level of confidence or above.

Our School episodes nevertheless discuss issues such as how girls can deal with boys and the responsibility boys have over their own behaviour towards girls; how girls can set up

groups in which they have space to share and discuss the problems they face; and menstruation and how to deal with it while continuing to go to school.

Feedback from audiences to partner stations over the course of the GESS programme has revealed both the complex attitudes that exist towards issues particularly affecting girls, such as menstruation, and the role of the *Our School* programme in exploring these.

“Girls who can compete with boys in anything they can talk and defend other young girls with the help of senior women teacher and other health NGOs who are training us on sanitary pads. Actually these are some of the things that made me finish my studies because I benefited a lot from them.” Female Caller, Radio Emmanuel, Torit

“I don’t like this issue of encouraging girls that menstruation is a normal thing. To me this should be the last advice to be given, but the first is to train the girls in how to control their menstruation for boys not to realise that this girls is experiencing her menstruation so that all sex can think of something different.” Male Caller, Radio Emmanuel, Torit

10. Inclusivity and Responding to the Conflict and Deteriorating Economic Situation

Key Insights

A deteriorating security and economic context

The **economic and security situation in South Sudan has deteriorated** since baseline, with a weakening currency and high levels of inflation making people's situation increasingly desperate.

85% of respondents surveyed said they **could only afford school fees with difficulty or could not afford them at all** and lack of money continues to be the main reason reported for girls and boys either not going to school or dropping out.

Despite population movement being common, **43% of respondents agreed with the statement that children who are not from the local area should not be able to go to school in the area.** The **level of agreement to this statement was particularly high in former Upper Nile state** where 81% either strongly agreed or agreed.

Impact of Our School

Regular listeners to Our School are on average 1.4 times more likely to report having saved money or sold something to pay for uniforms or books, even when controlling for other factors.

Our School did not manage to sufficiently positively influence inclusion as 47% of listeners agree with the statement that “children who are not from the local area should not be able to attend school here”. This means that **addressing attitudes related to social cohesion continues to be important** and will need to be an important future feature of the programme.

The outbreak of violence in December 2013 exacerbated an already fractured political and social landscape in South Sudan. **Since baseline in 2014, the political and security situation has remained challenging and there has been an accompanying deterioration in the economic situation.** Inflation has risen throughout the year (at the time of writing standing at 700%) and at the time the midline survey was conducted, in May-June 2016, UN estimates put half the population in need of humanitarian assistance and 4.8million facing severe hunger.

There has been a **drop since baseline in the percentage of people who report education in their top three spending priorities**, with only 40% placing it in their top three compared to 54% in 2014. In addition, 85% say they can only afford school fees with difficulty or cannot afford them at all and 84% say they can only afford school uniforms with difficulty or cannot afford them at all.

Lack of money continues to be one of the main reasons respondents report for both girls and boys leaving school early: 43% said it was the main reason girls leave school early and 51% said it was the main reason boys leave school early.

Social cohesion

The conflict continues to affect every-day-life for many South Sudanese people. **Population movement and displacement is common.** However, when asked whether they agreed or disagreed with the statement “**people who are not from the local area should not be able to attend school here**” **43% of respondents agreed.** The level of agreement to this statement was particularly high in former Upper Nile state where 81% either strongly agreed or

agreed. By comparison, agreement was particularly low in former states Central Equatoria (30%) and Warrap (29%). However, almost as soon as this survey was concluded fighting broke out in Juba in July 2016 and tensions have become more pronounced across the country.

Impact of Our School

Our School Lakes State Episode on Inclusive Education: The Producer’s Introduction

In today’s programme we’re focusing on the importance of inclusive schools, where every child has access to education. According to the law of South Sudan, the Child Act of 2008 says a child shall not be discriminated against on the basis of the parent’s background, and children also have a right to free education. For this reason we shall find out how schools are making education accessible to all students, especially those from minority communities and vulnerable children. Not only that, we will explore from host children and those who come from different ethnicities what they learn from each other through friendship. One guardian will tell us how he supports his sister to remain in school. And finally, groups of school hubs will show us what they do to stay in harmony with children from outside their state

Since December 2013, the *Our School* programmes have sought to respond to the political, security and economic situations. As discussed previously, **episodes have demonstrated ways in which families can budget and save for education as finances become more stretched. Programmes focusing on inclusive schools** have explored how schools can be inclusive irrespective of a student's background and the importance of including students of different backgrounds in the school community. Several of these episodes were directly informed by the results from the baseline survey which indicated that these particular topics were likely to continue to pose challenges to ensuring education is inclusive of all.

Inclusive attitudes remain low, even amongst listeners

There are **small but significant associations between listening to *Our School* and attitudes relating to students of different backgrounds.** In total, 47% of the *Our School* audience agreed with the statement “children who are not from the local area should not be able to attend school here” compared to 42% of non-listeners. While this cannot be attributed to the programme, it is still important that programming continues to address social inclusion especially considering the upsurge in conflict and ethnically based attacks in recent months.

FIGURE 8.1: EXPOSURE BY INCLUSIVE ATTITUDE (% OF AGREEMENT)
 Base: For Statement 1: Parents Only (Parents of Girls n=2250) (Parents of Boys n=1706)

	Not Reached	Regularly Reached
People who are not from the local area should not be able to attend school here (results pertain to agreement)	42%	47%

Saving for school related costs

There was a **positive association between *Our School* and budgeting, with 76% of listeners reporting having saved money or sold something to help with school fees**

compared to 70% of non-listeners and 59% of listeners reporting saving money or selling something to help pay for uniforms or books compared to 49% of non-listeners.

FIGURE 8.2: EXPOSURE BY BUDGETING ACTIONS

Base: For Practices listened: All respondents (3,169)

	Not Reached	Regularly Reached
Saving money or selling something to help with school fees	70%	77%
Saving money or selling something to help pay for uniforms or books	49%	60%

Regression analysis found that regular listeners were 1.4 times more likely to report having saved money or selling something to help pay for uniforms or books, even when controlling for other factors such as levels of income and education, among others.

Saving to help pay uniforms or books			
Insight: Regular listeners to <i>Our School</i> are on average 1.4 times more likely to report having saved money or sold something to pay for uniforms or books			
Regular listeners How much more likely?	Statistically significant?	Additional factors that the model has controlled for as potentially influencing reporting saving money or selling something to pay for uniforms or books	Statistically significant?
1.4	Yes***	Income level Age Knowledge about the education system in South Sudan Confidence Level of education Access to radio overall Gender Awareness of other GESS activities	Yes** No No No No No No No

How to read this table: The “How much more likely?” column indicates how likely a regular listener is to have a daughter or girl in school than those who did not listen. The significant column details the degree of confidence we have that the finding did or did not occur by chance in our data. The more asterisks the more confident we are in the odds ratio: *** indicates 99.9% confidence, ** indicates >95% confidence and * indicates 95% confidence. We consider results significant at a 95% level of confidence or above.

The findings show that *Our School* should continue adapting the content to the changing context. The findings show the programme can be effective at helping parents and caregivers prioritise money for school fees or costs. The findings also show that addressing negative attitudes towards others continues to be a need, especially since the security situation has worsened in the last few months.

11. Conclusions and Recommendations

This report has summarised key findings around the reach and impact of Output 1 programming, specifically *Our School* and levels of knowledge, attitude and practice in relation to education and girls' education specifically.

Despite a deteriorating political, security and economic situation *Our School* has superseded logframe targets for 2016: reaching an audience of 2million people and regularly reaching 1.6million. In addition, awareness of other elements of the system supporting girls' education – specifically cash transfers, capitation grants, and quality of education initiatives – is higher than it was at baseline.

The midline research suggests *Our School* has contributed to improved knowledge amongst the poorest on the education system, higher involvement in education and more positive practices, such as discussing education with girls or daughters and budgeting for education. This is the case after controlling for other factors that could explain these better outcomes amongst audiences, such as levels of education, income, confidence or overall access to radio.

Moreover, regular listeners to *Our School* who are parents or caregivers are significantly more likely than non-listeners to say they have a daughter in school, also when controlling for other factors.

Recommendations

- The Output 1 project and the wider GESS consortium should continue to work to **address differences in levels of knowledge and practice among men and women**. Men continue to participate more than women in school management committees, parent teacher associations and have higher levels of awareness around GESS initiatives such as cash transfer and capitation grants that support girls' education. Increasing participation will also help raise awareness of what is happening in the classroom, the quality of education provision and this should in turn lead to greater dialogue between parents and the school system and more accountability around issues of education and girls' education specifically.
- While the midline shows a positive association between *Our School* and respondents reporting actions related to budgeting, **a lack of finances is still by far the biggest reason for parents withdrawing girls and boys from school. The programme needs to keep addressing issues of budgeting and the importance of investing in education** as way to improve the future of their families.
- A sizeable minority of the respondents (40%) would prioritise sons if funds were limited. This means that **the programme needs to keep addressing those attitudes which makes parents value the education of boys over the education of girls**.
- While radio is the most accessed media, only 56% of the population have access to it. The Output 1 project should continue to attempt to **mitigate the disparities of access to radio with community mobilisation and outreach activities**.
- 22% of respondents *strongly* agreed with the statement “people who are not from the local area should not be able to attend school here”, showing it is still important that programming continues to address this issue especially considering the upsurge in conflict and ethnically based attacks in July 2016. Therefore, **attention to increases in ethnic tensions and the impact of the conflict** will need to remain a focus of the *Our School* programmes.
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Appendix I. South Sudan Population Estimates and Reach Calculations

Due to displacement resulting from insecurity, the total population figure in South Sudan provided by the Population Reference Bureau (PRB) might be inaccurate, as PRB projections do not take into account unusual migratory rates. This affects the total reach figure in millions extrapolated from the percentage of those reached by the programme, as this extrapolation uses PRB data. The following estimation has therefore been calculated to estimate a more conservative reach.

Population figures South Sudan		Our School reach figures	
South Sudan 2015 Population Projections (source Population Reference Bureau – PRB)	12,200,000	-	-
% Adult population aged 15+ (source Population Reference Bureau – PRB)	58%	-	-
Total adult population (aged 15+) NOTE: Excludes changes resulting from large migration movements	7,076,000	29% of sample (national) listened to Our School	2,000,000
UNCHR Refugees and asylum seekers from South Sudan registered or awaiting registration by December 2016 http://data.unhcr.org/SouthSudan/regional.php	1,300,000	-	-
% of refugees and asylum seekers 18+ http://data.unhcr.org/SouthSudan/regional.php NOTE: Breakdown by 15+ not available	34%		
Estimate of refugees and asylum seekers aged 18+	442,000		
Total adult population excluding an estimate of refugees and asylum seekers of 442,000 NOTE: Includes a drop in the population figure based on an estimate of refugees and asylum seekers aged 18+ of 442,000 thousand	7,076,000 - 442,000 = 6,600,000	29% of sample (national) listened to Our School	1,900,000
<p>A reach figure of 2 million has been reported using the total PRB population figures for South Sudan. However, these additional estimations above acknowledge the likely drop in the overall PRB Population figure as a result of large migration due to conflict. Therefore a more conservative reach estimate ranging from 1,9 to 2 million is likely to be more accurate.</p> <p>However, the figure from UNCHR used to estimate this drop has the following flaws:</p> <ul style="list-style-type: none"> • Does not consider that groups from specific areas and states are more likely to have migrated than others • Does not consider that groups from specific gender and age groups are more likely to have migrated than others • It is based on a figure for people aged 18 and above, but it is applied on a total figure for 15+ 			

Appendix 2. Methodology

Research Objectives:

- To understand to what extent, and how, Output 1 achieves enhanced household and community awareness of and support for girls' education.
- To explore to what extent, and how, the outputs are able to achieve the following communication objectives:
 - Greater knowledge and awareness of school systems.
 - Greater household involvement in and support for girls going to and staying in school.
 - Greater confidence and empowerment of girls to make better life decisions.
 - School environment is more supportive of girls staying in school.
 - Greater community support for girls staying in school.

Cross-sectional surveys, representative of the accessible adult 15+ population are completed at key project milestones: baseline, midline and endline. The surveys capture a range of data on the media landscape and sources of information (including exposure to the radio outputs, enabling a calculation of the overall number of listeners – reach - and a profile of the audience), knowledge, attitudes and practices relevant to girls' education and demographics and contextual information. The baseline survey focused on providing contextual information and a project baseline of key measures among all adults. The midline and endline surveys will provide two key opportunities for analysis:

- Understanding changes over time, comparing baseline to midline and endline. However, this is not a longitudinal study and although the sampling approach for all cross-sectional surveys is the same, the participants are different and geographical units might have changed significantly due to displacement.
- Comparing outcomes by exposure, exploring differences across key measures between those exposed to and unexposed to the radio outputs, whilst controlling for a number of other factors that could confound the differences between exposed and unexposed.

The Research Methodology:

Baseline Quantitative Survey (May 2014)

BBC Media Action contracted Forcier Consulting in May 2014 to undertake the fieldwork for the Output 1 baseline survey. Fieldwork was completed in July and August using mobile data collection. Due to ongoing conflict and insecurity, it was not possible to achieve a sample representative of the total South Sudan population, or even complete states.

Sample design

At the time of fieldwork three of the former ten states of South Sudan were deemed 100% inaccessible due to conflict and insecurity. An assessment of accessibility in the remaining seven states was made by Forcier Consulting to establish the universe for the Output 1 baseline survey. Final levels of accessibility by state can be seen in the table below.

State	Large Towns	Other Areas	Excluded due to insecurity/ access	Total	% of total population represented in final sample
Central Equatoria	341,463	616,481	145,613	1,103,557	87%
Eastern Equatoria	33,657	493,953	378,551	906,161	58%
Western Equatoria	105,881	513,148	0	619,029	100%
Warrap	0	328,114	644,814	972,928	34%
Lakes	0	0	695,730	695,730	0%
Western Bahr El Ghazal	118,331	160,760	54,340	333,431	84%
Northern Bahr El Ghazal	59,217	226,860	434,821	720,898	40%
Unity	0	0	585,801	585,801	0%
Upper Nile	0	0	964,353	964,353	0%
Jonglei	0	0	1,358,602	1,358,602	0%
Total	658,549	2,339,316	5,262,625	8,260,490	36%
				Six states	64%

The sample was stratified by Large Town Payams and Other Areas, and by state within the Other Areas sample. The nine Large Town Payams were selected purposively and the sample size for each was approximately proportional to the estimated population.

Twenty-five Payams were selected for the Other Areas sample using Probability Proportional to Population Size (PPPS). Each selected Payam was allocated 60 interviews split across three Enumeration Areas (EAs). The EAs were selected by the National Bureau of Statistics (NBS) using the EA lists that they have, also using a PPPS approach. Households were selected within EAs using ranked landmark starting point and a randomly selected direction. A skip pattern of three households was used in rural areas and five in urban areas. Once at a selected household enumerators used a Kish grid to select a respondent for interview.

TABLE II: ACHIEVED SAMPLE BY STATE

	Large Towns		Other Areas		Total	
	Actual	Ideal	Actual	Ideal	Actual	Ideal
Central Equatoria	200	217	299	391	499	608
Eastern Equatoria	61	21	241	313	302	335
Northern Bahr El Ghazal	47	38	358	144	405	182
Warrap	0	0	176	208	176	208
Western Bahr El Ghazal	52	75	114	102	166	177
Western Equatoria	65	67	289	326	354	393
Total	425	418	1477	1484	1902	1902

Weighting

A weighting was applied to the data based on the final sample to correct inconsistencies in the number of achieved interviews per EA (the target was 20, which was largely met but with some small variance) as well as the overall distribution of interviews per state (using the ideal no. of EAs per Payam). Key demographic breaks were checked against available 2008 Census data and were found to be largely in line with existing population data. In the absence of more up to date / detailed population data with which to correct the small discrepancies, the data was left unweighted for demographic characteristics.

Table 11: Final Sample Weighted and Unweighted Bases and Profile

	Unweighted	Weighted	
State	Base	Base	%
Central Equatoria	499	608	32.0%
Eastern Equatoria	302	335	17.6%
Western Equatoria	354	393	20.6%
Warrap	176	208	10.9%
Western Bahr el Ghazal	166	177	9.3%
Northern Bahr el Ghazal	405	182	9.5%
Location type			
Large Town Payams	425	418	22.0%
Other Areas	1477	1484	78.0%
Age			
15-24 years	641	663	34.9%
25-34 years	486	497	26.1%
35-44 years	272	288	15.1%
45+ years	317	308	16.2%
Unknown	186	147	7.7%
Gender			
Male	907	913	48.0%
Female	995	989	52.0%
Education Level			
Never attended school	696	657	34.6%
Some primary only	545	578	30.4%
Completed primary but no secondary	100	103	5.4%
At least some secondary	266	284	14.9%
Completed university	35	36	1.9%
Currently studying	176	168	8.8%
Unknown	84	75	3.9%

Challenges and limitations

It is worth noting several key challenges encountered during the design and implementation of the survey, the steps taken to mitigate these issues and the extent to which they remain a limitation on the data.

Several significant changes to the survey universe were necessary during the fieldwork, as areas became inaccessible due to outbreaks of conflict. At the start of fieldwork Lakes state was included in the sample but the entire state had to be withdrawn several days into fieldwork due to an escalation of inter-communal violence which affected multiple areas of the state and made others inaccessible. Towards the end of the fieldwork in Northern Bahr el Ghazal, which had been otherwise almost fully accessible, an outbreak of conflict resulted in a major reduction in the proportion of the state which was deemed accessible. These changes in the sample universe resulted in discrepancies in the final distribution of interviews by state against the overall population distribution. Weighting has been used to correct this.

Also already mentioned is the lack of reliable and up to date population data on which to base any sample and weighting for demographic characteristics. In light of this the sampling design relies heavily on the PPS approach to ensure a representative set of interviews.

Since the crisis in December 2013 large numbers of people have been displaced across South Sudan. The majority of displacement has occurred in the three Upper Nile States. To mitigate the impact of the displacement in the states included in the sample respondents were screened to ensure that they had been living in the area for at least six months.

In addition to this the language diversity of the country presented a significant challenge to the collection of reliable data at several levels: producing reliable local language translations of the questionnaire to be included on the mobile devices; several of the languages used are not commonly written down and have many dialects; each state had a team consisting of one supervisor and six enumerators among whom capacity in a variety of languages was required. While scripted versions of the questionnaire in five languages were available on the mobile devices used for data collection in practice most of the interviews were entered into the English version, enumerators being more comfortable with data entry into the English script. To ensure the consistent delivery of the questionnaire in light of the in-field translation that was required supervisors and enumerators spent substantial time training with the local languages translations of the questionnaire.

Midline Quantitative Survey (May – July 2016)

The midline survey was conducted between May and July 2016. Following a similar approach to the baseline, 3,169 cases were collected using face to face interviews and proportional purposive sampling approach. As done at baseline, Forcier Consulting assessed the accessibility across the country.

The Middle survey aimed at collecting a national representative sample that could revisiting the areas covered in 2014 Baseline survey to obtain a comparative sample. The six largest towns – Juba, Yei, Yambio, Aweil, Torit and Wau were included as part of a purposive sample. Finally, 90 enumeration areas previously inaccessible during the Baseline Survey were now covered in the Midline Survey. Considering the on-going conflict and general insecurity, accessible and save areas were predefined before sampling the population. Stratification followed the same approach as in baseline. Areas in each stratum were randomly selected and gender proportions for each stratum considered for selecting participants within the household using a KISH grid.

States	Large Towns	Comparable w/ Baseline	Accessible in Midline only	FINAL SAMPLE
Central Equatoria	✓	✓		597
Eastern Equatoria	✓	✓		453
Jonglei		✓		207
Lakes			✓	361
Northern Bahr el Ghazal	✓	✓		143
Unity	✓		✓	93
Upper Nile			✓	136
Warrap		✓		497
Western Bahr el Ghazal	✓	✓		353
Western Equatoria	✓	✓		302
Total				3169

The weighting followed the same approach as the baseline to correct for any inconsistencies and considering the lack of more up to date population data.

Table 11: Final Sample Weighted and Unweighted Bases and Profile

State	Unweighted	Weighted	
	Base	Base	Weight by*
Upper Nile	136	101	.74
Jonglei	207	193	.93
Unity	93	137	1.47
Warrap	497	494	.99
Northern Bahr el Ghazal	380	387	1.02
Western Bahr el Ghazal	143	150	1.05
Lakes	361	375	1.04
Western Equatoria	302	288	.95
Central Equatoria	597	586	.98
Eastern Equatoria	453	458	1.01
Age			
15-24 years	1178	1177	1.00
25-34 years	914	917	1.00
35-44 years	555	561	1.01
45+ years	507	499	.98
Unknown	15	15	1.00
Gender			
Male	1335	1333	1.00
Female	1833	1834	.99
Education Level			
No schooling	1396	1396	1.00
Some primary	1057	1051	.99
Completed primary	356	360	1.01
Completed secondary	294	300	1.02
Unknown	61	61	1.00

* Weight in this table are the average weight for the indicated category. A weight equal to 1 indicates that cases need no weight. A weight lower than 1 indicates that cases are over-represented for that category in the sample. And weights higher than 1 indicate that cases are under-represented.

Qualitative Longitudinal Study

This report references quotes and qualitative insights drawn from the qualitative study. This study was developed by BBC Media Action in 2014 as one of the evaluation strategies meant to respond to the following research questions over the life of the project:

- What changes in knowledge, attitudes, efficacy and practices related to girls' education have occurred among individuals, households and communities during the life of the project?
- What has influenced any changes?
- In what ways have different elements of Output 1 contributed to any changes?

In the beginning of 2015 reports suggested that there was growing insecurity in Wau and the surrounding areas. Due to these security concerns BBC Media Action decided to suspend the study in early 2015 until the situation calmed down. However, the security situation in the state continued to deteriorate, and in June 2016, following renewed fighting in the area, there were reports that many household in Wau, including in the locations where the study was set up, were displaced from their homes. The UN reported that the incident in Wau resulted in 70,000 displaced citizens, 12,000 which took shelter in the United Nations Mission in the Republic of South Sudan (UNMISS) base in Wau and

thousands more displaced were in collective centers within the town²². The UN and relief agencies are working to address the IDPs most urgent needs at the UNMISS base. UNICEF reported teams have set up four Temporary Learning/Safe Spaces in the UNMISS site with IDPs; 26 teachers on government payroll have been identified amongst the IDPs in this site to support education services²³.

Due to the existing instability and displacement in Wau, BBC Media Action decided to conduct a scoping assessment in Wau in August 2016 to find out the whereabouts of the research participants who were recruited for the longitudinal study. From this assessment, it was found that it was not possible to locate many of the research participants. The few who were found were not sure whether they would remain in the same location or move elsewhere as the security situation was not predictable.

Therefore, due to ethical and security concerns, BBC Media Action decided to discontinue the study by conducting a round of wrap-up interviews with participants who were accessible and willing to participate in the research. In-depth interviews (IDIs) were conducted with two groups of people. The first group was original participants of the longitudinal study, some of whom no longer had radios and had stopped listening to *Our School* due to the crisis. The second group included five *Our School* listeners in order to gather listeners' perceptions of the program. These radio listeners were not part of the longitudinal study but were identified by the broadcast partner as regular contributors to the call-in section of *Our School*. They were asked by the broadcast partner whether they agreed to be contacted by a BBC Media Action researcher; those who consented were then recruited and interviewed as part of the wrap-up study. All research participants were parents, and of mixed gender and social economic background.

Appendix 3. Regression results

The following appendix summaries the regression analysis conducted on the midline survey for the Girls' Education South Sudan (GESS) project collected between May and July 2016. This database includes a total of 3169 cases, but the number of cases included in each of the five models varies depending on the information available for each model. All logistic regressions were run on weighted data to extrapolate the analysis to the studied population in the 10 states of the country.

Why Logistic Regression?

The Logistic Regression and other types of regression models are designed to provide an explanation on how the values or results in one variable are associated with the values of other variables. The model requires us to specify a dependent variable that we are interested in explaining or predicting with the model. In this study, 5 dependent variables for 5 models have been analysed and explained:

1. Discussion between parents/guardians and daughters/step-daughters (binary)
2. Participation in education among the community (binary)
3. Knowledge about the education system (binary)
4. Girls attending school (binary)
5. Savings to support girl's books, uniforms (binary)

²² UN Security Council (2016) "Security Council Press Statement on Fighting in Wau, South Sudan", 1 July 2016, available at: <http://www.un.org/press/en/2016/sc12431.doc.htm>

²³ UNICEF (2016) "Wau Humanitarian Situation Update", 28 June 2016, available at:

https://www.unicef.org/appeals/files/UNICEF_South_Sudan_Wau_Humanitarian_Situation_Update_28_June_2016.pdf

The independent variable is aiming at explaining a change in the dependent variable was created by following standard and consistent project guidelines. Audience regularly reached by BBC Media Action programmes was considered for creating a first category including with those who have been regular exposed to 'Our School' (726 cases) and a second category with those who were not exposed to the programme (2259 cases). To avoid grey areas and ensure the independent variable was measuring engaged audiences, those who were exposed, but not regularly exposed (183 cases) were excluded from the logistic regression. This is also in line with standardised procedures at BBC Media Action and previous project recommendations.

The Logistic model allows us to work with categorical variables such as the binary variables used in this study. In a Logistic regression, the distribution of the variables does not follow a normal and linear distribution that could have fitted better in another statistical model such as a Linear Regression. The Logistic regression provides a probability value or odd ratio that indicates how much more likely cases with specific attributes are of fitting into a model that explains the presence of certain outcomes. The regressions are calculated with a certain degree of confidence specified by the model. This confidence interval is used to understand if the changes in one variable are associated with changes in the other as a result of a statistical relationship which can be explain by the model or not. BBC Media Action, as in the field of statistics in general, considers any value above the 95% level of confidence as statistically significant, meaning it is not by chance, to understand the association between the changes in the variable we want to explain (dependent variable) and the other variables included in the model.

The model considered a series of cofounders to control the independent predictor power of exposure to the BBC Media Action radio programme. Variables included in the model as cofounders are gender, age, education level, income level, radio access, confidence in capacity of influence for better results, knowledge of the education system, and awareness of 3 or more GESS activities. The cofounders were selected a priori on the basis of what previous studies have showed as having a relationship with targeted outcomes (ie. education, income, gender) as well as variables specific to this project such as awareness of GESS activities or knowledge of the education system.

To consider different levels of associations between independent variable and dependent variables and the cofounders, three different blocks using the Enter Method was applied. This method considers BBC Media Action's understanding of the context and study to select relevant variables which can be useful to account for the effect of diverse factors on the dependent variable and control the explanatory power of our independent variable. The first block to test associations included gender, income level, age, radio access and education level. A second block in the Enter method considered awareness of GESS activities, knowledge of the education system and confidence in capacity of influence for better results as cofounders. Finally, the third block added our independent variable, regular exposure to *Our School*, as an explanatory variable.

The Logistic Regression is analysed in terms of probability or odd ratios of something to happen if a condition is given. In other terms, it helps us to understand which cases are more likely than other to predict certain results. This is based on the Wald test used to estimate the beta coefficient as an odd ratio. Here, this was considered by applying the Hosmer-Lemeshow goodness-of-fit test which can be found in the column under the heading Exp(B) in the SPSS table included below. The reading of the odd ratios requires having a reference category for comparison. In the example below and first table, it is possible to infer how likely are regular listeners to discuss education with their daughters/girls in relation to those who did not listen to the programme.

Outcome on discussion with girls/daughter about on education

The first logistic regression considers the impact of regular exposure to *Our School* on the attitudes of parents and guardians towards girls' education. The model includes a binary dependent variable derived from a question on how often respondents talk to your daughter/girl about education? (P5_DiscussionGirls). Those who answered never or occasionally were recoded together, and those who said frequently coded into a second category. This model has a base of 1636 cases.

The analysis showed a positive association between listening to BBC Media Action radio programme and discussion with girls/daughter about education. It showed that listeners to *Our School* were on average 2 times more likely to discuss about education with daughter or step-daughters than those who did not listened. This analysis was controlled for a number of cofounders: age, gender, education level, income level, confidence in own capacity to influence, knowledge of other GESS partners' activities or access to radio.

Summary Table Discussion on education with girls/daughter (Do you talk to your daughter/girl about education frequently, occasionally or never?)

Dependent Variable		
Variable Name	Description	Statistically significant?
DiscussionBin	Recoded binary variable on discussion about education with girls/ daughters. The reference category is those who do not discussed frequently with girls about education. Compare to those who has been frequently with girls about education.	Not applicable, as this is the dependent variable.
Independent Variable		
Variable Name	Description	Statistically significant?
Reach_RegReachOurSchool	People regularly reach by Radio programme Our School. The reference category is those who were not exposed to the programme. Compare to those who has been regularly exposed to the programme. Media Dark and Reach, but not regularly exposed are excluded.	Yes***
Confounders		
Standard or country Specific	Description	Statistically significant?
	Additional factors that the model has controlled for as potentially influencing the frequency of discussion	
Standard	• Income level	Yes***
Standard	• Access to radio	No
Standard	• Age	No
Standard	• Gender	No
Standard	• Level of education	Yes**
Country specific	• Knowledge about the education system	Yes***
Country specific	• Confidence in capacity of influence for better results	Yes***
Country specific	• Awareness of other GESS activities	No
Overall Result		
Number of cases (n=1636)	Regular listeners to Our School are on average 2 times more likely to frequently discuss with their daughters/girls about education compared to non-listeners. Variables included: 1) Age, 2) Gender, 3) Level of education, 4) Income level, 5) Access to radio, 6) Knowledge about the education system, 7) Confidence in capacity of influence better results, 8) Awareness of other GESS activities, 9) Regularly Reach by programme (independent) and 10) Discussion about education (dependent)	Yes***

*** 99.9% confidence, ** indicates >95% confidence * indicates 95% confidence.

SPSS TABLES for Discussion between parents/guardians and daughters/step-daughters with confidence levels and odd ratios for each variables included in the model to explain discussion on education (Third and last block).

		Variables in the Equation						95% C.I.for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Block 3 Entre Method	Gender (Ref cat: Female)	-.154	.118	1.701	1	.192	.857	.681	1.080
	Age (15-24, Ref cat)			2.136	3	.545			
	Age 25-34	.133	.147	.825	1	.364	1.142	.857	1.523
	Age 35-44	.154	.164	.873	1	.350	1.166	.845	1.609
	Age 45 and above	.251	.176	2.033	1	.154	1.285	.910	1.813
	Education (No schooling, Ref cat)			5.754	3	.124			
	Education - Some primary	.113	.137	.679	1	.410	1.120	.856	1.465
	Education - Completed primary	.076	.211	.131	1	.717	1.079	.714	1.632
	Education - Completed secondary	.538	.227	5.624	1	.018	1.713	1.098	2.674
	Income (Very low, Ref cat)			22.514	3	.000			
	Income - Low	-.568	.142	16.065	1	.000	.566	.429	.748
	Income - Medium	-.553	.149	13.798	1	.000	.575	.429	.770
	Income - High	-.634	.199	10.179	1	.001	.531	.359	.783
	Access to radio (No access, Ref cat)	-.061	.134	.210	1	.647	.941	.724	1.222
	Level of Knowledge on education system on 0 to 4 scale	.124	.046	7.211	1	.007	1.132	1.034	1.240
	Awareness on GESS activities (Less than 3, Ref cat)	.094	.120	.618	1	.432	1.099	.869	1.390
	Confident in capacity to influence (Strongly disagree, Ref cat)			32.359	3	.000			
	Confident in capacity to influence - Disagree	-.415	.297	1.959	1	.162	.660	.369	1.181
	Confident in capacity to influence - Agree	-.127	.254	.249	1	.618	.881	.535	1.450
	Confident in capacity to influence - Strongly agree	.511	.265	3.723	1	.054	1.668	.992	2.804
Programme exposure (Non-exposed, Ref cat)	.712	.155	21.038	1	.000	2.039	1.504	2.764	
Constant	.473	.296	2.549	1	.110	1.605			

SPSS TABLES with coefficients to look at confidence level of the whole model.

Omnibus Tests of Model Coefficients				
		Chi-square	df	Sig.
Block 3	Step	21.507	1	.000
Enter	Block	21.507	1	.000
Method	Model	121.376	17	.000

SPSS TABLES with Nagelkerke R Square

Model Summary			
Block 3	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
	1946.673	.070	.099

Logistic regression for Participation in Education among the Community

The second Logistic regression involved a derived binary variable for Participation in Education among the Community. This variable was created by counting the responses in five questions: E18a_Participate_Visit, E18b_Participate_Question, E18c_Participate_PTASMC, E18d_Participate_DonateMoney and E18e_Participate_Journey. Those who do not participate or participated in one activity were coded together, and those who participate in two or more activities were coded into a second category as people who participate. This model has a base of 1776 cases.

SPSS TABLES for Participation in Education among the Community with confidence levels and odd ratios for each variables included in the model to explain discussion on education (Third and last block).

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Gender (Ref cat: Female)	.062	.116	.282	1	.595	1.064	.847	1.336
Age (15-24, Ref cat)			2.006	3	.571			
Age 25-34	.016	.145	.012	1	.911	1.016	.764	1.352
Age 35-44	.149	.163	.839	1	.360	1.161	.844	1.598
Age 45 and above	.198	.175	1.287	1	.257	1.220	.866	1.718
Education (No schooling, Ref cat)			39.374	3	.000			
Education - Some primary	.367	.133	7.646	1	.006	1.443	1.113	1.872
Education - Completed primary	.503	.207	5.901	1	.015	1.653	1.102	2.480
Education - Completed secondary	1.503	.243	38.133	1	.000	4.496	2.790	7.244
Income (Very low, Ref cat)			4.771	3	.189			
Income - Low	.096	.140	.473	1	.492	1.101	.837	1.447
Income - Medium	.106	.148	.510	1	.475	1.111	.832	1.485
Income - High	-.303	.195	2.411	1	.120	.739	.504	1.083
Entrepreneurship (No access, Ref cat)	.346	.131	6.957	1	.008	1.414	1.093	1.828
Parent (No, Ref cat)	-.197	.250	.620	1	.431	.821	.503	1.341
Level of Knowledge on education system on 0 to 4 scale	.048	.045	1.118	1	.290	1.049	.960	1.145
Awareness on GESS activities (Less than 3, Ref cat)	1.330	.114	135.686	1	.000	3.780	3.023	4.729
Confident in capacity to influence (Strongly disagree, Ref cat)			46.121	3	.000			
Confident in capacity to influence - Disagree	-.760	.301	6.379	1	.012	.468	.259	.844
Confident in capacity to influence - Agree	-.631	.251	6.308	1	.012	.532	.325	.871
Confident in capacity to influence - Strongly agree	.129	.259	.248	1	.619	1.138	.685	1.891
Programme exposure (Non-exposed, Ref cat)	.481	.150	10.240	1	.001	1.618	1.205	2.172
Constant	-.861	.372	5.358	1	.021	.423		

SPSS TABLES with coefficients to look at confidence level of the whole model

		Chi-square	df	Sig.
Step		10.300	1	.001
Step 1	Block	10.300	1	.001
	Model	462.149	18	.000

SPSS TABLES with Nagelkerke R Square

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	2012.651	.227	.303

Logistic regression for Knowledge about the Education System

The third Logistic regression involved a derived binary variable for Knowledge about the Education System. This variable was created by counting the responses in four questions on knowledge about the education system: E2d_KnowledgeTest, E2e_KnowledgeTest, E2f_KnowledgeTest and E2g_KnowledgeTest. Those who knew none or one of these questions were coded as little or no knowledge, and those who knew more than one of these educational aspects were considered as well-informed. This model also has a base of 1776 cases.

SPSS TABLES for Knowledge about the Education System with confidence levels and odd ratios for each variables included in the model to explain discussion on education (Third and last block).

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Gender (Ref cat: Female)	.001	.120	.000	1	.991	1.001	.791	1.267
Age (15-24, Ref cat)			15.505	3	.001			
Age 25-34	.298	.157	3.605	1	.058	1.348	.990	1.833
Age 35-44	.020	.167	.014	1	.906	1.020	.735	1.415
Age 45 and above	-.334	.174	3.674	1	.055	.716	.509	1.008
Education (No schooling, Ref cat)			105.686	3	.000			
Education - Some primary	1.117	.138	65.172	1	.000	3.055	2.329	4.006
Education - Completed primary	1.784	.260	47.040	1	.000	5.953	3.576	9.911
Education - Completed secondary	1.603	.252	40.345	1	.000	4.967	3.029	8.146
Income (Very low, Ref cat)			20.457	3	.000			
Income - Low	.343	.141	5.950	1	.015	1.409	1.070	1.857
Income - Medium	.686	.155	19.493	1	.000	1.985	1.464	2.691
Income - High	.336	.205	2.701	1	.100	1.400	.937	2.091
Access to radio (No access, Ref cat)	.168	.138	1.478	1	.224	1.182	.903	1.549
Parent (No, Ref cat)	.364	.242	2.254	1	.133	1.439	.895	2.313
Awareness on GESS activities (Less than 3, Ref cat)	.594	.120	24.426	1	.000	1.811	1.431	2.293
Confident in capacity to influence (Strongly disagree, Ref cat)			10.298	3	.016			
Confident in capacity to influence - Disagree	.214	.301	.503	1	.478	1.238	.686	2.235
Confident in capacity to influence - Agree	.649	.257	6.385	1	.012	1.913	1.157	3.165
Confident in capacity to influence - Strongly agree	.460	.264	3.042	1	.081	1.583	.945	2.654
Programme exposure (Non-exposed, Ref cat)	-.264	.162	2.637	1	.104	.768	.559	1.056
Constant	-1.246	.376	11.002	1	.001	.288		

SPSS TABLES with coefficients to look at confidence level of the whole model

	Chi-square	df	Sig.
Step	2.643	1	.104
Step 1 Block	2.643	1	.104
Model	276.179	17	.000

SPSS TABLES with Nagelkerke R Square

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1915.477	.143	.202

Logistic regression for Girls Attending School.

The fourth Logistic regression involved a derived binary variable for Girls attending School. This was a yes/no response question asking if any girls in the house were going to school. This model has a base of 1678 cases.

SPSS TABLES for Girls in School with confidence levels and odd ratios for each variables included in the model to explain discussion on education (Third and last block).

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 ^a								
Gender (Ref cat: Female)	-.176	.175	1.005	1	.316	.839	.595	1.183
Age (15-24, Ref cat)			1.728	3	.631			
Age 25-34	-.258	.235	1.197	1	.274	.773	.487	1.226
Age 35-44	-.296	.253	1.366	1	.243	.744	.453	1.222
Age 45 and above	-.138	.272	.259	1	.611	.871	.511	1.483
Education (No schooling, Ref cat)			10.366	3	.016			
Education - Some primary	.600	.217	7.629	1	.006	1.823	1.190	2.791
Education - Completed primary	.208	.317	.433	1	.511	1.232	.662	2.292
Education - Completed secondary	.871	.384	5.132	1	.023	2.388	1.125	5.073
Income (Very low, Ref cat)			1.969	3	.579			
Income - Low	-.003	.225	.000	1	.990	.997	.641	1.551
Income - Medium	.326	.260	1.580	1	.209	1.386	.833	2.306
Income - High	-.056	.352	.026	1	.873	.945	.474	1.885
Access to radio (No access, Ref cat)	-.359	.196	3.355	1	.067	.699	.476	1.025
Level of Knowledge on education system on 0 to 4 scale	.108	.068	2.469	1	.116	1.114	.974	1.273
Awareness on GESS activities (Less than 3, Ref cat)	.146	.195	.564	1	.453	1.158	.790	1.696
Confident in capacity to influence (Strongly disagree, Ref cat)			5.463	3	.141			
Confident in capacity to influence - Disagree	-.288	.461	.391	1	.532	.750	.304	1.850

Confident in capacity to influence – Agree	-.281	.401	.494	1	.482	.755	.344	1.655
Confident in capacity to influence – Strongly agree	.154	.418	.135	1	.713	1.166	.514	2.648
Programme exposure (Non-exposed, Ref cat)	1.422	.597	5.669	1	.017	4.144	1.286	13.353
Exposure by Income (Very-low, Ref cat)			5.523	3	.137			
Exposure by Income - Low	-.588	.555	1.126	1	.289	.555	.187	1.646
Exposure by Income – Medium	-1.189	.569	4.363	1	.037	.305	.100	.929
Exposure by Income - High	.146	.780	.035	1	.852	1.157	.251	5.336
Exposure by Awareness on GESS (< 3, Ref cat)	-.487	.518	.885	1	.347	.614	.222	1.696
Constant	2.039	.465	19.221	1	.000	7.682		

SPSS TABLES with coefficients to look at confidence level of the whole model

	Chi-square	df	Sig.
Step	6.131	4	.190
Step 1 Block	6.131	4	.190
Model	48.461	21	.001

SPSS TABLES with Nagelkerke R Square

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1052.726	.028	.059

Logistic regression for Savings sold goods to support girls books, uniforms.

The fifth and last regression involved a derived binary variable about family savings for buying books and uniforms. This was a yes/no response question. This model has a base of 1431 cases.

SPSS TABLES for savings for buying books and uniforms with confidence levels and odd ratios for each variables included in the model to explain discussion on education (Third and last block).

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Gender (Ref cat: Female)	-.109	.114	.902	1	.342	.897	.717	1.123
Age (15-24, Ref cat)			7.071	3	.070			
Age 25-34	.351	.139	6.344	1	.012	1.420	1.081	1.866
Age 35-44	.276	.160	2.976	1	.085	1.317	.963	1.802
Age 45 and above	.125	.173	.521	1	.470	1.133	.807	1.592
Education (No schooling, Ref cat)			6.163	3	.104			
Education - Some primary	-.232	.133	3.062	1	.080	.793	.611	1.028
Education - Completed primary	-.387	.198	3.808	1	.051	.679	.461	1.002
Education - Completed secondary	.000	.195	.000	1	.999	1.000	.682	1.466
Income (Very low, Ref cat)			10.218	3	.017			
Income - Low	.304	.139	4.750	1	.029	1.355	1.031	1.780
Income - Medium	.419	.144	8.511	1	.004	1.521	1.147	2.015
Income - High	.366	.186	3.869	1	.049	1.442	1.001	2.076
Access to radio (No access, Ref cat)	-.213	.134	2.526	1	.112	.808	.621	1.051
Level of Knowledge on education system on 0 to 4 scale	.025	.028	.803	1	.370	1.026	.970	1.084
Awareness on GESS activities (Less than 3, Ref cat)	.014	.118	.014	1	.906	1.014	.805	1.277
Confident in capacity to influence (Strongly disagree, Ref cat)			1.629	3	.653			
Confident in capacity to influence - Disagree	-.069	.306	.051	1	.820	.933	.512	1.699
Confident in capacity to influence - Agree	.156	.255	.374	1	.541	1.169	.709	1.927
Confident in capacity to influence - Strongly agree	.074	.261	.081	1	.776	1.077	.646	1.796
Programme exposure (Non-exposed, Ref cat)	.395	.141	7.906	1	.005	1.485	1.127	1.956
Constant	-.217	.295	.537	1	.464	.805		

SPSS TABLES with coefficients to look at confidence level of the whole model

	Chi-square	df	Sig.
Step	6.131	4	.190
Step 1 Block	6.131	4	.190
Model	48.461	21	.001

SPSS TABLES with Nagelkerke R Square

Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	1052.726 ^a	.028	.059

i Reach is defined as listened within the last year.

ii Regular reach is defined as those who listen to every other episode.